

Supporting the Evaluation of Early Childhood Educators



Who We Are

The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.



RELCentral@marzanoresearch.com

Regional Educational Laboratory
at Marzano Research

COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

EARLY CHILDHOOD EDUCATION RESEARCH ALLIANCE



An alliance united by goals to improve school readiness and access to high-quality early childhood education programs.

AREA OF FOCUS



Teacher Support
and Preparation

Development of an Early Childhood Educator
Evaluation System

Meet Our Partners

- Jana Martella
 - Co-Director, Center on Enhancing Early Learning Outcomes
- Courtney Cabrera
 - Educator Effectiveness Manager, Colorado Department of Education
- Jennifer O'Brien
 - Director, Early Childhood Workforce Development, Colorado Department of Education

Meet the participants

- **Question 1:** Which of the following best describes your role in evaluating early childhood educators?
 - Evaluator
 - Evaluatee
 - Support person
 - Policymaker
 - None of the above

Goals

- To understand the professional growth needs of early childhood educators and the evidence-based resources that can be leveraged to support them.
- To understand of the *Practical Ideas for Evaluating Early Childhood Educators* guide and other resources to support evaluators in early childhood contexts.



Overview of 50-State Scan of Early Childhood Evaluation Practices

Jana Martella

Center on Enhancing Early Learning Outcomes



RELCentral@marzanoresearch.com

COLORADO KANSAS MISSOURI NEBRASKA NORTH DAKOTA SOUTH DAKOTA WYOMING

How Are Early Childhood Teachers Faring in State Teacher Evaluation Systems?

JANA MARTELLA

CO-DIRECTOR, CENTER ON ENHANCING EARLY LEARNING OUTCOMES,
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY

AUGUST 14, 2019, REL CENTRAL WEBINAR: *SUPPORTING THE EVALUATION OF
EARLY CHILDHOOD EDUCATORS*



Our Mission

National Institute for Early Education Research (NIEER) improves the learning and development of young children by producing and communicating knowledge that transforms policy and practice.

Center on Enhancing Early Learning Outcomes (CEELO), a project of NIEER, builds capacity of state agencies to lead sustained improvements in early learning opportunities and outcomes.



My Talk Will Address:

- ❑ Current context of teacher evaluation systems (TES)
- ❑ 2013 study of early childhood teachers in 11 state's teacher evaluation systems
- ❑ 2015 national scan of TES
- ❑ 2019- are teacher evaluation systems “early childhood-wise”
- ❑ Selected resources



Teacher Evaluation Systems: A Changing Context

In 2013, more than 40 states were implementing TES that used multiple, objective measures of student achievement and observations of teacher practice.

- 29 states used state standardized achievement data as one measure of teacher effectiveness.
- More than half of states used student learning objectives (SLOs) as a strategy to assess student learning and growth in one component of the rating of teacher effectiveness.

In 2019, most states are redesigning their educator evaluation systems, and many states have shifted focus away from high-stakes accountability to systems of support to improve teaching practice.



2013 Study of Teacher Evaluation Systems

In 2013, CEELO conducted research on state policies to evaluate early childhood education teachers (teachers of children birth through grade 3).

- Stage of implementation for the state system, and for early childhood education teachers.
- State model evaluation system and district flexibility.
- The components of the teacher effectiveness ratings.
- Professional development and guidance.



Sample and Method

Sample states: Colorado, Connecticut, Delaware, Hawaii, Illinois, Maryland, Massachusetts, New Jersey, Ohio, Pennsylvania, and Rhode Island.

Method: Data was collected through interviews and document review from June 2013 to January 2014.



Teachers Included in the Teacher Evaluation System

Table 2. Birth–Grade 3 Teachers Included in the TES

State	Birth–Age 3	Preschool/ PreK	Kindergarten– Grade 3
Colorado	X	X	X
Connecticut	X	X	X
Delaware	X	X	X
Hawaii		X	X
Illinois		X	X
Maryland		X	X
Massachusetts		X	X
New Jersey		X	X
Ohio		X	X
Pennsylvania		X	X
Rhode Island		X	X



Key Findings in 2013

- Most profiled states had fully implemented new statewide teacher evaluation systems in school year 2014.
- All states include kindergarten through grade 3 teachers in their TES, but whether preK teachers are included varies.
- Attribution of student achievement to teachers varies by state.
- Most use state standards of professional practice to rate teaching practice.
- States report challenges in using SLOs to fairly attribute student learning to early childhood teachers.
- Professional development is a top priority for states.



2015 Update: 50-State Scan of Teacher Evaluation Systems

- ❑ California, Nebraska, Montana, Texas, and Vermont do not have a legislatively mandated, statewide TES.
- ❑ Alabama, Idaho, Iowa, and Maine have a state-level educator evaluation system and are continuing to develop requirements and resources for educators, but they do not have weights or measures for evaluation.
- ❑ Thirteen out of fifty states currently do not mention or identify preschool teachers specifically in their TES. Some states do include evaluations for the more broad “non-tested grades.”
- ❑ Alabama, Colorado, Delaware, Rhode Island, and Wisconsin all report having a specific evaluation approach for early childhood special needs teachers. This is particularly important, as looking at student impact for these students may differ from students in a non-special needs environment.



2019: Are State Educator Evaluation Systems “Early Childhood-Wise”?

- ❑ Many are in a revision phase.
- ❑ A few notable examples:
 - ❑ Washington, DC: IMPACT early childhood education teacher guidance.
 - ❑ Illinois: Validated preK–grade 3 indicators of the Danielson framework.
 - ❑ Tennessee: Non-tested grades, portfolio Early Learning Model for preK, K, and grades 1 and 2.



Policy Recommendations

- ❑ Ensure inter-departmental coordination across teacher evaluation and early childhood offices.
- ❑ Involve early childhood experts in the design and implementation of the system.
- ❑ Keep student achievement attributions low for early childhood teachers.
- ❑ Develop sustained professional development that is based on early childhood pedagogy, with a particular focus on identifying and using assessment tools appropriately.
- ❑ Provide evidence documents for principals or other evaluators on effective teaching practices in infant through grade 3 classrooms.
- ❑ Systematically examine how early childhood teachers are implementing the TES at the district level and share lessons widely.



Research Questions

- ❑ What resources and professional development are most effective for early childhood teachers to improve teaching?
- ❑ What specific knowledge of early childhood pedagogy and developmentally appropriate practice is needed for evaluators to be effective raters of early childhood teachers?
- ❑ Are the commonly used measures of professional practice effectively recognizing and differentiating early childhood teachers?
- ❑ Which early childhood teachers are finding the most success in the evaluation system? Why?
- ❑ What are the characteristics of the early childhood teachers who are struggling to improve practice?



Resources

CEELO resources:

- ❑ State Teacher Evaluation Systems 50 State Scan (May 2015) – http://ceelo.org/wp-content/uploads/2015/05/ceelo_state_scan_teacher_evaluation_ece_2015_may.pdf
- ❑ How are Early Childhood Teachers Faring in State Teacher Evaluation Systems (March 2014) – http://ceelo.org/wp-content/uploads/2014/03/CEELO_policy_report_ece_teachers_march_2014.pdf
- ❑ Center on Great Teachers and Leaders & CEELO produced, *A Practical Guide for Evaluating Early Childhood Educators* – https://gtlcenter.org/sites/default/files/Early_Childhood_Supplement.pdf

Overview of the Colorado State Model Evaluation System for Teachers

Courtney Cabrera

Colorado Department of Education

Purpose of Senate Bill 10-191

- To create an educator evaluation system that *continually improves* the quality of education and student outcomes through
 - providing meaningful feedback for professional growth and continuous improvement;
 - evaluating the effectiveness of licensed personnel; and
 - establishing a basis for making decisions about staffing, professional development, and compensation.

Critical Provisions of S.B. 10-191

25

- All licensed educators must be evaluated annually.
- Measures of student learning must account for at least 50 percent of evaluations for all educators.
- Non-probationary status is earned based on three consecutive years of demonstrated effectiveness.
- Non-probationary status is lost based on two consecutive years of less than effective ratings.
- Non-probationary status is *portable*.
- The bill prohibits forced placement of teachers.

Priorities of Implementation

- Human judgment:
 - Data should inform decisions, but human judgment will always be a part of the process.
 - Processes and techniques are recommended to improve individual judgment and minimize errors and bias.
- Embodiment of continuous improvement by monitoring
 - data from both pilots and rollout intended to capture what works and what does not;
 - changes in assessment practices and tools; and
 - emerging research and best practices.

Priorities of Implementation

- Providing credible and meaningful feedback:
 - Actionable information.
 - Opportunities for improvement.
 - Idea that this is a process and not an event.
- Involving all stakeholders in a collaborative process:
 - Families, teachers, related service providers, administration, school board, etc.
 - Educators are involved throughout development process.
- Taking place within a larger, aligned, and supportive system:
 - All components of the system must focus on increasing the number of educators and students who are successful.

Revisions to the State Model Evaluation System

- Feedback from educators and evaluators across the state revealed concerns about the length of the professional practice rubric and inflation of overall ratings.
- In response to that feedback, in 2017/18 the Colorado Department of Education piloted a revised State Model Evaluation System in 50 local education agencies:
 - It shortened the length of the rubric component.
 - It increased performance expectations and scoring rigor to better reflect values of the scoring system.

Revisions to the State Model Evaluation System

<i>State Model Rubric Type</i>	Teacher		Principal		SSP	
	Former	Revised	Former	Revised	Former	Revised
Number of Standards	5 standards	4 standards	6 standards	4 standards	5 standards	4 standards
Number of Elements	27 elements	17 elements	25 elements	17 elements	25 elements	17 elements
Number of Professional Practices	309 professional practices	165 professional practices	255 professional practices	215 professional practices	135– 177 professional practices	99–146 professional practices

State Model Rubric Basics

- Standards based:
 - Outlines the practices that you must meet to be at standard.
- Cumulative in content:
 - Each level of the rubric represents an increase in the quality, intensity, consistency, breadth, depth, and complexity of practice.
 - Effectiveness is marked by the addition of practices that improve the overall performance of the educator, as well as drivers of student outcomes.

Rubric Structure and Rating Level Focus

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.				
<p>THE TEACHER plans lessons that reflect:</p> <ol style="list-style-type: none"> 1. Colorado Academic Standards. 2. Relevant instructional objectives. 3. Formative and summative assessment results. 	<p>... and</p> <p>THE TEACHER implements lessons that:</p> <ol style="list-style-type: none"> 4. Align to the district's plan of instruction. 5. Reflect vertical and horizontal alignment of the grade or subject area. 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 6. Implements and communicates learning objectives and student outcomes based on standards. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 6. Demonstrate acquired skills based on standards. 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 7. Can provide a relevant connection to the standard in their words.

Unpacking the Rubric Components

QUALITY STANDARD III				
Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.				
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
ELEMENT A: Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.				
THE TEACHER: 1. Considers the intellectual, physical, social, and emotional development of students when planning lessons.	... and THE TEACHER: 2. Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.	... and THE TEACHER: engages students in: 3. <i>Developmentally-appropriate learning.</i> 4. <i>Creative learning experiences.</i>	... and STUDENTS: 5. <i>Advocate for their learning needs.</i> 6. <i>Communicate the value of new and different ways of learning.</i>	... and STUDENTS: 7. <i>Apply new and different ways of learning.</i>
ELEMENT B: Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.				
THE TEACHER: 1. Determines the students' current skill levels and uses that information to plan instruction. 2. <i>Selects assessment strategies aligned to the learning objective.</i> 3. <i>Monitors student learning in relation to the learning objective.</i>	... and THE TEACHER: 4. <i>Uses assessment results to guide real-time adjustments to instruction.</i> 5. Evaluates and documents student performance based on multiple measures to set learning goals. 6. <i>Provides timely feedback to students that is academically focused, frequent, and high quality.</i>	... and THE TEACHER: 7. <i>Models how to incorporate feedback to improve learning.</i> 8. <i>Provides students opportunities to revise their work based on feedback.</i>	... and STUDENTS: 9. <i>Self-assess on a variety of skills and concepts to set learning goals.</i>	... and STUDENTS: 10. <i>Discuss performance with the teacher, family and/or significant adults.</i> 11. <i>Monitor and revise their learning goals based on feedback.</i>
Professional Practice may be Observable during a classroom observation. Professional Practice may NOT be Observable during a classroom observation.				

Teacher Quality Standard

Element of the Standard

Element of the Standard

Professional Practice is Not Observable

Performance Rating Levels

Professional Practices

Professional Practice is Observable

Professional Practice may be **Observable** during a classroom observation.
 Professional Practice may NOT be Observable during a classroom observation.

Scoring the Rubric

- Rating the teacher's professional practices is a 3-step process that involves rating the individual elements and standards and then using those ratings to determine the overall rating.
 1. Rating the elements.
 2. Rating the standards.
 3. Determining the overall professional practices rating.

Reading the Rubric

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.

<p>THE TEACHER plans lessons that reflect:</p> <ol style="list-style-type: none"> 1. <i>Colorado Academic Standards.</i> 2. <i>Relevant instructional objectives.</i> 3. <i>Formative and summative assessment results.</i> 	<p>... and</p> <p>THE TEACHER implements lessons that:</p> <ol style="list-style-type: none"> 3. <i>Align to the district’s plan of instruction.</i> 4. <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> 5. <i>Implements and communicates learning objectives and student outcomes based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 6. <i>Demonstrate acquired skills based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> 7. <i>Can provide a relevant connection to the standard in their words.</i>
---	---	--	--	--



Understanding the Scoring *Business Rule*

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.

<p>THE TEACHER plans lessons that reflect:</p> <ul style="list-style-type: none"> ✓ <i>Colorado Academic Standards.</i> ✓ <i>Relevant instructional objectives.</i> ✓ <i>Formative and summative assessment results.</i> 	<p>... and</p> <p>THE TEACHER implements lessons that</p> <ul style="list-style-type: none"> ✓ <i>Align to the district’s plan of instruction.</i> ✓ <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ <i>Implements and communicates learning objectives and student outcomes based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Demonstrate acquired skills based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ <i>Can provide a relevant connection to the standard in their words.</i>
--	--	---	---	---



Determining the Element Rating

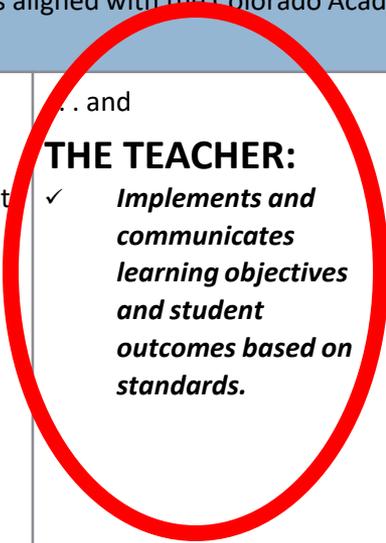
QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.

<p>THE TEACHER plans lessons that reflect:</p> <ul style="list-style-type: none"> ✓ <i>Colorado Academic Standards.</i> ✓ <i>Relevant instructional objectives.</i> ✓ <i>Formative and summative assessment results.</i> 	<p>... and</p> <p>THE TEACHER implements lessons that</p> <ul style="list-style-type: none"> ✓ <i>Align to the district’s plan of instruction.</i> ✓ <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ul style="list-style-type: none"> ✓ <i>Implements and communicates learning objectives and student outcomes based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ○ <i>Demonstrate acquired skills based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ul style="list-style-type: none"> ✓ <i>Can provide a relevant connection to the standard in their words.</i>
--	--	---	---	---



Colorado State Model Evaluation System

- Colorado Department of Education. (n.d.). State model evaluation system. Retrieved from <https://www.cde.state.co.us/educatoreffectiveness/statemodevaluationsystem>

Difficulties in Applying the State Model in an Early Childhood Setting

Jennifer O'Brien

Colorado Department of Education

Evaluation in Your Context

- **Question 1:** Does your state/district have an evaluation system specific to early childhood?

Evaluation in Your Context

- **Question 2:** How does your state/district define early childhood?

Evaluation in Your Context

- **Question 3:** What challenges does your state/district face in evaluating early childhood educators?

Stakeholder Concerns

- Early childhood is a unique pedagogy.
- Teacher and student behavior look different in an early childhood setting.
- Evaluators might have difficulty observing using an early childhood “lens.”

Student Practice Concerns

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.

<p>THE TEACHER plans lessons that reflect:</p> <ol style="list-style-type: none"> <i>Colorado Academic Standards.</i> <i>Relevant instructional objectives.</i> <i>Formative and summative assessment results.</i> 	<p>... and</p> <p>THE TEACHER implements lessons that:</p> <ol style="list-style-type: none"> <i>Align to the district’s plan of instruction.</i> <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Implements and communicates learning objectives and student outcomes based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Demonstrate acquired skills based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Can provide a relevant connection to the standard in their words.</i>
--	---	---	---	---

Creation of the Practical Ideas Guide

Jeanette Joyce
Marzano Research

Developing the Early Childhood Practical Ideas Guide

- Effort between **Educator Talent** and the **P-3 Office** at the Colorado Department of Education.
- Support from early **childhood experts** and **educators**.
- Help for early childhood educators and their evaluators to complete a **fair, valid, transparent, and rigorous** evaluation of all early childhood educators.

Review of Best Practices

- Early Childhood Professional Development Advisory Group. (2016). *Colorado's competencies for early childhood educators and administrators* (Version 5). Denver, CO: Colorado Department of Education. Retrieved from <https://www.cde.state.co.us/early/ecprofessionalcompetencies>
- Early Learning and Development Guidelines Advisory Group. (2011). *Colorado early learning & development guidelines*. Denver, CO: Early Childhood Leadership Commission. Retrieved from <https://www.cde.state.co.us/early/eldgs>
- Martella, J., & Connors-Tadros, L. (2014). *Evaluating early childhood educators: Prekindergarten through third grade* (Supplement to the *Practical guide to designing comprehensive educator evaluation systems*). Washington, DC: Center on Great Teachers and Leaders at American Institutes for Research. Retrieved from http://www.gtlcenter.org/sites/default/files/Early_Childhood_Supplement.pdf

Review of Best Practices (cont.)

- Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., . . . Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development, 79*(3), 732–749. doi:10.1111/j.1467-8624.2008.01154.x
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (Position Statement). Washington, DC: Author. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>
- National Board for Professional Teaching Standards. (2012). *Early childhood generalist standards: For teachers of students ages 3–8* (3rd ed.). Arlington, VA: Author. Retrieved from <https://www.nbpts.org/wp-content/uploads/EC-GEN.pdf>
- Office of Early Childhood. (2015). *Quality rating & improvement system: Point structure guide for quality levels 3–5*. Denver, CO: Colorado Department of Human Services. Retrieved from https://www.coloradoshines.com/resource/1440607605000/asset_pdfs1/asset_pdfs1/ColoradoShinesPointsStructureGuide.pdf

Guide Elements

- Who should use the guide.
- Information about [SB 10-191](#).
- How the [Teacher Quality Standards](#) align with other early childhood structural elements in Colorado.
- Critical considerations for evaluating early childhood education professionals.

Guide Elements (cont.)

- Critical factors in developing strong early childhood foundational skills.
- Guidance around “**look-fors**” or examples of practices that may be evident in early childhood education classrooms.

“Look-For” Guidance: Exhibit 6

- Exhibit 6: Teacher quality standards and examples of practices that may be evident during classroom observations.
- Basic structure of Exhibit 6: Standards, elements, professional practices, and **look-fors** by preschool, kindergarten, and grades 1–3.

Structure of Exhibit 6

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT A: Teachers provide instruction that is aligned with the Colorado Academic Standards and their district’s organized plan of instruction.

<p>THE TEACHER plans lessons that reflect:</p> <ol style="list-style-type: none"> <i>Colorado Academic Standards.</i> <i>Relevant instructional objectives.</i> <i>Formative and summative assessment results.</i> 	<p>... and</p> <p>THE TEACHER implements lessons that:</p> <ol style="list-style-type: none"> <i>Align to the district’s plan of instruction.</i> <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> 	<p>... and</p> <p>THE TEACHER:</p> <ol style="list-style-type: none"> <i>Implements and communicates learning objectives and student outcomes based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Demonstrate acquired skills based on standards.</i> 	<p>... and</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <i>Can provide a relevant connection to the standard in their words.</i>
--	---	---	---	---

Exhibit 6 “Look-Fors”

Preschool

- | | | | | |
|---|--|--|---|--|
| <ul style="list-style-type: none"> • <i>Teacher can explain how he/she intends to use authentic assessment/ documentation such as photos or videos.</i> • <i>Teacher can explain how whole-child instruction is related to assessment (e.g., TS GOLD, COR Advantage, etc.).</i> • <i>Teacher plans lessons using Colorado’s Early Learning and Development Guidelines.</i> | <ul style="list-style-type: none"> • <i>Teacher can provide evidence of how lesson connects to district initiatives (e.g., encouraging reading at home).</i> • <i>The teacher says, “Next year, when you go to kindergarten, your teacher will be happy you practiced counting and writing your name.”</i> • <i>Teacher can explain how instruction is focused on the specific group of students in the class (e.g., takes into account the individual emotional, behavioral, and intellectual differences of students as well as differences in access to enrichment in home environment).</i> | <ul style="list-style-type: none"> • <i>Teacher begins instruction with a prompt such as “Today, we will learn . . .” and ends instruction with a prompt such as “And now we know . . .” that is accessible to students and aligned with the standard.</i> • <i>Teacher provides instruction that leads to whole-child development, including pre-academics, social-emotional development, and fine and gross motor skills. This instruction is integrated, such as students counting while rolling a ball.</i> • <i>The teacher uses authentic assessment tools to communicate how children are doing with parents and families.</i> | <ul style="list-style-type: none"> • <i>Students practice skills learned through direct instruction. For example, after instruction in counting, students count spoons in the housekeeping corner during play.</i> | <ul style="list-style-type: none"> • <i>Students show their understanding of new material through words or behaviors (e.g., student may self-narrate during drawing, “I’ll put water in the picture because fish live in water,” or student moves finger along the text in a picture book while turning the pages).</i> |
|---|--|--|---|--|

Presentation of an Example from the Practical Ideas Guide

Courtney Cabrera and Jennifer O'Brien

Excerpt from CO Standards

QUALITY STANDARD I

Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

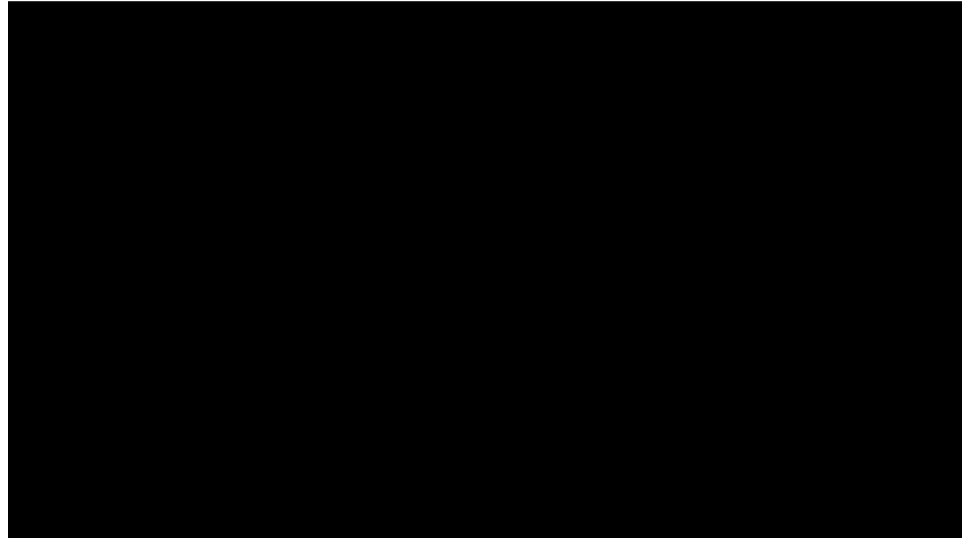
Level 1 Practices	Level 2 Practices	Level 3 Practices (Meets State Standard)	Level 4 Practices	Level 5 Practices
-------------------	-------------------	---	-------------------	-------------------

ELEMENT B: Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

<p>THE TEACHER</p> <p>1. Connects lessons to key concepts and themes within other disciplines and/or content areas.</p> <p>2. Makes content-specific academic language accessible to students.</p>	<p>... and</p> <p>THE TEACHER</p> <p>implements instructional strategies across content areas that include:</p> <p>3. Literacy.</p> <p>4. Mathematical practices.</p> <p>5. Language development.</p>	<p>... and</p> <p>THE TEACHER:</p> <p>6. <i>Makes interdisciplinary connections explicit to students.</i></p> <p>7. <i>Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.</i></p> <p>8. <i>Strategically integrates mathematical practices across content areas.</i></p>	<p>... and</p> <p>STUDENTS:</p> <p>9. <i>Apply literacy skills and concepts.</i></p> <p>10. <i>Apply mathematical practices.</i></p>	<p>... and</p> <p>STUDENTS:</p> <p>11. <i>Elaborating on current lesson within the content area.</i></p> <p>12. <i>Drawing real-world connections to other content area(s).</i></p>
---	--	---	---	--

Video Vignette Example

Preschool: Alex Draws a Butterfly



IB “Look-Fors”

Preschool

- | | | | | |
|--|--|--|--|--|
| <ul style="list-style-type: none"> • <i>Teacher focuses on the whole child (all developmental domains): Integrated instruction in literacy and math.</i> • <i>Teacher provides instruction that is focused on rich language (precursor to language development), such as evidence in lesson plans and schedule of the day.</i> | <ul style="list-style-type: none"> • <i>Teacher talks with and asks open-ended questions of children during a variety of activities. Teacher facilitates a unit that begins with a book (e.g., The Very Hungry Caterpillar) and includes a variety of other activities (an outdoor caterpillar/butterfly hunt, learning the butterfly dance, a trip to the Butterfly Pavilion, etc.).</i> | <ul style="list-style-type: none"> • <i>Teacher has rich language materials in the room.</i> • <i>Teacher posts the daily routine/schedule.</i> • <i>Teacher can explain how lesson plan impacts whole-child development.</i> • <i>While there may not be many discipline-specific activities, teacher can show evidence of integration (e.g., sink and float for science may also work on pincer grasp).</i> • <i>Teacher updates classroom areas to support current topics in an interdisciplinary way. For example, if the class has been learning the letter B, the housekeeping area might become a bakery with buns and bagels.</i> | <ul style="list-style-type: none"> • <i>Students have the opportunity to write, read, sort, and count in all play areas of the classroom.</i> | <ul style="list-style-type: none"> • <i>Students are engaged (as listeners or as speakers) in conversations (possibly teacher prompted) that make connections between one activity and another.</i> |
|--|--|--|--|--|

Applying the Guide

- **Question** : How would guidance like the practical ideas guide be of use in your state or district?

Accessing the Guide

- Colorado Department of Education. (2018). *Colorado state model educator evaluation system: Practical ideas for evaluating early childhood educators*. Denver, CO: Author. Retrieved from <https://www.cde.state.co.us/educatoreffectiveness/smes-teacher#PIGS>

Thank You

Please visit our website and follow us on Twitter
for information about our events, priorities, and research alliances,
and for access to our many free resources.

ies.ed.gov/ncee/edlabs/regions/central/index.asp

@RELCentral

or contact us at

RELCentral@marzanoresearch.com

This presentation was prepared under Contract ED-IES-17-C-0005 by Regional Educational Laboratory Central, administered by Marzano Research. The content does not necessarily reflect the views or policies of IES or the U.S. of Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.