

# BUILDING A COLLABORATIVE UNDERSTANDING OF THE RUBRIC

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STANDARD II: TEACHERS ESTABLISH  
A RESPECTFUL ENVIRONMENT FOR A  
DIVERSE POPULATION OF STUDENTS

# PRE- LEARNING

Why is it important that we be aware of implicit bias?

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How can implicit bias affect our work with teachers?

How can implicit bias affect classrooms we serve?

## Implicit Bias is...



Attitudes, Stereotypes, & Beliefs that can affect how we treat others.

Implicit bias is not intentional, but it can still impact how we judge others based on factors, such as:



Race



Ability



Gender



Culture



Language

In early childhood settings, implicit biases can affect how providers perceive and respond to children, which can lead to unfair differences in the use of exclusionary discipline practices, such as suspension and expulsion.

# DOES BIAS & LIKABILITY IMPACT RATINGS?

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- **Why should we improve our observation skills as mentors and evaluators?**
  - To improve rater performance and consistency (Landy & Farr, 1980)
- **Factors that may impact the quality of observation:**
  - Raters demographic characteristics (e.g., personal affect, cognition) (Parks, Sims, & Motowildo; 1986)
  - A Phenomenon known as “liking” (Murphy & Cleveland, 1991)
    - Personal Bias toward specific teachers
  - Length of Time (Evaluation/Observation) (Antonioni & Park, 2001)

# OBJECTIVES

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- Use the language of the rubric to develop a deep understanding of NC Professional Teaching Standard II
  - If training is not provided to evaluate Early Childhood Education (ECE) teachers, inconsistent markings/ratings on the rubric used during the North Carolina Teacher Evaluation Process could influence the levels of support offered, impacting the quality of practices used in inclusive Pre-K settings with young children and families.
- Identify behaviors and evidences that demonstrate proficient and accomplished performance
- Reflect on practice

# STANDARD II:TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

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- a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- b. Teachers embrace diversity in the school community and in the world.
- c. Teachers treat students as individuals.
- d. Teachers adapt their teaching for the benefit of students with special needs.
- e. Teachers work collaboratively with the families and significant adults in the lives of their students.



# STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Observation	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓ <input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	... and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	... and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.		
<b>Knowledge</b>	<b>Action</b>	<b>Interaction</b>	<b>Extension</b>		

Does the teacher know it?

Does the teacher show it?

Is it visible in the actions of the students?

Is it visible beyond the instructional space of the classroom?

# STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

**b. Teachers embrace diversity in the school community and in the world.** Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

<ul style="list-style-type: none"><li><input type="checkbox"/> Acknowledges that diverse cultures impact the world.</li><li><input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.</li></ul>	<p>... and</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</li><li><input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.</li></ul>	<p>... and</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</li><li><input type="checkbox"/> Consistently incorporates different points of view in instruction.</li></ul>	<p>... and</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</li><li><input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.</li></ul>	
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**Focusing on Proficient = ACTION**



# STANDARD II

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**Ila. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive and flexible.**

***What evidences would you look for related to this element?***



# STANDARD II

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Does the teacher show it?

Is it visible in the actions of the students?

## Proficient

Positive classroom rules and routines are established

Children follow rules and routines most of the time



## Accomplished

Children participate in the development of rules, rules are revisited and revised as situations arise

Children remind peers of rules and routines

Children displaying challenging behaviors self-regulate with support

## Proficient

Teacher uses a positive tone and supportive facial expressions

All children are encouraged to participate in activities and contribute to discussions

Positive, non-punitive environment



## Accomplished

Children have positive interactions with each other more often than not

Children are engaged in a variety of activities and share their ideas often

Child-directed environment



# STANDARD II

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IIb. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively **select materials** and **develop lessons that counteract stereotypes** and **incorporate histories and contributions of all cultures**. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers **strive to understand** how a **student's culture and background** may influence his or her school performance. Teachers consider and **incorporate different points of view** in their instruction.

# PROMOTING DIVERSITY

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- Help children feel good about themselves, their families and their communities
- Expose them to differences
- Challenge young children's stereotypical thinking
- Promote tolerance and respect towards all differences
- On-going process rather than a lesson or activity

# LINGUISTIC DIVERSITY

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- Visible signs of home language throughout the learning environment
  - books and other reading material
  - labels
  - family bulletin boards (language and reading level)
- Music and audio books in home language
- Teachers can learn a few words or phrases in the home language

# STANDARD II

	<p><b>b. Teachers embrace diversity in the school community and in the world.</b> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.</p>				
<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges that diverse cultures impact the world.</li> <li><input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</li> <li><input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</li> <li><input type="checkbox"/> Consistently incorporates different points of view in instruction.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</li> <li><input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.</li> </ul>	



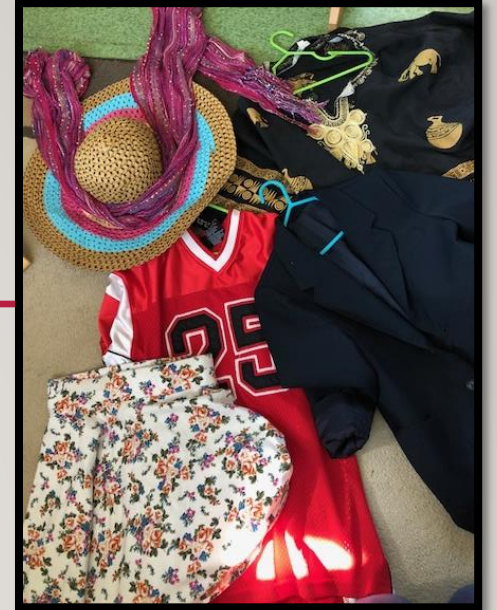




# FAMILIES



# DIVERSE MATERIALS



# COUNTERACTING STEREOTYPES



# COUNTERACTING STEREOTYPES

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# NON-STEREOTYPICAL PLAY

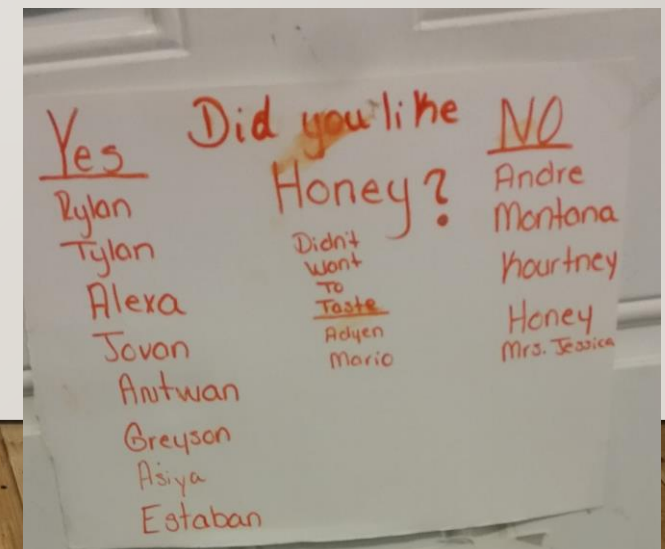
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# INCORPORATING DIFFERENT POINTS OF VIEW

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- Young children have different points of view that should be acknowledged and honored in the Pre-K classroom,
- Young children who are encouraged to confidently express themselves, indicate preferences, and make choices independently may be better prepared to do so as adults.
- Although, some different views in early childhood may seem simple, expressing differences is an important step in the learning process.
- Invites families to share traditions and cultural activities with the class.





# STANDARD II

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c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

High Expectations

THROUGH

Positive, Appropriate Relationships

# STANDARD II

**c. Teachers treat students as individuals.** Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.



Holds high expectations of students.

... and

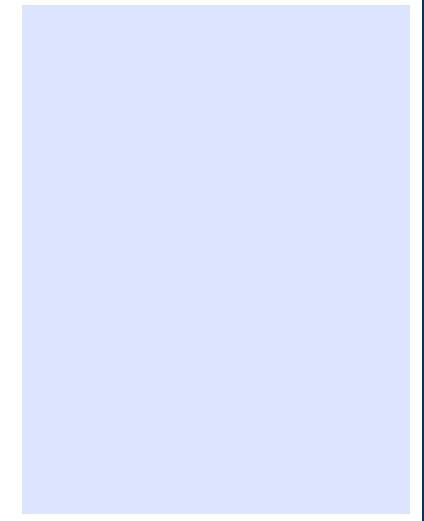
Communicates high expectations for all students.

... and

Encourages and values contributions of students, regardless of background or ability.

... and

Helps students hold high expectations for themselves and their peers.



# HIGH EXPECTATION

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➤ Teacher knows students

- Background, interests, strengths, needs
- Plans activities that will be challenging

➤ Listens to children as they share their thoughts

- Writes down what children say, uses interests and input when planning
- Affirming body language and facial expressions

➤ Displays process art and other creations (small structures)

- Acknowledges meaning of art and/or structures, records children's dictation

# HIGH EXPECTATION

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- Encourages child-directed learning experiences
  - Encourages risk taking
  - Commends students for efforts and accomplishments
- Promotes self-regulation and collaboration with peers
  - Teaches emotional literacy, calming strategies, problem solving
  - Plans activities that require peer cooperation and collaboration
- Promotes independence and shared responsibility for learning environment
  - Children participate in classroom jobs
  - Children contribute to classroom decisions and solutions

# PROFICIENT VS. ACCOMPLISHED

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## ACTION

Communicates  
high expectations



## INTERACTION

Values the contributions  
of ALL students

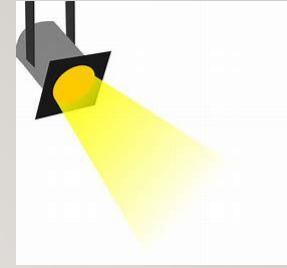
Does the teacher  
communicate it?



Is it visible in the actions  
of the students?

# COACHING SPOTLIGHT

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How would you support a teacher who does not appear to hold high expectations for their students?



Its Better When



We're TOGETHER!

# STANDARD II

Observation	<b>d. Teachers adapt their teaching for the benefit of students with special needs.</b> Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
✓	<ul style="list-style-type: none"> <li>Recognizes that students have a variety of learning needs.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>Collaborates with specialists who can support the special learning needs of students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li>Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</li> </ul>	
✓	<ul style="list-style-type: none"> <li>Is knowledgeable of effective practices for students with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</li> </ul>	<ul style="list-style-type: none"> <li>Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</li> </ul>	



# COLLABORATION WITH SPECIALISTS

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- ***Ild. Collaborates with specialists who can support the special learning needs of students.***
  - ECE professional...
    - Gains skills to consult with families and other professionals for the benefit of individual children and those with diagnosed disabilities and/or at-risk for Developmental Delays (DD) (DEC, 2007).
    - Understands the importance of communication with team members, therapists and specialists and family members to ensure the child's goals and needs are being met and addressed by developmental indicators (Foundations).
    - Understands that inclusive environments include and plan for individual children, including those from diverse linguistic, cultural, and economic backgrounds as well as children with disabilities (Head Start).
    - Activities are developed for the full participation of all children (NAEYC).

# COLLABORATION WITH SPECIALISTS

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- Teacher is familiar with the referral process in their area and refers students as needed
- Back and forth communication with specialists
  - Teacher knows/has access to therapy/IEP goals
  - Specialists provides strategies and resources to the teacher, communicates progress
  - Teacher uses shared strategies and resources to support student learning in the classroom
  - Teacher communicates with specialist about student's progress in the classroom
- Teacher consults specialist to meet the unique needs of students
- Teacher researches strategies to meet the unique learning needs of students

WHAT ARE POSSIBLE  
BARRIERS TO  
COMMUNICATING AND  
COLLABORATING WITH  
SPECIALISTS?

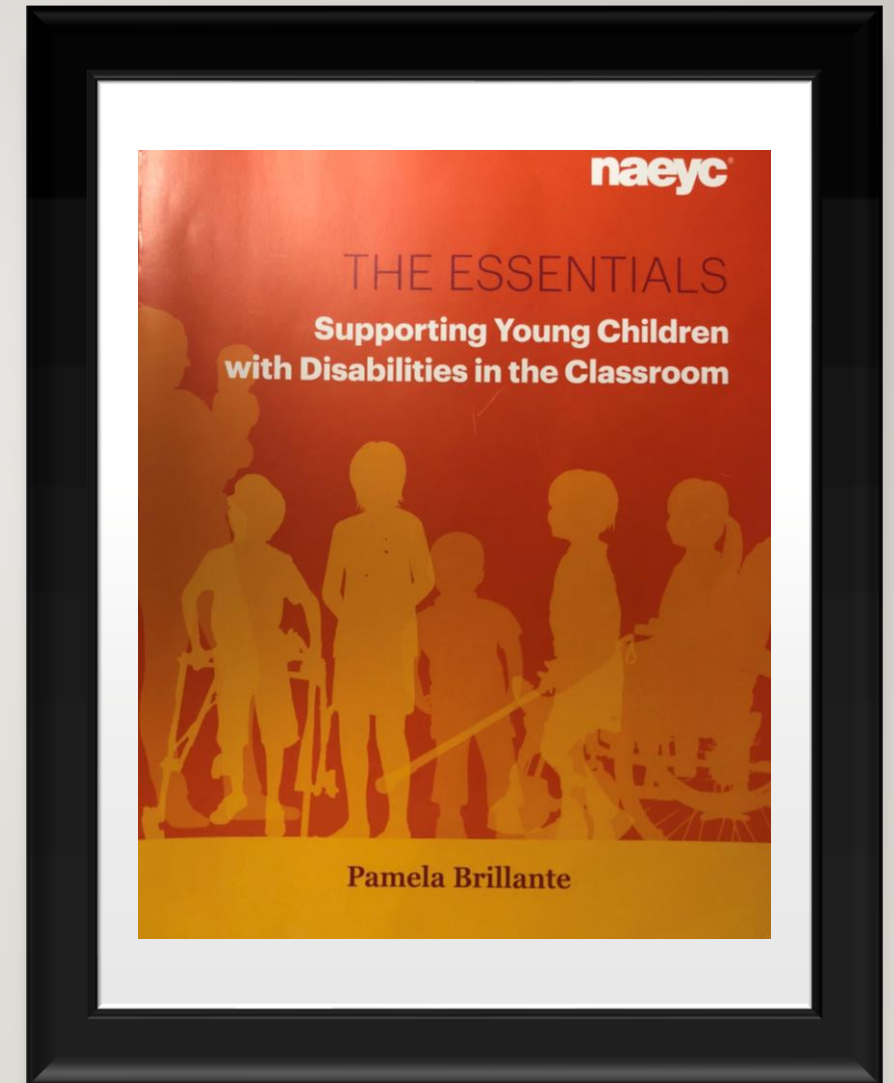
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# RESOURCE TO SUPPORT INCLUSION

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- **Developmentally Appropriate Practices**
  - Good practices for children with disabilities are good practices for *ALL* children
- **Inclusion**
  - We are more alike than different, both students with and without disabilities benefit from inclusive settings
- **Universal Design**
  - Physical environment, classroom climate, interactions



# PROVIDES UNIQUE LEARNING OPPORTUNITIES

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- ***Ild. Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs.***
  - ECE Professional...
    - Incorporates multiple modes of facilitating learning to meet the individual needs of the child (e.g., collaboration with related services personnel, various levels of structure, use of a system of decreasing prompts, child mediated to teacher-mediated solutions) (DEC, 2007).
    - Adjusts and tailors their curriculum and learning instructional strategies ensure the full participation of typically developing children and those children who have diagnosed disabilities and/or at-risk for DD (Foundations).
    - Makes modifications as needed to materials in response to the needs and interests of individual children for the enhancement of learning and for optimal engagement (NAEYC).

# MODIFICATIONS

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Environmental  
Supports

Material  
Adaptations

Breaking down  
tasks in to  
smaller steps

Child  
preferences

Special  
Equipment

Adult Supports

Peer Supports

Invisible  
Supports

# RESEARCH-BASED APPROACHES: ACCESS

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Universal Design for Learning



Picture or Object  
Schedule



Special Gripper

# RESEARCH-BASED APPROACHES: ACCESS

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Assistive Technology



# STANDARD II

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Teachers recognize that education is a **shared responsibility** involving the school, parents or guardians, and the community. Teachers **improve communication and collaboration** between the school and the home and community in order to **promote trust and understanding** and **build partnerships** with all segments of the community. Teachers **seek solutions to overcome cultural and economic obstacles** that stand in the way effective family and community involvement in the education of their students.

# STANDARD II

**e. Teachers work collaboratively with the families and significant adults in the lives of their students.** Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

Responds to family and community concerns.

. . and  
 Communicates and collaborates with the home and community for the benefit of students.



. . and  
 Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.

. . . and  
 Promotes trust and understanding throughout the school community.



# COMMUNICATES AND COLLABORATES

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- Uses multiple methods of communication (newsletters, parent board, apps)
- Surveys (children's interests, family beliefs and traditions, etc.)
- Listens to families and reciprocates ideas in the classroom
- Encourages families to participate in the classroom and school (volunteer opportunities, family events)
- Conferences and home visits (flexible)
  - Involves families in setting goals for their children
- Community member invited to the classroom and community field trips
- Makes families aware of community resources

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**WHAT DO YOU LOOK  
FOR IN PARENT BOARDS  
AND NEWSLETTERS?**

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**KEEP  
CALM  
AND  
REFLECT**