



**DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY**

4040 NORTH FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22203-1635

REGULATION SYSTEM TRANSMITTAL

Education Directorate

December 1, 2005

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
REGULATION SYSTEM TRANSMITTAL

SUBJECT: DoDEA Regulation 2991.0 – Change 1

INSTRUCTIONS FOR RECEIPIENTS

The following page change to DoDEA Regulation 2991.0, "Department of Defense Education Activity Early Childhood Education Programs," May 30, 2000 has been authorized:

Page Change to Regulation:

Remove: Page 5 - Paragraph 6 has been revised.

Insert: Attached replacement page.

The above changes are effective immediately.

A handwritten signature in black ink, appearing to read "Joseph D. Tafoya".

Joseph D. Tafoya
Director

Attachment:
As stated



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MAY 30 2000

EDUCATION DIVISION

DoDEA Regulation 2991.0
Incorporating Change 1, December 1, 2005

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
EARLY CHILDHOOD EDUCATION PROGRAMS

- References:
- (a) DoDEA Manual 2990.2, "Department of Defense Education Activity Department of Defense Dependents Schools Sure Start Program: A Manual for Staff and Administrators," October 14, 1999
 - (b) DS Manual 2500.13, "Special Education Procedural Manual," August 23, 1994, with changes
 - (c) DoDEA Regulation 2000.10, "Department of Defense Dependents Schools Progress Reports," August 1, 1995
 - (d) DoDEA Regulation 2005.1, "Department of Defense Dependents Schools Administrators' Guide," January 5, 1996, with changes

A. PURPOSE

The purpose of this Regulation is to establish early childhood education as a priority for the Department of Defense Education Activity (DoDEA). There is a strong and growing body of evidence that successful early childhood programs based on developmentally appropriate practices result in success in later years of schooling.

B. POLICY

It is the DoDEA policy that all decisions concerning early childhood programs (enclosure 1) in DoDEA will be guided by the early childhood philosophy and guidelines (enclosure 2) and the early childhood program standards (enclosure 3). All early childhood programs will implement developmentally appropriate practices, the early childhood program standards, and the DoDEA curriculum standards.

C. EARLY CHILDHOOD EDUCATION NEEDS ASSESSMENT

An early childhood education needs assessment will be utilized to determine needs in implementing high quality early childhood education programs. An Early Childhood Education Innovation Configuration map (enclosure 4) was developed to provide a road map for schools and teachers to implement the Early Childhood Program Standards. It is recognized that each individual, district, and school is unique in professional development needs. Completion of the



Early Childhood Education Innovation Configuration map may be used, along with any other district specified data collections, to assist districts in designing appropriate early childhood implementation and professional development plans. Professional development and implementation plans should be designed to meet standards, policies, needs, and priorities identified by the system, districts, and schools.

D. ASSESSMENT

Assessment in early childhood classrooms should be classroom focused and instructionally relevant. The underlying purpose of the classroom assessment system is to enhance both the teacher's instructional practices and the student's learning. Assessment should offer a comprehensive means of monitoring and reporting children's social, physical, emotional, and academic progress through performance assessments that encourage students to show what they know and what they can do in a variety of contexts. An assessment system consists of three interrelated elements: developmental guidelines and checklists; samples of children's work; and narrative summary reports. Reports to parents will reflect student progress over time as well as student achievement of the standards.

E. ACCOUNTABILITY

Students in grades Prekindergarten through third grade will demonstrate proficiency in the following areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts and physical development, as measured through the use of multiple, developmentally appropriate performance based assessments. Reading proficiency will be reported by levels, for example, through the use of the Developmental Reading Assessment or the Reading Recovery leveled books. Area offices are responsible for reporting student achievement by school, district and area to Headquarters annually as required. A standardized achievement battery, such as Terra Nova, may be used, in addition to the above, to measure student progress at the end of third grade.

F. APPLICABILITY

This Regulation applies to all DoDEA schools with children enrolled in preschool through third grade, including all children enrolled in regular and special education classrooms.

G. DEFINITIONS

1. Early Childhood Years The National Association for the Education of Young Children, The National Association of Elementary School Principals, the National School Boards Association and many other recognized organizations define the early childhood years as birth through age 8. In DoDEA early childhood education includes all programs that serve children from age 3 through third grade.

2. Developmentally Appropriate Practice The DoDEA Early Childhood Philosophy encompasses preschool through grade three. The concept of developmental programs, as defined by the National Association for the Education of Young Children (NAEYC) and the National Association of Elementary School Principals (NAESP), and supported by educational research, consists of three dimensions: age appropriateness, individual appropriateness, and social/cultural context.

H. EFFECTIVE DATE

This Regulation is effective immediately. The Deputy Directors, DoDEA for Europe, Pacific, and DDESS will issue implementing instructions.



Ray Tolleson
Interim Director

Enclosures:

1. Early Childhood Programs
2. Early Childhood Education
Philosophy and Guiding Principles
3. Early Childhood Standards
4. Early Childhood Education Innovation
Configuration Map

Distribution: X

EARLY CHILDHOOD PROGRAMS

1. Sure Start

Sure Start is an early intervention program (6 hours daily) for families with incomes corresponding to the E-1 to E-5 or GS-01 to GS-05 range, living and working at military installations overseas. The Creative Curriculum is the adopted curriculum. Based on the successful Head Start program in the United States, Sure Start offers a comprehensive approach to early childhood education that involves both children and families. The Sure Start program is dedicated to providing comprehensive services in the areas of education, health, social services, and family involvement. All Sure Start programs will complete the National Association for the Education of Young Children (NAEYC) Accreditation process.

2. Preschool Services for Children with Disabilities (PSCD)

Preschool special education services are provided for children age 3-5 years who demonstrate a significant difference in actual functioning when compared with the functioning of a nondisabled child of the same chronological age. This significant difference occurs in one or more of the developmental areas as measured using standardized evaluation instruments and confirmed by clinical observation and judgment. PSCD programs in self-contained classrooms will use the Creative Curriculum. All PSCD programs in self-contained classrooms will complete the NAEYC Accreditation process.

3. Preschool

A free, partial- or full-day program for all eligible 4-year-old children within the school commuting area is available at some DoDEA locations. Preschool programs are developmentally appropriate; follow an adopted curriculum; and provide safe, caring, learning environments for young children. All preschool programs will use the Creative Curriculum, the Montessori Curriculum or the High Scope Curriculum. All preschool programs will complete the NAEYC Accreditation process.

4. Full-Day Kindergarten

A full-day kindergarten program should be approximately 6 hours in length. Research supports the effectiveness of kindergarten programs that are full-day and are

developmentally appropriate, indicating that they have academic and behavioral benefits for young children. The DoDEA full-day kindergarten program is a developmentally appropriate, center-based program for children who meet kindergarten minimum age requirements (reference (d)). Parents are considered important partners in their child's education and home visits are conducted for all students. Current adopted DoDEA content standards and curriculum materials are implemented for full-day kindergarten. DoDEA was provided money out of PBD083C to implement full-day kindergarten in DoDDS. Schools in DDESS have offered full-day programs for some time.

5. Partial-Day Kindergarten

DoDDS kindergarten programs that are approximately 2-1/2 hours in length are considered partial day programs. The DoDEA partial-day kindergarten program is a developmentally appropriate, center-based program for children who meet kindergarten minimum age requirements (reference (d)). Current adopted DoDEA content standards and curriculum materials are implemented for partial-day kindergarten.

6. Reduced Class Size

Reduced class size in DoDEA is defined as an average ratio of 1:18 across grades 1-3. The expected benefits of reduced class size are: increased student achievement in reading and mathematics; narrowing of the achievement gap; teachers having enough time to individualize instruction and use ongoing assessment; increased prosocial behaviors; and improvements in parental satisfaction. Based on results from the National Assessment of Education Progress (NAEP), the President has challenged the Nation to ensure that every child will be a good, independent reader by the end of third grade. Funding is secured to implement reduced class size in grades 1-3 in DoDEA schools. This initiative will be phased in during Fiscal Years 2000-2005.

Early Childhood Education Philosophy

The DoDEA Early Childhood philosophy encompasses preschool through grade three, including children with disabilities. The concept of developmental programs, as defined by the National Association for the Education of Young Children (NAEYC) and the National Association of Elementary School Principals (NAESP), and supported by educational research, consists of three dimensions: age appropriateness; individual appropriateness, and social and cultural context.

Age appropriateness refers to what is known through human development research about the universal, predictable sequence of growth and development during childhood in the areas of physical, emotional, social, and cognitive domains.

Individual appropriateness views each child as a unique person with an individual pattern and timing of growth, personality, preferred learning style, intelligences, and varying patterns of family background.

Knowledge of **the social and cultural context** in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the participating children and their families. We believe that early childhood programs involve a community of learners with a commitment to the dignity and education of young children.

Guiding Principles

At the foundation of early childhood education is a set of guiding principles that underscore DoDEA's commitment to all young children, including children with disabilities. We envision developmentally appropriate programs where learning is a process that reflects an understanding, appreciation, and celebration of each child. (NAEYC 98)

- Young children learn and construct knowledge as a result of meaningful experiences.
- Optimal development in young children takes place in an environment where collaboration with others, discussing, analyzing, and developing personal meaning through application of what is being learned is encouraged and facilitated.
- Young children reach different levels of learning and development at different times.
- Learning in the early childhood years develops on a continuum.
- Learning is both individual and social and takes place within a **social/cultural** context.
- Play is an integral part of quality programs serving young children.
- Skills and concepts are developed and enhanced through child-initiated and teacher-initiated activities.
- Programs for young children must provide opportunities for individual activities and flexible groupings.
- Young children should be involved with the teacher in planning, implementing, and evaluating their learning experiences.
- The dignity of young children and their personal circumstances and diversity must be respected and affirmed.
- Families of young children are essential partners in the educational process.
- Children are best served in a safe, nurturing, and inclusive environment.
- Developmentally appropriate assessment of young children's learning is essential for planning and implementing appropriate curriculum and celebrating children's learning.
- Program practices for young children must reflect sound research and findings about young children and learning.

DoDEA

**EARLY CHILDHOOD
PROGRAM STANDARDS**



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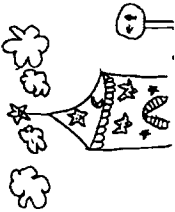
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PHYSICAL ENVIRONMENT



1. The Learning Environment/Atmosphere

Standard

The learning environment promotes a sense of belonging and respect, positive social interactions, and clearly defined expectations. For example, pictures and materials in the room reflect the children's families and communities, materials are grouped for shared use, and information regarding routines, schedules, and responsibilities are posted at child's eye level. The children function efficiently and can make choices in a safe environment.

2. Classroom Furniture

Standard

Classroom furniture meets child safety guidelines and is organized to provide comfortable work areas, safe traffic flow, allows appropriate supervision, and a place for individual belongings. The environment has been adapted for children with disabilities.

3. Classroom Materials

Standard

A variety of developmentally appropriate materials (concrete, real, and relevant to children's lives) are available in sufficient quantities relating to class size and will encourage initiative, active exploration and sustained involvement. Materials are organized, safe, labeled, maintained, and are accessible to children.

4. Print-Rich Environment

Standard

Students have access to a wide variety of books and other types of printed material. These materials are displayed at the child's eye level and dispersed around the room. The classroom contains environmental print displayed at the child's eye level that encourages students to read meaningful signs, posters, and labels. Student-generated print is evident.

PHYSICAL ENVIRONMENT (Continued)

5. Interest Areas

Standard

A wide and flexible variety of interest areas, work places and spaces are provided, used, and well defined. Areas encourage and motivate independent learning for children who may work alone, in small groups, or to meet as an entire group.

6. Diverse/Cultural Responsive Materials

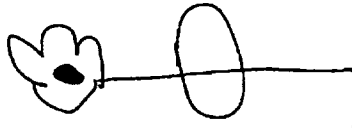
Standard

Materials consistently reflect difference and similarities among people and the cultural make-up of the class.

7. Children's Safety within the Environment

Standard

Teachers provide age appropriate supervision that allows for children's increasing responsibility and supports children's risk taking behavior within safe boundaries. For instance, children routinely move independently throughout their environment. Teachers anticipate and prevent situations in which children might be injured.



INTEGRATED AND APPROPRIATE CURRICULUM



1. Diverse/Culturally Responsive

Standard

Teachers utilize children's experiences and the cultural diversity of the children and the community to plan an integrated curriculum.

Considerations for planning a diverse/culturally responsive curriculum may include but are not limited to:

- ⌘ Linguistics (books, media, visuals, spoken language exposure)
- ⌘ Field trips
- ⌘ Integration with host nation
- ⌘ Props for Centers
- ⌘ Children selected themes
- ⌘ Student displays
- ⌘ Student artifacts
- ⌘ Community resources
- ⌘ Family presentations

2. Curriculum Content

Standard

Teacher plans and arranges developmentally appropriate activities based on adopted curriculum standards. Considerations for planning may include but are not limited to: spontaneous play, discovery learning, projects and daily living situations.



INTEGRATED AND APPROPRIATE CURRICULUM (Continued)

3. Constructing Integrated and Appropriate Curriculum

Standard

Curriculum content is integrated so children develop an understanding of concepts and make connections across subject areas. Integrated curriculum incorporates children's emerging interest and ideas. Time is not a limiting factor. Considerations for planning may include but are not limited to...

- ◆ Broad based themes
- ◆ Projects
- ◆ Play
- ◆ Other learning experiences

4. Motivation and Guidance

Standard

Teachers design plans that draw on children's curiosity and desire to make sense of their world to motivate them to become involved in interesting learning activities. Activities and curriculum are relevant to the needs and interest of children and are based on curriculum standards.

5. Best Practices

Standard

Teacher designs curriculum based on developmentally appropriate practice and adopted DoDEA standards.

6. Development and Learning

Standard

Teachers are knowledgeable about the continuum of development and learning for children in each content area. Teachers adapt instruction for children who are ahead of or behind the developmental expectation.



CLASSROOM INTERACTIONS AND DISCOURSE



1. Student Interactions

Standard
Teachers plan opportunities for students to collaborate throughout the day.

2. Accepting Differences/Student Point Of View

Standard
Students are accepting of others' differences. They appreciate and respect similarities and differences among people.

3. Accepting Differences / Teacher Point Of View

Standard
Teachers are respectful and inclusive of students' differences (i.e. race, gender, ethnicity, body type, and/or disability).

4. Student / Teacher Reflective Discussion

Standard
Students engage in reflective discussion (summarizing, making inferences, and drawing conclusions on what has taken place in an activity) with teacher facilitation.

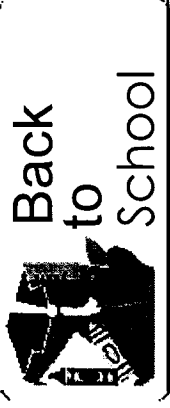
5. Student talk

Standard
Students initiate conversations with the teacher. The teacher provides a balance of both teacher / student initiated talk.

6. Teacher interactions

Standard
Teachers consistently encourage children to share experiences, ideas, and feelings and listen to them with attention and respect.

INSTRUCTIONAL STRATEGIES/ACTIVE STUDENT ENGAGEMENT



1. Presentation of Information

Standard

Teacher consistently presents information in multisensory ways (i.e. visual, auditory, kinesthetic with regard to multiple intelligence's) based on knowledge of students' individual learning styles.

2. Student Involvement

Standard

Teacher actively engages all students in the learning process through activities relevant to individual students' backgrounds and experiences. Adequate time is provided for reflection, interaction, and student input.

3. Active Participation

Standard

All students openly share thoughts, feelings, and backgrounds relating personal experiences to the content. All students are actively manipulating and responding to their peers and their learning environment. All students are provided opportunities to solve problems and explore learning in various social and physical settings.

4. Learning Environment

Standard

Teacher and students work together and/or individually in varied and flexible groups throughout the day based on student need and learning experience. Composition of groups is flexible and temporary. Students have opportunities to create their own groupings or work independently. Movement is not restricted.

5. Design of Learning

Standard

Teacher and students design a learning environment with adequate space, appropriate materials, and clear expectations. The physical environment reflects that learning is integrated to support curriculum goals and student interests with opportunities for collaboration.

INSTRUCTIONAL STRATEGIES/ACTIVE STUDENT ENGAGEMENT (Continued)

6. Learning Areas

Standard

All students have access and use centers as an integral part of their learning process. Learning areas in which children plan and select their activities are used on a daily basis for a major portion of each day.

7. Variety of Strategies

Standard

Teacher consistently and knowledgeably uses a variety of strategies matched to individual students' needs and learning goals such as but not limited to: peer-teaching, effective questioning, wait time, learner constructs knowledge, modeling, cooperative strategies, reflection, mental imagery, graphic organizers, mind mapping, etc.

8. Professional Development

Standard

Teacher evaluates own skills and initiates professional growth by seeking, acquiring, and applying research-based strategies. Teacher implements and evaluates effectiveness including student and peer feedback. Teacher is willing to take risks in order to expand and improve instructional effectiveness.



ASSESSMENT



1. Diverse/Culturally Responsive Assessment

Standard

Teachers use assessments based on children's experiences that are socially, culturally, and linguistically appropriate.

2. Multiple Sources of Assessments

Standard

Children's progress is based on multiple sources of assessment that reflect actual learning experiences in the classroom. Assessment encourages children to participate in self-evaluation. Assessment may include some or all of the following:

- scope and sequence of the curriculum
- observations and written records of observations
- selected work samples
- evaluation of work samples
- interviews with students
- curriculum embedded performance evaluations
- commercially prepared paper and pencil test
- documentation of group projects and/or collaborative work
- parent teacher collaboration
- review of student records

3. Use of Assessment to Inform Instruction

Standard

Assessment is used to guide curricular and instructional decisions (i.e. adapting content and/or strategies) to affect group and individual learning and development.

ASSESSMENT (Continued)

4. Frequency of Assessment

Standard

Assessment occurs on a continuous basis and involves regular and periodic observations of the child in a wide variety of ways that are representative of the child's progress and development over time.

5. Content of Assessment

Standard

Assessment is developmentally appropriate and evaluates the student's social, emotional, physical, aesthetic and cognitive development.

6. Children's Involvement In Assessment Processes

Standard

Children are appropriately involved in evaluating their own work and are given opportunities to reflect on their own growth and progress through meaningful dialogue with teachers.

7. Parent Involvement

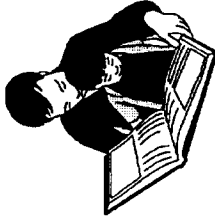
Standard

Parents and teachers collaborate in the assessment of the child's learning progress by sharing useful, specific information about the child's learning and development, strengths and needs.

8. Qualitative Reporting to Parents

Standard

Children's progress is shared with parents in a meaningful and appropriate way through the use of samples of children's work and a narrative summary report. Children's progress over time is reported as well as children's achievement of the standards.



CARING COMMUNITY



Promoting a Positive Climate for Learning

1. Building Community

Standard

Students and teachers use strategies to foster a sense of community.

2. Security

Standard

Students have personal items from home with them during the school day.

3. Respect

Standard

Students and adults are treated with respect and dignity with evidence of listening to each other, acceptance of differences, taking turns, using non-judgmental statements, and being courteous to each other.

4. Student Engagement

Standard

Children work in small, flexible, cooperative groups or individually on short and long-term projects. They learn with others through conversation during work and play. teaching practices always respect children's prior knowledge, interests, talents, and learning styles.

CARING COMMUNITY (Continued)

5. Student Choice

Standard

The teacher provides frequent opportunities for children to choose from among a variety of activities, materials, and equipment.

6. Student Input

Standard

Students always select finished products for display and portfolios. Students participate in recording events and ideas in journals.

7. Character and Ethical Behaviors

Standard

Numerous opportunities for student participation in activities that enhance character development and promote ethical behaviors such as trustworthiness, respect, responsibility, fairness, caring, and citizenship are provided.

Observable ethical student behaviors may include:

- Following established rules
- Showing empathy
- Sharing materials
- Taking care of materials and equipment
- Helping peers
- Using courteous words
- Maintaining a clean classroom environment
- Working independently
- Helping the teacher
- Supporting and accepting children with special needs
- Taking turns
- Following routines

CARING COMMUNITY (Continued)

8. Rules, Procedures, & Routines

Standard

Students and teachers participate in the development of classroom rules, which are stated in a positive manner and posted in the room. Procedures and routines are established and consistently followed.

9. Class Meetings

Standard

Class meetings are held daily for community building and decision making. Group action is decided through voting and/or consensus building.

10. Conflict Resolution

Standard

Students take ownership for their behavior without having adult reminders and by using conflict resolution strategies. Conflict resolution may include, but is not limited to:

- Use of words to express feelings and/or resolve conflict
- Walking away from conflict
- Sharing/taking turns
- Choosing an alternative activity
- Using discussion and compromise
- Utilizing a process to resolve problems: Generate solutions; make a plan; implement plan; and evaluate progress
- Write about the problem and generate possible solutions
- Seek help from adults and/or peers for suggestions when unable to resolve conflicts independently

11. Display of Student Products

Standard

All bulletin boards, charts, calendars, and posters display student work. Students choose with teacher input the work displayed and is in various stages of work completion.



CARING COMMUNITY (Continued)

12. Diversity and Relationships

Standard

Children learn how to develop constructive relationships and respect for individual and cultural differences.

13. Cross Grade Collaboration

Standard

Teachers and children work across and within grade levels to build a sense of shared purpose.

14. Individual needs

Standard

Individual needs are met as evidenced by the teacher knowing each child well and planning for individual differences, developmental levels, and learning styles. "Invisible" support is provided in that children with special needs are unidentifiable. Opportunities are provided for each child's active participation in daily activities. Support is provided to ensure all children's needs are met



SCHOOL HOME PARTNERSHIP



1. Diverse/Culturally Responsive School/Home Partnership

Standard

Instructional planning is maintained through continuous, two-way dialogue between school and home. The diversity of the school and community is represented.

2. Open Communication

Standard

Parents are viewed as co-communicators. Reciprocal communications among learners, families, and teachers is frequent and regular using a variety of media to express expectations, progress, and/or objectives. Information regarding major curricular activities is provided in advance and includes the benefits to children and the link to future skills.

3. Volunteers: Family and Community Members

Standard

Parents are viewed as co-learners and are invited to attend inservice training. Volunteers are involved in the learning process by introducing or reinforcing instruction. Parent centers, child-care are available.

4. Family Involvement in Home Work

Standard

Parents are viewed as co-teachers. Clear and complete information describing homework, expectations, purposes, and processes are provided in advance. Parent feedback is routinely solicited regarding relevance, time, requirements, and support for homework involvement.

SCHOOL HOME PARTNERSHIP (Continued)

5. Community Support of School Programs

Standard

Parents and community resources are viewed as co-supporters in the learning process. A wide variety of age appropriate community programs, activities, and study trips are planned and incorporated into the curriculum on a regular basis. These experiences are designed to enable children to do direct investigation and first hand research with the assistance of parents and members of the community.

6. Community Resources Outside the school setting: Professional Relationships

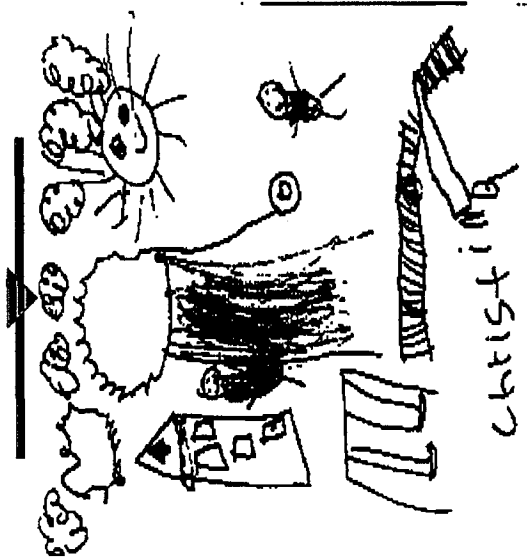
Standard

The program links families to available community resources to support comprehensive needs of children and their families.

7. Shared Decision Making

Standard

Teachers solicit and incorporate parents' knowledge about their children into program planning. Parents actively participate in decision-making.



DoDEA

**EARLY CHILDHOOD
CONFIGURATION MAP**



EARLY CHILDHOOD
A CONFIGURATION MAP

A very important part of teaching is choosing from the wide variety of strategies and techniques that could be used. Making choices is particularly important when a new teaching approach or curriculum is being implemented. Often there is need of a road map or a list of the alternative ways that teachers and students could use the new approach. Change researchers have developed such a tool in what they call Innovation Configuration (IC) Maps. An IC Map consists of “snapshots” of very likely practices that could be seen in different classrooms.

The following pages contain descriptions of different ways that early childhood teaching can be done in classrooms. The descriptions are organized according to key components that are designed to be reflective of the Developmentally Appropriate Practices and current brain research. Each component includes a number of possible variations that describe different ways that teachers and students teach and learn in an early childhood classroom. This IC Map format is a standard format and cannot be changed.

This *IC Map for Early Childhood* can be used in a number of ways:

- 1) **Teacher Self-Evaluation and Reflection:** Frequently when new programs are implemented, too little information is provided to teachers about what they can do. The Early Childhood IC Map presents descriptions of different configurations of ways that teachers can approach their teaching. By using them, teachers can review their teaching approach and compare it with those presented in the IC Map. It is not the intention that the whole map be used at one time, it can be broken down into sections or components.
- 2) **Teacher Peer Observation and Coaching:** Teachers can use the IC Map when involved in peer observation or coaching. Teachers would choose one component to observe on or coach. The IC Map serves as a guide for planning, observing, and for the follow-up dialogue. Teachers do not serve as evaluators in peer observation or coaching, but they do provide feedback that was agreed upon in the planning dialogue.
- 3) **Planning for Training and Staff Development:** All too often workshops are planned without knowing what teachers feel they need. The Early Childhood IC Map can be used by teachers, curriculum coordinators, and staff developers as a communication and diagnostic tool to help in clarifying and focusing on those aspects of teaching that are most in need of attention based on teachers self evaluation.

The IC Map SHOULD NOT be used for EVALUATION. This is a diagnostic tool and one that can be used for professional development. An IC Map can be useful in thinking about current practices and for getting ideas about what could be done differently. It is not appropriate for evaluation of teachers.

This map is a product of the Early Childhood Task Force 1998/99. The task force was made up of early childhood teachers, coordinators, and parents from both DoDDS and DDESS, along with headquarters personnel. The task force also received help from outside consultants who are experts in the field of early childhood and/or configuration maps. We invite you to review this IC Map and use it in reflecting on teaching and learning in an early childhood setting.

Acknowledgements: The Innovation Configuration Map is part of the Concerns Based Adoption Model (CBAM). For more information see *Change in Schools: Facilitation the Process* by Gene E. Hall and Shirley M. Hord. Albany, NY: State University of New York Press (1987).

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A PHYSICAL ENVIRONMENT

1. The Learning Environment/Atmosphere {child choice, positive social interactions, expectations, sense of belonging and respect}

A	B	C	D
<p>The learning environment promotes a sense of belonging and respect, positive social interactions, and clearly defined expectations, (Pictures and materials in the room reflect the children's families and communities, materials are grouped for shared use, and information regarding routines, schedules, and responsibilities are posted at child's eye level.) The children function efficiently and can make choices in a safe environment.</p>	<p>The learning environment promotes a sense of belonging and respect, positive social interactions, and expectations, (routines, schedules, and responsibilities are available.) Children function positively and make choices in a safe environment.</p>	<p>The learning environment limits the children's sense of belonging and respect, (some positive social interactions and unclear expectations.) The children have some opportunity to make choices in the environment.</p>	<p>The learning environment is teacher directed (limits children's interactions with others, and their opportunities to make choices and pursue engaging learning experiences.)</p>

2. Classroom Furniture {safety guidelines, organization/arrangement, supervision, accommodations}

<p>A</p> <p>Classroom furniture meets child safety guidelines and is organized to provide comfortable work areas, safe traffic flow, allows appropriate supervision and a place for individual belongings. The environment has been adapted for children with disabilities.</p>	<p>B</p> <p>Classroom furniture meets child safety guidelines and is organized for adequate space to store individual student belongings. Traffic patterns lack definition and students working in some areas may not be seen by the teacher. The environment has been adapted for children with disabilities.</p>	<p>C</p> <p>Classroom furniture meets safety guidelines. The physical organization limits teacher's visibility. The environment may provide accommodations for children with disabilities.</p>	<p>D</p> <p>Classroom furniture does not meet safety guidelines and presents possible safety hazards. The students are not visible to the teacher at all times. No accommodations have been made for children with disabilities.</p>
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3. Classroom Materials {appropriate materials, relevance, organization}

<p>A</p> <p>A variety of developmentally appropriate materials (concrete, real, and relevant to children's lives) are available in sufficient quantities relating to class size and encourages initiative, active exploration and sustained involvement. Materials are organized, safe, labeled, maintained, and are accessible to children.</p>	<p>B</p> <p>Some developmentally appropriate materials (concrete, real, and relevant to children's lives) are available in sufficient quantities relating to class size and encourages initiative, active exploration and sustained involvement. Materials are somewhat organized, maintained, safe, and accessible to children.</p>	<p>C</p> <p>Few developmentally appropriate materials (concrete, real, and relevant to children's lives) are available. Inappropriate materials provide little variety, interest, and choice and there are limited opportunities for engaging in learning experiences. Materials or disorganized and a few materials may be unsafe for students.</p>	<p>D</p> <p>Inappropriate materials provide no variety, new experiences, or choices and challenges, (dittos, workbooks, flashcards, and other materials that focus on drill and practice.) Insufficient quantities are available for the class and have limited accessibility for the children. Materials may be unsafe.</p>
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4. Print-Rich Environment {access to print, print display, student generated print}

A	Students have access to a wide variety of books and other types of printed material. The classroom contains environmental print displayed at the child's eye level that encourages students to read meaningful signs, posters, and labels. Student-generated print is evident.	B	Students have access to several types of books and other print material. The classroom has some signs and posters displayed at the child's eye level to encourage reading of meaningful print. Student generated print is evident.	C	Students have access to a limited selection of books and other types of print material. There are very few opportunities for students to read meaningful signs and posters. Few examples of student generated print are evident.	D	Student's access to print materials is limited primarily to textbooks. Student-generated print is not evident.
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5. Interest Areas {use of centers, student independence, time, opportunities, teacher/student directed}

A	A wide and flexible variety of interest areas, work places and spaces are provided, used, and well defined. Areas encourage and motivate independent learning for children who may work alone, in small groups, or meet as an entire group.	B	Interest areas and work areas are set up with opportunities for children to work alone, in small groups, or as a whole group. Centers encourage and motivate children through some teacher-guided activities.	C	Centers and interest areas are used as a reward when "seat work" is completed. Children are expected to work at assigned places for the majority of the day.	D	Children are expected to work at assigned places (i.e., desk or table) with limited opportunities to move about the classroom and engage in independent activity.
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6. Diverse/Cultural Responsive Materials {differences, similarities}

A	B	C	D
Materials consistently reflect difference and similarities among people and the cultural make-up of the class.	Some materials reflect differences and similarities among people and the cultural make-up of the class.	Few materials reflect differences and similarities among people and the cultural make-up of the class.	Materials that reflect differences among people and the cultural make-up of the class are not apparent.

7. Children's Safety within the Environment {teacher supervision, children's developing responsibility, risk taking}

A	B	C	D
Teachers provide age appropriate supervision that allows for children's increasing responsibility and supports children's risk taking behavior within safe boundaries (Children routinely move independently throughout their environment.) Teachers anticipate and prevent situations in which children might be injured.	There are some indications that a teacher provides age appropriate supervision, which allows for children's increasing responsibility. Teachers usually support children's risk taking behavior anticipating and preventing situations in which children might be injured. (Unclear pathways may limit independent movement within the environment.)	There are few indicators and occurrences that the teacher provides age appropriate supervision that allows for children's increasing responsibility and risk taking behavior within safe boundaries.	Teachers are inattentive in supervision and anticipating situations in which children may be injured. Teachers continuously direct student movement and interactions, which limits children's risk taking and developing sense of responsibility.

B. INTEGRATED AND APPROPRIATE CURRICULUM

1. Diverse/Culturally Responsive Curriculum {cultural diversity, integrating curriculum areas with a cultural diverse focus}

A	B	C	D
Teachers utilize children's experiences and the cultural diversity of the children and the community to plan an integrated curriculum.	Multi-cultural curriculum reflects different cultures with some meaningful connection to the children's own experiences.	Multicultural curriculum reflects a "tourist approach" in which the artifacts, food, or other particulars of different cultures are presented without meaningful connections to the children's own experiences.	Children's cultural and linguistic backgrounds and other individual differences are ignored or treated as deficits to be overcome.

Considerations for planning a diverse/culturally responsive curriculum may include but are not limited to:

- Linguistics (books, media, visuals, spoken language exposure)
- Field trips
- Integration with host nation
- Props for Centers
- Children selected themes
- Student displays
- Student artifacts
- Community resources
- Family presentations

2. Curriculum Content {developing a congruent curriculum based on DAP and DoDEA standards}

A	B	C	D
<p>Teacher plans and arranges developmentally appropriate activities based on adopted curriculum standards. Considerations for planning may include but are not limited to: spontaneous play, discovery learning, projects and daily living situations.</p>	<p>Teacher plans for and arranges some developmentally appropriate activities using the commercial curriculum with the adopted standards as a resource.</p>	<p>Teachers following a prescribed commercially prepared program that may or may not be developmentally appropriate without using curriculum standards as a guide.</p>	<p>Developmentally appropriate activities are not planned for or incorporated into the classroom. The adopted curriculum standards are ignored.</p>

3. Constructing Integrated and Appropriate Curriculum {concept understanding, children's interests, time, planning}

A	B	C	D
<p>Curriculum content is integrated so children develop an understanding of concepts and make connections across subject areas. Integrated curriculum incorporates children's emerging interests and ideas. Time is not a limiting factor. Considerations for planning may include but are not limited to...</p> <ul style="list-style-type: none"> ◆ Broad based themes ◆ Projects ◆ Play <p><i>Other learning experiences</i></p>	<p>Some curriculum content is integrated around broad-based themes with some projects, play, and other learning experiences that help children to develop their own connections in various subject areas. Some children-chosen themes and interests are evident. Large blocks of time are dedicated to integration of common content areas.</p>	<p>Separate subject areas are taught with a common theme where student interests are some what considered. Specific time periods are allocated each day for isolated subject areas. Teacher makes connection for students between subject areas.</p>	<p>Content is isolated into separate subject areas and times. Teacher-chosen themes override children's developmental needs and interests. Few or no meaningful connections are made between subject areas.</p>

4. Motivation and Guidance {student, relevant}

A	Teachers design plans that draw on children’s curiosity and desire to make sense of their world to motivate them to become involved in interesting learning activities. Activities and curriculum are relevant to the needs and interest of children and are based on curriculum standards.
B	Teacher design takes into consideration the children’s needs and interest with learning activities. Activities and curriculum may not be balanced or in consideration of the curriculum standards.
C	Teacher chosen design may be interesting but is not meeting the needs of the children. Children’s desire to make sense of the world is not used.
D	The teacher design plans are uninteresting and unchallenging to the child, or so difficult and frustrating so as to diminish children’s motivation to learn. Children’s interests are not considered.

5. Best Practices {DAP, DoDEA}

A	Teacher designs curriculum based on developmentally appropriate practice and adopted DoDEA standards.
B	Teacher considers appropriate practice and adopted DoDEA standards, and uses them to plan some curriculum.
C	Teacher has exposure to appropriate practice and adopted DoDEA standards but does not use them to plan curriculum.
D	Teacher is unaware of developmentally appropriate practice and adopted DoDEA standards.

6. Development and Learning {teacher's knowledge, individualized}

A	B	C	D
Teachers are knowledgeable about the continuum of development and learning for children in each content area. Teachers adapt instruction for children who are ahead or behind the developmental expectation.	Teachers are aware and use the continuum of development and learning for children in each content area, and they adapt instruction for children who are ahead of or behind the developmental expectation most of the time.	Teachers are aware of but do not use the continuum of development and learning for children in each content area, and they do not adapt instruction for children who are ahead of or behind developmental expectation.	Teachers fail to recognize the continuum of learning and development in discipline areas. Curriculum expectations are not well matched to most children's developmental level.

C CLASSROOM INTERACTIONS AND DISCOURSE

1. Student Interactions {teacher provisions, frequency}

A	B	C	D
Teachers plan opportunities for students to collaborate throughout the day.	Teachers frequently provide opportunities for students to collaborate.	Teachers provide limited opportunities for students to collaborate.	Teachers provide no opportunities for student collaboration. Students work individually.

2. Accepting Differences / Student Point Of View {acceptance, respectful}

A	B	C	D
Students are accepting of others' differences. They appreciate and respect similarities and differences among people.	Students often interact with children who are different than them (i.e. race, gender, ethnicity, body type, or disability) with little teacher direction.	Students interact with others who are predominately of their own race, gender, ethnicity, body type, or share their disability, only under teacher direction.	Students only interact with others who are their same race, gender, ethnicity, body type, or share their disability.

3. Accepting Differences / Teacher Point Of View {respectful, inclusive}

A	B	C	D
Teachers are respectful and inclusive of students' differences (i.e. race, gender, ethnicity, body type, or disability).	Teachers interact and are accepting of students' differences (i.e. race, gender, ethnicity, body type, or disability).	Teachers interact with students who are predominately of their own race, gender, ethnicity, body type, or share their disability.	Teachers are not accepting of students' differences. Teachers reinforce stereotypes.

4. Student / Teacher Reflective Discussion {student engagement}

<p>A</p> <p>Students engage in reflective discussion (summarizing, making inferences, and drawing conclusions on what has taken place in an activity) with teacher facilitation.</p>	<p>B</p> <p>Teacher directs reflective discussion. Students participate in reflective discussion (summarizing, making inferences, and drawing conclusions on what has taken place in an activity) with teacher prompts.</p>	<p>C</p> <p>Teacher uses rote recall questioning to demonstrate what the students have learned. Students answer teacher's questions.</p>	<p>D</p> <p>Teacher tells students what they have done and what they should have learned. Students are passive.</p>
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5. Student talk {student initiated, interactive}

<p>A</p> <p>Students initiate conversations with the teacher. The teacher provides a balance of both teacher / student initiated talk.</p>	<p>B</p> <p>There is some indication of student initiated teacher / student talk. Teacher responds to student questions.</p>	<p>C</p> <p>At designated times students initiate conversations with the teacher.</p>	<p>D</p> <p>Teacher dominates classroom conversations. Students are not given the opportunity to initiate talk with teacher.</p>
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6. Teacher interactions {encouraging, listening}

<p>A</p> <p>Teachers consistently encourage children to share experiences, ideas, and feelings and listen to them with attention and respect.</p>	<p>B</p> <p>Teachers frequently encourage children to share experiences, ideas, and feelings and listen to them with attention and respect.</p>	<p>C</p> <p>Teachers allow children to share experiences, ideas, and feelings and listen to them with attention and respect, at designated times.</p>	<p>D</p> <p>Teachers discourage children from sharing experiences, ideas, and feelings. They do not listen to students with attention or respect.</p>
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D INSTRUCTIONAL STRATEGIES/ACTIVE STUDENT ENGAGEMENT

1. Presentation of Information {learning style, modality}

A	Teacher presents information in multisensory ways (i.e. visual, auditory, kinesthetic with regard to multiple intelligences) based on knowledge of strategies and students' individual learning styles.	B	Teacher presents information in multisensory ways (i.e. visual, auditory, kinesthetic with regard to multiple intelligences) based on knowledge of the strategy and limited knowledge of students' individual learning styles.	C	Teacher presents information in more than one modality with limited knowledge of strategies and students' individual learning styles.	D	Teacher presents information in one modality without regard to strategies and students' individual learning styles.
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2. Student Involvement {engagement, relevancy, time}

A	Teacher actively engages all students in the learning process through activities relevant to individual students' backgrounds and experiences. Adequate time is provided for reflection, interaction, and student input.	B	Teacher actively engages most students in the learning process through activities primarily relevant to individual students' background and experiences. Limited time is provided for reflection, interaction, and student input.	C	Teacher leads demonstrations, presentations, and discussions with selective and/or inconsistent attempts to engage students. Schedule determines the amount of time allocated for student input and reflection.	D	Teacher leads demonstrations, presentations, and discussions with little or no attempt to actively engage students. Little or no time is provided for student interaction or input.
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3. Active Participation {involvement, response, input}

<p>A</p> <p>All students openly share thoughts, feelings, and backgrounds relating personal experiences to the content. All students are actively manipulating and responding to their peers and their learning environment. All students are provided opportunities to solve problems and explore learning in various social and physical settings.</p>	<p>B</p> <p>Most students openly share thoughts, feelings, and backgrounds relating personal experiences to the content. Most students are actively manipulating and responding to their peers and their learning environment. Most students are provided opportunities to solve problems and explore learning in various social and physical settings.</p>	<p>C</p> <p>Selected students share thoughts, feelings, and background relating to their personal experiences. Opportunities for student input, interactions with peers, and manipulating their learning environment are limited and/or determined by teacher control and/or time constraints.</p>	<p>D</p> <p>Few students share thoughts, feelings, and background relating to personal experiences. Student input is limited and rarely acknowledged. Students are passively receiving information with no time for problem solving, reflection, or interaction.</p>
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4. Learning Environment {grouping, choice, movement}

<p>A</p> <p>Teacher and students work together and/or individually in varied and flexible groups throughout the day based on student need and learning experience. Composition of groups is flexible and temporary. Students have opportunities to create their own groupings or work independently. Movement is not restricted.</p>	<p>B</p> <p>Teacher and students work together in varied and flexible groups or individually for a portion of the day based on student need and learning experience. Composition of groups is flexible and temporary. Students have limited opportunities to create their own groupings or work independently. Movement is not restricted.</p>	<p>C</p> <p>Teacher groups students with little regard to students' learning styles or needs. Composition of group is rigid. Students spend majority of time working individually. Movement is restricted.</p>	<p>D</p> <p>Teacher works with whole group and/or set groups based on ability. Composition of groups remains constant in spite of the changing needs of the students. All assigned tasks are completed on an individual basis. No free movement is allowed.</p>
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5. Design of Learning {physical environment, integration, student interest}

A	B	C	D
Teacher and students design a learning environment with adequate space, appropriate materials, and clear expectations. The physical environment reflects that learning is integrated to support curriculum goals and student interests with opportunities for collaboration.	Teacher and selected students design a learning environment with adequate space, appropriate materials, and clear expectations. The physical environment reflects that learning is partially integrated to support curriculum goals and student interests with opportunities for collaboration.	Teacher designs a learning environment that has limited potential for change and is without regard to student input, adequate space, and appropriate materials. The physical environment reflects that learning is integrated on a limited basis to support curriculum goals and student interests with opportunities for collaboration.	Learning environment consists of a collection of games, materials, activities, and/or commercially prepared worksheets with little or no connection to the curriculum and/or student interests. The physical environment reflects availability of materials rather than integration to support curriculum goals and student interests with opportunities for collaboration.

6. Learning Areas {access, curriculum based, frequency}

A	B	C	D
All students have access and use learning areas as an integral part of their learning process. Learning areas in which children plan and select their activities are used on a daily basis for a major portion of each day.	All students have access and use learning areas as an integral part of their learning process. Learning areas in which children plan and select their activities are used on a daily basis for part of each day.	Some students have access and use learning areas. Learning areas in which children plan and select their activities are used a few days a week.	Select students have access and use learning areas. Learning areas in which children plan and select their activities are used only as a reward.

7. Variety of Strategies {matched to student needs}

A	B	C	D
Teacher consistently and knowledgeable uses a variety of strategies matched to individual students' needs and learning goals such as but not limited to: peer-teaching, effective questioning, wait time, learner constructs knowledge, cooperative strategies, reflection, mental imagery, graphic organizers, mind mapping, etc.	Teacher uses a variety of strategies matched to individual students' needs and learning goals such as but not limited to: peer-teaching, effective questioning, wait time, learner constructs knowledge, modeling, cooperative strategies, reflection, mental imagery, graphic organizers, mind mapping, etc.	Teacher relies on two or three of the following strategies: peer-teaching, effective questioning, wait time, learner constructs knowledge, modeling, cooperative strategies, reflection, mental imagery, graphic organizers, mind mapping, etc.	Teacher uses primarily one method of instruction matched to teacher's need or comfort.

8. Professional Development {self evaluation, risks}

A	B	C	D
Teacher evaluates own skills and initiates professional growth by seeking, acquiring, and applying research-based strategies. Teacher implements and evaluates effectiveness including student and peer feedback. Teacher is willing to take risks in order to expand and improve instructional effectiveness.	Teacher implements suggested research-based strategies. Teacher implements and evaluates effectiveness including student and peer feedback. Teacher is willing to take risks in order to expand and improve instructional effectiveness.	Teacher attempts to implement suggested research-based strategies. Teacher implements and rarely evaluates effectiveness or includes student and peer feedback. Teacher hesitates to take risks in order to expand and improve instructional effectiveness.	Teacher resists the implementation of research-based strategies. Teacher is unwilling to expand and improve instructional effectiveness.

E. ASSESSMENT

1. Diverse/Culturally Responsive Assessment {child appropriate}

<p>A</p> <p>Teachers use assessments based on children's experiences that are socially, culturally, and linguistically appropriate.</p>	<p>B</p> <p>Teachers use assessments with modifications made to address some areas specific to the child's linguistic and cultural experiences.</p>	<p>C</p> <p>Teachers use only standardized or commercially produced assessments.</p>	<p>D</p>
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2. Multiple Sources of Assessments {child participation, types, examples}

<p>A</p> <p>Children's progress is based on multiple sources of assessment that reflect actual learning experiences in the classroom. Assessment encourages children to participate in self-evaluation. Assessment may include some or all of the following:</p>	<p>B</p>	<p>C</p>	<p>D</p>
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- | | | |
|--|--|--|
| <p>___ scope and sequence of the curriculum</p> <p>___ observations and written records of observations</p> <p>___ selected work samples</p> <p>___ evaluation of work samples</p> <p>___ interviews with students</p> | <p>___ curriculum embedded performance evaluations</p> <p>___ commercially prepared paper and pencil test</p> <p>___ documentation of group projects and/or collaborative work</p> | <p>___ parent teacher collaboration</p> <p>___ review of student records</p> |
|--|--|--|

3. Use of Assessment to Inform Instruction {curriculum}
- | | | | |
|--|--|--|----------|
| <p>A</p> <p>Assessment is used to guide curricular and instructional decisions (i.e. adapting content and/or strategies,) to effect group and individual learning and development.</p> | <p>B</p> <p>Assessment information is used to guide curricular and instructional decisions affecting group instruction only.</p> | <p>C</p> <p>Assessment information is used for keeping records, reporting to parents and, placement decisions.</p> | <p>D</p> |
|--|--|--|----------|
4. Frequency of Assessment {ongoing, systematic, purposeful}
- | | | | |
|---|--|--|----------|
| <p>A</p> <p>Assessment occurs on a continuous basis and in a variety of ways that are representative of the child's progress and development over time.</p> | <p>B</p> <p>Assessment occurs on a frequent basis within the context of instruction.</p> | <p>C</p> <p>Assessment only occurs when required for reporting purposes.</p> | <p>D</p> |
|---|--|--|----------|
5. Content of Assessment {appropriate}
- | | | | |
|--|---|--|----------|
| <p>A</p> <p>Assessment is developmentally appropriate and evaluates growth in the student's social, emotional, physical, aesthetic, academic, and cognitive development.</p> | <p>B</p> <p>Assessment evaluates growth in academics and cognitive skills, but reflects little of the student's social, emotional, physical, and aesthetic development.</p> | <p>C</p> <p>Assessment only evaluates the student's growth in academic skills.</p> | <p>D</p> |
|--|---|--|----------|

6. Children's Involvement In Assessment Processes (as appropriate to grade/age) {child involvement, child reflection, dialogue}

A	B	C	D
Children are appropriately involved in evaluating their own work and are given opportunities to reflect on their growth and progress through meaningful dialogue with teachers.	Children collect their own work and receive teacher feedback.	The teacher evaluates student work and assigns grades.	

7. Parent Involvement {collaboration}

A	B	C	D
Parents and teachers collaborate in the assessment of the child's learning progress by sharing useful, specific information about the child's learning and development, strengths and needs.	The teacher informs parents about the child's learning by telling about the child's learning and development, strengths and needs, and allows parents to contribute information.	Teacher informs parents of their child's learning only through graded progress reports. Parent's perceptions and observations are not considered in the assessment process.	

8. Qualitative Reporting To Parents {narrative, language, progress, performance}

A	B	C	D
<p>Children's progress is shared with parents in a meaningful and appropriate way through the use of samples of children's work and a narrative summary report. Children's progress over time is reported as well as the children's achievement of the standards.</p>	<p>Children's progress is shared with parents in the form of written narrative comments, in addition to letter/numerical grades. Some information about children's achievement of the standards is given.</p>	<p>Children's progress is shared with parents only in letter or numerical grades. Parents do not get clear information about children's capabilities.</p>	

**F. CARING COMMUNITY
PROMOTING A POSITIVE CLIMATE FOR LEARNING**

1. Building Community {smiling, encouragement}

A Students and teachers use strategies to foster a sense of community.	B Students and teachers utilize some strategies to foster a sense of community.	C Students and teachers use few strategies to foster a sense of community.	D No effort is made to foster a sense of community.
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Observable strategies which foster a sense of community may include:

- Using students' name
- Sharing materials
- Acknowledging responses
- Freely interacting with peers and adults
- Students helping peers
- Acknowledging questions

2. Security {personal items}

A Students have personal items from home with them during the school day.	B Students have personal items at school but can only use them during a designated time of the day.	C Students have personal items at school only on assigned days.	D Students do not have personal items from home with them during the day.
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Fostering a Cohesive Group /Building a Democratic Community

3. Respect {listening, turn taking, statements, courteous}

A	Students and adults are treated with respect and dignity with evidence of listening to each other, acceptance of differences, taking turns, using non-judgmental statements, and being courteous to each other.	B	Students and adults frequently treat each other with respect and dignity as evidenced by listening to the teacher and ignoring other cultural and individual differences, some judgmental statements are observed.	C	Students and adults occasionally treat each other with respect and dignity such as selectively listening to others, stressing differences among children, taking turns only when reminded, and frequent use of judgmental statements.	D	Students and adults are treated in ways that do not exhibit respect and dignity as observed by walking away when others are talking, not accepting differences, not taking turns, and using judgmental statements.
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4. Student Engagement {frequency}

A	B	C	D
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Enclosure 4

<p>Children work in small, flexible, cooperative groups or individually on short-and long-term projects. They learn with others through conversation during work and play. Teaching practices always respect children's prior knowledge, interests, talents, and learning styles.</p>	<p>Children usually work in small, flexible, cooperative groups or individually on short and long-term projects. They usually have daily opportunities to learn with others through conversation during work or play. Teaching practices usually respect children's prior knowledge, interest, talents, and learning styles.</p>	<p>Children are routinely grouped into competitive teams by age, gender, or ability. Teaching practices sometimes respect children's prior knowledge, interest, talents, and learning styles.</p>	<p>Individual students complete all classroom work. Teaching practices are the same for the class.</p>
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5. Student Choice {frequency, variety}

<p style="text-align: center;">A</p> <p>The teacher provides frequent opportunities for children to choose from among a variety of activities, materials, and equipment.</p>	<p style="text-align: center;">B</p> <p>The teacher provides daily opportunities for children to make some choices from among a variety of activities, materials, and equipment.</p>	<p style="text-align: center;">C</p> <p>Teacher designs and directs activities, but offer limited choices.</p>	<p style="text-align: center;">D</p> <p>All activities are teacher directed.</p>
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6. Student Input {products, journaling}

<p>Students always select finished products for display and portfolios. Students participate in recording events and ideas in journals.</p>	<p>Students often select finished products for display and portfolios. Students occasionally participate in recording events and ideas in journals.</p>	<p>Students seldom finish products for display and portfolios. Students rarely participate in recording events and ideas in journals.</p>	<p>Students rarely select finished products for display and portfolios. Students never participate in recording events and ideas in journals.</p>
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7. Character and Ethical Behaviors {student participation}

<p>A</p> <p>Numerous opportunities for student participation in activities that enhance character development and promote ethical behaviors such as trustworthiness, respect, responsibility, fairness, caring and citizenship are provided.</p>	<p>B</p> <p>Some opportunities for student participation in activities that enhance character development and promote ethical behaviors such as trustworthiness, respect, responsibility, fairness, caring and citizenship are provided.</p>	<p>C</p> <p>Few opportunities for student participation in activities that enhance character development and promote ethical behaviors such as trustworthiness, respect, responsibility, fairness, caring and citizenship are provided.</p>	<p>D</p> <p>Little opportunities for student participation in activities that enhance character development and promote ethical behaviors such as trustworthiness, respect, responsibility, fairness, caring and citizenship are provided.</p>
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Observable ethical student behaviors may include:

- Following established rules
- Showing empathy
- Sharing materials
- Taking care of materials and equipment
- Helping peers
- Use of courteous words
- Maintaining a clean classroom environment
- Working independently
- Helping the teacher
- Support and acceptance of children with special needs
- Turn taking
- Following routines, rules, and procedures

8. Rules, Procedures, & Routines {negotiated, consistent}

A	B	C	D
<p>Students and teachers participate in the development of classroom rules, which are stated in a positive manner and posted in the room. Procedures and routines are established and consistently followed.</p>	<p>Teacher creates rules with student input, which are stated in a positive manner and posted in the room. Procedures and routine are changed throughout the day.</p>	<p>Teacher creates rules without student input; rules and consequences are posted in room. Established procedures and routines are not followed.</p>	<p>Commercially developed rules and consequences posted in classroom. Established procedures are not followed.</p>

9. Class Meetings {established, purpose, frequency, participation, consensus}

A

Class meetings are held daily for community building and decision making. Group action is decided through voting and/or consensus building.

B

Class meetings are held several times a week for community building and decision making. Group action is decided through voting. Class discussions are encouraged.

C

Class meetings are infrequently held with purpose decided by the teacher. Some children are allowed input into classroom decisions.

D

Teacher is talking to the children who are seated at assigned places. Teacher makes all decisions with no student input.

10. Conflict Resolution {ownership, strategies}

A

Students take ownership for their behavior without having adult reminders and by using conflict resolution strategies.

B

Students take ownership for their behavior with adult assistance and guidance using conflict resolution strategies.

C

Students take ownership for their behavior, seek assistance, and perform conflict resolutions only when questioned or directed by an adult.

D

Students deny behavior, avoid seeking assistance, and avoid any attempt at resolving the problem and/or difference.

Conflict resolution may include, but is not limited to:

- Use of words to express feelings and/or resolve conflict
- Walking away from conflict
- Sharing/taking turns
- Choosing an alternative activity
- Using discussion and compromise
- Utilizing a process to resolve problems: Generate solutions; make a plan; implement plan; and evaluate progress
- Write about the problem and generate possible solutions
- Seek help from adults and/or peers for suggestions when unable to resolve conflicts independently

11. Display of Student Products {work displayed}

A	B	C	D
<p><u>All</u> bulletin boards, charts, calendars, and posters display student work. Students choose with teacher input the work displayed and is in various stages of work completion.</p>	<p><u>More than half</u> of the bulletin boards, charts, calendars, posters display student work. Students choose with teacher input the work displayed and is in various stages of work completion.</p>	<p><u>Only a few</u> of the bulletin boards, charts, calendars, posters display student work. Students choose with teacher input the work displayed and is in various stages of work completion.</p>	<p>Bulletin boards, charts, calendars, and posters are all commercially made. Teachers choose the classroom displays.</p>

12. Diversity and Relationships {self-esteem, success, relationships}

A	Children learn how to develop constructive relationships and respect for individual and cultural differences.
B	Activities for children to learn how to develop constructive relationships and respect for individual and cultural differences are not an integral part of the curriculum.
C	Teachers provide opportunities for children to work with others.
D	Children's cultural backgrounds and experiences are ignored and devalued. Differences among people are stressed to such an extent that children feel excluded.

13. Cross Grade Collaboration {purpose, outcomes}

A	Teachers and children work across and within grade levels to build a sense of shared purpose.
B	Teachers and children work within grade levels to build a sense of shared purpose and community.
C	Teachers and children no not work across or within grade levels to build a sense of shared purpose and community.
D	

14. Individual needs {individualized planning, student differences, active participation}

Enclosure 4

A	B	C	D
<p>Individual needs are met as evidence by the teacher knowing each child well and planning for individual differences, developmental levels, and learning styles. “Invisible” support is provided in that children with special needs are unidentifiable. Opportunities are provided for each child’s active participation in daily activities. Support is provided to ensure all children’s needs are met.</p>	<p>Some individual needs are met as evidence by the teacher knowing each child and planning for some individual differences, developmental levels, and learning styles. Some opportunities are provided for each child’s active participation. Teacher ensures that children with disabilities are not isolated or pulled out of the classroom frequently.</p>	<p>Lessons and methods are used for all children with limited consideration for individual differences and needs. Children with special needs are grouped together for some activities. Teacher sometimes takes care not to isolate children with special needs in a segregated classroom or not to pull them out of the classroom frequently.</p>	<p>Lessons and methods are used for all children without consideration for individual differences and needs. Children with special learning needs are frequently sent to specialist and have little or no interactions within their own classroom.</p>

G. SCHOOL HOME PARTNERSHIP

1. Diverse/Culturally Responsive School/Home Partnership {dialogue/ promoting authentic instruction/diversity of representation}

A	B	C	D
Instructional planning is maintained through continuous, two-way dialog between school and home. The diversity of the school and community is represented.	Instructional Planning is supplemented with community input solicited by the teacher.	Unsolicited input that supports teacher-planned instruction is accepted and incorporated.	The teacher does planning and implementation; dialogue between school and home is one-way.

2. Open Communication {among school, teachers and parents, levels of communication}

A	B	C	D
Parents are viewed as co-communicators. Reciprocal communications among learners, families, and teachers is frequent and regular using a variety of media (e.g. home visits, email, newsletters, phone calls, etc.) to express expectations, progress, and/or objectives. Information regarding major curricular activities is provided in advance and includes the benefits to children and the link to future skills.	Reciprocal communications among learners, families, and teachers occurs occasionally through a variety of media to express expectations, progress, and/or objectives. Information regarding major curricular activities is usually provided in advance.	Teachers or parents occasionally send letters, notes, or make phone calls to communicate expectations, progress, and future activities.	Communication is limited to report cards and/or progress reports sent at designated times. There is mostly one way communication.

3. Volunteers: Family and Community Members {type of involvement, training}

A	B	C	D
Parents are viewed as co-learners and are invited to attend inservice training. Volunteers are involved in the learning process by introducing or reinforcing instruction. Parent centers, child-care are available.	Volunteers are involved in activities such as observing, reading to children, or sharing a skill or hobby. Training is provided on classroom routines.	Volunteers are used for non-instructional activities such as clerical tasks. Technical training is offered.	Teachers and paraprofessionals are the only facilitators in the educational process.

4. Family Involvement in Home-Work/Home-Learning {support, information to parents, feedback from parents}

A	B	C	D
Parents are viewed as co-teachers. Clear and complete information describing homework expectations, purposes, and processes are provided in advance. Parent feedback is routinely solicited regarding relevance, time, requirements, and support for homework involvement.	Clear and complete information describing homework assignments is provided in advance.	Information describing homework assignments is provided the same day. Parents sign to acknowledge homework completion but are not asked to provide feedback on the relevance, time, and requirements for the assignment.	Information describing homework assignments is inconsistent. Assignments are sent home without soliciting parent feedback or acknowledgement. Parents are not asked to review or acknowledge the homework assignment.

5. Community Support of School Programs {frequency, scope of support, relevance to learning}
- | | | | |
|--|--|--|--|
| <p>A</p> <p>Parents and community resources are viewed as co-supporters in the learning process. A wide variety of age appropriate community programs, activities, and study trips are planned and incorporated into the curriculum on a regular basis. These experiences are designed to enable children to do direct investigation and first hand research with the assistance of parents and members of the community.</p> | <p>B</p> <p>Occasionally a variety of age appropriate community programs, activities, and study trips are utilized, but may not be relevant to the curriculum. Parents and members of the community may not be actively involved in enhancing the direct investigation and first hand research.</p> | <p>C</p> <p>Community programs, activities, and study trips are utilized, but only when scheduled for the entire school on a special event basis. These experiences may not be age appropriate.</p> | <p>D</p> <p>Curriculum is enhanced solely through school resources.</p> |
|--|--|--|--|
6. Community Resources Outside the School Setting: Professional Relationships {linking families}
- | | | | |
|---|---|--|---|
| <p>A</p> <p>The program links families to available community resources to support comprehensive needs of children and their families.</p> | <p>B</p> <p>The program occasionally links families to some available community resources to support the needs of children</p> | <p>C</p> <p>Information regarding community resources is available.</p> | <p>D</p> <p>Schools and community programs work independently of each other.</p> |
|---|---|--|---|

7. Shared Decision Making {input opportunities, decision making role, use of input information}

D

A

Teachers solicit and incorporate parents' knowledge about their children into program planning. Parents actively participate in decision-making.

B

Parents are asked to share knowledge about their children. Teachers consider parental information when planning and familiarize them with the decisions.

C

Teachers make decisions independent of parental input. Parents are informed about decisions.

ECI INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN Tally Sheet

GRADE LEVEL

A. PHYSICAL ENVIRONMENT	GRADE LEVEL			
	A	B	C	D
1. The Learning Environment/Atmosphere				
2. Classroom Furniture				
3. Classroom Materials				
4. Print-Rich Environment				
5. Interest Areas				
6. Diverse/Cultural Responsive Materials				
7. Children's Safety Within the Environment				

B. INTEGRATED & APPROPRIATE CURRICULUM	GRADE LEVEL			
	A	B	C	D
1. Diverse/Culturally Responsive Curriculum				
2. Curriculum Content				
3. Constructing Integrated & Appropriate Curriculum				
4. Motivation & Guidance				
5. Best Practices				
6. Development & Learning				

C. CLASSROOM INTERACTIONS & DISCOURSE	GRADE LEVEL			
	A	B	C	D
1. Student Interactions				
2. Accepting Differences/Student Point of View				
3. Accepting Differences/Teacher Point of View				
4. Student/Teacher Reflective Discussion				
5. Student Talk				
6. Teacher Interactions				

D. INSTRUCTIONAL STRATEGIES/ACTIVE STUDENT ENGAGEMENT				
	A	B	C	ID
1. Presentation of Information				
2. Student Involvement				
3. Active Participation				
4. Learning Environment				
5. Design of Learning				
6. Learning Areas				
7. Variety of Strategies				
8. Professional Development				

E. ASSESSMENT				
	A	B	C	ID
1. Diverse/Culturally Responsive Assessment				
2. Multiple Sources of Assessments				
3. Use of Assessment to Inform Instruction				
4. Frequency of Assessment				
5. Content of Assessment				
6. Children's Involvement in Assessment Processes				
7. Parent Involvement				
8. Qualitative Reporting to Parents				

F. CARING COMMUNITY				
	A	B	C	D
1. Building Community				
2. Security				
3. Respect				
4. Student Engagement				
5. Student Choice				
6. Student Input				
7. Character & Ethical Behaviors				
8. Rules, Procedures. & Routines				
9. Class Meetings				
10. Conflict Resolution				
11. Display of Student Products				
12. Diversity & Relationships				
13. Cross Grade Collaboration				
14. Individual Needs				

G. SCHOOL/HOME PARTNERSHIP				
	A	B	C	D
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7. Shared Decision Making;				