Finding the Right Path for You on PK-3 Teach Lead Grow

Scenarios for Teachers and Principals to Select Videos and Resources to Guide Teaching, Leading, and Growing

Every teacher's professional development goals are different, and their learning journeys vary as well. So, how can teachers decide which PK-3 Teach Lead Grow module is best for them? This resource will help teachers find the right modules and key learning areas for their individual needs.

Below, we've listed goal-setting questions for each cluster and professional level, whether you're a novice teacher, a veteran teacher (four years or more), or a principal. If these questions resonate with you, you can turn to resources and videos we've recommended to get started improving your practice.

Planning Conversations

Novice Teacher: I wonder how I should organize my planning. There seems to be so much to think about each week. Are there specific priorities that could help me maximize my planning time and have the biggest learning impact on my young learners?

Veteran Teacher: As I prepare for my evaluation process, I would like to think about how I can best share my planning priorities with my evaluator. How might I use the Framework components to maximize this planning conversation?

Principal: What are the non-negotiables for maximizing the pre-conference conversation between the teacher and myself? How can I use these conversations to support student learning?

Specific Resources for Preparing for and Executing Planning Conversations

- Framework Cluster 1: Clarity of Instructional Purpose and Accuracy of Content "Quick Notes" Observation Tool

- Early Learning Planning Conversation Protocol

- Big 5 Priorities of Pre-Conference Conversations

Watch Planning Conversation Videos

Classroom Environment

Novice Teacher: How might I best organize my classroom structure for whole group, small group, and individual learning spaces to support a student-focused learning environment? How can I arrange the environment so my students feel empowered to manage their own learning/play routines?

Veteran Teacher: As I organize my learning environment for deeper student exploration and intellectual engagement, I wonder how other teachers coordinate all the moving parts of setting up a student-focused, early learning environment. Are there ways to maximize my overall physical space to empower my students to manage their own learning/play routines?

Principal: What classroom environmental priorities do I need to look and listen for when conducting walkthroughs to ensure classroom structures support student learning?

Specific Resource for Establishing and Ensuring Appropriate Classroom Environments

- Learning Environmental Quick Notes Aligned to ECERS-3

Watch Classroom Environment Walkthrough Videos

Classroom Culture

Novice Teacher: What does a safe, respectful, supportive yet challenging learning environment look and sound like in an early learning classroom? How does Carol Dweck's growth mindset play out with learners at these youngest grades? How do I intentionally support purposeful interactions between myself and my students, as well as between students, to demonstrate genuine caring and high expectations?

Veteran Teacher: How do I convey high expectations, or a growth mindset, with my young students? How do I encourage students during different learning experiences to think, persevere, and challenge themselves while at the same time feel safe and respected? How do my interactions demonstrate genuine care and commitment to my students in all facets of the learning experience?

Principal: How do I ensure my teachers create a safe, respectful, supportive, and challenging learning environment that supports clear expectations for students?

Specific Resource for Creating Ideal Learning Environments for Students

- Framework Cluster 2: Safe, Respectful, Supportive, and Challenging Learning Environment & Cluster 3: Classroom Management "Quick Notes" Observation Tool

Watch Classroom Culture Videos

Classroom Management

Novice Teacher: There is so much to think about as I set up classroom routines and procedures! I want to support purposeful play and learning. What does it look and sound like when young students take active roles in the classroom's smooth operation? How can the set-up of my physical environment support students to be independent or interdependent in their learning?

Veteran Teacher: Are my classroom routines and procedures owned by both my students and myself, or just by me? I would love to see in-action examples of early learning classroom routines and procedures that are carried out efficiently by both teacher and students with little loss of instructional time and where the students themselves take an active role in their smooth operation. I want to facilitate the learning process instead of waste instructional time going over routines again and again.

Principals: Do the classroom management routines support little loss of instructional learning time as well as empower students to learn independently or interdependently?

Specific Resource for Honing and Evaluating Classroom Management Styles

- Framework Cluster 2: Safe, Respectful, Supportive, and Challenging Learning & Cluster 3: Classroom Management "Quick Notes" Observation Tool

Watch Classroom Management Videos

Classroom Instruction

Novice Teacher: I know I am supposed to work with my teaching assistant to provide developmentally appropriate practices that vary with the students' ages, learning experiences, interests, and abilities, but that sounds so hard to do. What are different approaches for providing developmentally appropriate practices that make teaching and learning at this level doable?

Veteran Teacher: A cornerstone of developmentally appropriate practices for teaching and student learning in early grades is intentionality. What are different examples of teaching whole groups and small groups that meet learners where they are and help them reach challenging and achievable goals?

Principal: As I think about student intellectual engagement, what is the nature of what the students are doing? Are students collectively and individually being challenged to think and make connections through a variety of learning activities?

Specific Resource for Improving Classroom Instruction Styles

- Framework Cluster 4: Student Intellectual Engagement & Cluster 5: Successful Learning for ALL "Quick Notes" Observation Tool

Watch Classroom Instruction Videos

Classroom Assessment

Novice Teacher: I know one of the most important things I can do to support my young learners is to assess each child and determine whether he or she is making expected progress toward important outcomes. This should also inform my planning. But knowing this is very different from feeling confident in doing this. What are some different approaches for making ongoing assessments in the classroom doable?

Veteran Teacher: In order to meet learners where they are, assessing children –– including observation, documentation, and review of student learning artifacts –– is a non-negotiable. I am always looking for additional ways to 1) monitor my children's development and learning, 2) guide my planning and decision-making, 3) identify children who may benefit from additional support, and 4) report and communicate learning progress. I am always looking to get better in this challenging but critical aspect of teaching and learning.

Principals: How can I support and guide my teachers to ensure all students achieve learning success? How does the teacher monitor their student understanding through "Look Fors" observation and student artifacts of learning?

Specific Resources for Honing and Evaluating Classroom Assessment Practices

- Framework Cluster 4: Student Intellectual Engagement & Cluster 5: Successful Learning for ALL "Quick Notes" Observation Tool

- Student Learning Portfolio "Look For"s Sheets

Watch Classroom Assessment Videos

Reflection Conversation

Novice and Veteran Teachers: Reflection is the key to knowing and growing our instructional practice in support of student learning. How can I increase and enhance time that I have to reflect with colleagues and my administrator/evaluator?

Principals: How do I maximize the reflection conversation process to celebrate and concentrate on what is working and what next step are?

Specific Resource for Guiding Reflection Conversations

- [Early Learning Reflection Conversation Protocol](#)

Watch Reflection Conversation Videos

Professionalism Conversation

Novice and Veteran Teachers: Sure, I could plan and teach on my own but what fun is that? Collaborative planning and sharing with colleagues makes individual instruction more meaningful and effective for both the adults and the children. I want to consider different ways to grow my own and other colleagues' professional practices as a collaborative team member –– and maybe eventually as a teacher leader.

Principals: How can I ensure professional learning time is maximized for instructional practices and student learning? How do I continue to support teachers who want to take a leadership role in the school?

Specific Resources for Guiding Professionalism Conversations

- Cluster 6: Professionalism and Effective Teaming

Watch Professionalism Conversation Videos