

The DCPS Essential Practices – Early Childhood Education

Grades Pre-K
and Kindergarten

IMPACT  DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness
Assessment System for School-Based Personnel



The DCPS Essential Practices – Early Childhood Education

Grades Pre-K and Kindergarten

ESSENTIAL PRACTICE 1

CULTIVATE A RESPONSIVE LEARNING COMMUNITY

	1.A Supportive Community	1.B Student Engagement
LEVEL 4	<p>All students are valued members of a welcoming and responsive learning community.* The teacher proactively cultivates community with and among students.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Consistently encourages students to praise and show appreciation for one another Provides time, space, and structures for positive interactions between students such as morning meeting “shout-outs” Has meaningful systems in place to encourage acts of kindness and compassion with peers and adults <p style="text-align: right;"><i>See also examples from Level 3</i></p>	<p>All students are engaged throughout the learning experience OR almost all students are engaged throughout the learning experience and the teacher responds to disengagement by inviting students back in to the learning experience. The teacher promotes engagement by establishing purpose for what students are learning and doing.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Shares with students what they are working on and why, as appropriate Has clear, student-friendly academic and developmental objectives for centers or workstations Communicates daily developmental objectives in ways such as oral explanations, sight words, pictures, and voice recordings <p style="text-align: right;"><i>See also examples from Level 3</i></p>
LEVEL 3	<p>All students are valued members of a welcoming and responsive learning community.*</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Models positive social interactions (e.g., encouragement through high-fives and/or clapping) Displays positive affect toward students Is responsive to students’ needs and matches support to their developmental age and abilities Is attentive to student concerns and responds appropriately Conveys understanding of and respect for students’ unique characteristics Seeks, welcomes, and values students’ thoughts, ideas, and perspectives Provides opportunities for students to use their home language <p>For example, the pre-kindergarten or kindergarten learning environment:</p> <ul style="list-style-type: none"> Includes materials and displays reflective of students’ identities (e.g., racial, cultural, linguistic, ethnic, national, familial) Displays students’ authentic and current work 	<p>All students are engaged throughout the learning experience OR almost all students are engaged throughout the learning experience and the teacher responds to disengagement by inviting students back in to the learning experience.</p> <p>For example, engaged pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> Demonstrate interest in learning activities and/or the learning environment Are on task, as applicable Are verbally and/or non-verbally responsive to the teacher <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Responds to disengagement by inviting students back in a positive way Uses reengagement strategies such as proximity, non-verbal cues, breaks, or reflection, as appropriate Recognizes when students need space and/or time to successfully refocus Differentiates responses to inappropriate behavior based on student need
LEVEL 2	<p>The teacher is respectful of students; students generally comply with the teacher’s directions.*</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Acknowledges students generally, but does not display specific concern for students’ thoughts, opinions, and/or feelings <p>For example, some pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> Follow basic classroom expectations Display mild negativity toward teacher and/or peers Are frequently in conflict with peers 	<p>Almost all students are engaged throughout the learning experience; the teacher does not respond to student disengagement.</p> <p>For example, engaged pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> Demonstrate interest in learning activities, the learning environment, or both Are on task, as applicable Are verbally and/or non-verbally responsive to the teacher <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Does not attempt to invite disengaged students back into the learning experience when appropriate to do so
LEVEL 1	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Uses inappropriate sarcasm with students Is frequently dismissive of student needs, emotions, or ideas 	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> Responds negatively to student disengagement

*Observers should consider the point in the school year when assessing this standard. For example, the teacher may be in the early stages of building classroom community at the beginning of a semester or when orienting new students to the classroom. Therefore, evaluators might credit teacher prompting or other proactive community building actions as evidence of a welcoming and responsive learning community.

Pre-Kindergarten



Pre-K LEAP modules support teachers in establishing a classroom community that is responsive and characterized by warm and supportive relationships.

LEAP modules feature the following core instructional practices:

- Positive Climate: Developing emotional connections with and among students, and communicating warmth, respect, and enjoyment through verbal and non-verbal interactions
- Teacher Sensitivity: Identifying and responding to students' emotional needs
- Regard for Student Perspectives: Emphasizing students' interests, motivations, and points of view through interactions

Kindergarten English Language Arts



LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community in which they work collaboratively, discuss their thinking and their ideas, and challenge each other in a productive way.

LEAP modules feature the following core instructional practices:

- Flexibly move students in and out of groups as their instructional needs change
- Plan opportunities to leverage collaborative conversations as a structure supporting evidence-based writing
- Cultivate a literacy rich environment that promotes a love of reading and writing

Kindergarten Mathematics



LEAP modules support teachers in developing students' abilities to contribute to a responsive learning community in which they work collaboratively, discuss their thinking and their ideas, and challenge each other in a productive way.

LEAP modules feature the following core instructional practices:

- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations in small-group and classroom discussions
- Allocate sufficient wait time so that more students can formulate and offer responses
- Praise students for their efforts in making sense of mathematical ideas and perseverance in reasoning through problems

ESSENTIAL PRACTICE **2**

CHALLENGE STUDENTS WITH RIGOROUS CONTENT

2.A Rigorous Content

LEVEL 4	<p>The learning experience is aligned to academic and/or developmental standards (as defined by the DC Early Learning Standards, Common Core State Standards, GOLD®, or other appropriate standards) and is appropriately challenging for students. The learning experience fosters students’ curiosity about the content.</p> <p>For example, the pre-kindergarten or kindergarten learning experience:</p> <ul style="list-style-type: none"> • Provides opportunities for students to grapple with and/or pose compelling questions and ideas • Centers around content that is meaningful for students • Encourages students to make connections to other content areas and/or academic disciplines • Provides opportunities for students to infer meaning and/or identify patterns <p style="text-align: right;"><i>See also examples from Level 3</i></p>
LEVEL 3	<p>The learning experience is aligned to academic and/or developmental standards (as defined by the DC Early Learning Standards, Common Core State Standards, GOLD®, or other appropriate standards) and is appropriately challenging for students.</p> <p>For example, the content is aligned to appropriate standards such as:</p> <ul style="list-style-type: none"> • (Kindergarten only) Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA • DC Early Learning Standards • GOLD® domains and objectives <p>AND</p> <p>For example, the learning experience is challenging such that it:</p> <ul style="list-style-type: none"> • Focuses on content and skill(s) students need to successfully meet or exceed grade-level standards • Is reflective of high expectations for students’ learning • Features content worthy of students’ time and effort
LEVEL 2	<p>The learning experience is aligned to academic and/or developmental standards (as defined by the DC Early Learning Standards, Common Core State Standards, GOLD®, or other appropriate standards) but is not appropriately challenging for students.</p> <p>For example, the content is aligned to appropriate standards such as:</p> <ul style="list-style-type: none"> • (Kindergarten only) Common Core State Standards; Next Generation Science Standards; College, Career, and Civic Life (C3) Framework; WIDA • DC Early Learning Standards • GOLD® domains and objectives <p>BUT</p> <p>For example, the learning experience is not sufficiently challenging such that it:</p> <ul style="list-style-type: none"> • Features content that is unlikely to move students significantly toward grade-level standards • Is not reflective of sufficiently high expectations for students’ learning
LEVEL 1	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the learning experience:</p> <ul style="list-style-type: none"> • Is not challenging • Is misaligned to appropriate standards

Pre-Kindergarten



Pre-K LEAP modules support teachers in using the Early Learning Standards and GOLD objectives to promote student thinking and language development through practices illustrated in the CLASS Instructional Support indicators.

LEAP modules feature the following core instructional practice:

- Concept Development: Using instructional discussion activities, rather than rote instruction, to promote students' higher order thinking skills and cognition

Kindergarten English Language Arts



LEAP modules unpack the complexity of the Common Core State Standards by focusing on their specific strands (Reading, Writing, Speaking and Listening, and Language).

LEAP modules feature the following core instructional practices:

- Plan questions and prompts for small group literacy that reflect the rigor defined in the Common Core State Standards
- Plan text dependent questions and prompt designed to increase student understanding of the inferential meaning of a text
- Leverage the read aloud to model fluency and build content knowledge

Kindergarten Mathematics



LEAP modules support teachers in identifying appropriate goals aligned to the Common Core State Standards, the Eureka curriculum, and students' individual progress and learning trajectories.

LEAP modules feature the following core instructional practices:

- Establish clear goals that articulate the mathematics students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit
- Identify how goals fit within a mathematics learning progression and connect to the major standards for the course
- Focus students' attention on the structure of essential features of mathematical ideas that appear, regardless of their representation

ESSENTIAL PRACTICE 3

LEAD A WELL-PLANNED, PURPOSEFUL LEARNING EXPERIENCE

3.A Skillful Design

3.B Skillful Facilitation

LEVEL 4

The learning experience and learning environment are well-planned such that tasks and activities effectively promote students’ development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts). **The learning experience is designed to maximize the amount of time students have to grapple with content.**

The learning experience and learning environment are structured such that **all** students are able to access the content.

- For example, the pre-kindergarten or kindergarten teacher:
- Limits time spent on routines and procedures, as appropriate
 - Ensures activities are efficient and purposeful
 - Maximizes time for student play and/or work with complex problems
 - Maximizes time for students to explore purposeful materials in centers or workstations

- For example, the learning experience is accessible for all students because the teacher:
- Ensures that all parts of the learning experience are developmentally appropriate
 - Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
 - Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
 - Designs the visual, tactile, and auditory intensity of the learning environment to match students’ need for stimulation, or lack thereof

See also examples from Level 3

LEVEL 3

The learning experience and learning environment are **well-planned** such that tasks and activities **effectively** promote students’ development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).

The learning experience and learning environment are structured such that **almost all** students are able to access the content.

- For example, the pre-kindergarten or kindergarten learning experience:
- Includes opportunities for complex play in which students integrate developmental skills
 - Has students apply prior knowledge to similar challenges
- For example, the pre-kindergarten or kindergarten learning environment:
- Presents students with real-world scenarios, materials, and problems that require students to integrate skills and concepts
 - Offers students opportunities for different types of academic learning in centers or workstations (e.g., independent or guided exploration, direct instruction, inquiry)

- For example, the learning experience is accessible for almost all students because the teacher:
- Ensures that all parts of the learning experience are developmentally appropriate
 - Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
 - Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
 - Designs the visual, tactile, and auditory intensity of the learning environment to match students’ need for stimulation, or lack thereof

LEVEL 2

The learning experience or learning environment includes tasks or activities that are **not entirely effective** at promoting students’ development across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).

The learning experience and learning environment are structured such that **most** students are able to access the content.

- For example, the pre-kindergarten or kindergarten learning experience:
- Includes tasks and activities that do not promote development across domains
 - Includes tasks and activities that are too long or too short in duration
 - Includes tasks and activities that do not move student learning forward

- For example, the learning experience is accessible for most students because the teacher:
- Ensures that all parts of the learning experience are developmentally appropriate
 - Differentiates instructional delivery and/or materials according to student needs (e.g., uses strategies such as flexible grouping, leveled texts, leveled questions)
 - Presents content in multiple ways (e.g., explanations, visual representations, concrete examples)
 - Designs the visual, tactile, and auditory intensity of the learning environment to match students’ need for stimulation, or lack thereof

LEVEL 1

The expectation of Level 2 practice is not met.

The expectation of Level 2 practice is not met.

- For example, the pre-kindergarten or kindergarten learning experience:
- Does not reflect strategic planning or promote skill acquisition
 - Features center or workstation materials that are not interesting, too simple, or inappropriately repetitive for students

- For example, the pre-kindergarten or kindergarten learning experience:
- Is not accessible for most students

Pre-Kindergarten



Pre-K LEAP modules support teachers in expertly planning teacher-led experiences as well as developing strategies for maximizing play-based and other authentic experiences in order to promote student thinking and learning.

LEAP modules feature the following core instructional practices:

- Teacher Sensitivity: Identifying and responding to students' academic needs
- Instructional Learning Formats: Using a variety of strategies to maximize students' interest, engagement, and ability to learn from lessons and activities
- Productivity: Managing instructional time and routines in a way that ensures that students have the opportunity to be involved in learning activities

Kindergarten English Language Arts



In addition to the planning and application time provided in every module, some LEAP modules focus on research-based practices for structuring instruction or developing specific strategies for making content clear and accessible to all students.

LEAP modules feature the following core instructional practices:

- Plan explicit and interactive phonics lessons that require encoding and decoding of newly-acquired phonics skills
- Design rigorous and differentiated independent learning activities that reflect varied proficiency levels
- Leverage the read aloud as an opportunity to study models of Common Core State Standards-aligned genres to investigate author's craft

Kindergarten Mathematics



LEAP modules incorporate NCTM's Eight Effective Teaching Practices in order to support teachers in designing and implementing learning experiences that enable all students to grapple with and master complex mathematical skills and concepts.

LEAP modules feature the following core instructional practices:

- Ensure progress toward mathematical goals by making explicit connections to student approaches and reasoning
- Use the mathematical goals to guide lesson planning and reflection and make in-the-moment decisions during instruction
- Ask intentional questions that make the mathematics more visible and accessible for student examination and discussion

**When observing a Montessori or Reggio setting, demonstration of higher-level understanding may include appropriate interaction with materials rather than verbal exchanges or expressions.*

ESSENTIAL PRACTICE 4

MAXIMIZE STUDENT OWNERSHIP OF LEARNING

4.A Cognitive Work

LEVEL 4	<p>Students spend the majority of the learning experience engaging in meaningful work or play including sharing ideas, solving problems, drawing inferences, forming hypotheses, and/or working through complex tasks.</p> <p>For example, pre-kindergarten and kindergarten students spend the majority of the learning experience:</p> <ul style="list-style-type: none"> • Productively thinking, speaking, working, and/or playing • Productively grappling with content <p style="text-align: right;"><i>See also examples from Level 3</i></p>
LEVEL 3	<p>Students spend a significant portion of the learning experience engaged in meaningful work or play including sharing ideas, solving problems, drawing inferences, forming hypotheses, and/or working through complex tasks.</p> <p>For example, pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Use existing knowledge and skill to explore new contexts • Express their individual thoughts, ideas, questions, and perspectives • Make frequent and meaningful choices about their work, play, or both • Grapple with authentic, real-world problems in developmentally appropriate ways (e.g., acting out complex social interactions in a dramatic play center) • Engage in goal-oriented play that is sequential and/or requires planning
LEVEL 2	<p>Students spend a significant portion of the learning experience engaged in work or play that is not entirely meaningful because either there is more teacher-directed instruction than appropriate or student work consists of rote tasks misaligned to the rigor of the intended learning.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Does not include opportunities for students to share thoughts and/or opinions in one or more components of the learning experience • Provides opportunities only for choral or yes/no student responses • Limits the scope of play such that students are not able to set goals, make and carry out their own plans, and/or grapple with real-world problems
LEVEL 1	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Does not provide opportunities for students to do meaningful work or play <p>For example, most pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Refuse to participate in the learning experience

4.B Higher-Level Understanding

LEVEL 4	<p>All or almost all students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*</p>
LEVEL 4	<p>For example, all or almost all pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Think deeply about materials, consider solutions to problems, and share ideas • Non-verbally express understanding (e.g., building models) • Respond to open-ended questions of progressing difficulty • Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level • Evaluate hypotheses and draw conclusions about materials or ideas • Evaluate their own thinking with or without prompting and support from the teacher • Demonstrate significant progress toward learning goals
LEVEL 3	<p>Most students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*</p>
LEVEL 3	<p>For example, most pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Think deeply about materials, consider solutions to problems, and share ideas • Non-verbally express understanding (e.g., building models) • Respond to open-ended and/or questions of progressing difficulty • Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level • Evaluate hypotheses and draw conclusions about materials or ideas • Evaluate their own thinking with or without prompting and support from the teacher • Demonstrate significant progress toward learning goals
LEVEL 2	<p>Some students demonstrate movement toward higher-level understanding as a result of their participation in the learning experience.*</p>
LEVEL 2	<p>For example, some pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Think deeply about materials, consider solutions to problems, and share ideas • Non-verbally express understanding (e.g., building models) • Respond to open-ended and/or questions of progressing difficulty • Engage in sustained feedback loops with teacher or peers on a single topic, as appropriate to their developmental level • Evaluate hypotheses and draw conclusions about materials or ideas • Evaluate their own thinking with or without prompting and support from the teacher • Demonstrate significant progress toward learning goals
LEVEL 1	<p>The expectation of Level 2 practice is not met.</p>
LEVEL 1	<p>For example, most pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Do not do work that serves a developmental or academic purpose • Do not demonstrate progress toward higher-level understanding

* When observing a Montessori or Reggio setting, demonstration of higher-level understanding may include appropriate interaction with materials rather than verbal exchanges or expressions.

ESSENTIAL
PRACTICE 4

MAXIMIZE STUDENT OWNERSHIP OF LEARNING

Pre-Kindergarten

Leap
Module
Examples

Pre-K LEAP modules support teachers in promoting student agency and autonomy in the classroom and fostering higher-level understanding.

LEAP modules feature the following core instructional practices:

- Concept Development: Using instructional discussion activities, rather than rote instruction, to promote students' higher order thinking skills and cognition
- Language Modeling: Using conversations, questioning, and language mapping to stimulate students' use of language
- Quality of Feedback: Prompting students to explain their thinking and rationale

Kindergarten English Language Arts

Leap
Module
Examples

LEAP modules support teachers in engaging their students in a rigorous and student-centered balanced literacy approach.

LEAP modules feature the following core instructional practices:

- Read text sets deeply to uncover areas of complexity worthy of instruction
- Use targeted prompts to coach students as they engage in reading and writing
- Provide opportunities for students to integrate content into authentic student writing
- Plan opportunities to leverage student work as an instructional tool supporting evidence-based writing

Kindergarten Mathematics

Leap
Module
Examples

LEAP modules support teachers in planning and implementing instruction that engages students in meaningful cognitive work and that moves them toward higher-level understanding of complex mathematical concepts.

LEAP modules feature the following core instructional practices:

- Support students in exploring tasks without taking over student thinking
- Allocate substantial instructional time for students to use, discuss, and make connections among representations
- Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches in written responses



ESSENTIAL PRACTICE 5

RESPOND TO EVIDENCE OF STUDENT LEARNING

5.A Evidence of Learning		5.B Supports and Extensions	
LEVEL 4	<p>The teacher consistently gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress. Students understand how what they are learning and doing connects to larger schema.*</p> <p>For example, pre-kindergarten and kindergarten students:</p> <ul style="list-style-type: none"> • Connect concepts to their lives and/or communities • Explicitly link concepts and activities to one another and previous learning • Identify connections between previous days' learning and the learning of the day in morning meeting • Connect materials and/or displays in the learning environment to their current unit of study • Connect conversations or feedback loops with teacher or peers to their current unit of study • Reference pictures, work samples, or other student-friendly documentation of thinking and learning related to their current task <p>For example, the pre-kindergarten or kindergarten learning environment:</p> <ul style="list-style-type: none"> • Includes documentation of learning progress from/across multiple domains • Displays work from varying stages of a project, including space reserved for drafts and final products <p style="text-align: right;"><i>See also examples from Level 3</i></p>	<p>The teacher consistently responds to evidence of student development and learning by providing effective supports, extensions, or both. The learning environment includes embedded supports and extensions for students.</p> <p>For example, the pre-kindergarten or kindergarten learning environment:</p> <ul style="list-style-type: none"> • Features embedded connections between read-aloud texts, center materials, and instructional topics • Uses physical space to maximize peer-to-peer interaction • Includes multi-sensory materials (e.g., water tables, blocks, dramatic play costumes and props, manipulatives in math stations, audio-based activities in literacy centers) • Features rich, purposeful environmental print, including vocabulary relevant to the unit of study • Pairs visual representations with written words, as appropriate <p style="text-align: right;"><i>See also examples from Level 3</i></p>	
	<p>The teacher consistently gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Collects evidence frequently enough that sufficient information is available to inform instructional decision making, but not so often that learning is impeded. • Monitors students' progress across domains as demonstrated by non-verbal activities and/or verbal communications. • Observes and/or checks-in with a representative sample of students (e.g. volunteers and non-volunteers, students at various stages of development, whole class). • Collects evidence of students' progress across multiple domains (i.e., language, cognition, social-emotional, fine/gross motor, literacy, mathematics, arts).* • Uses a variety of strategies (e.g., observation, reviewing student work, questioning) to gather information about students' thought processes and/or understanding. 		<p>The teacher consistently responds to evidence of student development and learning by providing effective supports, extensions, or both.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Models the thinking process for students through think-alouds and other appropriate strategies • Uses a variety of strategies to support and/or extend learning (e.g., visual supports, verbal explanations, modeling and demonstration, environment modification) • Requests that students use additional evidence to support an answer • Provides appropriate scaffolds (e.g., deconstructs concepts into smaller components) or re-teaches without reducing the overall rigor of the content
LEVEL 2	<p>The teacher inconsistently gathers evidence about the depth of understanding for a range of students in order to gauge their learning progress.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Generally collects evidence, but does not gather sufficient information across domains • Uses strategies to gather evidence of student understanding, but these strategies are sometimes ineffective or unnecessary • Checks with a non-representative sample of students (e.g., predominately volunteers or the same students) • Monitors some student progress toward developmental objectives during individual or group work, but misses key evidence 	<p>The teacher inconsistently responds to evidence of student development and learning by providing effective supports, extensions, or both.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Misses opportunities to support learning, extend learning, or both • Only provides supports and/or extensions to a subset of students who would benefit from them 	
	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Rarely or never checks for student understanding • Does not obtain sufficient information through checks for understanding to effectively adjust instruction 		<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Rarely or never provides supports or extensions when appropriate to do so
LEVEL 1	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Rarely or never checks for student understanding • Does not obtain sufficient information through checks for understanding to effectively adjust instruction 	<p>The expectation of Level 2 practice is not met.</p> <p>For example, the pre-kindergarten or kindergarten teacher:</p> <ul style="list-style-type: none"> • Rarely or never provides supports or extensions when appropriate to do so 	

**Observers should consider students' developmental age when assessing this indicator. Most 3- and many 4-year-old students will exhibit this behavior only with explicit teaching, prompting, and/or support from the teacher due to their developmental age. Therefore, evaluators might credit prompting or other explicit skill-building as evidence of students' understanding of how the learning experience connects to other schema.*

Pre-Kindergarten

Leap
Module
Examples

Pre-K LEAP modules support teachers' in skillfully assessing and responding to student thinking and learning.

LEAP modules feature the following core instructional practices:

- Quality of Feedback: Providing feedback that expands learning and understanding
- Language Modeling: Repeating or extending student responses to stimulate students' use of language

Kindergarten English Language Arts

Leap
Module
Examples

LEAP modules address multiple ways teachers can monitor and assess a student's literacy proficiency.

LEAP modules feature the following core instructional practices:

- Collect and analyze data using running records to plan responsive small group instruction
- Conference with students to provide ongoing and targeted feedback so students can improve their writing

Kindergarten Mathematics

Leap
Module
Examples

LEAP modules address multiple ways teachers can monitor and assess a student's proficiency with mathematics standards and practices.

LEAP modules feature the following core instructional practices:

- Elicit and gather evidence of student understanding at strategic points during the lesson
- Make in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend learning
- Design ways to elicit and assess students' abilities to use representations to meaningfully solve problems





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