

BUILDING A COLLABORATIVE UNDERSTANDING OF THE RUBRIC



STANDARD IV: TEACHERS FACILITATE
LEARNING FOR THEIR STUDENTS
(PART 2)

PROMOTING CRITICAL THINKING IN EARLY CHILDHOOD:

INQUIRING MINDS
WANT TO KNOW



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 IV:TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS (PART 2)

- e. Teachers help student develop critical thinking and problem solving skills.
- f. Teachers help students work in teams and develop leadership qualities.
- g. Teachers communicate effectively.
- h. Teachers use a variety of methods to assess what each student has learned.

STANDARD IVE

4e. Teachers help students develop critical thinking and problem solving skills. Teachers encourage students to ask questions, think critically, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze and solve problems.

STANDARD IVE

Element IVE. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
✓	<input type="checkbox"/> Understands the importance of developing students' critical thinking and problem solving skills.	<input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.	Teaches students the processes needed to: <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise and communicate sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, and <input type="checkbox"/> frame, analyze and solve problems.	<input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.

BIG QUESTIONS FOR YOUNG MINDS

Janis Strasser

and

Lisa Mufson Bresson

Step Up Your Questioning Techniques!

- 1 Remember**
"What animal is this?"
Children will
 - Identify
 - Name
 - Count
 - Repeat
- 2 Understand**
"How are these two animals the same? How are they different?"
Children will
 - Compare
 - Explain
 - Summarize
- 3 Apply**
"Where else have you seen this animal?"
Children will
 - Explain why
 - Dramatize
 - Identify with/relate to
- 4 Analyze**
"What can you tell me about this animal by looking at this picture?"
Children will
 - Recognize change
 - Experiment
 - Infer
- 5 Evaluate**
"What are some reasons why this animal would/wouldn't make a good pet?"
Children will
 - Express opinion
 - Judge
 - Defend/criticize
- 6 Create**
"What kind of animal can you make that no one else has ever seen before?"
Children will
 - Make
 - Construct
 - Design

Supporting dual language learners

It's important to ask preschoolers interesting questions, but it can be hard to do in classrooms with dual language learners. Ask families to help you learn a few questions, such as "What do you

TEACHERS HELP SUPPORT CRITICAL THINKING BY...

- Asking questions in response to what the children are doing throughout the day
 - In classroom interest areas and during small group activities
 - During circle time, read alouds, other whole group activities
 - Transitions and routines
- Facilitating problem solving (social, situational, sabotage)
- Providing open-ended materials
- Providing planned activities that promote problem solving critical thinking
 - Include questions on lesson plans
- Providing appropriate “wait time” after asking a question

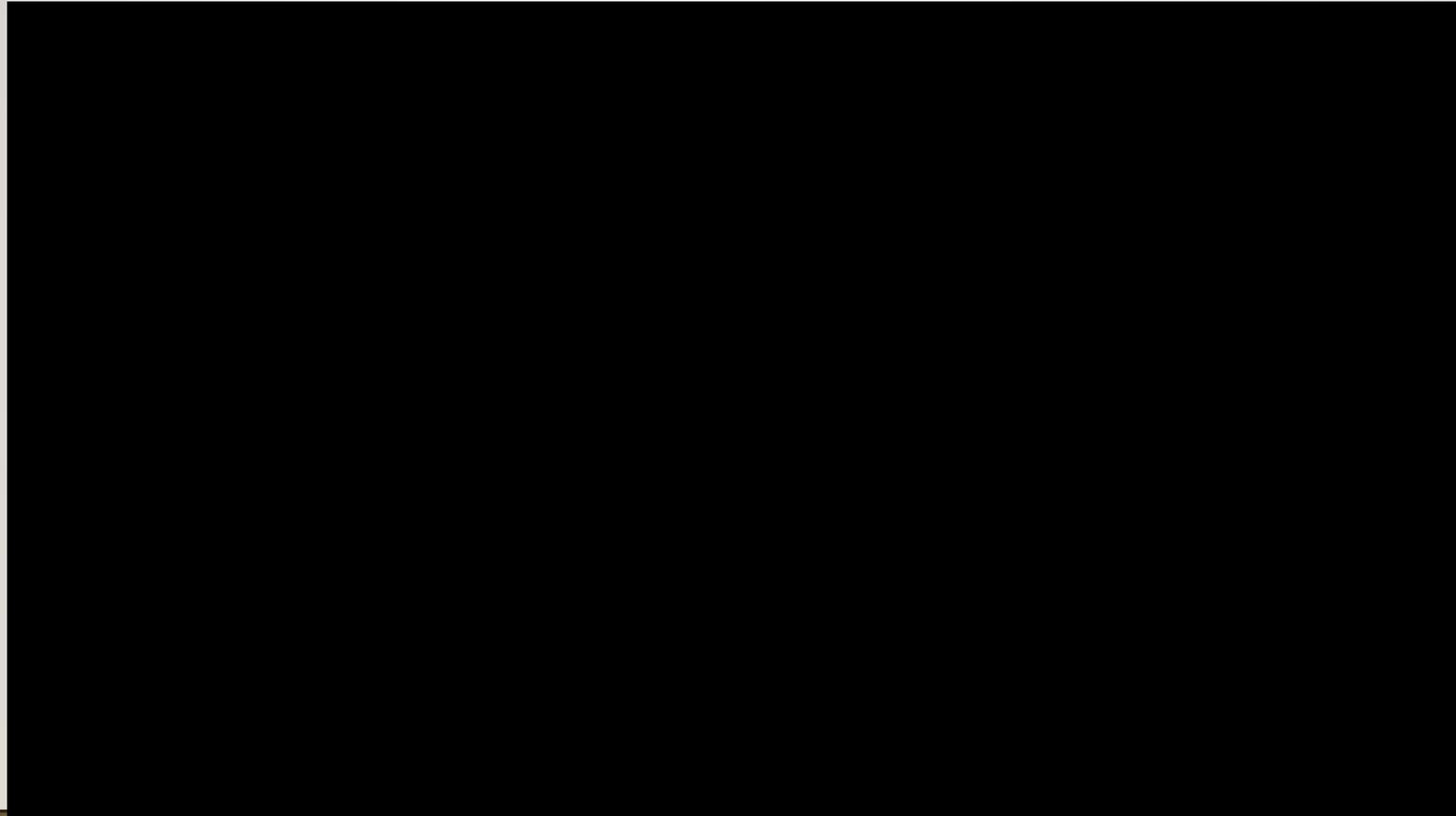
STANDARD IVE

<p>Element IVE. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.</p>				
✓	<p><input type="checkbox"/> Understands the importance of developing students' critical thinking and problem solving skills.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.</p>	<p>→ and</p> <p>Teaches students the processes needed to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> think creatively and critically, <input type="checkbox"/> develop and test innovative ideas, <input type="checkbox"/> synthesize knowledge, <input type="checkbox"/> draw conclusions, <input type="checkbox"/> exercise and communicate sound reasoning, <input type="checkbox"/> understand connections, <input type="checkbox"/> make complex choices, and <input type="checkbox"/> frame, analyze and solve problems. 	<p>... and</p> <p><input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem solving skills into their instructional practices.</p>

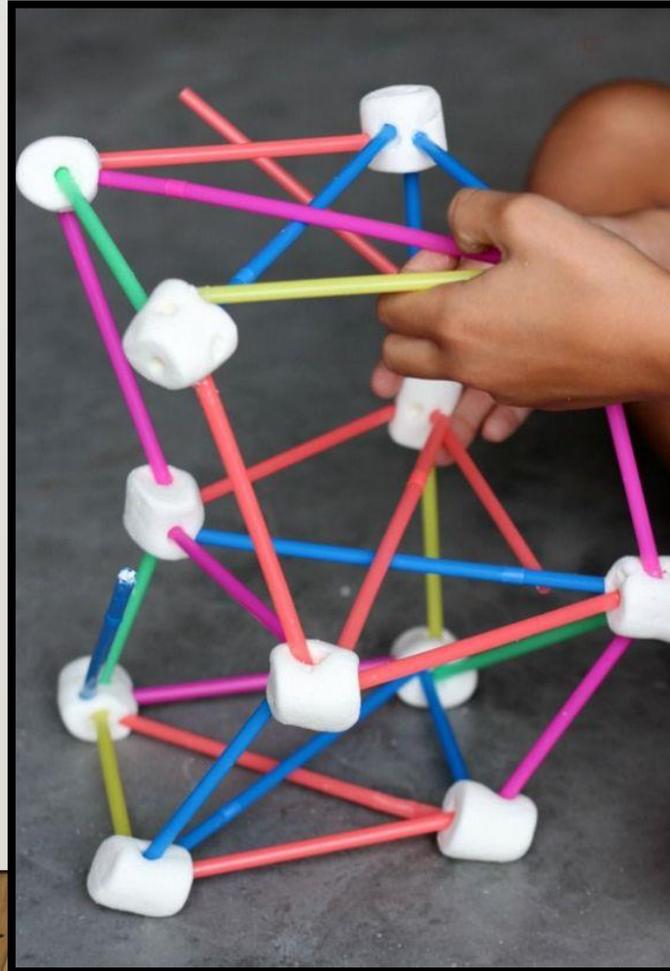
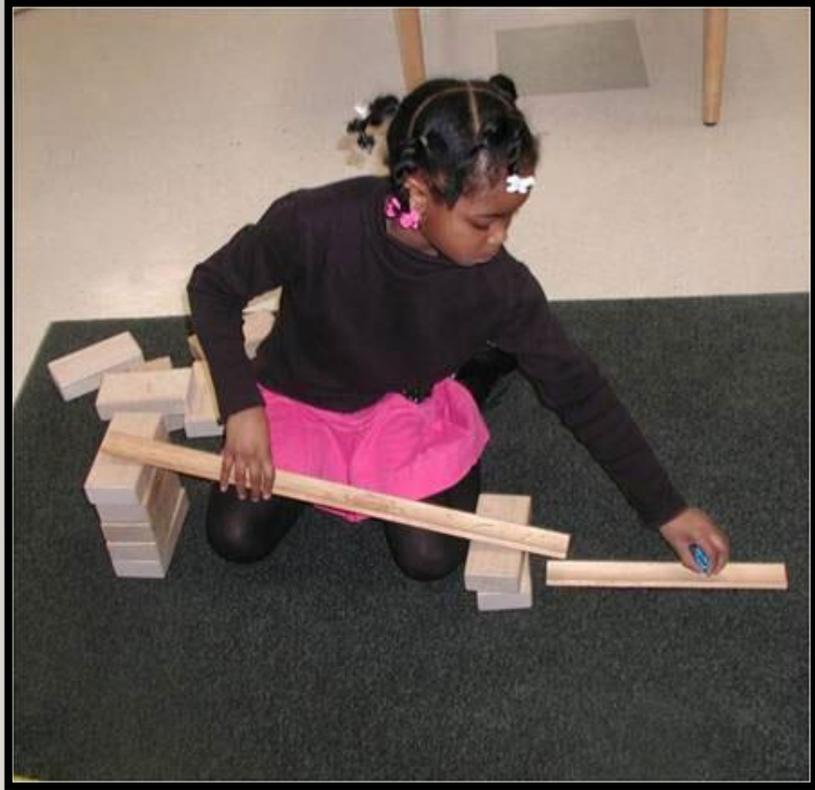
HOW DO YOU SEE TEACHERS TEACHING CRITICAL THINKING PROCESSES?

- Thinking creatively and critically
- Develop and test innovative ideas
- Synthesize knowledge
- Draw conclusions
- Exercise and communicate sound reasoning
- Understand connections
- Make complex choices
- Frame analyze and solve problems

VIDEO CLIP: PREDICT AND INVESTIGATE



STEM IN THE PRESCHOOL CLASSROOM



STANDARD IVF

4f. Teachers help students **work in teams** and **develop leadership qualities**. Teachers teach the importance of **cooperation** and **collaboration**. They organize learning teams in order to help students **define roles**, **strengthen social ties**, improve communication and collaborative skills, **interact with people from different cultures** and backgrounds and develop leadership qualities.

STANDARD IVF

	Element IVf. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.			
✓	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	<input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	<input type="checkbox"/> Encourages students to create and manage learning teams.	<input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.

STANDARD IVF PROFICIENT

- Utilizes strategies for teaching negotiation, cooperation, problem solving and friendship skills
- Provides opportunities for children to be leaders
- Involves children in planning experiences
- Activities are planned to encourage “team work”
- Uses flexible grouping and utilizes peer models when appropriate

STANDARD IVF ACCOMPLISHED

How can children create
and manage learning
teams?



STANDARD IVF - ACCOMPLISHED

- Children engage in complex dramatic play and take on specific roles
- Teacher notices children strengths and encourages them as leaders
- Children are aware of their peers' strengths and seek out help as needed
- Children help plan for and create materials for classroom activities
- Children lead peer groups

BREAK



STANDARD IVG

IVg. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

STANDARD IVG

Observation	Element IVg. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<input type="checkbox"/> Demonstrates the ability to effectively communicate with students.	. . . and <input type="checkbox"/> Uses a variety of methods for communication with all students.	. . . and <input type="checkbox"/> Creates a variety of methods to communicate with all students.	. . . and <input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓	<input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.	<input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	<input type="checkbox"/> Establishes classroom practices which encourage all students to develop effective communication skills.	<input type="checkbox"/> Establishes school-wide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	

VARIETY OF METHODS FOR COMMUNICATING

- Communicates in a way that children understand
 - Gives clear directions, breaks down tasks, uses child-friendly words
 - observe for children's responses (Do they follow directions? Seem confused?)
 - observe how teacher responds to misunderstanding (Can she reframe the question? Change the instructions to meet the students' needs?)
 - Gives specific feedback
 - avoids generic praise such as "good job"
- Additional Resource: NC FELDs (Tier I)-Module 7-Directions and Feedback

VARIETY OF METHODS FOR COMMUNICATING

- Communicates non-verbally
 - Gestures, body language, visual supports
- Uses picture cues to support understanding of expectation and promote independence (classroom rules, schedule, labels materials, etc.)
- Uses visuals to promote interactive learning with materials (visuals on charts and graphs, environmental print, songs and story charts with visuals)
- Makes appropriate modification to meet the communication needs of all students

ENCOURAGES CHILDREN TO ARTICULATE THOUGHTS AND IDEAS CLEARLY...

- Poses questions, listens attentively and asks follow-up questions (feedback loops-recommended 4 exchanges)
- Displays children's work and encourages them to talk about the meaning of their creations
- Encourages children to share their thoughts and ideas, writes down what they say (charts, artwork, other creations, etc.)

ENCOURAGES CHILDREN TO ARTICULATE THOUGHTS AND IDEAS CLEARLY...

- Encourages children to use inquiry for learning (ask question, seek information)
- Plans include objectives for Language Development and Communication
- Provides time for children to talk and interact with their classmates throughout the day
- Teacher engages in conversations with children throughout the day

PROFICIENT (ACTION)



ACCOMPLISHED (INTERACTION)

- Use a variety of methods for communicating with all students

- Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

- Creates a variety of methods to communicate with all students.

- Establishes classroom practices which encourage all students to develop effective communication skills.

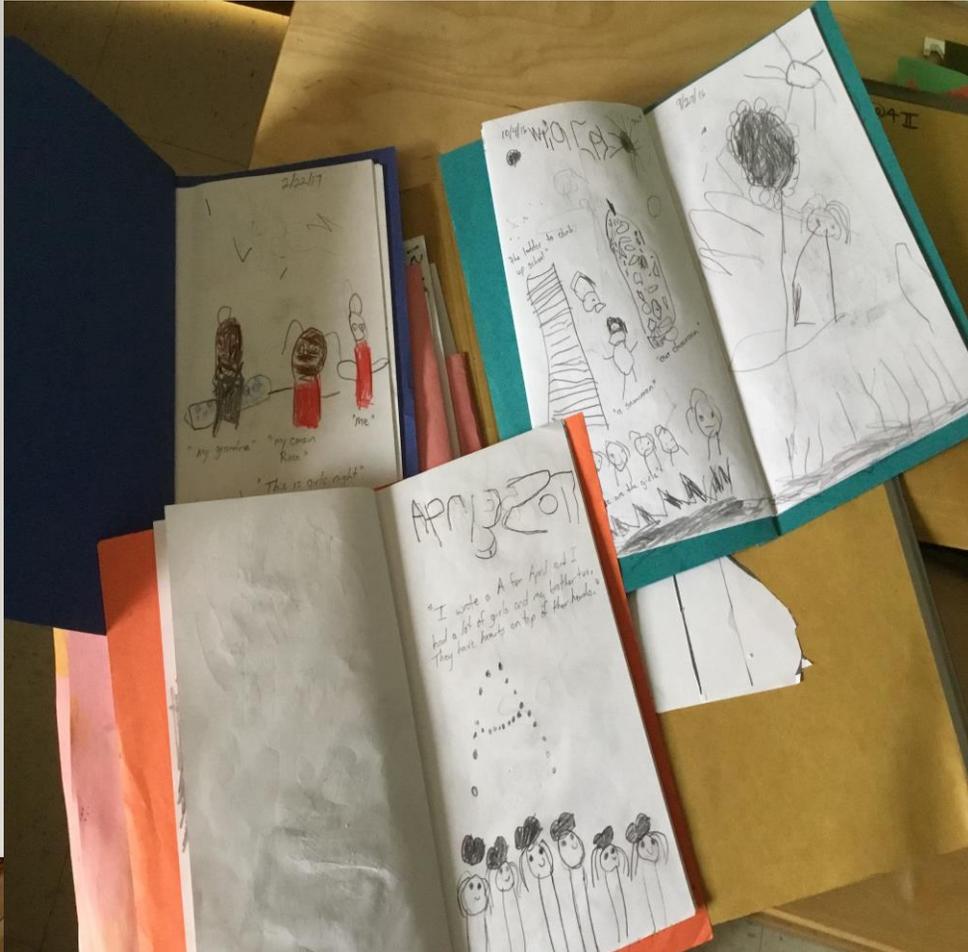
STANDARD IVH

IVh. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators including formative and summative assessment, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback and tools for students to assess themselves and others. Teachers use 21st century assessment system to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance and dispositions.

STANDARD IVH

<p>Element IVh. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.</p>					
✓	<input type="checkbox"/> Uses indicators to monitor and evaluate student progress.	<p>... and</p> <input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	<p>... and</p> <input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.	<p>... and</p> <input type="checkbox"/> Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning.	
✓	<input type="checkbox"/> Assesses students in the attainment of 21 st century knowledge, skills, and dispositions.	<input type="checkbox"/> Provides evidence that students attain 21 st century knowledge, skills and dispositions.	<input type="checkbox"/> Provides opportunities for students to assess themselves and others.	<input type="checkbox"/> Encourages and guides colleagues to assess 21 st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

COLLECTS FORMATIVE ASSESSMENT DATA



- Anecdotal Notes
- Work Samples
- Pictures
- Videos
- Oral Language Samples
- ★ Proficient=Multiple Indicators ★

ASSESSMENT IS USED TO MONITOR PROGRESS AND INFORM INSTRUCTION

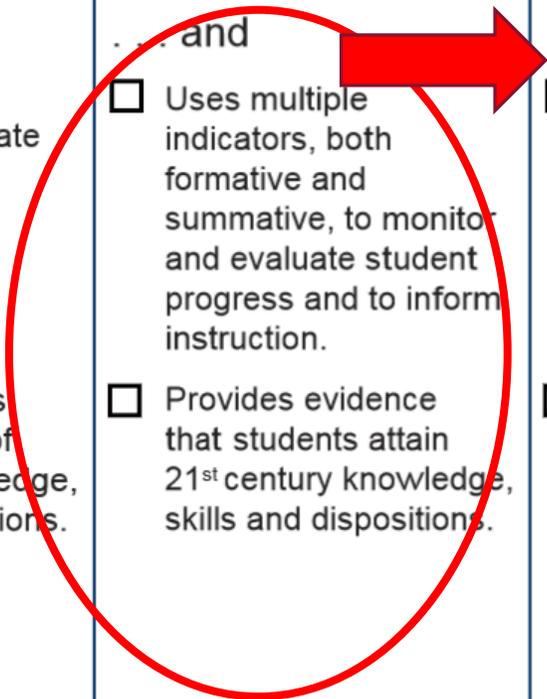
- Teacher has objectives/learning outcomes for planned activities
- Teacher is able to articulate learning outcomes and recognizes when students have met objectives
- Teacher reviews data to see patterns of behavior
- Teacher understands the meaning of data and uses it to plan individual learning experiences
- Teacher uses assessment data and reflections to make decisions in the classroom

ASSESSMENT OF 21ST CENTURY KNOWLEDGE, SKILLS AND DISPOSITIONS

- Teacher collects assessment data and plans across developmental domains (whole child)
- Teaching and assessment is not overly focused on academic skills (literacy and math)
- Teacher develops a classroom community with children that nurtures social competence
- Children display flexibility in play and learning, they ask and seek answers to questions
- Teacher provides many opportunities for cooperative play
- Teacher uses children's interests in planning

STANDARD 4H-ACCOMPLISHED

<p>Element IVh. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.</p>					
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CHILDREN ASSESS THEMSELVES AND OTHERS



How can we use the pre and post conference conversations to help teachers articulate objectives and reflect on student learning?



PRE-CONFERENCE



POST-CONFERENCE



BREAK

Collect your scoring materials.