CREDE ECE-7 (revised, 11/18/2011)
An Instrument to Measure Use of the CREDE Standards in Early Childhood Classrooms

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
Joint Productive Activity	Not observed	A pair or small group of children contributes individual work (e.g.: turn-taking), not requiring collaboration to a joint product*. Children work independently without teacher involvement.	The teacher and children collaborate on a joint product in a whole-class setting	The teacher collaborates with individuals on a joint product.	The teacher and a small group of children collaborate* on a joint product. The majority of the children participate in the product's* creation. The teacher assists collaboration using multiple forms of assistance*. Collaboration may mainly be between teacher and children, rather than among child peers.	The teacher and a small group of children collaborate on a joint product. The teacher encourages collaboration between peers working towards a joint product.
Language & Literacy Development	Not observed	The teacher designs and enacts an activity where children engage in brief, repetitive, or drill-like reading, writing, or speaking activities (e.g.: flashcards).	The teacher provides opportunities for children to express themselves through verbal or non-verbal communication*.	The teacher engages children in an activity where one of the goals* is to generate language expression and/or literacy development.	The teacher designs and enacts an activity where one of the goals* is to generate language expression and/or literacy development. The teacher develops language expression and/or literacy development using multiple forms of assistance.	The teacher designs and enacts an activity with a clear goal*. These activities are designed using developmentally appropriate pre-literacy* methods that focus on developing language within the topic of the activity. The teacher develops language expression and/or literacy development using multiple forms of assistance and adjusts his/her forms of assistance based on children's feedback.

Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)
Contextualization	Not observed	The teacher (a) connects classroom activities by theme or builds on current unit, OR (b) includes parents or community members in activities, OR (c) uses familiar items during lesson but may not explicitly connect the items to home, school, or community.	The teacher includes some aspect of children's everyday experience in instruction through incidental* connections OR responds to an incidental connection made by children.	The teacher designs and enacts instructional activities that integrates* knowledge of what children's know from their home, school or community AND invites children to think about how the activity relates to their personal experiences.	The teacher designs and enacts instructional activities that integrate* the new activity/information with what children know from home, school or community AND assists children in making a connection to their personal experiences.	The teacher integrates* the new activity/information with what children already know from home, school or community AND assists children in making a connection to their personal experiences. The goal is to help children reach a conceptual understanding.
Complex Thinking	Not observed	The teacher prompts children to use or elaborate on information provided*. These elicitations are unplanned.	The teacher designs and enacts activities that require children to use or elaborate on information provided*.	The teacher designs and enacts activities that require children to use or elaborate on information provided* AND assists with those processes.	The teacher connects activities to broader concepts and abstract ideas. The teacher assists children with a focus on advancing children's thinking to higher levels.	The teacher designs and enacts instructional activities and assists children as they use complex thinking* strategies. The teacher's focus is on concept development and uses probing questioning techniques that focus on uncovering the *why,* not just the "how" and "what" of the activity.
Standard	Not Observed (0)	Emerging (1)	Developing (2)	Advancing (3)	Enacting (4)	Exemplary (5)

Instructional Conversation	Not observed	The teacher converses* with a child or the whole class AND uses questioning, listening, or rephrasing to elicit communication.	The teacher converses* with a small group of children AND uses questioning, listening, or rephrasing to elicit communication.	The teacher designs and enacts an instructional conversation (IC) with a small group of children with a clear learning goal* AND elicits communication with questioning, listening, rephrasing, or modeling.	The teacher designs and enacts an instructional conversation (IC) with a small group of children on a clear learning goal*. The teacher listens carefully to assess and assist understanding toward the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.	The teacher designs and enacts an instructional conversation (IC) with a clear learning goal*; listens carefully to assess and assist understanding toward the goal AND questions children on their views*, judgments or rationales in reaching the goal. The verbal and non-verbal communication ratio of teacher-child turn-taking is approx. 1 to 1.
Modeling	Not observed	The teacher, or child, models a process but does not provide an opportunity for children to practice.	The teacher or child explicitly models behaviors, thinking processes, or procedures that children then practice OR the teacher or child provides a model of a finished product that children use for inspiration.	The teacher or child explicitly models behaviors, thinking processes, or procedures that children then practice AND the teacher instructs children while they practice or create their own products.	The teacher or child explicitly models behaviors, thinking processes, or procedures that children then practice AND the teacher assists children while they practice or create their own products.	The teacher or child explicitly models behaviors, thinking processes, or procedures that children then practice AND the teacher or child provides examples that children use for inspiration that show the step by step process or final product AND the teacher assists or facilitates peer-assistance while they practice or create their own products.
Standard	**Not Observed (0)**	**Emerging (1)**	**Developing (2)**	**Advancing (3)**	**Enacting (4)**	**Exemplary (5)**

Child Directed Activity	Not observed	The teacher designs an activity and allows children to have choice within that activity.	The teacher designs activity centers and allows children to choose from among them.	The teacher designs activity centers and allows children to choose from among them AND the teacher engages in an activity with the children.	The teacher encourages children to generate their own ideas or creations within the activity AND assists with further development or expansion of the activity.	The teacher engages children in an activity generated by children's own ideas or creations AND assists with further development or expansion of the activity.

Glossary of Terms

Goal: In an Instructional Conversation, the goal is the development of thematic or conceptual understanding.

Assistance: Assistance is a two part process in which the teacher first assesses children's knowledge and skills, then responsively assists development. Types of assistance may include: (a) Modeling -- Providing a demonstration; (b) Feeding Back -- Providing information about children's performances as compared with a standard; (c) Contingency Management: -- Providing rewards or punishments contingent on children's performance; (d) Questioning -- Providing questions that guide children to advance their understanding; (e) Instructions -- Providing clear verbal directions for performance; (f) Cognitive Structuring -- Providing explanations or rules for proceeding; or (g) Task Structuring -- Providing assistance by segmenting or sequencing portions of the task.

Collaboration: Joint activity that results in shared ownership, authorship, use, or responsibility for a product. It can also include division of labor for coordinated sub-sections. However, mere turn taking does not constitute division of labor and, to be considered collaboration, an activity must include interaction between participants. Coordinated activities such as morning calendar, round robin reading, choral responses or calisthenics are rated at the Emerging level for JPA.

Communication: Communication includes verbal and nonverbal forms such as gaining proximity, facial expression, laughing, touching, giving, pulling or pushing away, showing, reaching, waving, pointing, head shaking or nodding, vocalizing, gazing, speaking or repeating words, using pictures, and listening.

Conversation: At least two turn-taking cycles (teacher-children-teacher-children on the same topic/point).

Instructional Conversation (IC): ICs are inclusive of all participants whose contributions are connected to, or extend, the comments and ideas of other participants. In contrast, directed-discussions focus less on developing conceptual understanding and more on known-answer questions and skill development. Instructional conversation focuses on broad topics, main ideas, themes or concepts, is responsive to child contributions, includes participation structures that are familiar to children, and includes open-ended questions and sustained dialogue on a single topic.

Incidental connections: The teacher (a) makes connections between children's experience or knowledge from home, school, or community and the new activity/information on an ad hoc basis to assist understanding, or (b) prompts children to make connections.

Use or elaboration of information provided: Complex thinking can involve children's use or elaboration of information provided that includes processes such as applying, interpreting, categorizing, ordering, evaluating, summarizing, synthesizing, analyzing, exploring, experimenting, determining cause and effect, formulating and solving problems, exploring patterns, making conjectures, generalizing, justifying, and making judgments.

Integrates the new activity/information with what children already know from home, school, or community: (a) children's knowledge or experience is integrated with new information, (b) the basis of the activity is personally relevant to children's lives; or (c) children apply school knowledge in an authentic activity.

Pre-literacy methods: Pre-literacy methods are strategies used to teach children skills and behaviors that lead to successful reading. They include methods such as: vocabulary development, print awareness, letter knowledge, phonological awareness, phonemic awareness, etc.

Product: Products may be tangible or intangible. Examples of tangible products: food made together, a letter, a collage, or the reenactment of a story. Intangible products include the theme of a story, a concept, idea, procedure, or a plan of action. Intangible products are an achieved physical, psychological, or social state that integrates a series of actions.

Questions children on their views: In an Instructional Conversation, teachers' questioning of children's views is related to children's prior knowledge or experiences relevant to the goal of the conversation.