

BUILDING A COLLABORATIVE UNDERSTANDING OF THE RUBRIC

STANDARD I: TEACHERS DEMONSTRATE
LEADERSHIP



ARTIFACT GUIDELINES

- We encourage the ECEs we support to reflect, collect, select, and present their own evidences during meetings with evaluators.
- Standards 1, 2e and 5 have been designated as not observable, in practice, evaluators may see observable evidence related to the Standards during the observation.
 - These observations should be considered in marking the rubric.
- Any artifacts or evidences displayed in the classroom relating to Standards 1, 2e and 5 should also be considered without being included in a collection system.

As part of the NC TEP, teaching practices are documented and evaluator feedback is provided to support professional growth. It is not an objective of using the evaluation process to create additional work, or to add an extra burden on teachers by requiring extensive artifact collection. Evaluators should be flexible with teachers, as we want to see flexibility used with children and families in inclusive, high-quality early childhood classrooms.

Developing

Knowledge

Does the teacher
know it?

Proficient

Action

Does the teacher
show it?

Accomplished

Interaction

Is it evident in the
actions of the
children?

Distinguished

Extension

Is it visible beyond
her classroom?

STANDARD 1a

Element 1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

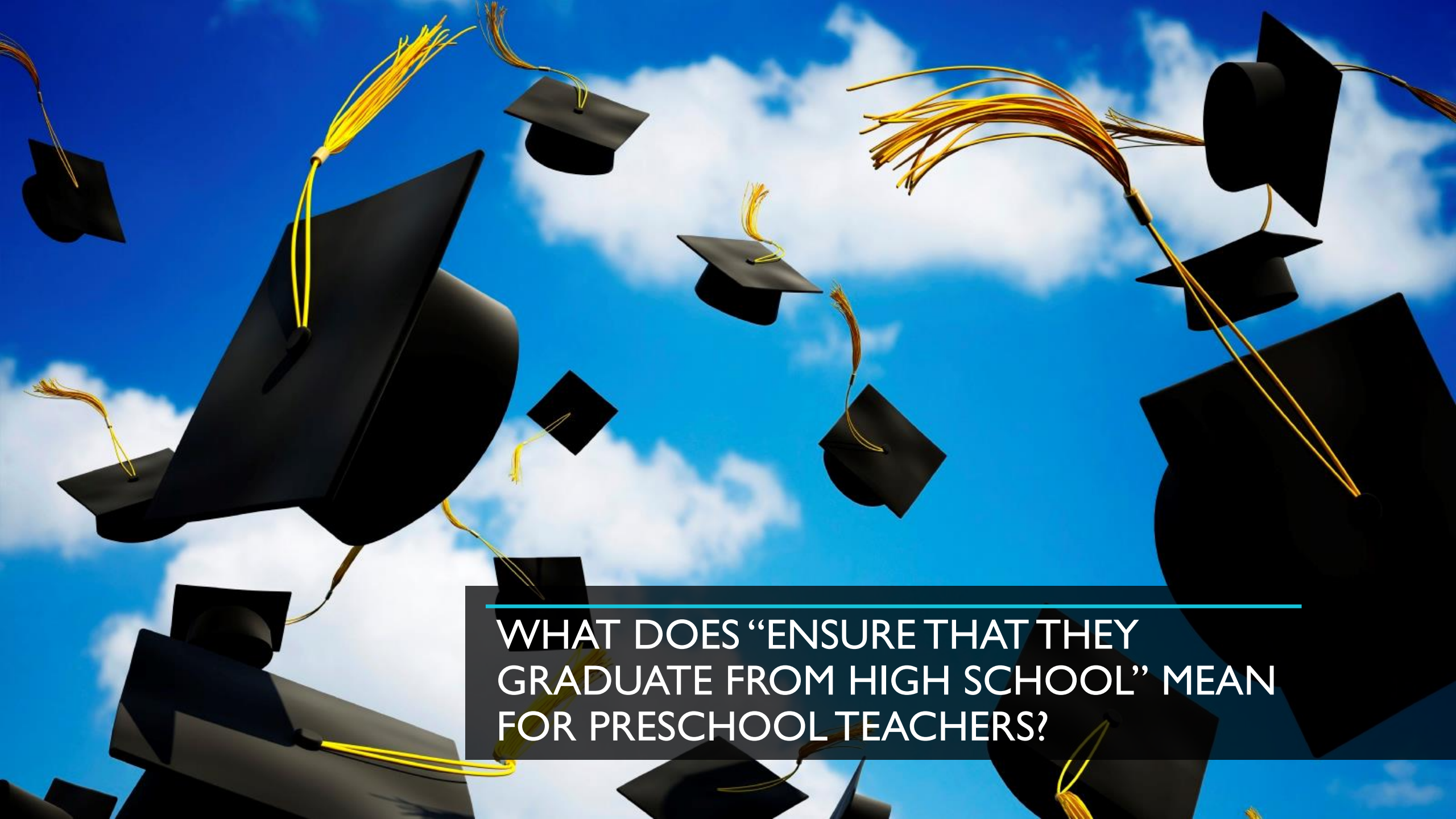
STANDARD 1a

Observation	Element 1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data-driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain 	

Focusing on Proficient = ACTION

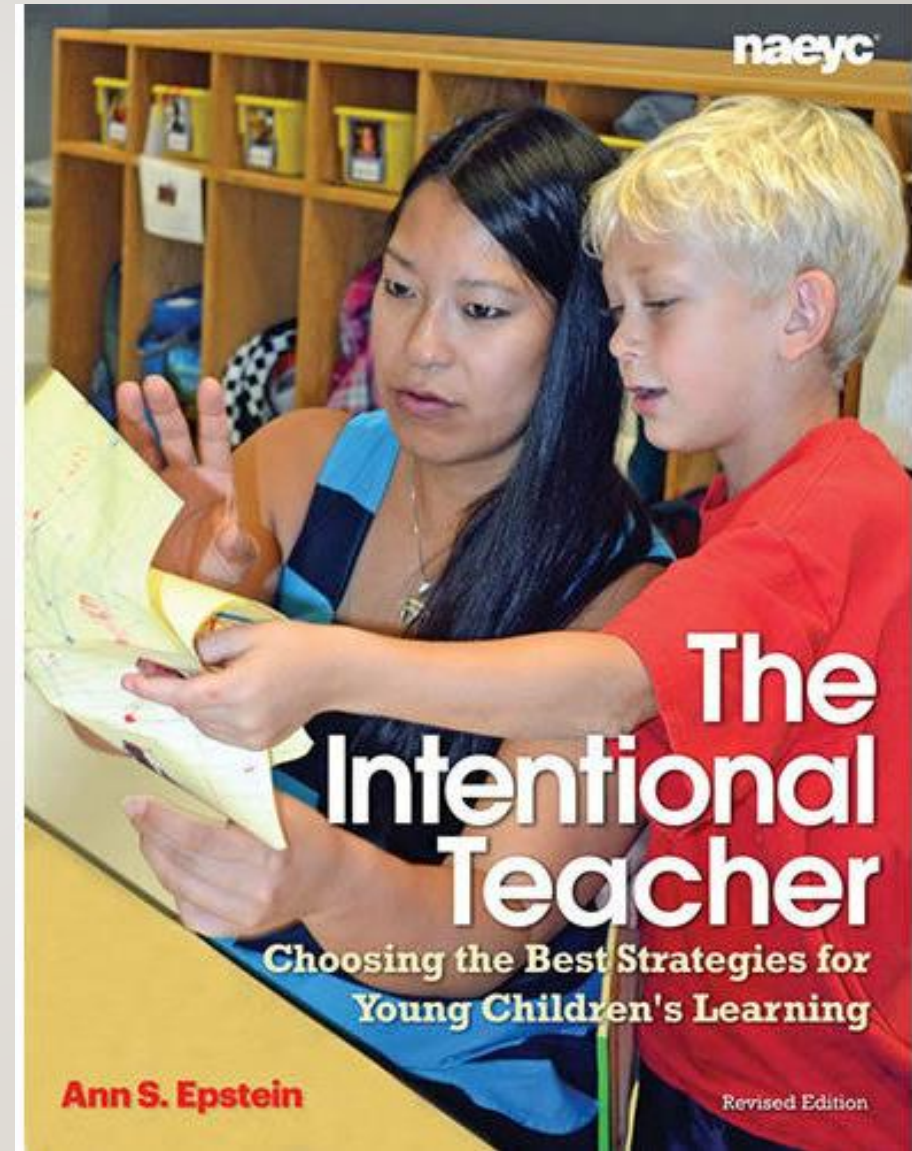
TAKES RESPONSIBILITY FOR THE PROGRESS OF STUDENTS

- Classroom practices reflect a solid understanding of NC FELD goals, developmental indicators and suggested teaching strategies.
- Intentionally implements discovery activities that extend learning on the current topic of study and/or unit.
- Classroom is designed to respond to children's needs and interests including making necessary modifications.
- Monitors children's developmental progress in order to meet their learning needs.
- Shares child's progress with families, encourages family participation and input in a variety of ways (respects parent as first teacher).



WHAT DOES “ENSURE THAT THEY GRADUATE FROM HIGH SCHOOL” MEAN FOR PRESCHOOL TEACHERS?

PROVIDES EVIDENCE OF
DATA DRIVEN
INSTRUCTION
THROUGHOUT ALL
CLASSROOM ACTIVITIES



DATA DRIVEN INSTRUCTION

- Plans reflect learning goals/objectives and assessment strategies.
- Uses data to differentiate and develop plans for individual children.
- Assesses frequently.
- Plans for indoor and outdoor activities.
- Takes advantage of teachable moments including routines and transitions.
- Ensures that child portfolios contains multiple sources of information (e.g., families, other professionals).

ESTABLISHES A SAFE AND ORDERLY CLASSROOM

- Follows safety guidelines set forth by licensing/public health guidelines.
- Stops unsafe behaviors promptly, consistently and appropriately while maintaining the dignity of the child.
- Ensures that all children are visually supervised at all times.
- Teacher assists children in choosing alternative resolutions to problems and conflicts.
- Classroom reflects discovery and use of materials, but is generally well maintained.

STANDARD 1a

Observation	Element 1a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> <input type="checkbox"/> Understands how they contribute to students graduating from high school. <input type="checkbox"/> Uses data to understand the skills and abilities of students. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input type="checkbox"/> Provides evidence of data-driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21st century. <input type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourages students to take responsibility for their own learning. <input type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	

STANDARD 1b

Element 1b. Teachers demonstrate leadership in the school.

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

STANDARD 1b

Element 1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Attends professional learning community meetings.

Displays awareness of the goals of the school improvement plan.

... and

Participates in professional learning community.

Participates in developing and/or implementing the school improvement plan.

... and

Assumes a leadership role in professional learning community.

Collaborates with school personnel on school improvement activities.

... and

Collaborates with colleagues to improve the quality of learning in the school.

Assumes a leadership role in implementing school improvement plan throughout the building.



PROFESSIONAL LEARNING COMMUNITIES

In a PLC, educators

- share knowledge, learn from each other and grow professionally
- discuss student learning and how it can be improved
- plan together
- take collective responsibility for the learning of all children
- share ideas about what is and is not working
- analyze student data together to adjust instruction

PROFESSIONAL LEARNING COMMUNITIES

- Can meet in person or in an online community
- They can be organized by teachers, administrators, local contract administrators, other education professional organizations or EESLPD staff
- Groups vary in size
- Professional Learning Communities are NOT
 - Staff meetings
 - Professional Development Sessions
 - Workshop
 - A small group of teachers discussing topics of common interest

SUPPORTING A PROFESSIONAL LEARNING COMMUNITY CULTURE IN EARLY CHILDHOOD SETTINGS

- An ongoing **process** in which educators work collaboratively to achieve better learning opportunities for the children they teach.
- In a Professional Learning Community, both, the children and teachers are learners.

PROFESSIONAL LEARNING COMMUNITIES

- The Three Big Ideas (A Focus on Learning, A Culture of Collaboration, A Focus on Results)
 - (1.) A Focus on Learning - The fundamental purpose of education is to ensure that all children learn at appropriate developmental levels.
 - (2.) A Culture on Collaboration - Preschools cannot achieve the fundamental purpose of learning for all if teachers work in isolation.
 - (3.) A Focus on Results - Preschools need evidence that children are acquiring healthy social and emotional development, positive approaches to learning, and age appropriate skills deemed essential to their success.

PROFESSIONAL LEARNING COMMUNITIES

- The Four Critical Questions
- What is it we want all children to learn and how do we foster individual development?
- How do we know if they are developing as expected and have learned essential skills, concepts, and dispositions we have deemed most essential?
- How will we respond when some of the children do not learn and develop as we expected?
- How will we enrich and extend the learning and development for children who are already mastering developmental objectives?

ROLE PLAY

With a shoulder partner

- Read the scenario on your table
- Discuss what the goal of the conversation with this teacher would be.
- What are possible next steps for the teacher? Evaluator?
- One person should be the teacher, the other the evaluator, role play the conversation you would have in the post-conference.



PARTICIPATES IN THE DEVELOPMENT OR IMPLEMENTATION OF THE SCHOOL IMPROVEMENT PLAN

- Participates in activities that improve the school overall
- Participates in school and/or agency committees
- Participates in facility improvement projects
- Participates in the development of a formal school improvement plan
- Works with colleagues to increase parent and/or community collaboration schoolwide

STANDARD 1b

Element 1b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Attends professional learning community meetings.

Displays awareness of the goals of the school improvement plan.

... and

Participates in professional learning community.

Participates in developing and/or implementing the school improvement plan.



... and

Assumes a leadership role in professional learning community.

Collaborates with school personnel on school improvement activities.

... and


Collaborates with colleagues to improve the quality of learning in the school.

Assumes a leadership role in implementing school improvement plan throughout the building.

STANDARD 1c

Element 1c. Teachers lead the teaching profession.

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



STANDARD 1c

Observation	Element 1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	<p>... and</p> <p>Contributes to the:</p> <input type="checkbox"/> improvement of the profession through professional growth.	<p>... and</p> <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	<p>... and</p> <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	

life as a teacher
BEGINS the day
YOU REALIZE that
you are ALWAYS a
LEARNER

CONTRIBUTES TO THE IMPROVEMENT OF THE PROFESSION THROUGH PROFESSIONAL GROWTH

- Is a member of a professional organization (NAEYC, NHSA, DEC).
- Participates in the PLC process and applies knowledge learned to the classroom.
- Participates in professional development activities and applies knowledge to the classroom.
- Has a Professional Development Plan and participates in professional growth opportunities.
- Demonstrates implementation of research-based, developmentally appropriate educational practices.

CONTRIBUTES TO THE ESTABLISHMENT OF POSITIVE WORKING RELATIONSHIPS

- Plans with colleagues.
- Includes teacher assistant in decision making and planning for the classroom.
- Meets with school/center staff and administration for planning school/center wide activities.
- Shares new understanding and ideas with colleagues.
- Models respectful professional interactions.

CONTRIBUTES TO THE SCHOOL DECISION MAKING PROCESS AS REQUIRED

- Contributes ideas in center/school special event planning.
- Makes suggestions about possible school improvement needs.
- Takes responsibility for managing school/center-wide family events.
- Contributes to budgeting process by communicating classroom needs in a professional manner.
- Investigates opportunities for community involvement in the program/school

STANDARD 1c

Observation	Element 1c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	... and <input type="checkbox"/> Contributes to the: <input type="checkbox"/> improvement of the profession through professional growth. <input type="checkbox"/> establishment of positive working relationships. <input type="checkbox"/> school's decision-making processes as required.	<input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	... and <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.		

STANDARD Id

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

STANDARD Id

Element Id. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
<input type="checkbox"/> Knows about the policies and practices affecting student learning.	<input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	<input type="checkbox"/> Participates in developing policies and practices to improve student learning.	<input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	

**ONE PERSON
CAN MAKE A
DIFFERENCE,
AND
EVERYONE
SHOULD TRY.**

- JOHN FITZGERALD KENNEDY

Social Work  Career

SUPPORTS POSITIVE CHANGE IN POLICIES AND PRACTICES AFFECTING YOUNG CHILDREN'S LEARNING

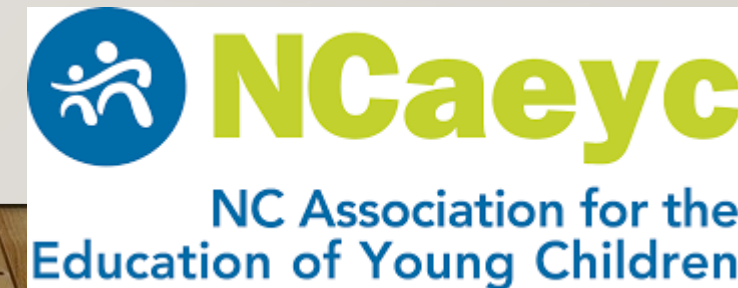
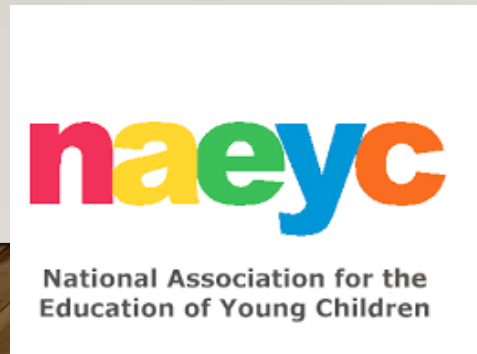
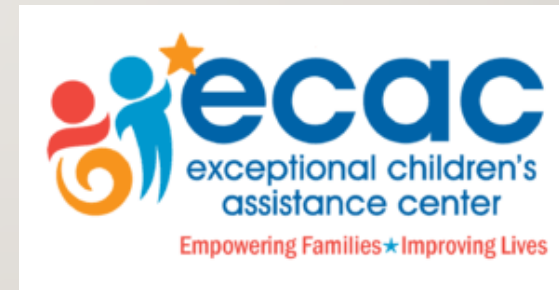
- Works with colleagues to review policies and procedures and identifies strategies for improvement.
- Belongs to and participates in professional organizations that deal with early education policies.
- Acts on advocacy alerts.

SUPPORTS POSITIVE CHANGE IN POLICIES AND PRACTICES AFFECTING YOUNG CHILDREN'S LEARNING


- May be a board or committee member for an organization that supports Early Childhood Education policy and practices.
- May lead a PLC meeting to discuss changes to policy and educate colleagues.
- Explores and shares resources with colleagues to address new and/or proposed ideas for policy reform.

SUPPORTS POSITIVE CHANGE IN POLICIES AND PRACTICES AFFECTING YOUNG CHILDREN'S LEARNING

- Participates in the referral and IEP process to ensure child's needs are met.
- Encourages and empowers families to advocate for their child.
- Takes opportunities to educate families and community members about the importance of play in early childhood education.



STANDARD Id

Element Id. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
<input type="checkbox"/> Knows about the policies and practices affecting student learning.	... and <input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	 ... and <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	... and <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	

STANDARD 1e

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

STANDARD 1e

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

Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

... and

Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

... and

Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

... and

Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.

DEMONSTRATES ETHICAL BEHAVIOR

- Adheres to established laws, policies, rules and regulations, including the Code of Ethics for North Carolina Educators.
- Treats children and families respectfully.
- Demonstrate professionalism inside and outside of the classroom.
- Protects confidentiality and personal information for all children, families and colleagues.

STANDARD 1e

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

Understands the importance of ethical behavior as outlined in the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

... and

Demonstrates ethical behavior through adherence to the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

... and

Knows and upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct*.

... and

Models the tenets of the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* and encourages others to do the same.