

**Pre-K: Regard for Student Perspectives****Title: Student Expression and Autonomy during Breakfast**

As a student sits down at the breakfast table, the teacher encourages student talk and supports student autonomy.

**Flexibility and Student Focus**

- The teacher shows flexibility by following the student's lead with his ideas leading the discussion. She goes along with the student's chosen topic, at his pace, and she does not adhere to an agenda or topic at the expense of the student's interest. The teacher allows the student to begin eating when he is ready, while other students are already eating and another student is washing his hands.
- When the student talks about his tiger at home, the teacher incorporates his interest in tigers into the conversation, "Have you seen a real tiger before? What about at the zoo? What noise did he make?"

**Support for Autonomy and Leadership**

- The teacher allows the student to open his milk carton by himself and at his own pace. She tells him, "You opened your milk all by yourself."
- Another student in the classroom is washing and drying his hands independently at the sink.

**Student Expression**

- The teacher uses breakfast time as an opportunity for this student to talk and share his ideas. The teacher shows interest in the student's topic by asking follow-up questions ("A big tiger at home?" "It's a pretend tiger?" "It doesn't talk?").

**Restriction of Movement**

- There is no evidence of rigidity—another student moves freely to wash his hands at the sink in the classroom.

Teachers demonstrate effective regard for student perspectives by placing an emphasis on students' points of view and by encouraging their responsibility and autonomy. This teacher is flexible, going along with the student's ideas and encouraging his expression.