

**Alignment of the *ISSA Pedagogical Standards for Preschool and Primary Grades* With
*The Creative Curriculum® for Preschool***

The Creative Curriculum for Preschool is a comprehensive curriculum that shows teachers how to set up a classroom and structure a day, what kinds of experiences to provide for children, how to work with children at different developmental levels, and how to involve families in the program.

Contents	
1. Individualization	2
2. Learning Environment	3
3. Family Participation	4
4. Teaching Strategies for Meaningful Learning	6
5. Planning and Assessment	8
6. Professional Development	10
7. Social Inclusion	12

References

Dodge, D. T., Colker, L. J., & Heroman, C. (2002). *The Creative Curriculum® for preschool*. Washington, DC: Teaching Strategies, Inc.

International Step by Step Association. (2005). *ISSA Pedagogical Standards for Preschool and Primary Grades*. Budapest and New York: Author.

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
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 potentials.	
<p>1.1 Teachers promote positive self-concept by interacting with individual children in a way that is consistent with their knowledge of child development.</p> <ul style="list-style-type: none"> • 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 positive non-verbal connections with children. • 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. 	<p>Foundation chapter: "Theory and Research Behind <i>The Creative Curriculum</i>," pp. 1–15 Chapter 1: "How Children Develop and Learn," pp. 17–59; especially "Individual Differences," pp. 27–41 Chapter 2: "Building a Relationship With Each Child," pp. 103–105 "Validate Children's Accomplishments and Progress," pp. 104–105 Chapter 5: "Making the Most of Daily Exchanges With Families," p. 223; "Ways to Communicate Formally With Families," p. 224 Section in all Interest Area chapters: "A Letter to Families About..."</p>
<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> <ul style="list-style-type: none"> • Serve as facilitators, supporting individual growth according to each child's rate of development. • Treat children of all races, ethnicity, religions, family backgrounds, socio-economic levels, cultures, and both sexes equally with respect and consideration. • Provide children with equal opportunities to take part in all activities. • Recognize the individual needs of children, including those of children with disabilities; create and modify learning experiences to meet those needs. • Develop tasks taking into account individual learning styles of students (sample activities: an interview, posters for visual learners). • Present opportunities for choice and allow time for students to work independently in self-selected groups. 	<p>Chapter 1: "Individual Differences," pp. 27–41: "Temperament," pp. 28–30; "Learning Styles: Visual Learners," p. 31; "Learning Styles: Kinesthetic Learners," p. 32; "Culture," pp. 34–35; "Gifted Children," pp. 35–36; "Children With Disabilities," pp. 36–38; "Second Language Learners," pp. 38–41 Chapter 2: "Adaptations for Children With Disabilities," pp. 71–72; "Choice Time," pp. 87–88 Chapter 4: "Using a Range of Teaching Approaches," pp. 173–178; "Child-Initiated Learning," pp. 173–174; "Teaching Children Who Are Gifted," pp. 179–180; "Teaching Children With Disabilities," pp. 180–181; "Teaching English Language Learners," pp. 181–183</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>1.3 Teachers learn about the culture, history, values, and attributes of the families and individual children they serve.</p> <ul style="list-style-type: none"> • Engage individual children in conversations about people, places, and things that are meaningful to them and provide opportunities to share their ideas with other children. • Recognize and support contributions of ethnic groups, particularly groups represented by children in the classroom. • Use materials and equipment that reflect the diversity of the children and families served in the classroom. • Develop and engage in ways of regularly recognizing the culture and traditions of children and their families. • Facilitate students’ creating books, newspapers, and magazines that tell the history and values of various ethnic groups. • Provide opportunities for children and parents to develop educational materials reflecting national traditions and customs, etc. • 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. 	<p>Chapter 1: “Culture,” pp. 34–35; “Second Language Learners,” pp. 38–41</p> <p>Chapter 4: “Teaching Second Language Learners,” pp. 181–183</p> <p>Chapter 5: “Getting to Know Families,” pp. 212–217; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226</p> <p>Section in all Interest Area chapters: “Creating an Environment for the ___ Area”</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>
<p>2. LEARNING ENVIRONMENT</p>	
<p>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.</p>	
<p>2.1 Teachers understand the developmental influence of the physical setting on children.</p> <ul style="list-style-type: none"> • 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 and child-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 multipurpose, open-ended materials. • Attractively display children’s work at their eye level, in the classroom, and on bulletin boards for all to see. • 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). • Provide educational materials, which motivate students to conduct independent searches for information (e.g., vocabularies, encyclopedias, etc.). • Extend educational resources by using community resources (libraries, factories, clubs, community members, etc.). • Develop learning materials with children that are individualized for a learning activity or student needs. • Share responsibility for the learning environment and classroom resources with students by having students make announcements, initiate activities, and have job responsibilities. 	<p>Chapter 2: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Establishing Interest Areas,” pp. 62–67; “Space Planning Guidelines,” p. 64; “Displaying and Labeling Materials,” pp. 65–67; “Making Your Space Comfortable and Attractive,” p. 71; “Strategies for Protecting Children’s Work,” pp. 74–75; “Does The Classroom Convey the Positive Messages I Intend?” pp. 76–78; see especially “You Can Do Many Things on Your Own Here,” p. 78; “This Is a Safe Place to Explore and Try Out Your Ideas,” p. 78</p> <p>Section in all Interest Area chapters: “Creating an Environment for the ___ Area”</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>2.2 Teachers model, encourage, and offer possibilities for children in the classroom to form and practice democratic values.</p> <ul style="list-style-type: none"> • Model an empathetic attitude and positive ways of communicating, with an emphasis on problem solving and conflict resolution. • Involve children in setting clear expectations for behavior and participation in classroom activities by having them help develop classroom rules and consequences. • Show respect for the thoughts and judgments of each child. • Model and encourage positive interactions between teacher and children, between and among children, and between teachers and other staff. • Recognize and create opportunities for children to make choices. • Clearly communicate expectations, ideas, and goals. • Use situations in school and community life to help children distinguish discrimination, biases, and stereotypes and to discuss ethical aspects of inequality. • 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. 	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122; “Building a Relationship With Each Child,” pp. 103–105; “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Developing Rules for a Classroom Community,” pp. 108–110; “Teaching Social Problem-Solving Skills,” pp. 110–115; “Handling Problems Between Children,” pp. 110–114; “Solving Problems That Involve the Whole Class,” pp. 114–115; “Coaching Children on How to Be Assertive,” p. 120; “Helping Children to Regain Control,” pp. 121–122</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development”</p>
<p>2.3 Teachers facilitate cooperative learning by creating and modeling expectations for behavior during cooperative work.</p> <ul style="list-style-type: none"> • 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. • Formulate clear expectations towards students’ participation and behavior during cooperative work. 	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Large-Group Time,” pp. 84–85; “Small-Group Time,” p. 86; “Choice Time,” pp. 87–88; “The Daily Schedule,” pp. 92–97</p> <p>Chapter 2: “Responding to Challenging Behavior,” pp. 116–122; “Helping Children to Regain Control,” pp. 121–122</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174</p> <p>Sections in all Interest Area chapters: “How ___ Promotes Development: Social/Emotional Development”</p>
3. FAMILY PARTICIPATION	
Teachers build partnerships with families to ensure optimum support for children’s learning and developmental needs.	
<p>3.1 Teachers welcome parents and family members into the classroom to participate in the educational process.</p> <ul style="list-style-type: none"> • Post signs welcoming families to the classroom and school. • Prepare and make written information available to visiting parents to guide their involvement. • Inform parents about long-term and short-term curriculum plans. • Provide information about opportunities for how busy parents can be involved in the classroom. 	<p>Chapter 5: “Making Families Feel Welcome,” pp. 218–222; “Creating a Welcoming Environment,” pp. 218–219; “Communicating With Families: Daily Exchanges, Formal Communications,” pp. 223–224; “Ways for Families to Be Involved,” p. 226</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>3.2 Teachers regularly communicate with parents and families to enhance support for children’s learning.</p> <ul style="list-style-type: none"> • 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. • Conduct parent-teacher conferences to talk about individual children’s progress, accomplishments, and difficulties, and to solicit information regarding parent expectations, goals, concerns, and needs. • 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. • Write progress reports for each child. 	<p>Chapter 5: “Partnering With Families on Children’s Learning,” pp. 225–234, especially “Meeting With Families to Share Information and Plan,” pp. 231–234</p>
<p>3.3 Teachers collect information about family members’ interests, hobbies, cultural backgrounds, and professions and encourage them to contribute to the program in various ways.</p> <ul style="list-style-type: none"> • Encourage parents to contribute to meaningful learning by initiating themes, coming as experts, and sharing artifacts and other materials. • Use a parent survey to determine areas of expertise and willingness to become involved. • 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. • Encourage family members to organize field trips, visits, excursions, sports events, drama performances, camps, and summer or winter holidays for children. 	<p>Chapter 5: “Offering a Variety of Ways to Be Involved,” pp. 225–227; “Ways for Families to Be Involved: Sharing Their Culture,” p. 226; “Making Classroom Participation Meaningful,” pp. 228–231</p>
<p>3.4 Teachers share responsibilities with families in the decision-making process concerning their children’s education.</p> <ul style="list-style-type: none"> • Share information about child development and learning that parents can apply at home. • Provide resources that parents can use to extend and complement classroom-learning activities. • Organize interactive workshops modeling problem solving. • Seek parents’ goals for their children. 	<p>Chapter 5: “Partnering With Families on Children’s Learning,” pp. 225–234; “Meeting With Families to Share Information and Plan,” pp. 231–234</p>
<p>3.5 Teachers provide opportunities for parents to learn and share knowledge about care, development, and education.</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 5: “Dealing With Misunderstandings,” pp. 236–238; “Addressing Differences Constructively,” pp. 239–240 Section in all Interest Area chapters: “A Letter to Families About the ___ Area”</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>3.6 Teachers help families to obtain support and services for their children.</p> <ul style="list-style-type: none"> • Promote parent advocacy for children’s educational rights by offering parental programs. • Seek to establish contacts with important institutions in the community to receive resources for children and their families. • Assist families in engaging peers and networks for information and support. • Regularly inform local media of school events and needs. 	Chapter 5: “Families Under Stress,” pp. 235–236
<p>4. TEACHING STRATEGIES FOR MEANINGFUL LEARNING</p>	
<p>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.</p>	
<p>4.1 Teachers recognize the need for a variety of teaching approaches to accommodate the different learning styles, temperaments, and personalities of individual children.</p> <ul style="list-style-type: none"> • 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.). 	Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183; “Teaching Children Who Are Gifted,” pp. 179–180; “Teaching Children With Disabilities,” pp. 180–181; “Teaching Second Language Learners,” pp. 181–183

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<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, to develop interpersonal skills, and to foster the capacity to work as independent learners.</p> <ul style="list-style-type: none"> • Give children the responsibility of working together and problem solving to achieve a common goal. • Provide situations in which children are encouraged to take turns, listen to one another, and share materials. • 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. • Show respect towards rules/norms established in the classroom, thus modeling and encouraging the students to do the same. • 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.). • Apply principles of fairness and equity when grouping children, recognizing competence, effort, and performance. • Arrange furniture so children can work individually, in small clusters, or in a large group. • 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. 	<p>Chapter 2: “The Learning Environment”: “Setting Up and Maintaining the Classroom,” pp. 62–81; “Establishing Interest Areas,” pp. 62–67; “Other Aspects of the Physical Setting,” pp. 67–72; “Caring for the Classroom and Children’s Work,” pp. 73–75; “Evaluating the Effectiveness of the Physical Environment,” pp. 76–81</p> <p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178; “Large-Group Instruction,” pp. 183–185; “Small-Group Instruction,” pp. 185–187</p> <p>Section in all Interest Area chapters: “Creating an Environment for the ___ Area: Selecting and Displaying Materials”</p>
<p>4.3 Teachers use a range of developmentally appropriate activities, experiences and materials that are selected to engage children in active, meaningful learning, and to achieve the following goals:</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology, Process Skills” p. 125–163</p> <p>Chapter 4: “Talking With Children About Their Work,” p. 177; “Asking Children Open-Ended Questions,” pp. 177–178</p> <p>All Interest Area chapters (Chapters 6–16): “Blocks,” “Dramatic Play,” “Toys and Games,” “Art,” “Library,” “Discovery,” “Sand and Water,” “Music and Movement,” “Cooking,” “Computers,” and “Outdoors,” pages 243–522</p> <p>Sections in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology;” “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>4.4 Teachers value and create opportunities for informal learning in the classroom during transition times, clean-up, classroom job time, etc.</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 2: “A System for Classroom Jobs,” pp. 73–74; “Taking Attendance,” pp. 82–83; “Transition Times,” pp. 88–89; “Mealtimes,” pp. 89–91</p> <p>Section in all Interest Area chapters: “How ___ Promotes Social/Emotional and Language Development”</p>
<p>4.5 Teachers create integrated units to help children see the interrelationships between and among learning concepts and everyday experiences.</p> <ul style="list-style-type: none"> • 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. (For example, implement KWL model.) • 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). 	<p>Chapter 4: “Integrating Learning Through Studies,” pp. 190–198</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p>
<p>5. PLANNING AND ASSESSMENT</p>	
<p>Teachers create plans based upon national standards, program goals, and individual needs of children and use a systematic approach for observing and assessing each child’s progress.</p>	
<p>5.1 Teachers recognize the importance of thoughtful, long-term planning.</p> <ul style="list-style-type: none"> • Create lesson plans that include national standards aligned with curriculum, active learning methodology, and multiple measures for demonstrating competence. • Create plans to address all areas of child development. • 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. • Identify basic concepts, ideas, and skills for children to acquire that align with required teaching goals. • Develop a plan with examples that include: <ul style="list-style-type: none"> • 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? 	<p>Appendix: “Weekly Planning Form,” pp. 526–529</p> <p>Chapter 2: “The Daily Schedule,” pp. 92–97</p> <p>Chapter 3: “What Children Learn: Literacy, Mathematics, Science, Social Studies, The Arts, Technology, Process Skills” p. 125–163</p> <p>Chapter 4: “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “What Children Learn in the ___ Area: Literacy, Mathematics, Science, Social Studies, The Arts, Technology”</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>5.2 Teachers, often in collaboration with colleagues, develop short-term plans for projects and learning.</p> <ul style="list-style-type: none"> • Include a variety of activities within the daily plan to accommodate the diversity of learning styles and abilities of children. • Modify plans according to class dynamics, unexpected environmental or schedule changes, and/or an individual child’s special needs. • Provide a balance between quiet and active periods, indoor and outdoor activities, individual, small and large group activities, and structured and unstructured learning. • Use a variety of sources to design learning activities that extend beyond the classroom and inspire ongoing inquiry. • Use assessment measures that are sufficiently comprehensive and include levels of Bloom’s taxonomy (analyze, synthesize, evaluate, generalize, etc.). • Integrate knowledge from multiple subjects. • Ensure lesson plans reflect alignment with standards, curriculum, methodology and assessment. • Reinforce cooperative learning, peer tutoring, and student-to-student interaction. 	<p>Chapter 4: “Promoting Learning in Interest Areas,” pp. 187–189; “Integrating Learning Through Studies,” pp. 190–198; “Assessing Children’s Learning,” pp. 199–208</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area”</p> <p>Appendix: “Weekly Planning Form,” pp. 526–529</p>
<p>5.3 Teachers involve children, families, and other professionals in the planning process.</p> <ul style="list-style-type: none"> • Use children’s interests as a guide for presenting concepts in a meaningful way. • 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. 	<p>Chapter 4: “Child-Initiated Learning,” pp. 173–174; “Talking With Children About Their Work,” p. 177; “Assessing Children’s Learning,” pp. 199–208; “Using What You’ve Learned to Plan,” pp. 206–208</p> <p>Chapter 5: “Getting to Know Families,” pp. 212–217; “Meeting With Families to Share Information and Plan,” pp. 231–234</p>
<p>5.4 Teachers use a variety of ongoing assessment strategies, avoiding biases and labeling.</p> <ul style="list-style-type: none"> • Gather information (e.g., anecdotal records, narratives, checklists, and conversations with children) regarding how children spend their time, interact socially, work with materials, use language, and problem solve. • Collect children’s samples of writing, artwork, audiotapes of oral reading, dictated stories, literature response logs, and records of group participation in 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. 	<p>Chapter 4: “Observing Children,” pp. 166–172; “How, When, What to Observe,” pp. 166–167; “Assessing Children’s Learning,” pp. 199–208; “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>5.5 Teachers encourage children to become skillful at judging their own work and the work of their peers.</p> <ul style="list-style-type: none"> • Ask children to contribute to and receive comments on their work. • Ask children to contribute comments to peers' 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 involvement. 	<p>Chapter 2: "Large-Group Time," pp. 84–85; "Small-Group Time," p. 86 Chapter 4: "Talking With Children About Their Work," p. 177 Section in all Interest Area chapters: "The Teacher's Role: Observing, Responding to, and Interacting With Individual Children in the ___ Area"</p>
<p>5.6 Teachers, individually or as a team, analyze collected information to assess and plan further steps for the individual progress of each child.</p> <ul style="list-style-type: none"> • 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). • Measure progress over time. 	<p>Chapter 4: "Analyzing and Evaluating the Collected Facts," pp. 204–205; "Using What You've Learned to Plan for Individual Children and the Group," pp. 206–208</p>
<p>5.7 Teachers share information regarding children's progress with parents and together generate solutions for existing concerns and create short-term and long-term individual goals.</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 5: "Partnering With Families on Children's Learning," pp. 225–234; "Meeting With Families to Share Information and Plan," pp. 231–234</p>
<p>6. PROFESSIONAL DEVELOPMENT</p>	
<p>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.</p>	
<p>6.1 Teachers continuously reflect, self-assess, and evaluate the effect of their practices.</p> <ul style="list-style-type: none"> • Examine strengths and weaknesses of teaching practices, and formulate a plan for improvement where needed. • 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). • Welcome and experiment with new ideas when planning instructional strategies. • Use a variety of written records to reflect on practice, both in subject matter and cross-curricular projects. • 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. 	<p>Foundation chapter: "Theory and Research Behind <i>The Creative Curriculum</i>," pp. 1–15 Chapter 4: "Collecting Facts," pp. 199–204; "Documenting Your Observations," p. 200; "Collecting Children's Work in Portfolios," pp. 200–204; "Analyzing and Evaluating the Collected Facts," pp. 204–205; "Using What You've Learned to Plan for Individual Children and the Group," pp. 206–208</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<p>6.2 Teachers use all available resources to understand and appreciate each student they teach.</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 4: “Collecting Facts,” pp. 199–204; “Documenting Your Observations,” p. 200; “Collecting Children’s Work in Portfolios,” pp. 200–204; “Analyzing and Evaluating the Collected Facts,” pp. 204–205; “Using What You’ve Learned to Plan for Individual Children and the Group,” pp. 206–208</p> <p>Section in all Interest Area chapters: “The Teacher’s Role: Observing, Responding to, and Interacting With Individual Children in the ____ Area”</p>
<p>6.3 Teachers recognize the importance of actively pursuing professional growth and development as life-long learners.</p> <ul style="list-style-type: none"> • Use professional literature, organizations, resources, training, and other opportunities to acquire new knowledge. • Stay apprised of changing pedagogical and content issues that have curricular implications. • Join focus groups concentrated on improvement of a particular area (e.g., social studies, science, art, etc.). • Participate in workshops pertaining to social studies, science, art, etc. • Use the resource library to access materials and ideas for planning classroom activities. • Keep a professional journal of ideas and teaching experiences. 	<p>Teaching Strategies offers national conferences, on-site professional development, and technology seminars on our online assessment system, CreativeCurriculum.net. Our professional development services are hands-on, practical, highly interactive, and based on sound principles of adult learning theory. Our select, dedicated Staff Development Network Trainers are the only trainers officially endorsed by Teaching Strategies to conduct workshops on <i>The Creative Curriculum®</i>.</p>
<p>6.4 Teachers regularly work in cooperative teams to contribute to the overall quality of instruction.</p> <ul style="list-style-type: none"> • Give and receive support, advice, feedback, and criticism openly from each other. • Respect team members for individual contributions. • Work effectively as a professional team to achieve an overall goal, such as planning a thematic unit or developing an individual education plan. • Mentor new teachers to improve both their own professional competence and that of the new teacher. • Work in different teams such as cross-curricular or grade level teams to plan classroom activities and to discuss the quality of instruction. 	

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum[®] for Preschool</i>
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.	
<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 4: “Adapting Instruction to Include All Children,” pp. 179–183; “Integrating Learning Through Studies,” pp. 190–198 Section in all Interest Area chapters: “Creating an Environment for the ___ Area: Selecting and Displaying Materials” (e.g., in chapter 7, Dramatic Play: “In equipping the Dramatic Play Area, look for props and materials that reflect the cultural and ethnic backgrounds of the children in the group. You want children to receive the message that ‘this is just like my home.’ In addition, be sure to include items that traditionally are used by both men and women.” [p. 275] “This is the time when children use dramatic play to better understand their world and the different roles people play, both men and women. They enjoy dressing up in clothes they normally wouldn’t wear and trying out roles of the people who are important to them, especially mothers and fathers. The classroom is a safe place to explore and learn.” [p. 292])</p>
<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> <ul style="list-style-type: none"> • Design activities and take advantage of situations that require students to think about ethical issues and conflicts from multiple perspectives. • Intervene when children exclude others in their activities because of bias and stereotypes. • Plan play and other activities that help students develop skills (i.e. respect for different ideas, sharing, accommodation, problem-solving, and conflict resolution) for living in democratic civil societies. 	<p>Chapter 2: “Solving Problems That Involve the Whole Class,” pp. 114–115 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 4: “Integrating Learning Through Studies,” pp. 190–198 Chapter 6: “Ways to Support Children (in the Block Area),” p. 263; “Encouraging All Children to Use the Block Area,” p. 267 (“From the very beginning of the year, convey the message, ‘In our class, everyone can build with blocks.’”) Section in all Interest Area chapters: “What Children Learn in the ___ Area: Social Studies”</p>

<i>ISSA Pedagogical Standards for Preschool and Primary Grades (with Indicators and Examples)</i>	<i>The Creative Curriculum® for Preschool</i>
<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> <ul style="list-style-type: none"> • Read and discuss articles and literature from many sources including those written by people who have been traditionally excluded. • Consider the implications of social exclusion in their teaching practice. • Develop advocacy skills and knowledge in the area of social inclusion, human rights, and children’s rights. • Advocate for the development of a school environment that promotes the positive aspects of diversity and inclusion. • Help families advocate for equal rights and access to quality education for their children. • Make special efforts to include disadvantaged or marginalized parents in their child’s education and to involve them in school activities. 	<p>Chapter 2: “Creating a Classroom Community,” pp. 102–122 Chapter 3: “People and How They Live,” pp. 147–148, 150 Chapter 5: “Families Under Stress,” pp. 235–236</p>
<p>7.4 Teachers develop their students’ awareness of inequalities that exist in their communities and how to advocate for those who experience inequalities.</p> <ul style="list-style-type: none"> • 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. 	<p>Chapter 2: “Helping Children to Make Friends,” pp. 105–106; “Classroom Strategies That Support Friendships,” pp. 107–108; “Responding to Challenging Behavior,” pp. 116–122; “Coaching Children on How to Be Assertive,” p. 120 Chapter 3: “People and How They Live,” pp. 147–148, 150</p>