

BUILDING A COLLABORATIVE UNDERSTANDING OF THE RUBRIC



STANDARD III: TEACHERS
KNOW THE CONTENT THEY
TEACH

PRE-LEARNING CONTENT RICH INSTRUCTION IN PRESCHOOL WRITTEN BY SUSAN B. NEUMAN, ASCD.ORG

- What does it look like?
- What is the role of play?



A Day In a Classroom: how does this reflect what you see in practice in the field?

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 IIIA

IIIa. In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organization in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teacher have explicit and thorough preparation in literacy instruction. Middle and high school teacher incorporate literacy instruction within the content area or discipline.

STANDARD IIIA

Observation	Element IIIa. Teachers align their instruction with the <i>North Carolina Standard Course of Study</i>. In order to enhance the <i>North Carolina Standard Course of Study</i> , teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Demonstrates an awareness of the <i>North Carolina Standard Course of Study</i> and references it in the preparation of lesson plans.	. . . and <input checked="" type="checkbox"/> Understands the <i>North Carolina Standard Course of Study</i> , uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	. . . and <input checked="" type="checkbox"/> Develops and applies strategies based on the <i>North Carolina Standard Course of Study</i> and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	. . . and <input checked="" type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.		
<input checked="" type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.	<input checked="" type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.	<input checked="" type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of literacy instruction.	<input checked="" type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.		

NC STANDARD COURSE OF STUDY

- What will you see teachers do that indicates they use Foundations and apply strategies from Foundations?



North Carolina Foundations for Early Learning and Development



North Carolina Foundations Task Force

EVIDENCES OF UNDERSTANDING AND USE

- Foundations goals and/or indicators are referenced on lesson plans
- Teacher guides exploration and investigation through interacting with children and responding to them with comments and open-ended questions, they avoid adult demonstration
- Teacher does not use templates and worksheets for class projects
- Teacher intentionally plans for classroom events and learning experiences that promote connections between past, home and current events

RIGOROUS

“A well-rounded curriculum that puts students at the center focuses on academic language and content and on approaches to learning (e.g., persistence, collaboration, problem solving). As a field, we must swing the pendulum back toward teachers having the professional discretion to pursue academic rigor in a developmentally appropriate manner.”

EVIDENCE OF RIGOR AND RELEVANCE

- Teacher uses children's interests and experiences to guide planning
- Teacher plans activities that are discovery-based and engaging
- Encourages children to persist at challenging tasks (ample time for engagement, opportunities to work on projects over time)
- Children demonstrate knowledge of concepts through artwork, conversations, choices and discovery practices
- Children are exposed to new vocabulary through literature, experiences and content development



**EFFECTIVE LITERACY
INSTRUCTION**

LITERACY

- Print rich environment (children's names, labels, charts, graphs, variety of literature)
- Teachers write down what children say on art, charts, etc.
- Teachers draw attention to, use print for teachable moments
- Books, paper, and writing utensils available throughout the classroom
- Teachers are observed reading to children (planned and spontaneous)
- Children have opportunities to practice writing their own name
- Evidence of children's attempts at writing are observed in the classroom (drawing, writing letter-like symbols, stringing letters, phonemic writing, copying text or writing familiar words)

ESSENTIALS OF EARLY LITERACY INSTRUCTION

Rich Teacher Talk

Storybook Reading

Phonological Awareness Activities

Alphabet Activities

Support for Emergent Reading

Support for Emergent Writing

Shared Book Experience (big books)

Integrated Content-focused Activities

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STANDARD III B

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

STANDARD III B

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

✓

Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.

... and

Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.

... and

Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

... and

Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.

IIIB: EVIDENCES OF PROFICIENT BEHAVIOR

- Teacher creates a developmentally appropriate environment and uses teaching strategies that align with best practices in Early Education
- Uses children's interests and experiences to guide planning
- Teacher demonstrates appropriate knowledge across domains and a variety of topics, teacher researches study topics to ensure content expands children's knowledge
- Provides materials for opportunities to explore the topic of study
- Lesson plans and observed activities meet the developmental needs of students, they are engaged and learning

STANDARD IIIB

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

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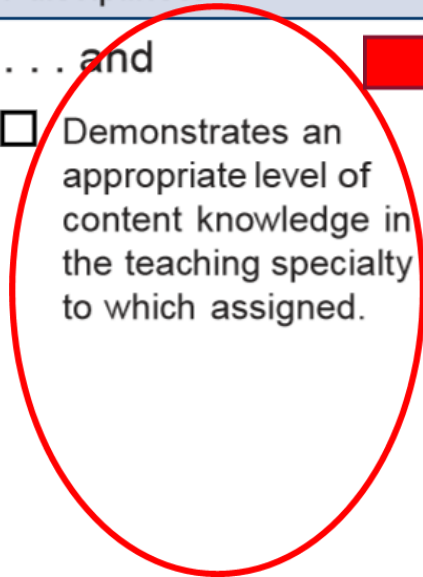
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Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.



STANDARD IIIIC

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

STANDARD III C

Observation	Element IIIc. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the <i>North Carolina Standard Course of Study</i> . Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
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✓	<input type="checkbox"/> Displays global awareness.	<input type="checkbox"/> Promotes global awareness and its relevance to the subjects.	<input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.	<input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	

INTERCONNECTEDNESS OF CONTENT

- Teacher makes connections between content, previous and future learning experiences
- Uses graphic organizers (KWL, charts, webbing) to help children see content connections
- Teacher plans learning experiences that connects different domains of development in the same activity
- Teacher uses detailed plans that make intentional connections to all developmental domains
- Teacher involves children in reviewing what was learned during the day or week
- Adds materials to centers that support content goals and exploration of the study topic

WHAT DO
YOU SEE
EVIDENCE OF
IN THIS
PICTURE?



VERTICAL ALIGNMENT

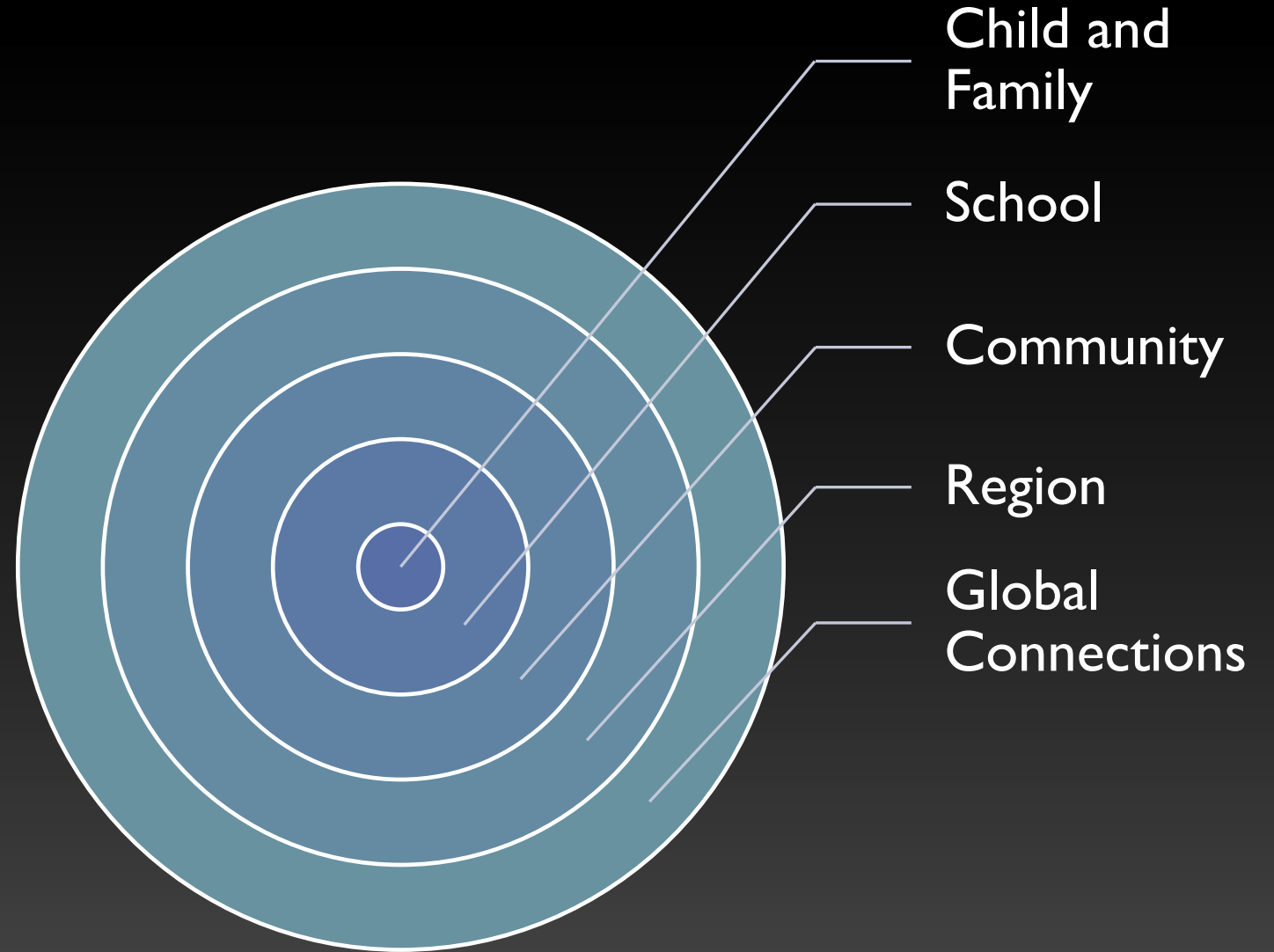
- Teacher is able to articulate how Early Learning Standards are foundational for school success
- Teacher understands developmental progression and is able to support children's development when they are developing at a slower or faster pace than their peers (individualization and differentiation is evident)
- Teacher supports children and families in the transition to kindergarten (school visit, kindergarten readiness information, classroom activities that support children's emotional readiness for kindergarten transition)

Building Global Awareness

Helping children understand...

- how we are connected to others
- roles and responsibility within different groups
- how we can help others
- environmental impacts and how to care for the environment

Expanding children's perspective



GLOBAL AWARENESS

- Linked to Cognitive Development Sub-Domain: Social Connections (CD6-CD-9)
- Appropriate global awareness content will vary from classroom to classroom
 - dependent on where children live (urban vs. rural areas)
 - dependent on background experiences (military community, socio-economic status)
- Diversity and global awareness overlap
 - children learn to respect and collaborate with peers regardless of physical attributes, language, culture, ability, experiences, etc.
 - acceptance of differences is key to functioning in a global society

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STANDARD IIIID

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

STANDARD IIID

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

✓	<input type="checkbox"/> Identifies relationships between the <i>North Carolina Standard Course of Study</i> and life in the 21 st century.	... and <input type="checkbox"/> Identifies relationships between the core content and 21 st century content.	... and <input type="checkbox"/> Integrates core content and 21 st century content throughout lesson plans and classroom instructional practices.	... and <input type="checkbox"/> Deepens students' understandings of 21 st century skills and helps them make their own connections and develop new skills.	
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IIID PROFICIENT

- Teacher connects classroom learning to the world young children experience outside of the classroom
- Lesson plans and/or observed activities incorporate 21st century content (creating a store in dramatic play, voting on the class pet's name, discussing healthy eating at mealtime)
- Helps children make personal connections to stories and classroom experiences
- Teacher models and creates opportunities for children to practice 21st century knowledge and skills (teamwork, leadership, responsibility, collaboration)
- Uses strategies to teach pro-social skills and foster self-regulation

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Identifies relationships between the core content and 21st century content.

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Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.

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Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.

RESOURCES

- NC Foundations for Early Learning and Development
- Standards for Birth-Kindergarten Teacher Candidates (NCDPI, 2009)
 - https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/N/ncpre-k_nc_bk_speciality_standards.pdf
- NAEYC Standards for Early Childhood Professional Preparation (currently under revision)
 - https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/2009%20Professional%20Prep%20stdsRevised%204_12.pdf
- www.battelleforkids.org (formerly p21.org)