

Kentucky Preschool Guidance

Teacher Professional Growth and Effectiveness System

Kentucky Department of Education

Framework for Teaching
Preschool Examples

2014

TPGES Guidance for Preschool Programs

Kentucky's Teacher Professional Growth and Effectiveness System

The Teacher Professional Growth and Effectiveness System (TPGES) provides a fair and equitable statewide system to help teachers and principals gain a clear understanding of how they can most effectively support and promote student growth, achievement, and readiness. This system supports all levels of teaching, including public preschool. Since there are aspects and examples of teaching and learning that are unique to early childhood, this document is designed to support preschool teachers, leaders and peer observers with developmentally appropriate implementation of TPGES.

How to Read the Document

This document should be considered a companion resource to the *Framework for Teaching* (adapted for the Kentucky Department of Education) and does not replace any part of the TGPES process. The document is organized by three columns. The first column identifies the relevant *Framework for Teaching* domain component. The second and third columns provide accomplished and exemplary examples that are developmentally appropriate for preschool teaching and learning. At the top of each page the relevant domain information is provided.

Work Group Members

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Preschool Connections: Domain 1, Planning and Preparation

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 1:A Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline • Knowledge of Prerequisite Relationships • Knowledge of Content-Related Pedagogy 	<ul style="list-style-type: none"> • The teacher’s plan for extending patterns relates to previous learning on identifying patterns. • The teacher realizes that her students do not wash their hands thoroughly, so she plans time to teach the skill before meals and during bathroom breaks. • The teacher realizes that her students do not know how to use scales, so she plans to practice in small groups before placing a set of scales in a center. • The teacher plans to extend a lesson and/or read-aloud about communicating emotions by allowing students to act out appropriate strategies for expressing their feelings. • The teacher plans for activities/learning experiences that are age/grade level Developmentally Appropriate Practice. • The teacher plans curriculum that address all developmental areas (physical, social-emotional, cognitive). • The teacher plans using content specific developmental continuums to promote students’ individual growth. 	<ul style="list-style-type: none"> • The teacher plans to adapt all learning centers classroom environments to reflect current topic. • The teacher plans to add specific material to address the needs of individual students. • The teacher applies new instructional strategies learned at professional development sessions.

Preschool Connections: Domain 1, Planning and Preparation

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 1:B Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students’ Skills, Knowledge, and Language Proficiency • Knowledge of Students’ Interest in Cultural Heritage • Knowledge of Students’ Special Needs 	<ul style="list-style-type: none"> • The teacher plans to invite students and their families to share cultural traditions with the class. • Teacher uses knowledge of initial screen data and KSI/Rtl progress to plan appropriate instruction and interventions for all students. • The teacher’s plans reflect the interests of students of preschool age. • The teacher invites families to have input on upcoming topics being studied in the classroom • The teacher recognizes and plans for cultural and individual needs of families and children. 	<ul style="list-style-type: none"> • Learning experiences reflect students’ culture. • Materials are available in EL students’ home language. • The teacher plans multiple opportunities for students to learn skills based on individual students approaches to learning.

Preschool Connections: Domain 1, Planning and Preparation

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 1:C Selecting Instructional Outcomes</p> <ul style="list-style-type: none"> • Value, Sequence, and Alignment • Clarity • Balance • Suitability for Diverse Learners 	<ul style="list-style-type: none"> • The teacher’s planned outcomes are connected to Kentucky’s Early Childhood Standards. • One of the learning outcomes is for students to draw conclusions from everyday play and experience. • The teacher may modify goals for topics of study to align with individual students’ IEP objectives • The teacher plans outcomes based on prior learning. • Teacher describes the instructional outcomes in terms of what students will learn rather than what students will do. 	<ul style="list-style-type: none"> • Teacher and students make connection between the current outcome and previous learning. • Processes and content align with outcomes and integrate other learning domains.

Preschool Connections: Domain 1, Planning and Preparation

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 1:D Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • Resources for Classroom Use • Resources to Extend Content Knowledge and Pedagogy • Resources for Students 	<ul style="list-style-type: none"> • The teacher provides a variety of nonfiction texts over the current topic of study. • In preparation for a study of pushes and pulls, the teacher took an online course to expand her knowledge of physical science. • The teacher allows students to take books home, encouraging families to read together. • Teacher provides community resources to families, such as Parent Guides/GPS, and explains the connection to learning targets. • Infinite Campus is used to document home visits. • The teacher organizes classroom materials by content to deepen students' understanding of learning experiences. • The teacher explores resources and guest speakers in the community regarding upcoming topics of study. The teacher plans integration of resources and/or guest into planning. 	<ul style="list-style-type: none"> • The teacher's plans reflect strategies for using nonfiction texts for discussion topics at varying levels. • The teacher hosts regular events to inform families about topics of study and strategies to increase school readiness. • Lesson plans indicate that technology integration is aligned with standards and learning outcomes.

Preschool Connections: Domain 1, Planning and Preparation

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 1:E Designing Coherent Instruction</p> <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Instructional Groups • Lesson and Unit Structure 	<ul style="list-style-type: none"> • The teacher reviews her learning activities and rewrites some of the activities to include high level vocabulary, to increase the challenge for students. • A substantial portion of the day is spent in learning centers. • Lesson plans indicate that centers work is intentional and aligned with standards and learning outcomes. • The teacher plans her day to include a balance of learning experiences that are: indoor/outdoor, large/small group, individual/group, quiet/active and teacher/student led. 	<ul style="list-style-type: none"> • Plans indicate that questioning during lessons and read-alouds is intentional and designed to promote higher-order thinking. • The teacher plans for students to connect current lesson objectives to those previously learned, allowing for students to draw upon prior knowledge.

Preschool Connections: Domain 1, Planning and Preparation

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 1:F Designing Student Assessment</p> <ul style="list-style-type: none"> • Congruence With Instructional Outcomes • Criteria and Standards • Design of Formative Assessments • Use for Planning 	<ul style="list-style-type: none"> • Lesson plans reflect the use of formative assessments that are related to mastery of Kentucky’s Early Childhood Standards. • Developmentally appropriate assessment should: <ul style="list-style-type: none"> ○ Provide for ongoing observation, recording and evaluation of each child’s growth and development for the purpose of planning learning experiences to suit individual needs; ○ Be accomplished by observation or activity with the child in familiar structured and informal situations; ○ Include information from parents; ○ Be used to inform parents on a regular basis regarding the child’s progress in physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development; and ○ Consider the cultural background of the child. 	<ul style="list-style-type: none"> • Lesson plans reflect follow-up from data gathered through formative assessments.

Preschool Connections: Domain 2, Classroom Environment

<p align="center">Framework for Teaching Domain: Component</p>	<p align="center">Accomplished Preschool Examples</p>	<p align="center">Exemplary Preschool Examples</p>
<p>Domain 2:A Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher Interaction with Students • Student Interactions with One Another 	<ul style="list-style-type: none"> • The teacher addresses students by name, and serves as a model for students to do the same. • The teacher interacts with students on their level by sitting on the floor with a group or sitting beside students at a table during conversation. • The teacher encourages positive relationships among students by facilitating interactions such as soothing a troubled friend or inviting friends to share and play. • The teacher engages in conversation with EL students frequently to increase the student’s comfort and confidence in the classroom. 	<ul style="list-style-type: none"> • The teacher greets students and inquires about personal life during arrival (example: birthday party, sporting event or family member). • Students use manners, such as please, thank you, excuse me, independently and appropriately throughout the day.

Preschool Connections: Domain 2, Classroom Environment

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 2:B Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of the Content • Expectations for Learning and Achievement • Student Pride in Work 	<ul style="list-style-type: none"> • The teacher explains how learning patterns will help students understand bigger ideas and content such as patterns in time, story structure and life cycles. • The teacher reassures students who become frustrated by saying, “This is hard because you’re learning something new! Let’s keep working on it together.” • Students praise each other for hard work and completing tasks. • The teacher introduces a variety of materials to support student learning of concepts. • The teacher shows interest in a child’s work during center time. • Student work is displayed to promote pride in work. • The teacher communicates high expectations for all students. 	<ul style="list-style-type: none"> • Students independently practice previously taught concepts as they work during center time. • The teacher often provides opportunities for students to work interdependently on investigations or studies.

Preschool Connections: Domain 2, Classroom Environment

Framework for Teaching Domain: Component	Accomplished Preschool Examples	
<p>Domain 2:C Managing Classroom Procedures</p> <ul style="list-style-type: none"> • Management of Instructional Groups • Management of Transitions • Management of Materials and Supplies • Performance of Non-Instructional Duties • Supervision of Volunteers and Paraprofessionals 	<ul style="list-style-type: none"> • The students enter the classroom, store their belongings and begin a morning activity before the school day begins. • Students demonstrate knowledge of classroom routines and move smoothly between centers. • Instructional assistants demonstrate knowledge of classroom routines and participate in smooth transitions. • The teacher establishes transition routines that eliminate downtime between learning activities. • In small-group work, students share materials and listen to each other. • The teacher refers to the daily schedule, which is posted, when transitioning throughout the day. 	<ul style="list-style-type: none"> • The students independently use timers when working in areas that are time sensitive (for example: computer area).

Preschool Connections: Domain 2, Classroom Environment

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 2:D Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Behavior 	<ul style="list-style-type: none"> • The teacher gives students regular, positive attention and does not acknowledge only negative behaviors. • The teacher observes consistent negative behaviors and identifies possible triggers, then modifies classroom structure to correct negative behaviors. • Classroom rules are posted in a prominent place in the classroom. Rules are referred to regularly throughout the day (by teacher or children). • The teacher uses verbal and non-verbal cues to correct behavior. • The teacher continually moves between centers to monitor student behavior and learning. 	<ul style="list-style-type: none"> • The teacher involves students in the development of rules and routines. • The teacher observes consistent negative behaviors and identifies possible triggers, then modifies classroom structure and works with families to correct negative behaviors. • Negative behaviors rarely occur in the classroom.

Preschool Connections: Domain 2, Classroom Environment

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 2:E Organizing Physical Space</p> <ul style="list-style-type: none"> • Safety and Accessibility • Arrangement of Furniture and Use of Physical Resources 	<ul style="list-style-type: none"> • Space shall be arranged so that children may work individually, together in small groups, and in large group. Space shall be arranged to provide clear pathways for children to move from one area to another. • Centers or areas in the classroom shall include space for learning experiences including art, block building, cooking, gross motor, housekeeping or dramatic play, language arts or library, manipulative materials, math or problem solving, multimedia, music, science or social studies, and wood working. • The teacher organizes the space so that she and her instructional assistant have a clear view of students from almost anywhere in the room. • The teacher reinforces learning by providing developmentally appropriate technology. 	<ul style="list-style-type: none"> • Students access and return materials independently to appropriately labeled shelves. • Visual supervision for age/ability for children is provided. Visual supervision allows for children to explore independently while maintaining safety.

Preschool Connections: Domain 3, Instruction

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 3:A Communicating With Students</p> <ul style="list-style-type: none"> • Expectations for Learning • Directions and Procedures • Explanation of Content • Use of Oral and Written Language 	<ul style="list-style-type: none"> • Learning targets are clearly stated using age appropriate vocabulary. • Learning targets related to daily learning are posted in learning centers. • Visual guides for independent work are posted. • The teacher acknowledges students’ ideas and expands upon them by restating what students say with additional information and/or ideas. • The teacher uses opportunities during free play and daily routines to have conversations with students. • The teacher models the use of materials and provides guided exploration. During a lesson, the teacher might say, “These objects are different shapes and colors. I can sort all the blue shapes together, then the yellow. I wonder how you could sort these objects?” 	<ul style="list-style-type: none"> • Learning targets related to daily learning are posted in centers and referenced during play learning experiences by the teacher and the students. • Teachers and students reference visual guides during independent work. • Questioning strategies promote students’ application of learning and longer, more complex responses. • Teachers model, facilitate and encourage longer, more meaningful conversations as the year progresses.

Preschool Connections: Domain 3, Instruction

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 3:B Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of Questions • Discussion Techniques • Student Participation 	<ul style="list-style-type: none"> • The teacher builds upon students’ observations and uses questioning strategies to deepen understanding. “You noticed that our playground still has some icy patches. Why do you think some parts of the ground are still icy while some are not?” • During centers, the teacher guides student discussion of the materials and associated learning outcomes. “Jake, how is the ramp that Lucy constructed different from yours? Could you two design a ramp that a car can roll down without falling?” • The teacher notices that in writing center, Brooke and Brandon illustrated a new ending to a story that was read in class. The teacher invites Brooke and Brandon to share this with the entire class and charts a discussion about words that could accompany the illustrations. • The teacher uses interactive feedback to guide instruction, such as “thumbs up/thumbs down” and “think, pair, share” to communicate understanding. 	<ul style="list-style-type: none"> • The teacher guides open discussion between students. “Danny, ask Rebecca how she sorted the bears...” “William, Grace had the same question about spiders as you. Explain to her where you found the answer.” • The teacher describes actions consistently throughout the day, using varied vocabulary. “It’s time for snack. I’m passing out a pack of crackers to all of our friends, and then I’ll distribute the juice.” • The teacher asks open-ended questions throughout the day based on students’ developmental level. • The teacher restates and expands on students’ verbal expression. The student says, “Look at my tower.” The teacher responds, “You constructed a skyscraper! I like the way you designed the entrance. Is that the parking garage?”

Preschool Connections: Domain 3, Instruction

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 3:C Engaging Students in Learning</p> <ul style="list-style-type: none"> • Activities and Assignments • Grouping of Students • Instructional Materials and Resources • Structure and Pacing 	<ul style="list-style-type: none"> • Materials are aligned to learning outcomes. • Most students demonstrate a clear understanding of appropriate use of material. For example, students retell a story with puppets or prepare a meal in the housekeeping center. • Most students are engaged in learning centers and conversations reflect the learning outcomes. • Student grouping or pairings are teacher guided and driven by individual student need. • The pacing and structure of a lesson is developmentally appropriate and maximizes time for intellectual engagement. • Teacher instructs students on how to use materials or equipment such as interactive white boards or adaptive pedals on a tricycle. 	<ul style="list-style-type: none"> • Almost all students demonstrate a clear understanding of appropriate use of material. Students may use and iPad to record their retelling of a story and share it with the class. • Almost all students are engaged in learning centers and conversations reflect the learning outcomes, even extending on ideas together. • Students request additional materials to create projects related to learning outcomes. • With some teacher guidance, students work cooperatively to solve problems at centers. • Teachers model and encourage students to explain their thinking during play. • Teachers create a schedule that provides children with extended periods of time to explore the learning environment deeply, using investigation and curiosity to guide their learning. • Teachers create learning centers based on program and planning objectives. • Children are engaged in planning and reflecting on their experiences. For example, teachers who implement a study approach may survey students to find out what their interests are for an upcoming topic. • Children initiate connections with prior knowledge, culture and experiences.

Preschool Connections: Domain 3, Instruction

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 3:D Using Assessment in Instruction</p> <ul style="list-style-type: none"> • Assessment Criteria • Monitoring of Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress 	<ul style="list-style-type: none"> • Dittos and worksheets are not used. (regulation) • Teacher implements authentic, task-related assessments. For example, while arranging blocks from smallest to largest, the teacher asks the student to find the block that's out of place. • Teacher uses photos and drawings to monitor learning. • The teacher uses multiple opportunities to collect assessment data on children's development, including anecdotal note, photos, and artifacts produced daily. • Teacher uses visuals, such as a "smiley face checklist" to communicate understanding of expectations. • Developmentally appropriate assessment should: <ul style="list-style-type: none"> ○ Provide for ongoing observation, recording and evaluation of each child's growth and development for the purpose of planning learning experiences to suit individual needs; ○ Be accomplished by observation or activity with the child in familiar structured and informal situations; ○ Include information from parents; ○ Be used to inform parents on a regular basis regarding the child's progress in physical, intellectual, communication, social, emotional, intrapersonal, and interpersonal skills and development; and ○ Consider the cultural background of the child. 	<ul style="list-style-type: none"> • Students give exit slips to demonstrate understanding. For example, after learning about the life cycle of a butterfly, students draw a picture and describe the life cycle. • Student says, "I worked hard, I have a smiley face." • Teachers use student work, anecdotal notes, photos and artifacts as evidence to plan for future learning outcomes, ensuring learning experiences are intentional and individual.

Preschool Connections: Domain 3, Instruction

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 3:E Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson Adjustment • Response to Students • Persistence 	<ul style="list-style-type: none"> • Teacher meets social and emotional needs of student development by teaching flexibility and conflict resolution. For example, if children are arguing over materials the teacher might say, “Did you ask if you could use the...? What else could you try?” • During a guided writing lesson, the teacher shows students how to use a picture dictionary and places it in the writing center for student use. • During exploratory play or interactive lessons, a teacher might respond to student questions or predictions by saying, “That’s interesting. Let’s see what happens when we...” • Teacher modifies pace of instruction based on student learning. 	<ul style="list-style-type: none"> • The teacher consistently connects current learning outcomes to previous learning and encourages students to explain relationships between concepts. • The teacher takes the class on a nature walk where they discover a tree that has fallen. The teacher begins a discussion in predicting what may have happened to the tree. Upon returning to the classroom, the teacher reads a book about a fallen tree and compares the two. • Based on interactive student feedback and informal assessment, the teacher creates small groups to reteach and extend learning outcomes, based on student need.

Preschool Connections: Domain 4, Professional Responsibilities

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 4:A Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in Future Teaching 	<ul style="list-style-type: none"> • Teacher reflects with instructional assistant to identify strengths and possible improvements after lessons and learning experiences. • The teacher documents on lesson plans several possible plan improvements. 	<ul style="list-style-type: none"> • The teacher has conversations with related staff and colleagues about instructional improvement during staff meetings.

Preschool Connections: Domain 4, Professional Responsibilities

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 4:B Maintaining Accurate Records</p> <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-Instructional Records 	<ul style="list-style-type: none"> • Teacher enters data into Classroom Instructional Assessment data system. • The teacher regularly updates families regarding student progress, as documented through home visits and Infinite Campus. • The teacher keeps attendance records and documents contact with families if a student has missed more than four consecutive days. 	<ul style="list-style-type: none"> • Student checks off or charts completion of activity in order to take ownership of the data reported, such as materials brought to class, attendance, etc.

Preschool Connections: Domain 4, Professional Responsibilities

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 4:C Communicating With Families</p> <ul style="list-style-type: none"> • Information About the Instructional Program • Information About Individual Students • Engagement of Families in the Instructional Program 	<ul style="list-style-type: none"> • The teacher sends weekly newsletters to keep families informed about upcoming topics of study, school or community events, field trips, opportunities to volunteer in the classroom, etc. • The teacher creates a monthly progress report to inform families of student progress toward individual learning goals. • Teacher involves parents in continuous assessment and IEP goals. • Teacher plans family involvement learning experiences that take into account various family structures. • Opportunities are available such as volunteering, observing, and parent workshops. 	<ul style="list-style-type: none"> • Student portfolios are shared with parents regularly. • Teacher maintains a daily communication log with families.

Preschool Connections: Domain 4, Professional Responsibilities

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 4:D Participating in a Professional Community</p> <ul style="list-style-type: none"> • Relationships With Colleagues • Involvement in a Culture of Professional Inquiry • Service to the School • Participation in School and District Projects 	<ul style="list-style-type: none"> • Teacher collaborates with kindergarten teachers to improve vertical alignment and ensure a smooth transition from preschool to kindergarten. • Teacher communicates regularly with resource teachers such as Speech/Language Pathologists, Occupational Therapy, and Physical Therapy providers in order to reinforce targeted skills in the classroom. • The teacher shares resources and new strategies with colleagues. 	<ul style="list-style-type: none"> • Teacher develops a family engagement activity and collaborates with the Community Early Childhood Council or other community partner to reach all families. • Teacher is a member of the district’s Early Learning Leadership Network team and regularly communicates learning to colleagues, which results in instructional changes. • The teacher volunteers to be a mentor for new teacher and participate in K-TIP Year for new teachers.

Preschool Connections: Domain 4, Professional Responsibilities

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 4:E Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession 	<ul style="list-style-type: none"> • The teacher maintains a working knowledge of professional learning opportunities that are specific to early childhood, such as trainings and events offered through the Community Early Childhood Council. • The teacher requests walk through visits from supervisor, RTC staff, or from colleagues for feedback and on-going improvement. • The teacher joined a national early childhood organization, such as NAEYC, to stay current on research and practice in early childhood settings. 	<ul style="list-style-type: none"> • The teacher presents at early childhood professional learning venues, such as Regional Training Center institutes and Community Early Childhood Council events.

Preschool Connections: Domain 4, Professional Responsibilities

Framework for Teaching Domain: Component	Accomplished Preschool Examples	Exemplary Preschool Examples
<p>Domain 4:F Demonstrating Professionalism</p> <ul style="list-style-type: none"> • Integrity and Ethical Conduct • Service to Students • Advocacy • Decision Making • Compliance With School and District Regulations 	<ul style="list-style-type: none"> • The teacher notices that several student lack fine motor strength; she collaborates with the occupational therapist for strategies to implement. • The teacher ensures that all regulations are met and keeps school staff and administrators aware of preschool monitoring requirements. 	<ul style="list-style-type: none"> • Teacher collaborates with the Family Resource Center Youth Service Coordinator to remove barriers to learning that occur outside the school setting. • The teacher volunteers to mentor other teachers. • The teacher schedules regular meetings with related service staff to discuss instructional strategies for students.

Resources:

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- Harms, T., Clifford, R., Cryer, D. (1998). *Early childhood environment rating scale – revised*. New York, NY: Teachers College Press.
- Pianta, R.C., La Paro, K.M., & Hamre, B.K. (2008) *Classroom assessment scoring system manual: pre-K*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Preschool education program for four (4) year old children, 704 KAR 3:410.