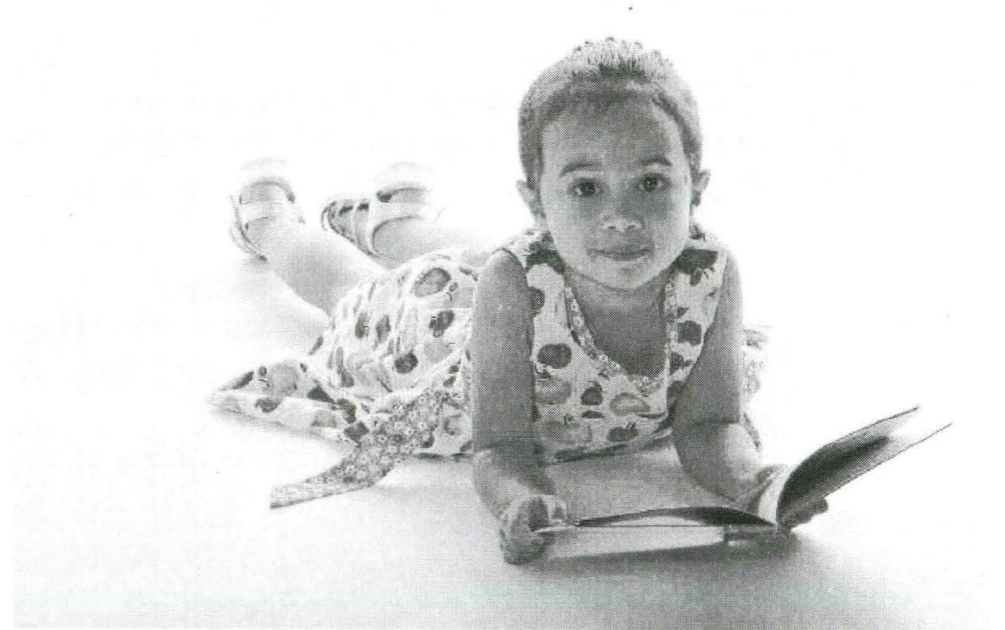


Early Childhood Resources for the Iowa Teaching Standards

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Compiled by:
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Area Education Agency and Iowa Department of Education
Early Childhood Consultants and Specialists

Fall 2003

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Iowa Teaching Standards - Early Childhood Network Resources

Iowa Teaching Standards [ITS]: The ITS create a framework for local districts and educators to define high quality teaching. They are written into the Iowa Administrative Code Chapter 83. These standards and criteria apply to all district teachers as of July 1, 2002. A local school board and its certified bargaining representative may negotiate additional standards and criteria for career level teachers. The ITS are central to improving the quality of teaching and form the basis for evaluation of all teachers, for ongoing professional development, and for mentoring and induction. Iowa Teaching Standards and Model Criteria were adopted by the State Board of Education on May 10, 2002.

The 8 Teaching Standards define expectations for teacher performance.

Criteria	Model Descriptors	Print Resources	Multi Media Resources	Artifacts/ Data Points
The criteria further define the specific standard.	<p>The model descriptors are intended to increase consistency in defining the standard and the specific criteria.</p> <p>They are significant in promoting student learning.</p>	These resources are related to the standard and criteria. The resources are supportive to teacher behaviors, knowledge and skills specifically related to teachers of the early childhood age group (4-8 years of age).	These resources may be video, websites, CD-ROM, or web-based resources. The resources were current in 2003, due to changes in web sites there will be changes and additional sources.	<p>Data points provide information or evidence to document teacher skills.</p> <p>Multiple data points build a broader picture of the teacher's ability.</p> <p>Data points come from sources such as: the teacher, student, principal, system data or parents and guardians.</p>

Bibliography

Bibliographic information is listed by each standard in the bibliography section. Some resources identify sources that cross multiple standards. These are both print and web-based resources. *The Early Childhood Network Resource guide for the Iowa Teaching Standards* was developed in 2003. It is intended as a set of resources specifically relevant for the teachers of young children (age 4-8 years of age). **The Early Childhood Network (ECN)** is composed of early childhood specialists and consultants at the Area Education Agencies and The Iowa Department of Education. One of the strategies of the ECN is to assure that the interests of Early Childhood are represented in planning and supporting comprehensive school improvement and increased child learning, development and achievement.



Iowa Teaching Standards – Early Childhood Network Resources

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
1a. Provides evidence of student learning to students, families, and staff.	<ol style="list-style-type: none"> Documents student learning with meaningful measures using data that is understandable by students, families, and staff. Shares individual and classroom goals and results with students, families, and staff. Uses multiple artifacts to provide evidence of student learning to students, family, and staff. Uses student and classroom achievement trends for local standards and benchmarks to provide evidence of student learning to students, families, and staff. 	<p><u>Focused Portfolios</u> by Gronlund & Engel, Redleaf Press @ 2001 (English and Spanish forms)</p> <p><u>The Primary Program</u>: Assessment & Evaluation Chapter [reporting progress to parent, student led conferences]</p> <p><u>Together Is Better</u>, Davies, A.; Cameron, C.; Politano, C. & Gregory, K. (1992). Together is better: Collaborative assessment, evaluation, and reporting. Winnipeg, Canada: Peguis Publishers.</p>		<p>To be determined by individuals involved, such as:</p> <p>Disaggregated assessment information</p> <p>Parent Contact logs</p> <p>Portfolios</p> <p>Lesson plans with learning targets</p> <p>Classroom rules</p> <p>Observations</p> <p>Newsletters</p>
1b. Implements strategies supporting student, building, and district goals.	<ol style="list-style-type: none"> Knows the short-and long-range goals for student learning for the building and the district. Implements classroom instructional strategies that clearly align with established goals. Effectively communicate goals and accomplishments to various constituents including student, parents, and colleagues. 	<p>District CSIP Program Goals/Objectives/Description</p> <p><u>Head Start Child Outcomes Framework</u> http://www.hsnrc.org/hsnrc/CDI/pdfs/Outcomesbroch.pdf</p>	<p>NCREL – Partners for Success, Learning from the Best Porter Professional Development Center ncrel.org</p> <p>Head Start Child Outcomes http://www.hsnrc.org/hsnrc/CDI/pdfs/Outcomesbroch.pdf</p>	<p>Classroom assessments</p> <p>IEP/IFP progress reports</p> <p>SMART Goals</p> <p>Progress reports/report cards</p> <p>Audio/video tapes</p>

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher				
Ic. Uses student performance data as a guide for decision making	<ol style="list-style-type: none"> 1. Uses performance data such as achievement scores, individual products, writing samples, and teacher-made tests to profile student learning. 2. Analyzes data to make decisions regarding student progress. 3. Uses individual student's performance data to make decisions about individual student needs. 4. Bases curricular and instructional decisions on student performance data. 	<p>Of Primary Interest – <u>Assessment Through Portfolios</u> Vol.3.No.2</p> <p>Armstrong, Jane & Anthes, Katy. (2001). How Data Can Help. <i>American School Board Journal</i>. (Vol. 188, Issue 11), 38–41. (November 2001)</p> <p>Carr, Nora. (2001). Making Data Count. <i>American School Board Journal</i>. (Vol. 188, Issue 11), 34–37. (November 2001)</p> <p>O'Neil, Jan. (2000). SMART Goals, SMART Schools. <i>Educational Leadership</i>, 57(5), 46–50.</p> <p>Schmoker, Mike. (1999). <i>Results: The Key to Continuous School Improvement (2nd ed.)</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Schmoker, Mike. (2001). <i>The Results Fieldbook: Practical Strategies from Dramatically Improved Schools</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	<p>Head Start Institute: Assessment Video, Sam Meisels http://www.hsnrc.org/</p> <p>Video Series: A Place to Grow and Learn [NAEYC and Iowa] <u>Charting Growth Tape</u></p> <p>Richardson, Joan. (1998). Data Provides Answers for Student Learning. <i>Results</i>. Online:http://www.nsd.org/library/results/res10-98rich.html</p> <p>Richardson, Joan & Bellamy, Thomas (2000) On the Job: Data Analysts Focus School Improvement Efforts. <i>Journal of Staff Development-Winter</i> Online: http://www.nsd.org/library/jsd/killion211.html</p> <p>Schmoker, Mike. (2001). <i>The Results Video Series: A Data-Driven System</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Schmoker, Mike. (2001). <i>The Results Video Series: How to Produce Results</i>. Alexandria, VA: Assoc. for Supervision & Curriculum Development.</p> <p>Video Journal of Education. (2000). <i>Video Journal of Education: Data Driven Decisions to Improve Results</i>. Volume 10, Number 2.</p>	See page 1.

Standard 1:

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher				
1d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	<ol style="list-style-type: none"> 1. Acts in accordance with the belief that all students can learn. 2. Includes students in making decisions, when appropriate. 3. Encourages students to work cooperatively as well as independently. 4. Develops and communicates a clear “big picture” to motivate students to make positive choices regarding their own learning. 	<p><u>The Primary Program</u>/ Multicultural Check List Active Learning in the Classroom; Student led Conference</p> <p>Elias, M. J., et. al. (1997). <i>Promoting Social and Emotional Learning Guidelines for Educators</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Kessler, R. (2000). <i>The Soul of Education: Helping Students find Connection, Compassion, and Character at School</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>	<p>NIEER.ORG</p> <p>NAEYC Leading Edge Video, Community Garden Tape # 1 (3)</p> <p><i>Promoting Social and Emotional Learning: Guidelines for Educators</i>. (online study guide at www.ascd.org/studyguides)</p>	See page 1.

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher				
1e. Creates an environment of mutual respect, rapport, and fairness.	<ol style="list-style-type: none"> 1. Facilitates ways to get students to cooperate with one another and take responsibility for their work. 2. Models acceptance of all students based on awareness of individual student differences. 3. Demonstrates clear expectations of developing responsible, self-directed learners. 	<p>NAEYC Code of Ethical Conduct</p> <p><u>The Primary Program</u>/ Multicultural Check List Diversity in Learning p9-13</p> <p>Elias, M. J., et. al. (1997). <i>Promoting Social and Emotional Learning: Guidelines for Educators</i>. Alexandria, VA: Association for Supervision and Curriculum Development. (online study guide at www.ascd.org/studyguides)</p> <p>Kessler, R. (2000). <i>The Soul of Education: Helping Students find Connection, Compassion, and Character at School</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Tomlinson, C. A. (1999). <i>The Differentiated Classroom: responding to the Needs of All Learners</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Neugebauer, B. (ed.) (1992). <i>Alike and Different: Exploring Our Humanities with Young Children (Revised Edition)</i>. Washington, D. C.: National Association for the Education of Young Children.</p> <p>Green, A. (1995). <i>Let Them Show Us the Way: Fostering Independent Learning in the Elementary Classroom</i>. Winnipeg, MB: Peguis Publishers.</p>	<p><u>Code of Ethical Conduct and Statement of Commitment (1989; 1992; 1997)</u> (HTML) View high-quality Acrobat format http://www.naeyc.org/resources/position_statements/pseth98.htm</p>	See page 1.

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher				
1f. Participates in and contributes to a school culture that focuses on improved student learning.	<ol style="list-style-type: none"> 1. Engages in active inquiry with colleagues about school's fulfillment of instructional goals. 2. Develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success. 3. Accepts personal responsibility for nurturing the school as a community of learners. 4. Provides opportunities for families and community members to take an active role in the classroom, the school, and the school district. 	<p>Frieberg, H. Jerome. (2002). Essential skills for new teachers. <i>Educational Leadership</i>, 59(6), 56–60.</p> <p>Kline P. & Saunders B. (1993). <i>Ten Steps to A Learning Organization</i>. Arlington, VA: Great Ocean Publishers.</p> <p>DuFour, R. & Eaker, R. (1998). <i>Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement</i>. Bloomington, IN: National Educational Service.</p> <p>Botrie, M. & Wenger, P. (1992). <i>Teachers & Parents Together</i>. Markham, ON: Pembroke Publishers Limited.</p>	<p>Public Agenda- <u>Playing their Parts</u> 3/17/99 http://www.publicagenda.org/aboutpa/aboutpa3t.htm</p> <p>nea.com</p> <p>nsdc.org [Designing Powerful Professional Development]</p>	See page 1.
1g. Communicates with students, families, colleagues, and communities effectively and accurately.	<ol style="list-style-type: none"> 1. Demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations. 2. Demonstrates and leads quality discussions. 3. Uses appropriate spelling, grammar, mechanics, and style. 4. Varies vocal cues, rate, and volume. 	<p><u>The Primary Program</u>: Building Effective School Teams</p> <p>Davies, A. et. al. (1992). <i>Together is Better: Collaborative Assessment, Evaluation, & Reporting</i>. Winnipeg, MB: Peguis Publishers.</p> <p>Botrie, M. & Wenger, P. (1992). <i>Teachers & Parents Together</i>. Markham, ON: Pembroke Publishers, Limited.</p> <p>Success 4 - Community Survey</p>	<p>Iowa Edu portal Language Library http://www.myeduportal.com/login.asp?bhcp=1</p> <p>NAEYC Parent Resources http://www.naeyc.org/parent_resources/default.asp</p> <p>http://www.naeyc.org</p> <p>http://www.naeyc.org/resources/eyly/default.asp <i>Early Years Are Learning Years: Make Them Count!</i></p>	

Iowa Teaching Standards – Early Childhood Network Resources

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher:</p> <p>2a. Understand and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p>	<ol style="list-style-type: none"> 1. Incorporates accurate content knowledge into instruction aligned with LEA standards and benchmarks. 2. Locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides. 3. Knows the content that supports district standards and benchmarks in the grade level courses that the teacher is assigned. 	<p><u>Put Reading First, The Research Building Blocks for Teaching Children to Read K-3rd</u></p> <p><u>Teaching Every Child to Read</u>, CIERA</p> <p><u>The Primary Program</u>- p. 288 "Development of Reading"; p. 292"Development of Writing"</p> <p>Beginning Reading and Phonological Awareness for Students with Learning Disabilities, ERIC Digest, Dec., 1995</p> <p>Early Literacy Instruction: Research Applications in the Classrooms, ERIC Digest, Dec. 2001.</p> <p><u>Young Investigators: The Project Approach in the Early Years</u>, NAEYC</p> <p><u>The Power of Projects: Meeting Contemporary Challenges in Early Childhood Classrooms- Strategies and Solutions</u>, J.H. Helm & S. Beneke, Eds. NAEYC</p> <p>Spotlight on Young Children and Oral Language, D.G. Koralek, Ed., NAEYC</p> <p>Spotlight on Young Children and Science, D.G. Koralek & L.J. Colker, Eds.</p> <p>Spotlight on Young Children and Math, D.G. Koralek, Eds., NAEYC</p> <p><u>The Young Child and Mathematics</u>, J.V. Copley, NAEYC</p> <p>Early Childhood Mathematics: Promoting Good Beginnings- joint position statement of NAEYC and NCTM http://www.naeyc.org</p> <p><u>The Colors of Learning: Integrating the Visual Arts into the Early Childhood Curriculum</u>, R. Althouse, M.H. Johnson, & S.T. Mitchell, NAEYC</p> <p><u>Active Experiences for Active Children: Social Studies</u>, C. Seefeldt & A. Galper, NAEYC</p>	<p>www.nifl.gov</p> <p>www.ciera.org</p> <p>http://ericecece.org/</p> <p>www.naeyc.org</p> <p>Tools for Teaching Developmentally Appropriate Practice- The Leading Edge in Early Childhood Education (NAEYC) video series</p>	<p>To be determined by individuals involved.</p> <p>Lesson Plans Daily schedule Routines and activities Picture of learning environment arrangement</p>

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher:</p> <p>2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p>	<ol style="list-style-type: none"> 1. Provides significant, challenging, varied and appropriate learning goals designed to meet the learning needs of each student. 2. Selects meaningful instructional objectives aligned with students' learning needs. 3. Knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. 4. Uses appropriate assessment techniques to assess the learning experiences provided in the classroom. 5. Integrates technology appropriate to student intellectual and physical development. 6. Knows the content appropriate to the learner needs. 	<p><u>Creative Curriculum</u>, Diane Trister Dodge (Child Development and Learning Checklist) pp. 361-377</p> <p><u>The Primary Program: Growing and Learning in the Heartland</u>- "Widely Held Expectations" pp. 201-221</p> <p><u>Work Sampling Omnibus Guidelines</u></p> <p><u>Assessing Young Children's Literacy Development</u>, Early Childhood Today, Jan. 2001. Susan Neuman, Carol Copple, and Sue Bredekamp</p> <p>Early Childhood Instruction in the Natural Environment, ERIC Digest (Dec. 1999) by Cynthia Warger</p> <p><u>Professional Development Guide for Early Care and Education Practitioners Caring for Young Children</u>, by the State of IA Dept. of Education," Oct. 2001 pp. 9-10; pp. 15-16</p> <p><u>Developmentally Appropriate Practice in Early Childhood Programs</u> (Rev. ed.), S. Bredekamp & C. Copple, Eds.</p>	<p>Work sampling: www.rebusinc.com</p> <p>http://ericec.org</p> <p>http://www.iaeceprofdev.org</p> <p>Early Childhood Education Program Expectations: Standards of Quality http://www.state.nj.us/njded/ece/expectations/2002/expectations.htm</p>	<p>To be determined by individuals involved.</p> <p>Lesson plans, routines and daily activity schedule that reflect knowledge of and sensitivity to children in her/his class</p> <p>Copies of IEP's Copies of screening, assessments tools used for students</p> <p>Logs of meeting with parents</p> <p>Student logs including goals, development and progress monitoring</p>

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher:</p> <p>2c. Relates ideas and information within and across content areas.</p>	<ol style="list-style-type: none"> 1. Organizes curricular materials to facilitate understanding of central themes, concepts, and skills. 2. Uses multiple questioning techniques for student inquiry within and across disciplines. 3. Interrelates ideas and information within and across curricular areas to assist or facilitate student understanding. 4. Knows when appropriate technology can be used to assist student application of knowledge and skills across content areas. 5. Knows the content taught at grade levels below and above the current grade level taught. 	<p><u>The Primary Program</u>- Integrated studies pp. 553-586</p> <p>Using Primary Sources in the Primary Grades, ERIC Digest, May, 1998; by Evelyn Holt Otten</p> <p><u>Professional Development Guide for Early Care and Education Practitioners Caring for Young Children, by the State of IA Dept. of Education</u>, Oct. 2001 pp. 15-16</p> <p><u>Reaching Potentials: Vol. 1 Appropriate Curriculum and Assessment for Young Children</u>, S. Bredekamp & T. Rosegrant, Eds., NAEYC</p> <p><u>Reaching Potentials: Vol. 2 Transforming Early Childhood Curriculum and Assessment</u>, S. Bredekamp & T. Rosegrant, Eds., NAEYC</p> <p><u>Project Spectrum: Early Learning Activities</u>, J. Chen, Ed.: H. Gardner, D.H. Feldman & M. Krechevsky, Series Eds., Teacher College Press</p>	<p>http://ericece.org/</p> <p>http://www.iaeceprofdev.org</p> <p>Integrated Resource Package- British Columbia, Canada http://www.bced.gov.bc.ca/irp/</p> <p>NAEYC- The Early Childhood Program: A Place to Learn and Grow (video series) " An Idea Blossoms-Integrated Curriculum</p> <p>Early Childhood Education Program Expectations: Standards of Quality http://www.state.nj.us/njded/ece/expectations/2002/expectations.htm</p>	<p>To be determined by individuals involved.</p> <p>Transition plans Lesson plans Observation notes from peers or supervisors</p>

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher:</p> <p>2d. Understands and uses instructional strategies that are appropriate to the content area.</p>	<ol style="list-style-type: none"> 1. Knows and uses research-based strategies to improve student learning in the content area. 2. Knows when and how a variety of instructional strategies can be used in the content area and uses those strategies as appropriate. 3. Knows which strategies are appropriate to the developmental needs of students and uses those strategies as appropriate. 4. Integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area. 	<p><u>Put Reading First, The Research Building Blocks for Teaching Children to Read K-3rd</u></p> <p><u>Teaching Every Child to Read</u>, CIERA</p> <p>Early Literacy Instruction: Research Applications in the Classrooms, ERIC Digest, Dec. 2001.</p> <p>Mathematics Standards for Pre-Kindergarten through Grade 2, ERIC Digest, Kathy Richardson (Oct., 2000)</p> <p><u>The Role of Technology in Early Childhood Learning</u>, by Doug Clements and Julie Sarama (Feb., 2002) Teaching Children Mathematics</p> <p><u>Math Across the Curriculum, Early Childhood Today</u>, Jan, 2001.</p> <p><u>Learning to Read and Write: Developmentally Appropriate Practices for Young Children</u>, S. B. Neuman, C. Copple, and S. Bredekamp, NAEYC</p>	<p>www.nifl.gov</p> <p>www.ciera.org</p> <p>http://ericecece.org/</p>	<p>To be determined by individuals involved</p> <p>Lesson plans Teacher reflection notes Students progress notes Teacher implementation logs</p>

Iowa Teaching Standards – Early Childhood Network Resources

Standard 3: Demonstrates competence in planning and preparing for instruction.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
3a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.	<ol style="list-style-type: none"> 1. Analyzes individual student and classroom achievement data to determine the sequence and adjustments to instruction. 2. Uses local standards to determine what students should know and be able to do. 3. Uses a variety of classroom materials aligned with local content standards and benchmarks. 4. Designs and uses instructional strategies and align with district curriculum expectations. 	<p>Individual student and classroom achievement data.</p> <p><u>Using DATA to Improve Student Achievement</u>, Deborah Wahlstrom, Successline, Inc., 1999.</p> <p><u>Student-Involved Classroom Assessment</u>, Richard Stiggins, Merrill Prentice Hall, 2001.</p> <p><u>ITBS Interpretive Guide for Teachers and Counselors</u> (to correspond with tests given).</p> <p><u>How to use Action Research in the Self-Renewing School</u>. Emily Calhoun, ASCD, 1994.</p> <p>District curriculum & CSIP. National Standards</p>	<p>www.integratingstandards.com</p>	<ul style="list-style-type: none"> • To be negotiated within the district and individual professional development plan. • Evidence of planning. • Grade level minutes. • ECR data analysis. • Inservice on student data.
3b. Sets and communicates high expectations for social, behavioral, and academic success of all students.	<ol style="list-style-type: none"> 1. Establishes classroom goals for social, behavioral and academic success. 2. Develops classroom routines to support the social, behavioral and academic goals. 3. Provides feedback to students and routinely assesses their progress toward social, behavioral, and academic goals. 	<p><u>The Primary Program</u>, Soc. & Emo. Dev., pg 261-268</p> <p><u>Teaching Children to Care</u>, Ruth Charney, Northeast Foundation for Children, 1992</p> <p><u>Promoting Social and Emotional Development</u>, (Chapter 4), M. Elias, ASCD, 1997</p>		

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher</p> <p>3c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.</p>	<ol style="list-style-type: none"> 1. Seeks and collects information to understand students' needs and interests to use in planning. 2. Designs and uses lessons/units to provide for varied learning needs. 3. Incorporates multiple levels of thinking and conceptualization into planning for instruction. 4. Incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities. 	<p><u>The Differentiated Classroom</u>, Carol Tomlinson, ASCD, 1999.</p> <p><u>The Primary Program</u>, Integrating Curriculum, pg 553-586</p> <p><u>Developmentally Appropriate Practices</u>, NAEYC</p> <p><u>Learning to Read and Write, Developmentally Appropriate Practices for Young Children</u>, Nueman, Copple, Bredekamp, NAEYC & IRA</p> <p><u>Technology and Young Children</u>. Iowa Dept. of Ed. and the AEA Early Childhood Network fact sheet series.</p> <p><u>Developmentally Appropriate Practices in Primary Education</u>. Of Primary Interest, Summer 2001 Vol. 8 No. 3.</p>	<p>Video Series: <u>A Place to Learn and Grow #5</u> An Idea Blossoms, NAEYC and Iowa Developmentally Appropriate First Grade, A <u>Community of Learners</u>. NCREL Video Library, Oak Brook, IL 800-356-2735.</p>	<ul style="list-style-type: none"> • Posted guidelines. • Room rules. • Learning team meetings. • Assessment data. • Accommodation plans. • District curriculum mapping.

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher:</p> <p>3d. Selects strategies to engage all students in learning.</p>	<ol style="list-style-type: none"> 1. Plans for a variety of types of effective instructional strategies and facilitation techniques. 2. Plans for classroom activities that actively engage students in learning. 3. Incorporate inquiry methods to encourage critical and creative thinking. 4. Plans for adjustments in instruction to meet student learning needs based on the assessment of student progress. 5. Organizes content in a manner that facilitates each student's construction of his/her learning. 4. Knows or actively seeks instructional strategies that produce increased student learning. 	<p><u>The Primary Program</u>, Considerations for Implementation, pg 105-116, Active Learning, pg 165-185</p> <p><u>Engaging Children's Minds: The Project Approach</u>, Lillian Katz & Sylvia Chard, Ablex Pub. Corp., 1993</p> <p><u>The Project Approach, Book One and Book Two</u>, Sylvia Chard (Available Redleaf Press)</p> <p><u>Young Investigators</u>, Judy Helm & Lillian Katz, NAEYC, 2001</p> <p><u>Teaching Beginning Reading and Writing</u>, Emily F. Calhoun, ASCD, 1999</p> <p><u>Every Child Reads, Notebooks 1&2</u>, Iowa Dept. of Education</p> <p><u>Put Reading First, Partnership for Reading, 2001</u></p> <p><u>Starting Out Right, National Research Council, 1999</u></p>	<p>Lhsgems.org</p>	
<p>3e. Uses available resources, including technologies, in the development and sequencing of instruction.</p>	<ol style="list-style-type: none"> 1. Uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. 2. Integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. 3. Assesses students' use of technological resources before integrating into student expectations. 4. Integrates the use of technology as a curricular support when appropriate. 	<p><u>The Primary Program</u>, Technology in the Primary Curriculum, pg 187-200</p> <p><u>Young Children and Technology</u>, Haugland & Wright, Allyn & Bacon, 1997</p> <p><u>Creative Curriculum</u>, Diane Trister Dodge</p> <p><u>Technology and Young Children</u>. Iowa Dept. of Ed. and the AEA Early Childhood Network fact sheet series.</p>	<p>ISTE.org</p> <p>Aea10.k12.ia.us/webfiles/curr/earlychildhood/index</p> <p>Illuminations.nctm</p>	

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Standard 4: Uses strategies to deliver instruction that meet the multiple learning needs of students.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
4a. Aligns classroom instruction with local standards and district curriculum.	<ol style="list-style-type: none"> 1. Implements classroom instructional strategies that support the achievement of district standards and benchmarks. 2. Works collaboratively to develop and maintain standards, benchmarks and performance assessments for student achievement. 	<p>LEA – CSIP</p> <p>LEA curriculum guides</p> <p>For Preschool: HeadStart Child Outcomes Framework High/Scope’s Key Experiences Creative Curriculum Objectives</p> <p>NCTM standards</p> <p>MCREL standards and benchmarks</p> <p><i>The Primary Program: Growing and Learning in the Heartland</i>; sections on Guiding Principles and Widely Held Expectations</p> <p>NIERR – National Institute for Early Reading Research reading research</p> <p><i>Of Primary Interest: Developmentally Appropriate Practices</i>. Summer 2001. <i>Standards of Quality for Primary Programs</i>, Winter 1994.</p>	<p>Website for standards: www.edStandards/Standards.html</p> <p>www.ciera.org</p> <p>www.ericcece.org</p>	<p>Grade level standards and benchmarks</p> <p>Lesson plans with standard/benchmark listed</p> <p>Disaggregated assessment information</p> <p>K-3 Literacy assessments</p>

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
4b. Uses research-based instructional strategies that address the full range of cognitive levels.	<ol style="list-style-type: none"> 1. Uses instructional strategies that are effective for students at varied cognitive levels. 2. Is able to adjust strategies during instruction to meet student learning needs. 3. Uses questioning techniques that foster classroom discussion to increase student knowledge and skills. 4. Monitors students' learning and adjusts instruction to optimize student achievement. 	<p><u><i>Developmentally Appropriate Practices</i></u> NAEYC publication</p> <p>Reading First and SWRT materials</p> <p><u><i>Put Reading First</i></u>, US Dept. of Ed</p> <p><u>The Project Approach</u>*(see bibliography)</p> <p><u>Dimensions of Learning</u>*</p> <p><u>Multiple Intelligences</u>*</p> <p>DE/AEA Early Childhood Network Fact Sheet: <i>Multiple Intelligences</i></p> <p><u>Of Primary Interest: <i>Beating the Odds in Teaching All Children to Read</i></u>. Spring 2001.</p> <p><i>Continuum of Children's Development in Early Reading and Writing</i>, Fall 1998.</p> <p><i>Preventing Reading Difficulties in Young Children</i>, Summer 1998.</p> <p><u>The Primary Program: Growing and Learning in the Heartland</u>, chapters on Cultural Diversity, Transitions, Activity Learning, Assessment, and all curriculum sections</p> <p>For preschool: High/Scope Educational Approach for Young Children, <u><i>Educating Young Children</i></u> Every Child Reads – B-K materials Creative Curriculum</p> <p>Reggio-Emilio: <u>Hundred and One Languages of Children</u></p>	<p>Primary Program Video Series: A Place to Learn and Grow</p> <p>CD's: Connecting with the Learner Family of Learners (NCREL)</p> <p>Head Start: www.hsnrc.org</p> <p>Belin-Blank Center, Iowa City (gifted educational and talent development): www.uiowa.edu/~belinctr/</p> <p>Every Child Reads training videos and Reading First materials</p> <p>www.eruceece.org/reggio</p>	<p>Lesson Plans</p> <p>Planning process diagram or template</p> <p>Projects</p> <p>Portfolios</p> <p>Every Child Reads training portfolio and lesson plans</p> <p>Every Child Reads – 3 to 5 years – lesson plans and implementation log</p>

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DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	<ol style="list-style-type: none"> 1. Uses analysis of student learning before and after instruction to make instructional decisions. 2. Uses appropriate curriculum, instruction, and assessments to accommodate individual needs. 3. Paces instruction to optimize effective learning by all students. 4. Adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. 5. Provides clear directions and clarifies when students are confused. 6. Uses spontaneous events as a teaching and learning opportunity. 	<p>CIERA: Teaching Every Child to Read (Frequently Asked Questions)</p> <p>Differentiated Curriculum*</p> <p>Reading Recovery TM*</p> <p>Title 1</p> <p>Guided Reading*</p> <p>Math Their Way</p> <p><i>Young Children and Mathematic*s NAEYC Publication*</i></p> <p>Mental Math</p> <p>Children’s Mathematics, NCTM</p> <p><i>Of Primary Interest: Vygotsky’s Zone of Proximal Development, Fall 1995. Scaffolding in the Zone of Proximal Development, Fall 1996. Manipulatives are not Enough: Necessary Conditions for Math/Science Concept Development, Winter 1995.</i></p> <p>For Preschool: <i>Educating Young Children (High/Scope)</i> Creative Curriculum Headstart Child Outcomes Framework</p>	<p>Www.readinga-z.com</p> <p>Video Journal Series</p> <p>The Leading Edge Video series-NAEYC www.naeyc.org</p> <p>Hand in Hand video series</p> <p>Reggio-Emilio video series</p>	<p>Audio/video tape of the classroom.</p> <p>Lesson Plans</p> <p>Portfolios</p> <p>Disaggregated assessment information</p> <p>Running Records</p> <p>Classroom environment check list</p> <p>Mentoring logs</p>

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DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher: 4d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth	1. Uses individual, cooperative and whole class instruction to promote maximum student participation. 2. Uses instructional materials that are mentally engaging to the student.	<p><i>Promoting Social and Emotional Learning: Guidelines for Educators</i>. ASCD publication</p> <p><u>The Primary Program: Growing and Learning in the Heartland</u>; sections on Multicultural learning and all curriculum sections</p> <p><u>Of Primary Interest: Physics for First Graders</u>, Fall 1997.</p> <p><i>Effective First Grade Teaching Methods</i>, Fall 1999.</p> <p><i>Recess and the Importance of Play</i>, Winter 2002</p> <p>The Project Approach*</p> <p><i>A World of Difference</i>, NAEYC*</p> <p>For preschool: DECA (Devereau Early Childhood Assessment materials and curriculum)</p>	<p>ECR materials and resources</p> <p>PWIM posters</p> <p>The Primary Program Video Series: <u>A Place to Learn and Grow</u> (www.naeyc.org)</p> <p>www.project-approach.com/</p>	<p>Lesson Plans</p> <p>Portfolios</p> <p>Projects</p> <p>Thematic unit plans</p> <p>Book lists showing wide variety of information about various cultures, disabilities, social issues.</p> <p>Social skills curricula</p> <p>Success4 schoolwide plans and activities</p> <p>Photos or video of class activities</p>

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DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
<p>The teacher:</p> <p>4e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p>	<ol style="list-style-type: none"> 1. Draws on the prior knowledge, life experience, interest and language of students during instruction. 2. Identifies for learners the connections and potential applications of curriculum to real-life issues and problems. 3. Assigns in-class and homework tasks that provide students with links or transition to life experiences and interests. 	<p><i>Valuing Diversity: The Primary Years</i>, an NAEYC publication*</p> <p>LAS (Language Assessment Scales)</p> <p><u>The Primary Program: Growing and Learning in the Heartland</u>. <i>Teaching to the ways children learn; Active Learning</i> sections</p> <p>Cultural diversity checklist</p> <p>Planning templates (p. 568-574)</p> <p><u>Developmentally Appropriate Practices</u>, NAEYC</p>	<p>Culture Kits available through many AEA's</p> <p>Hand in Hand Video Series</p> <p>Primary Program: A Place to Learn and Grow video series (naeyc)</p> <p>The Leading Edge video series, Tools for Teaching Developmentally Appropriate Practice, NAEYC</p>	<p>Lists of parent volunteers</p> <p>Field trips, planning and review</p> <p>Classroom posters</p> <p>Classroom booklists showing both fiction and non-fiction materials</p> <p>Projects</p> <p>Planning diagram or template showing process of selecting theme, activities, and assessment</p> <p>Videos of lessons and children's responses in class</p>
<p>4f. Uses available resources, including technologies, in the delivery of instruction.</p>	<ol style="list-style-type: none"> 1. Provides classroom settings and activities that are mentally, visually, aurally and kinesthetically stimulating. 2. Uses resources that are appropriate to the content, and to students' prior learning. 3. Encourages students' use of technological resources. 4. Integrates the use of technology as an instructional support when appropriate. 	<p>DE/AEA Early Childhood Network fact sheets: <i>Technology and Young Children</i></p> <p><u>The Primary Program: Growing and Learning in the Heartland</u> sections on Technology and Integrated Curriculum</p>	<p>Books in native languages, non-fiction, MCGF books</p> <p>Videos available through AEA Media Services</p> <p>Wright Group Software - Matchword</p> <p>The Literacy Center materials from LeapFrog Schoolhouse.</p> <p>On-line translations services available through state of Iowa website: www.carmen</p>	<p>Lesson plans showing the use of computers, TV, VCR, overheads, tapes or CDs</p> <p>Photos or video of classroom showing use of technology</p> <p>Booklists</p> <p>Fieldtrips and community resources used in planning</p>

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Standard 5: Uses a variety of methods to monitor student learning.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
5a. Aligns classroom assessment with instruction	<ol style="list-style-type: none"> 1. Assesses what is taught. 2. Uses multiple assessment strategies that are aligned to instructional goals. 3. Accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom. 4. Uses classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills. 5. Uses grading systems that reflect students' knowledge and skills. 6. Continually monitors student progress toward the attainment of instructional objectives. 	<p><u>The Art of Awareness: How Observation Can Transform Your Teaching</u> <u>Assessing Young children</u> <u>Assessment of Practices in Early Elementary Classrooms (APEEC)</u> <u>Assessment System</u> <u>The Creative Curriculum for Early Childhood</u> <u>Focused Portfolios-A Complete Assessment for the Young Child</u> <u>High Scope Approach</u> <u>Improving Writing: Resources Strategies Assessment</u> <u>Leadership for Learning: How to Help teachers Succeed</u> <u>Linking Reading Assessment to Instruction: An Application Worktext for Elementary Classroom Teachers</u> <u>Literacy: Helping Children construct Meaning</u> <u>The Portfolio and Its Use: A Road Map for Assessment</u> <u>The Power of Observation</u> <u>The Primary Program</u> <u>Reaching Potentials: Transforming Early Childhood Curriculum and Assessment</u> <u>Ready, Set, Read</u> <u>Seeing with New Eyes</u> <u>6+1 Traits of Writing</u> <u>Six Simple Ways to Assess Young Student Centered Classroom Assessment</u> <u>Succeeding with Standards: Linking Curriculum, Assessment and Action Planning</u> <u>The Work Sampling System</u></p>	<p>Assessment Tool Kit for Ages 3-5</p> <p>Creative Curriculum for Preschool 4th Edition</p> <p>Observing Young Children: Learning to Look, Looking to Learn</p>	<p>Anecdotal Records</p> <p>CD-Kids own work</p> <p>Conferences</p> <p>Cassette Tapes</p> <p>Classroom books(kids own pictures and writing)</p> <p>Portfolios</p> <p>Children's Work Displays</p> <p>Progress Monitoring</p> <p>Checklist</p> <p>Parent Meetings</p> <p>IEP's</p> <p>District's APR</p>

Iowa Teaching Standards – Early Childhood Network Resources

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
5b. Communicates assessment criteria and standards to all students and parents.	<ol style="list-style-type: none"> 1. Establishes, with students and parents, realistic goals for individual improvement on student achievement. 2. Tracks achievement data over time to clearly communicate student progress. 3. Assessment information is provided to students and parents that is clear and makes sense. 4. Understands and communicates what performance levels or proficiency levels mean to all students and parents. 5. Provides students clear assessment criteria to determine success (grades, etc.). 	<p>Improving Writing: Resources Strategies Assessment Qualities of Effective Teachers Seeing with New Eyes</p>		
5c. Understands and uses the results of multiple assessments to guide planning and instruction.	<ol style="list-style-type: none"> 1. Continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction. 2. Uses student achievement information from a variety of sources. 3. Determines the type of student response (essay T/F, multiple choice, project, etc.) that best aligns with the goal for instruction. 4. Provides individual instruction and assistance to students in need. 	<p>Leadership for Learning: How to Help teachers Succeed Literacy: Helping Children construct Meaning Succeeding with Standards: Linking Curriculum, Assessment and Action Planning</p>		

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DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
5d. Guides students in goal setting and assessing their own learning.	<ol style="list-style-type: none"> 1. Helps students to understand and monitor their own learning goals. 2. Involves students in establishing goals for learning. 3. Works with students to gather and monitor information on their progress. 4. Assists students in analyzing their own learning progress through meaningful measures and conferencing. 	Improving Writing: Resources Strategies Assessment Leadership for Learning: How to Help teachers Succeed Qualities of Effective Teachers		
5e. Provides substantive, timely, and constructive feedback to students and parents.	<ol style="list-style-type: none"> 1. Maintains accurate records about each student's progress. 2. Exchanges information about student learning with students and families. 3. Celebrates increased student achievement with students and families. 4. Provides adequate feedback so students know what they have learned and what still needs to be learned. 	Improving Writing: Resources Strategies Assessment Leadership for Learning: How to Help teachers Succeed Qualities of Effective Teachers		
5f. Works with other staff and building and district leadership in analysis of student progress.	<ol style="list-style-type: none"> 1. Exchanges information about student learning with students, families and school personnel who share the responsibility for the student. 2. Engages in collaborative study of student learning data and uses these data to design instruction on student learning needs. 			

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Standard 6: Demonstrates competence in classroom management.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	<ol style="list-style-type: none"> Creates and communicates clear expectations for student interaction, engagement and self-regulation. Expects and teaches students to become responsible and self-directed consistent with development levels. Encourages collaboration and self-reliance. Interacts with students in a respectful and appropriate manner. 	<p>Devereux Early Childhood (DECA) Program K Pals, First Grade Pals Six Pillars Character Counts</p>	<p>Hand in Hand: When Children Don't Play Randy Sprick videos (Foundation for Behavior) Setting Up The Learning Environment Daily Routine (High Scope video series)</p>	<ul style="list-style-type: none"> DECA Assessments/ Action Plans classroom profiles Observation point sheet (K Pals) Classroom mission, vision, values and beliefs Videotape of questioning strategies with students Observation checklists (Hand in Hand)
6b. Establishes, communicates, models, and maintains standards of responsible student behavior.	<ol style="list-style-type: none"> Clearly communicates guidelines for responsible student behavior. Models positive social skills to students and provides opportunities for students to practice those skills. Maintains consistent and clear expectations and accountability while meeting individual needs of students. Instructs students about behavioral expectations and appropriate social skills. 	<p>The Primary Program – Responsible Living in the Primary Program, pp. 473-486. Creative Curriculum (Social-Emotional Development Components) Work Sampling (Personal/Social checklists)</p>	<p>Adult Child Interactions (High Scope video series)</p>	<ul style="list-style-type: none"> Parent letter/communications Observation documents Classroom rules (student generated) Success4 Portfolio log Classroom procedures
6c. Develops and implements classroom procedures and routines that support high expectations for student learning.	<ol style="list-style-type: none"> Consistently implements management techniques that create an engaging learning environment. Develops and implements schedules, timelines, procedures and routines to support high expectations for learning. Creates a classroom with a climate of respect for all. Make behavioral modifications in specific situations to support individual learning needs 	<p>The Primary Program – Considerations for Implementation, pp. 105-116. Educating Young Children (High Scope Foundation)</p>	<p>Room Arrangement As A Teaching Strategy – Creative Curriculum video series</p>	<ul style="list-style-type: none"> IEP's Behavior charts Classroom management plans Classroom schedule/routine Informal observations Progress monitoring data Diversity checklist (Primary Program) Intervention plan

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DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
6d. Uses instructional time effectively to maximize student achievement.	<ol style="list-style-type: none"> 1. Uses instructional time effectively and productively for maximum student engagement with tasks. 2. Uses classroom procedures and routines that optimize learning time. 	<p><u>The What, Why, How of High Quality Early Childhood Education (NAEYC) Program structure, supportive interactions</u> <u>NAEYC code of ethics</u></p>	<p><u>www.naeyc.org</u></p>	
6e. Creates a safe and purposeful learning environment.	<ol style="list-style-type: none"> 1. Creates a classroom setting that is safe and accessible learning environment for all students. 2. Insists upon fairness and respect as elements in each interpersonal relationship. 3. Provides learning opportunities for students to become responsible, self-reliant, and collaborative. 4. Creates opportunities for students to make decisions appropriate to students' developmental level. 5. Encourages each student to be self-reflective. 	<p><u>What Young Children Need to Succeed, (Working Together to Build Assets from Birth to Age 11) – Jolene L. Roehlkepartain and Nancy Leffert, Ph.D.</u></p> <p><u>Preschool Planning Guide (NY State Education Office)</u></p> <p>ECCERS (Environmental Rating Scale/Harms & Clifford).</p>		<ul style="list-style-type: none"> ▪ Student reflections on learning ▪ Posting Fire & Storm Alarm Safety quiz results

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Standard 7: Engages in professional growth.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
7a. Demonstrates habits and skills of continuous inquiry and learning.	<ol style="list-style-type: none"> 1. Accepts responsibility for his/her mental, physical, and social well being. 2. Routinely reflects on his/her practice. 3. Actively pursues opportunities for learning 4. embedded in daily experience. 5. Reads current educational journals and other professional literature. 6. Engages in formal learning opportunities to increase repertoire of knowledge and skills. 	<ul style="list-style-type: none"> • Living in Action Research World; SAR Matrix • Every Child Reads Notebooks 1 and 2 (Iowa DE) • <u>The Primary Program</u> • The Reading Teacher (Available from www.ira.org) • Young Children (Available at www.naeyc.org) • NAEYC Membership 	<ul style="list-style-type: none"> • www.ciera.org • www.ericce.org • www.naeyc.org • www.ira.org 	<ul style="list-style-type: none"> • Portfolios • Credential file • Resume • Lesson plans with reflection • Transcripts from courses • Article critiques or summaries
7b. Works collaboratively to improve professional practice and student learning.	<ol style="list-style-type: none"> 1. Collaborates with others to improve their teaching and their students' learning. 2. Builds relationships that enable them to become valuable members of the school community. 3. Plans lessons, rehearses strategies, demonstrates strategies and observes with mentor and/or peer coaching partner(s). 4. Collaborates with colleagues to support joint efforts for improvement of instruction. 5. Contributes experience, ideas, and care toward the continuing development of the school/district as a learning community. 	<ul style="list-style-type: none"> • Peer coaching article (Joyce & Showers) • NAEYC publications • DE AEA fact sheet on DE website • Primary Program • <u>The New Structure of School Improvement</u>, Joyce, Calhoun, and Hopkins • <u>How to Use Action Research in the Self-Renewing School</u>, Calhoun • <u>Promoting Meaningful Learning</u>, Yelland 	<ul style="list-style-type: none"> ➤ Connecting w/learner ➤ CD from McREL ➤ Family of Learners ➤ Resource Guide NcREL ➤ NAEYC Standards for Early Childhood Professional Development (Available at www.naeyc.org) 	<ul style="list-style-type: none"> • Peer coaching logs • Data analysis from implementation studies • Study group logs • Video tapes of lessons/peer coaching sessions • Progress monitoring data

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DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
7c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	<ol style="list-style-type: none"> Monitors the implementation and effect of using new learning within the classroom. Integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Experiments with research ideas, knowledge and skills in the context of best practices. 	<ul style="list-style-type: none"> Fountas & Pinnell Guided Reading K-3 HS performance Standards ECR 3-5 materials accessed through training <u>Developmentally Appropriate Practice</u>, NAEYC <u>Exploring Research-Based Practices in K-3 Reading Instruction (Frameworks)</u> <u>Exploring Research-Based Practices in K-3 Mathematics Instruction (Frameworks)</u> 	<ul style="list-style-type: none"> SWRT videos Frameworks videos 	<ul style="list-style-type: none"> Harms Environmental Rating scale NAEYC accreditation certificate Logs from ECR 3-5 materials/learning Lesson plans
7d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.	<ol style="list-style-type: none"> Uses data about student performance and his/her practice to design individual career development plans. Elicits suggestions about their teaching. Adapts their teaching to new ideas, findings, ideals and theories. Collaborates in the development of their own professional development plans to meet district/building goals. Routinely participates/contributes to collective study with colleagues in order to implement district career plans. 	<ul style="list-style-type: none"> Creative Curriculum Omnibus Work Sampling System Ireton Child Development Inventory Brigance Peabody SWRT materials/data collection forms <u>A Framework for Understanding the Iowa Teaching Standards and Criteria</u> (Available at www.isea.org) 	<p>www.isea.org</p> <p>SWRT videos on action research</p>	<p>Professional development plans</p> <p>Peer coaching logs</p> <p>Attendance at school improvement committees</p> <p>Study group logs</p> <p>Evaluation conference notes</p>

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Standard 8: Fulfills professional responsibilities established by the school district.

DE Criteria	DE Model Descriptors	Print Resources	Multi-Media Resources	Artifacts/Data Points
The teacher:				
8a. Adheres to board policies, district procedures, and contractual obligations.	1. Demonstrates professional commitment and respects the contractual requirements of his/her employment.			Master Contracts Evaluation- Coaching records , attendance, participation in initiatives
8b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	1. Presents himself/herself to the school and community in a manner that elicits respect. 2. Complies with the state laws defining the profession.	The Values Workbook by Robert Rabbin and Jo Hillyard	NAEYC Ethics Position Statements: Improving Professional Development and Professionalism www.naeyc.org	Records of Community involvement, leadership, and parental communications and involvement
8c. Contributes to efforts to achieve district and building goals.	1. Participates in professional development opportunities to improve achievement of district and building goals. 2. Initiates sharing of ideas with colleagues. 3. Contributes to school-wide events and learning activities.	<u>The Art of Leadership: Managing Early Childhood Organizations</u> Edited by Bonnie and Roger Neugebauer <u>The Early Childhood Mentoring Curriculum</u> by Dan Bellm, Marcy Whitebook and Patty Hnatiuk <u>The Visionary Director</u> by Deb Curtis and Margie Carter		Attendance at Extra-Curricular events Learning Logs Minutes from committee meetings Participation in public forums Narrative report of how assessment results were used to assist students in reaching district goals
8d. Demonstrates an understanding of and respect for all learners and staff.	1. Respects different values and belief other than one's own. 2. Functions effectively in situations that require differing approaches and understanding of differing family and community contexts. 3. Works to ensure that all students are treated fairly.	<u>Celebrate An Anti-Bias Guide to Enjoying Holidays</u> by Julie Bisson <u>Reflecting Children's Lives</u> by Deb Curtis and Margie Carter The Primary Program: Multi-Culturalism *Reference other standards for additional related print resources	Association for Childhood Education International www.udel.edu/bateman/acei The National Black Child Development Institute www.nbcdi.org	Individual and Professional Readings log Plans for differentiation (e.g 504 plans, IEP plans) Classroom policies and procedures
8e. Collaborates with students, families, colleagues, and communities to enhance student learning.	1. Reaches out to others to establish constructive relationships and rapport especially in challenging situations. 2. Plans parent conferences so his/her teaching and learning objectives have the greatest likelihood of serving the student's best interests. 3. Values and respects others' roles in student learning and welcomes their participation in the teaching process. 4. Builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning.	<u>What Happened to the World? Helping Children cope in turbulent times</u> by Jim Greenman Primary Program: Together is Better and Transitions <u>TRIBES A New Way of Learning Together</u> by Jeanne Gibbs <u>Making Learning Visible: Children as individual and group learners</u> Project Zero, Reggio Children *Reference other standards for additional related print resources		School-business partnerships Portfolios Goal logs News articles Observations Test scores Membership on district/building/curriculum committees

Iowa Teaching Standards Bibliographies

Notes for Future Reference

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7(b) Works collaboratively to improve professional practice and student learning

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7 (c) Applies research, knowledge, and skills from professional development opportunities to improve practice

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7 (d) The teacher establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building achievement goals.

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