



Format 3 - Step by Step Teacher Standards Observation Form

August 2004

Observer:

Name (first and last) _____

Title _____

Country _____

This Instrument must be accompanied by an ISSA Teacher Observation Score Sheet.

BEFORE the OBSERVATION BEGINS:

- ◆ Read this form and the detailed description of teacher standards outlined in the *Step by Step Teacher Standards for Preschool and Primary Grades* BEFORE beginning to rate the classroom.
- ◆ Ensure the Teacher to be rated has received the *What to Expect* handout and is familiar with your role as an observer in the classroom.
- ◆ Review your observer guidelines.
- ◆ The observer should spend 15 minutes to become familiar with the teacher BEFORE beginning to assign ratings

During this time:

- Observers should complete the cover section of the ISSA Observation Score Sheet.
- Remind the teacher that not all indicators will be observable and a time of approximately 30 minutes will be needed to ask questions once the observation is complete.

Ideally this observation is done as part of a broad teacher evaluation process. The observer should be familiar with the teacher's professional goals, using the results of this observation to identify both strengths and weaknesses and to help the teacher translate observation results into a concrete plan of action to support the teacher.

Remember the objective is to make this a positive professional development experience for teachers with the ultimate result being teacher certification.

Instructions:

1. This instrument involves both an Observation and Interview of the teacher being evaluated.
2. Most indicators can be rated by **Observing** the teacher and the classroom activities. Items should be scored based primarily on what is observed in the classroom during the observation. However, in some instances a question may be added to the question list at the end of the form in order to further determine the rating for an observable item.
3. There are some indicators that may not be observable. These indicators must be rated based on the teachers answers to a set of **Interview Questions**. These indicators include questions to ask the teacher to determine ratings during the teacher interview following the observation. Many of the examples for indicators that may require questions have been shaded for easy reference.
4. A Teacher Standards Observation Score Sheet should be used to record all notes. The Score Sheet is also the place where a Rating is identified for each Indicator.
5. Please remember that the listed examples are just examples of how the teacher might meet an indicator, "What you might see". While the teacher must meet the intent of each indicator, the teacher does not have to exhibit the example exactly as it is written. Be sure to take good notes to record the actions of the teacher and thus make a case for how the teacher did meet the indicator and achieved the subsequent rating.
6. For some indicators Additional Notes for Clarification or Examples will be listed. These notes will be added through group consensus and can not be modified by individual evaluators. These additional notes are meant to help further define indicators and to help ensure inter-rater reliability between observers.
7. Observers should carefully observe teachers as they move among children and learning centers. Ratings should be based on the quality of interactions between teachers and children.
8. Remember to always listen to teacher interactions even during the time you are scoring the Learning Environment.
9. Keep detailed notes, regarding the interactions and examples of all indicators on the individual Score Sheet used for each observation.
10. If a teacher is scheduled to move to a different group of children, follow the schedule with the teacher.
11. Ratings should be based on the overall picture of all the teacher's interactions with children. Try not to rate an indicator too quickly. Take time to observe and gain a sense of what is happening. Keep good notes on the observable items and complete all ratings on the individual Score Sheet at the end of the observation session.
12. Quality as defined in this instrument refers to the ISSA teacher standards and the criterion outlined that are essential to best practice in early childhood education.
13. The items on the form do not need to be completed in order. Some indicators are rated more easily than others and these can be done first. For example, observers may choose to start with Learning Environment.
14. A rating must be given for each indicator, if there is no evidence of a standard mark the indicator "1".
15. It is important to remember that you are scoring the teacher, not the children in the group.
13. When observing programs serving children with disabilities, it is necessary to use developmental levels to determine the appropriateness of teaching practices, rather than chronological age.

The following Rating Key will be used to determine a rating for each indicator. All ratings will be determined based on the evidence from both the observation and the teacher interview. Ratings will be circled on the Score Sheet used for each individual observation.

R: Rarely Evident, 0-25%

S: Sometimes Evident, 26-75% of the time

C: Consistently Evident, 76-100% of the time

Circle the appropriate choice for each indicator.

Observation:

#1 Individualization

Teachers use their knowledge of child development and their relationships with children and their families to appreciate the diversity of each class and to respond to each child's unique needs and potential.

Indicator	What you might see	Examples/Further Notes for Clarification
1.1 Teachers promote positive self-concept by interacting with individual children in a way that is consistent with their knowledge of child development.	Interact frequently with each child, showing affection, interest, and respect.	
	Talk in a friendly, courteous, and respectful, manner to children at their eye level, using individual children's names.	
	Make non-verbal connections with children by smiling, touching and holding.	
	Be aware of the strengths of each child's personality and his/her accomplishments over time; identify and acknowledge each child daily for their individual skills and achievements, ensuring that every child gets recognized.	
	Communicate with families about their children's achievements (sample activities: letters, telephone, etc.).	
	Demonstrate knowledge in developmental theory by matching learning strategies and expectations with developmental capabilities.	
Indicator	What you might see	Examples/Further Notes for Clarification

<p>1.2 Teachers understand that young children vary considerably in the pattern and pace of their growth, thinking, language, and social capacities due to individual differences and cultural persuasions.</p>	<p>Serve as facilitators, supporting individual growth according to each child's rate of development.</p>	
	<p>Treat children of all races, ethnicity, religions, family backgrounds, socio-economic levels, cultures, and both sexes equally with respect and consideration.</p>	
	<p>Provide children with equal opportunities to take part in all activities.</p>	
	<p>Recognize the individual needs of children, including those of children with disabilities; and create and modify learning experiences to meet those needs.</p>	
	<p>Develop tasks taking into account individual learning styles of students (sample activities: an interview, posters for visual learners).</p>	
	<p>Present opportunities for choice and allow time for students to work independently in self-selected groups.</p>	

Indicator	What you might see	Examples/Further Notes for Clarification
<p>1.3 Teachers learn about the culture, history, values, and attributes of the families and individual children they serve.</p>	<p>Engage individual children in conversations about people, places, and things that are meaningful to them, and provide opportunities for them to share their ideas with other children.</p>	
	<p>Recognize and support contributions of ethnic groups, particularly groups represented by children in the classroom.</p>	
	<p>Use materials and equipment that reflect the diversity of the children and families served in the classroom.</p>	
	<p>Develop and engage in ways of regularly recognizing the culture and traditions of children and their families.</p>	
	<p>Facilitate students' creating books, newspapers, and magazines that tell the history and values of various ethnic groups.</p>	
	<p>Provide opportunities for children and parents to develop educational materials reflecting national traditions and customs, etc.</p>	

	Promote involvement of children as organizers of festivals/holiday events, exhibitions, sports competitions, excursions, newspaper development, and other learning activities; all reflecting the variety of cultural backgrounds of the families and communities.	
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Observation:

#2 Learning Environment

Teachers promote a caring, stimulating, and inclusive classroom by organizing the environment in ways that best facilitate children taking learning risks, practicing democracy, and working both cooperatively and independently.

Indicator	What you might see	Examples/Further Notes for Clarification
2.1 Teachers understand the developmental influence of the physical setting on children.	Introduce activity centers that allow children to move safely around the classroom and encourage children to make choices and actively learn.	
	Provide individual space for children to keep their personal belongings.	
	Present developmentally appropriate materials, including teacher-made materials, that reflect diverse racial, gender, and age attributes, and that can be adapted for use by all children.	
	Encourage play, experimentation, and exploration with multi-purpose, open-ended materials.	

	<p>Attractively display all children's work at their eye level, in the classroom, and on bulletin boards for all to see.</p>	
	<p>Modify the physical space to meet the needs of different age groups, individual children and/or content focus; evaluate changes in needs over time as children grow (mentally and physically).</p>	
	<p>Provide educational materials, which motivate students to conduct independent searches for information (e.g., vocabularies, encyclopedias, etc.).</p>	
	<p>Extend educational resources by using community resources (libraries, factories, clubs, community members, etc.).</p>	
	<p>Develop learning materials with children that are individualized for a learning activity or student needs.</p>	
	<p>Share responsibility for the learning environment and classroom resources with students by having students make announcements, initiate activities, and have job responsibilities.</p>	

Indicator	What you might see	Examples/Further Notes for Clarification
<p>2.2 Teachers model, encourage, and offer possibilities for children in the classroom to form and practice democratic values.</p>	<p>Model an empathetic attitude and positive ways of communicating, with an emphasis on problem solving and conflict resolution.</p>	
	<p>Involve children in setting clear expectations for behavior and participation in classroom activities by developing classroom rules and consequences.</p>	
	<p>Show respect for the thoughts and judgments of each child.</p>	
	<p>Model and encourage positive interactions between teacher and children, between and among children, and between teachers and other staff.</p>	
	<p>Recognize and create opportunities for children to make choices.</p>	
	<p>Clearly communicate expectations, ideas, and goals.</p>	
	<p>Use situations in school and community life to help children distinguish discrimination, biases, and stereotypes and to discuss ethical aspects of inequality.</p>	

	Provide opportunities to make joint solutions and develop joint rules (e.g., debates and negotiations).	
	Create opportunities (e.g., use morning meetings) and take advantage of situations for students to practice compromise and consensus building.	
Indicator	What you might see	Examples/Further Notes for Clarification
2.3 Teachers facilitate cooperative learning by creating and modeling expectations for behavior during cooperative work.	Formulate clear expectations.	
	Apply principles of fairness and equity when grouping children, recognizing competence, effort and performance.	
	Create situations in which children cooperate, take turns, and help one another toward achieving a positive outcome.	
	Facilitate the progress of self-regulation in children by providing materials, time, and appropriate room arrangement for children to select and plan their own activities.	

Observation:

3 Family Participation

Teachers build partnerships with families to ensure optimum support for children’s learning and developmental needs.

Indicator	What you might see	Examples/Further Notes for Clarification
3.1 Teachers welcome parents and family members into the classroom to participate in the educational process.	Signs are posted welcoming families to the classroom and school.	
	Written information is available to visiting parents to guide their involvement.	
	Inform parents about long-term and short-term curriculum plans and provide information about opportunities for how busy parents can be involved in the classroom.	
Indicator	What you might see	Examples/Further Notes for Clarification
3.2 Teachers regularly communicate with parents and families to enhance support for children’s learning.	Welcome and familiarize families with the program’s philosophy, goals, methodology, and operating procedures through written materials and open house presentations.	
	Greet parents and families at drop-off and pick-up times. Either pick-up or drop-off must be observed.	

	<p>Conduct parent-teacher conferences to talk about individual children's, accomplishments, and difficulties, and to solicit information regarding parent expectations, goals, concerns and needs. <i>This may not be easily observed, please refer to the list of additional questions during the teacher interview.</i></p>	
	<p>Individualize communication with families. Possible communication methods include visiting children and their families at home, writing notes and exchanging notebooks for communication between home and school, and telephoning parents to relay information regarding day-to day-happenings and changes in a child's physical or emotional state.</p>	
	<p>Write progress reports for each child. <i>This may not be easily observed, please refer to the list of additional questions during the teacher interview.</i></p>	
	<p>Maintain a portfolio for each child with written information and samples of child's work. <i>This may not be easily observed, please refer to the list of additional questions during the teacher interview.</i></p>	
	<p>Request parents' contributions for evaluation criteria.</p>	

Indicator	What you might see	Examples/Further Notes for Clarification
<p>3.3 Teachers collect information about family member's' interest, hobbies, cultural backgrounds, and professions and encourage them to contribute to the program in various ways.</p>	<p>Use a variety of written information (e.g.,, bulletin boards, personal invitations, and classroom newsletters) to educate families about projects and events in the classroom and to invite them to participate. <i>This may not be easily observed, please refer to the list of additional questions during the teacher interview.</i></p>	
	<p>Encourage family members to organize field trips, visits, excursions, sports events, drama performances, camps, and summer or winter holidays for children. <i>This may not be easily observed, please refer to the list of additional questions during the teacher interview.</i></p>	
	<p>Encourage parents to contribute to meaningful learning by initiating themes, coming as experts, and sharing artifacts and other materials.</p>	
	<p>Use a parent survey to determine areas of expertise and willingness to become involved.</p>	
Indicator	What you might see	Examples/Further Notes for Clarification
<p>3.4 Teachers share responsibilities with families in the decision-making process concerning children's education.</p>	<p>Share information about child development and learning that parents can apply at home.</p>	
	<p>Provide resources that parents can use to extend and complement classroom-learning activities. <i>This may not be easily observed, please refer to the list of additional questions during the teacher interview.</i></p>	

	Organize interactive workshops modeling problem solving.	
	Seek parents' goals for their children. <i>How are parents involved in planning their children's educational goals (e.g., conferences, surveys, parent-child classroom activities)?</i>	
Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
3.5 Teachers provide opportunities for parents to learn and share knowledge about care, development and education.	Discuss child-rearing practices and child development, including cultural influences, in order to provide consistency for children.	
	Hold family socials during evenings, with discussions that promote exchange of customs and child-rearing practices.	
Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
3.6 Teachers help families to obtain support and services for their children.	Promote parent advocacy for children's educational rights by offering parental programs. <i>How do you involve parents in advocating for their children's educational rights?</i>	
	Seek to establish contacts with important institutions in the community to receive resources for children and their families. <i>How do you establish contacts with important institutions in the community to receive resources for children and their families?</i>	

	Assist families in engaging peers and networks for information and support. <i>How do you assist families in engaging peers and networks for information and support?</i>	
	Regularly inform local media of school events and needs.	

Observation:

#4 Teaching Strategies for Meaningful Learning

Teachers design and implement varied strategies to promote conceptual understanding, and to encourage innovation, creativity, independent inquiry, social cooperation, and exploration within and across the disciplines.

Indicator	What you might see	Examples/Further Notes for Clarification
4.1 Teachers recognize the need for a variety of teaching approaches to accommodate the different learning styles, temperaments, and personalities of individual children.	Adapt materials and teaching approach to reflect individual children's developmental needs, interests, and diversities.	
	Allow individual children to make choices within the classroom, and to plan what they will accomplish each day.	
	Provide relevant enrichment activities, assignments, and choices, structured to extend learning for students who complete their task ahead of time.	
	Use different techniques and visuals to meet diverse educational needs (e.g., posters, time-charts, video-tapes, tapes, hands-on materials, manipulatives, etc.).	
Indicator	What you might see	Examples/Further Notes for Clarification

<p>4.2 Teachers create and implement cooperative learning activities to enable children to achieve higher levels of understanding, to maintain collaborative relationships among peers, and develop interpersonal skills and to foster the capacity to work as independent learners.</p>	<p>Give children the responsibility of working together and problem solving to achieve a common goal.</p>	
	<p>Provide situations in which children are encouraged to take turns, listen to one another, and share materials.</p>	
	<p>Organize children in diverse groupings (pairs, small clusters, or large groups) in order for them to gain a broader perspective through the sharing of knowledge, ideas, and opinions.</p>	
	<p>Show respect towards rules/norms established in the classroom, thus modeling and encouraging the students to do the same.</p>	
	<p>Keep different materials posted in the classrooms, regulating collaborative efforts of children (e.g., scored discussions, criteria for group work, definitions of various roles, etc.).</p>	
	<p>Apply principles of fairness and equity when grouping children, recognizing competence, effort, and performance.</p>	
	<p>Arrange furniture so children can work individually, in small clusters, or in a large group.</p>	

	Articulate clear expectations for students' participation and behavior during cooperative work by defining specific roles to promote cooperation.	
	Make necessary adjustments and accommodations to enable successful participation of all children in cooperative work.	
Indicator	What you might see	Examples/Further Notes for Clarification
4.3 Teachers use a range of developmentally appropriate activities, experiences and materials that are selected to engage children in active, meaningful learning.	Foster positive self-identity and sense of emotional well being.	
	Develop social skills and knowledge.	
	Encourage children to think, reason, question, and experiment.	
	Stimulate language and literacy development.	
	Enhance physical development skills.	
	Provide materials that reflect differences in the classroom in terms of gender, culture, religion, and learning differences, and incorporate them into various activities (e.g., family books, etc.).	

	Organize group work, and encourage debate among students through discussion of controversial issues.	
	Encourage children to lead, run, and facilitate group activities.	
	Ask open-ended questions.	
	Provide different situations for students to present to the group, to share and to draw conclusions (e.g., book selling, author's chair, writer's notebook).	
	Use different energizers for transitions.	
	Provide materials that promote problem solving.	
	Select materials that are culturally sensitive to promote social inclusion.	
Indicator	What you might see	Examples/Further Notes for Clarification
4.4 Teachers value and create opportunities for informal learning in the classroom during transition times, clean-up, classroom job time etc.	Post a job chart.	
	Collect children's reflections and feedback on various activities such as taking care of animals in the classroom, organizing lunchtime, regulating outdoor activities, etc.	
	Organize opportunities (non curriculum based instruction) related to development of social skills (e.g., expressing feelings, taking turns, etc., through dramatization, puppet making, drawing, painting, etc.).	

	Model desired behavior informally, joining the children at snack and encouraging them by participating in conversations.	
Indicator	What you might see	Examples/Further Notes for Clarification
4.5 Teachers create integrated units to help children see the interrelationships between and among learning concepts and everyday experiences.	Use both teacher-selected and child-initiated topics to create thematic units throughout the school year.	
	Present activities that build on children's previous skills and knowledge.	
	Children are encouraged to extend activities over time e.g., continue art project for several days.	
	Encourage use of different sources of information for students' learning (e.g., encyclopedia, books brought from home, family stories, picture albums, Internet, and resources within the community).	

#5 Planning and Assessment

Teachers create plans based upon national standards, program goals, and individual needs of children and a systematic approach for observing and assessing each child's progress.

Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
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5.1 Teachers recognize the importance of thoughtful, long-term planning.	Create plans that reflect the whole-child approach, addressing concurrently the physical, cognitive, language literacy, social, and emotional aspects of children.	
	Prepare thematic units and projects based on children's interests, and identify basic concepts, ideas, and skills for children to acquire that align with required teaching goals.	
	Develop a plan with examples that include: – What will happen when the children first come to school? – How and when will rules and routines be established? – How will families be involved? – How will special events and holidays be celebrated? – Which developmental milestones will be achieved?	
	Create lesson plans that include national standards aligned with curriculum, active learning methodology, and multiple measures for demonstrating competence.	
Indicator	What you might see	Examples/Further Notes for Clarification
5.2 Teachers develop short-term plans for projects and learning.	Include a variety of activities within the daily plan to accommodate the diversity of learning styles and abilities of children.	

	Provide a balance between quiet and active periods, indoor and outdoor activities, individual, small and large group activities, and structured and unstructured learning. <i>This should be scored based on the schedule of classroom during the observation.</i>	
	Modify plans according to class dynamics, unexpected environmental or schedule changes, and/or an individual's special needs.	
	Use a variety of sources to design learning activities that extend beyond the classroom and inspire ongoing inquiry.	
	Reinforce cooperative learning, peer tutoring, and student-to-student interaction.	
	Use assessment measures that are sufficiently comprehensive and include levels of Bloom's taxonomy (analyze, synthesize, evaluate, generalize, etc.).	
	Connect integrated knowledge with knowledge from other subjects.	
Indicator	What you might see	Examples/Further Notes for Clarification
5.3 Teachers involve children, families, and other	Use children's interests as a guide for presenting concepts in a meaningful way.	

professionals in the planning process.	Include special interests of families, staff, and other community members in planning to provide a more varied learning environment.	
	Use children's reflections on their work, knowledge and experiences in the planning process	
	Activate prior student knowledge, incorporating children's interests.	
	Solicit information (using interviews or other communication methods) from parents about their expertise to incorporate into lesson plans.	
	Solicit information (using interviews or other communication methods) from parents about their expectations for their child, and incorporate this information into individual instructional/teaching/educational plans.	
Indicator	What you might see	Examples/Further Notes for Clarification
5.4 Teachers use a variety of ongoing assessment strategies, avoiding biases and labeling.	Gather information (e.g., anecdotal records, narratives, check lists, and conversations with children) regarding how children spend their time, interact socially, work with materials, use language, problem solve.	

	Collect children's samples of writing, artwork, audio-tapes of oral reading, dictated stories, literature response logs, and records of group participation projects.	
	Demonstrate the benefits and limitations of different methods of evaluation, and justify the methods selected.	
	Create informal tools for evaluation.	
	Create alternate assessments that include individual accommodations and modifications (more time, read passages, assistive technology, etc.) for students with unique learning needs.	
Indicator	What you might see	Examples/Further Notes for Clarification
5.5 Teachers encourage children to become skillful at judging their own work and the work of their peers.	Ask children to contribute comments on their own and peers' work and to and receive comments on their work.	
	Allow children to choose and explain their preferences for particular pieces of work.	
	Encourage children to listen critically in discussions and oral presentations.	

	Ensure that students are aware of evaluation criteria in advance and that students participate in the development of those criteria.	
	Use rubrics and share criteria for evaluation on a regular basis with student	
Indicator	What you might see	Examples/Further Notes for Clarification
5.6 Teachers, individually or as a team, analyze collected information to assess and plan further steps for the individual progress of each child.	Include children and families in assessing the child's educational plan.	
	Help students succeed by integrating approaches to test taking with normal classroom instruction.	
	Keep written plans for children based on data from observations.	
	Maintain documentation of child progress and planning (i.e. student portfolio, goal setting, and other collected data).	
Indicator	What you might see	Examples/Further Notes for Clarification
5.7 Teachers share progress with parents and create long and short term goals.	Identify and build upon each child's strengths and interests to improve student outcomes.	
	Review and implement plans developed for children who need extra support.	
	Use assessments to gather information for instruction.	

#6 Professional Development

Teachers regularly evaluate and strengthen the quality and effectiveness of their work and collaborate with colleagues to improve programs and practices for young children and their families.

Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
<p>6.1 Teachers continuously reflect, self-assess, and evaluate the effect of their practices.</p>	<p>Examine strengths and weaknesses of teaching practices, and formulate a plan for improvement where needed.</p> <p><i>How do you examine the strengths and weaknesses of your teaching practices?</i></p> <p><i>How do you create a plan to improve?</i></p>	
	<p>Evaluate results of their work and seek input systematically from a variety of sources (e.g., student assessment data, peers, mentors, administrators, parents, and children).</p> <p><i>How do you evaluate the results of your work?</i></p> <p><i>From whom do you seek input?</i></p>	
	<p>Welcome and experiment with new ideas when planning instructional strategies.</p> <p><i>How do you implement new ideas in your instructional planning?</i></p>	
	<p>Use a variety of written records to reflect on practice, both in subject matter and cross-curricular projects.</p>	

	Conduct action research and/or collaborate with educational researchers to examine teaching practices.	
	Seek advice and feedback on their practices from colleagues on a regular basis through formal and informal discussions, class observations, and collective examination of student work.	
	Review current research and, when appropriate, apply to practice in both content area and instruction.	
Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
6.2 Teachers use all available resources to understand and appreciate each student they teach.	Analyze information from parent/pupil/teacher conferences, parent/teacher conferences, and informal conversations with parents and family members.	
	Analyze student test scores and other data to gain insights in order to make informed curricular decisions and apply appropriate instructional practices.	
	Continuously seek new information about developmental characteristics of children in class and explore the role of their own cultural background, biases, and values.	

Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
<p>6.3 Teachers recognize the importance of actively pursuing professional growth and development as life-long learners.</p>	<p>Join focus groups concentrated on improvement of a particular area (e.g., social studies, science, art, etc.).</p>	
	<p>Participate in workshops pertaining to social studies, science, art, etc.</p> <p>What types of professional opportunities do they offer you?</p>	
	<p>Use the resource library to access materials and ideas for planning classroom activities.</p> <p><i>What professional resources are available to you?</i></p> <p><i>What strategies do you use to stay apprised of changing pedagogical and content issues that have curricular implications?</i></p>	
	<p>Keep a professional journal of ideas and teaching experiences.</p>	

Indicator	What you might see/What you might ask the teacher	Examples/Further Notes for Clarification
<p>6.4 Teachers regularly work in cooperative teams to contribute to the overall quality of instruction.</p>	<p>Give and receive support, advice, feedback, and criticism openly from each other.</p> <p><i>How do you receive support, advice, feedback, and criticism?</i></p> <p><i>Are you able to offer support, advice, feedback and criticism to other teachers?</i></p>	
	<p>Respect team members for individual contributions.</p> <p>How are individual contributions received among team members?</p>	
	<p>Work effectively as a professional team to achieve an overall goal, such as planning a thematic unit or developing an individual education plan.</p> <p>What kinds of plans are created as a result of working with a team of professionals?</p>	
	<p>Mentor new teachers to improve both their own professional competence and that of the new teacher.</p>	
	<p>Work in different teams such as cross-curricular or grade level teams to plan classroom activities and to discuss the quality of instruction.</p>	

#7 Social Inclusion

Teachers model and promote values and behaviors that support human rights, social inclusion, and the foundation of open democratic civil societies, including protection of the rights of all minorities.

Indicator	What you might see	Examples/Further Notes for Clarification
7.1 Teachers use learning materials and activities that reflect the diversity that exists in their communities, countries, and the world. They promote respect and appreciation for differences in people including: gender, race, ethnic origin, native languages, religion, family structure, socioeconomic class, age, and physical and cognitive abilities.	Create thematic units that address issues of diversity.	
	Equip classrooms with pictures, books, games, and props that reflect diversity in a realistic and respectful manner, avoiding stereotypes.	
	Provide all students (boys and girls; children from different cultural, socio-economic groups, linguistic groups; students of varying physical and cognitive abilities, etc.) with equal access to resources and materials.	
	Provide all students with equal opportunities to show their competencies and express their ideas.	
	Provide opportunities for students to interact with people from diverse backgrounds, such as those with disabilities or those from other social/ethnic groups, in a comfortable and empathetic manner.	
	Utilize opportunities, especially “teachable moments,” throughout the day, to appreciate the positive value of differences.	
Indicator	What you might see	Examples/Further Notes for Clarification

<p>7.2 Teachers strengthen student capacities for cooperation, negotiation, and critical thinking by providing students with opportunities to gain experience with a variety of perspectives and by modeling respect for different points of view.</p>	<p>Design activities and take advantage of situations that require students to think about ethical issues and conflicts from multiple perspectives.</p>	
	<p>Intervene when children exclude others in their activities because of bias and stereotypes.</p>	
	<p>Provide opportunities for children to develop through play creativity respect for different ideas, sharing, accommodation, problem solving, conflict resolution, and other skills, which children need to be active members of democratic civil societies.</p>	
Indicator	What you might see	Examples/Further Notes for Clarification
<p>7.3 Teachers develop their own awareness of inequalities that exist in their communities, how those inequalities impact education, and how to be advocates for those who experience inequalities.</p>	<p>Read and discuss articles and literature from many sources including those written by people who have been traditionally excluded.</p>	
	<p>Consider the implications of social exclusion in their teaching practice.</p>	
	<p>Develop advocacy skills and knowledge in the area of social inclusion, human rights, and children's rights.</p>	
	<p>Advocate for the development of a school environment that promotes the positive aspects of diversity and inclusion.</p>	
	<p>Help families advocate for equal rights and access to quality education for their children.</p>	

	Make special efforts to include disadvantaged or marginalized parents in their child's education and to involve them in school activities.	
Indicator	What you might see	Examples/Further Notes for Clarification
7.4 Teachers develop their students' awareness of inequalities that exist in their communities and how to advocate for those who experience inequalities.	Help children recognize and address discrimination, prejudice, and stereotypes when they occur in the school or communities.	
	Provide opportunities for students to advocate for disadvantaged or marginalized individuals or groups.	

Additional Questions:

Please note it may not be necessary to ask all of the following questions, depending on what was observed. However, it may be necessary to add additional questions in order to get a true picture of what takes place in the classroom. Please write down any additional questions asked.

How do you promote interactions between children of differing skills and abilities?		
Can you give me an example of how you might modify an activity to involve a child with differing abilities as compared to the majority of the children?		
How do you gather information about the various cultures and customs of the children in your		

classroom?		
Can you give me an example of how you incorporate some of these cultures/traditions into the learning environment of the classroom?		
I noticed _____ (e.g., the bulletin board with a newsletter posted, etc.). What other things do you do to encourage family involvement in the classroom? Are there ways you encourage parents to promote education outside of the classroom?		
Today I observed _____ what other activities do you do with the children?		
How do you choose topics of study for the children?		
Can you tell me what happens when children first enroll in school: What will happen when the children first come to school? How and when will rules and routines be established?		

<p>How will families be involved?</p> <p>How will special events and holidays be celebrated?</p> <p>Which developmental milestones will be achieved?</p>		