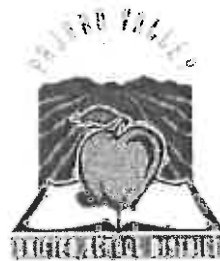


A DEVELOPMENTAL CONTINUUM OF ABILITIES FOR TEACHERS OF EARLY CHILDHOOD EDUCATION

Aligned with the standards from the National Association for the Education of Young Children and the California Department of Education Pre-Kindergarten Learning and Development Guidelines and additional local documents.



Introduction to the Developmental Continuum of Abilities For Teachers of Early Childhood Education

Dear Teacher of Early Childhood Education,

We hope that this introduction will help you understand the use of the Developmental Continuum of Abilities for Teachers of Early Childhood Education. The Continuum describes Early Childhood Education (ECE) teaching practice and professional development throughout an ECE teacher's career.

This Draft Continuum was written during 2004-05 by a team of ECE leaders in PVUSD, a consultant from Cabrillo College, Union leadership and Human Resources. The Continuum is aligned with the standards from the National Association for the Education of Young Children, the California Department of Education Pre-Kindergarten Learning and Development Guidelines and other local documents. The Continuum is designed for ECE teachers in PVUSD to self-assess, develop professional goals and reflect on practice.

The Continuum presents a holistic view of teaching and covers the following standards: Creates and Maintains Effective Child Development Environments for Children, Plans Instruction and Designs Learning Experiences for All Children, Engages and Supports All Children in Learning, Assesses Children's Learning, Understands and Organizes Subject Matter, Works with Parents/Families in Serving Children, and Develops as a Professional Educator. The seven standards are meant to be considered as a whole and not in any particular sequence or order. Each standard contains more specific elements of ECE teaching practice. They are interrelated and work together to provide a complete picture of effective ECE teaching practice.

The Continuum is organized to describe five levels of development. These levels are labeled **Beginning, Emerging, Applying, Integrating, and Innovating**. Each level addresses what an ECE teacher should know and be able to do in the different Continuum standards. The levels do not represent a chronological sequence in an ECE teacher's growth, but each row describes developmental levels of performance. An ECE teacher may be at a beginning or emerging level of practice in some places on the Continuum and at advanced levels in some others, no matter how many years she/he has been in the profession.

For example, in the domain for **Understands and Organizes Subject Matter**, an ECE teacher may be at the **Emerging** level in *Demonstrates knowledge of subject matter in all domains* and at the **Integrating** level in *Uses materials and resources and to make learning accessible to all children*. Because an ECE teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in an ECE teacher's career, such as new school or changes in student demographics.

How to use the Continuum: To use the Continuum, you read the element at the far left of each row then date the box under the level that best defines your current ECE teaching practice. Use the following as a guide for self-assessment of your level:

Beginning: a level of professional development in which the ECE teacher relies on ongoing assistance from more experienced colleagues for support, guidance and survival, and is trying to internalize and apply what she/he has learned about ECE teaching practice.

Emerging: a level of development in which the ECE teacher still relies on more experienced colleagues for support but is moving toward becoming more self-directed and independent in her/his practice.

Applying: a level of development in which the ECE teacher is able to practice ECE teaching independently, internalizes and easily applies what she/he has learned about ECE teaching practice.

Integrating: a level of development in which the ECE teacher is fully skilled, confident and able to integrate complex elements of knowledge, skill, and professional development into that practice. The integrating ECE teacher moves beyond her/his immediate ECE teaching practice, collegial relationships and professional growth activities and is often a leader among peers.

Innovating: a level of development in which the ECE teacher is consistently innovating and creating in all areas of teaching practice and professional development. A leader in school, district and local community, the innovating ECE teacher contributes to the broader education community through staff development, school-based research, articles in professional journals, etc

The Continuum provides a common language for setting and discussing goals for professional development within an environment of collegial support. The Continuum is a guide for self-reflection, assessment and conversation between ECE teachers, advisors/support providers, and administrators. It is intended to help ECE teachers interpret their ECE teaching practice and make informed decisions about their ongoing development as a professional. In the Santa Cruz New Teacher Project, the Continuum serves as the entry point for developing an Individual Learning Plan (ILP) with which teachers identify and work toward professional goals. The Continuum is not meant to be used as a rubric to define performance standards or expectations. It is not an isolated observation instrument but is best used as one component of a comprehensive process of assessing the development of teaching practice. In some settings, it may be part of an evaluation process and is appropriately used within a peer coaching relationship with a colleague or administrator.

The Continuum has proven to be a powerful tool as educators identify their areas of growth, move from assistance to autonomy, and become lifelong learners. We hope that the Continuum will help you assess your own ECE teaching practice and plan your professional development.

Glossary of Terms:

- **Continuum:** a document describing different levels of practice or knowledge along various stages of development.
- **Descriptor:** an individual cell or "box" corresponding to the developmental levels in the Continuum.
- **Domain:** one of seven areas of ECE teaching practice that comprises the Continuum.
- **Element:** an area or sub-domain of teaching practice within any of the six Continuum domains.
- **Level:** Beginning, Emerging, Applying, Integrating, Innovating

Creates and Maintains Effective Child Development Environments for Children					
<i>Facilitates Social and Emotional Development</i>	Beginning	Emerging	Applying	Integrating	Innovating
Creates classroom climate that builds trust, fosters independence and enhances competence					
Creates a respectful and inclusive classroom community					
Promotes interactions that nurture positive self esteem and concept					

Creates and Maintains Effective Child Development Environments for Children					
<i>Facilitates Positive Behavior and Pro Social Development</i>	Beginning	Emerging	Applying	Integrating	Innovating
Provides positive child guidance, anticipates and prevents behavior problems					
Promotes pro-social behaviors					
Effectively manages challenging behavior					
Designs, creates and maintains an enriched learning environment					
Provides a healthy and safe program					

Planning Instruction & Designing Learning experiences for All Children					
	Beginning	Emerging	Applying	Integrating	Innovating
Draws on children's backgrounds, interests and developmental learning needs					
Establishes and articulates goals for children's learning					
Provides sequenced instructional activities and materials for children's learning					
Establish long term and short term goals to support development and learning					
Modifies instructional plans to adjust for group and individual needs across developmental domains					

Engages and Supports All Children in Learning					
	Beginning	Emerging	Applying	Integrating	Innovating
Connects children's prior knowledge, life experiences, interests with learning goals					
Uses a variety of instructional strategies and resources to respond to children's diverse needs					
Facilitates learning experiences that promote trust, autonomy, interaction, and choice					
Engages children in problem solving, critical thinking and other activities that make learning meaningful					

Assesses Children's Learning					
	Beginning	Emerging	Applying	Integrating	Innovating
Establishes and communicates learning goals for all children					
Collects and uses multiple sources of information to assess children's learning					
Involves and guides children in assessing their own learning					
Uses the results of assessment to guide instruction					
Communicates with children, families and other audiences about children's progress					

Understands and Organizes Subject Matter					
	Beginning	Emerging	Applying	Integrating	Innovating
Demonstrates knowledge of subject matter in all domains					
Incorporates content, concepts, and processes to support understanding of subject matter					
Integrates ideas across subject areas and learning domains					
Develops children's understanding through specific instructional strategies					
Uses materials and resources to make learning accessible to all children					

Works with Parents/Families in Serving Children					
	Beginning	Emerging	Applying	Integrating	Innovating
Works with parents/families to understand children's needs and set goals					
Communicates positively and actively develops reciprocal relationships with parents/families					
Identifies and addresses special needs of children and parents/families					
Ensures parent/family involvement					
Knows, understands, and is responsible to the diversity of parents/families served					

Develops as a Professional Educator					
	Beginning	Emerging	Applying	Integrating	Innovating
Establishes professional goals and, seeks relevant information, and pursues opportunities to grow professionally.					
Reflects on teaching practice, planning, and professional growth.					
Works cooperatively with colleagues, accepts supervision, promotes positive learning culture.					
Works cooperatively with community and program partners to promote positive outcomes					
Balances professionals responsibilities and maintains motivation					

As Professional Educators ECE teachers always maintain:

- Attendance
- Appropriate attire
- Observance of work hours
- Compliance with policy and procedures
- Meeting deadlines
- Confidentiality
- Safety practices
- Work judgments
- Care of equipment and resources