

**George Mason University
Graduate School of Education
College of Education and Human Development
Program: Advanced Studies in Teaching and Learning**

**EDCI 616: CREATIVE ARTS AND PLAY IN EARLY CHILDHOOD EDUCATION
Fall, 2009**

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Office Hours: I can meet with you before or after class or as needed. You can also call or email me with any questions/concerns.

I. COURSE DESCRIPTION

An advanced course that utilizes the creative arts and play as central approaches to teaching and learning. It focuses on an integrated approach to an arts-based curriculum by examining authentic arts experiences and the role of play in children's growth and development.

II. MODE OF COURSE DELIVERY

Classes will use small group discussions and student led projects to engage participants in interactive learning.

III. STANDARDS

National Board for Professional Teaching Standards for the Early Childhood Generalist Certificate:

- Standard I: Understanding Young Children
- Standard II: Equity, Fairness and Diversity
- Standard III: Assessment
- Standard IV: Promoting Child Development and Learning
- Standard V: Knowledge of Integrated Curriculum
- Standard VI: Multiple Teaching Strategies for Meaningful Learning
- Standard IX: Reflective Practice

NAEYC (1996) "Guidelines for All Advanced Degree Candidates:"

1. Extend and further develop... knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.
2. Critically examine alternative perspectives regarding central issues in the field.

3. Extend ...knowledge and ability to develop and use a variety of procedures for assessment of child development and learning...

4. Engage in reflective inquiry and demonstrate professional self-knowledge.

IV. STUDENT OUTCOMES

This course is designed to enable students to:

A. Develop an understanding of the nature and function of play, the expressive arts, and creative thinking for young children;

B. Explain and apply theoretical bases of play, the expressive arts, and creative thinking;

C. Observe, facilitate, interpret, and utilize children's play, expressive activities, and creative thinking;

D. Address the needs of individual students with particular emphasis on working with diverse learners;

E. Assess and design creative, appropriate environments and learning activities for all children;

F. Utilize play, the arts, and creative thinking as integral components of the total curriculum.

V. STANDARDS AND OUTCOMES

Outcomes	NBPTS	NAEYC
A.	I, II, IV, V, VI	1, 2, 4
B.	I, IV	1, 2, 4
C.	I, II, III, IV	1, 3
D.	I, II, IV	1, 2, 3
E.	I, II, III, IV, V, VI	1, 2, 3, 4
F.	V, VI	1, 3

VI. REQUIRED TEXT

Isenberg, J. P. & Jalongo, M. R. (2010). *Creative thinking and arts-based learning: Preschool through fourth grade* (5th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

VII. COURSE REQUIREMENTS

Assignments

Weekly Chapter Reflections	15%	Outcomes A, B, C, D, E, F
Outside Reading	20%	Outcomes A, F
Arts Share	10%	Outcomes A, B
Arts Resource Notebook	15%	Outcomes A, B, C, D, E, F
Presentation of Integrated Project	10%	Outcomes A, B, D, E, F
*Integrated Project	30%	Outcomes A, B, D, E, F

*Designated Performance-based Assessment

Description of Assignments

Weekly Reflections: Complete the written teacher reflections for each of the 9 chapters. Hand them in the week of that topic discussion. The purpose of this is to 1) Make sure that you are accountable for doing the reading 2) Apply and extend what you read.

•PICK 2 OR 3 OF THE DISCUSSION QUESTIONS TO ANSWER. YOUR REFLECTIONS SHOULD BE BETWEEN 2 AND 4 PAGES LONG (LONGER IF NEEDED) BUT NOT A HUGE PAPER EVERY WEEK. BRING A HARD COPY TO HAND IN TO ME AT THE BEGINNING OF CLASS!!!!

Outside Reading: Pick an outside text to read from the list. Prepare a presentation using the guidelines. (See following pages)

Arts Share: Bring in an article, resource, or lesson plan based upon specific topic areas (Drama, Dance, Music, Visual Arts) to share with classmates. (See following pages)

Arts Resource Notebook: Compile a comprehensive resource notebook using both class and outside materials. (See following pages)

Integrated Project: Plan, conduct, and evaluate a classroom-based unit of study, which integrates play, the arts, and creative thinking (see attached task description and rubric). This is the performance-based assessment for this course.

Presentation of Integrated Project: Present and discuss the integrated project, videotape, and final analysis in class. Presentation should be organized, show depth of understanding of play, the arts, and creative thinking, and show depth of reflection on own planning and teaching.

Show clips of the videotape to illustrate your points. Provide a one page summary for your colleagues.

Grading Scale

A = 94-100; A- = 90-93; B+ = 86 – 89; B = 80-85; C = 70 - 79; B = Below 70.

VIII. GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Approved March 2004

Date	Topic	Readings	Assignments Due
8/31	Get Acquainted Pre-assessment Imagination Workshop Ch. 1: Foundations of Creative Thought		
9/7	Labor Day. No class.		
9/14	Supporting Children's Play, Games, and Inventions	Chapter 1 & 2	•Reflections: Chapters 1 (p. 30) & 2 (p.69)
9/21	Fostering Creative Thought and Expression	Chapter 3	•Reflection: Chapter 3 (p. 100)
9/28	Visual Arts	Chapter 4	•Reflection Chapter 4 (p. 148) •Arts Share
10/5	Continue Visual Arts (TBD) Music and Movement	Chapter 5	•Reflection Chapter 5 (p. 192) •Arts Share
10/13	Fall break. No class.		
10/19	Dance Begin Drama		•Arts Share
10/26	Drama	Chapter 6	•Reflection Chapter 6 (p. 229-230) •Arts Share
11/2	Environments Materials	Chapter 7 & 8	•Reflections Chapter 7 (p. 272) & 8 (p.313)
11/9	Presentations: Outside Reading Assignment		•Outside Reading Assignment
11/16	Assessment Families	Chapter 9	•Reflection Chapter 9 (p. 349)
11/23	No class. Individual consultations on Integrated Unit Project	Chapter 10	
11/30	TBD		•Resource Notebook Due
12/7	Presentations		•Integrated Project (4 students)
12/14	Presentations		•Integrated Project (3 students)

Outside Reading Assignment

*Note: All summaries are taken from Amazon.com or specific publisher websites and are not the words of course instructor. Summaries are provided ONLY to give students a general idea of the text topic in order to help students make a decision on text selection.

1. Stevenson, L. & Deasy, R. (2005). *Third space: When learning matters*. Washington, D.C: Arts Education Partnership.

“Third Space tells the riveting story of the profound changes in the lives of kids, teachers, and parents in ten economically disadvantaged communities across the country that place their bets on the arts as a way to create great schools. The schools become caring communities where kids - many of whom face challenges of poverty, the need to learn English, and to surmount learning difficulties - thrive and succeed and where teachers find new joy and satisfaction in teaching.”

2. Rabkin, N. & Redmond, R. (Eds) (2004). *Putting the arts in the picture: Reframing education in the 21st century*. Chicago: Columbia College.

“Assembled by Editors Robin Redmond and Nick Rabkin, with contributions from key figures in the arts and education sectors, the book aims to explain why and how arts integration works, why and how it heightens student engagement, improves the culture and climate of schools, leads to deeper learning, and inspires the professional development of teachers. Drawing on the work of leading cognition experts, *Putting the Arts in the Picture* explains why arts integration has such power. It places arts integration within the long arc of efforts to realise the democratic promise of public education. It explores how other nations, including some of the most traumatized and impoverished, have mobilised the arts to focus young people's need to learn and grow. It suggests practical strategies - for educators, policymakers, school reformers, philanthropy, and parents - that can make arts integration broadly available to all children, irrespective of their educational level or family income.”

3. Jensen, E. (2001). *Arts with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

“How do the arts stack up as a major discipline? What is their effect on the brain, learning, and human development? How might schools best implement and assess an arts program?? Eric Jensen answers these questions C and more C in this book. To push for higher standards of learning, many policymakers are eliminating arts programs. To Jensen, that's a mistake. This book presents the definitive case, based on what we know about the brain and learning, for making arts a core part of the basic curriculum and thoughtfully integrating them into every subject. Separate chapters address musical, visual, and kinesthetic arts in ways that reveal their influence on learning.

What are the effects of a fully implemented arts program? The evidence points to the

following:

- Fewer dropouts
- Higher attendance
- Better team players
- An increased love of learning
- Greater student dignity
- Enhanced creativity
- A more prepared citizen for the workplace of tomorrow
- Greater cultural awareness as a bonus

To Jensen, it's not a matter of choosing, say, the musical arts over the kinesthetic. Rather, ask what kind of art makes sense for what purposes. How much time per day? What kind of music? Should the arts be required? How do we assess arts programs? In answering these real-world questions, Jensen provides dozens of practical, detailed suggestions for incorporating the arts into every classroom.”

4. Efland, A. (2002). *Art and cognition*. Columbia University: Teachers College Press.

“An examination of the cognitive implications of education in the arts to see how, or whether, individuals can develop their powers of thought more fully through widening their understanding of the arts. The author discusses three problems that can affect the status of arts within the classroom.”

5. Pink, D. (2005). *A whole new mind*. New York: Penguin Group.

"Abundance, Asia, and automation." Try saying that phrase five times quickly, because if you don't take these words into serious consideration, there is a good chance that sooner or later your career will suffer because of one of those forces. Pink, best-selling author of *Free Agent Nation* (2001) and also former chief speechwriter for former vice-president Al Gore, has crafted a profound read packed with an abundance of references to books, seminars, Web sites, and such to guide your adjustment to expanding your right brain if you plan to survive and prosper in the Western world. According to Pink, the keys to success are in developing and cultivating six senses: design, story, symphony, empathy, play, and meaning. Pink compares this upcoming "Conceptual Age" to past periods of intense change, such as the Industrial Revolution and the Renaissance, as a way of emphasizing its importance.”

6. Gazzaniga, M. (Ed) (2008). *Learning, arts, and the brain*. New York: Dana Press.
http://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

“In 2004, the Dana Arts and Cognition Consortium brought together cognitive neuroscientists from seven universities across the United States to grapple with the question of why arts training has been associated with higher academic performance. Is it simply that smart people are drawn to “do” art—to study and perform music, dance, drama—or does early arts training cause changes in the brain that enhance other important aspects of cognition? The consortium can now report findings that allow for a deeper understanding of how to define and evaluate the possible causal relationships between arts training and the ability of the brain to learn in other cognitive domains. The research includes new data about the effects of arts training that

should stimulate future investigation. The preliminary conclusions we have reached may soon lead to trustworthy assumptions about the impact of arts study on the brain; this should be helpful to parents, students, educators, neuroscientists, and policymakers in making personal, institutional, and policy decisions.”

7. Hoffman-Davis, J. (2007). *Why our schools need the arts*. New York: Teachers College Press.

“This inspiring book leads the way to a new kind of advocacy one that stops justifying the arts as useful to learning other subjects, and argues instead for the powerful lessons that the arts, like no other subjects, teach our kids. Jessica Hoffmann Davis, a leading voice in the field of arts education, offers a set of principles and tools that will be invaluable to advocates already working hard to make the case and secure a strong place for the arts in education. She also reaches out to those who care deeply about education but have yet to consider what the arts uniquely provide. This book is for anyone willing to brave a new terrain in which the arts are finally embraced without apology!”

8. Gardner, H. (2009). *Five minds for the future*. Boston, MA. Harvard Business Press.

“Psychologist, author and Harvard professor Gardner (Multiple Intelligences: New Horizons) has put together a thought-provoking, visionary attempt to delineate the kinds of mental abilities ("minds") that will be critical to success in a 21st century landscape of accelerating change and information overload. Gardner's five minds-disciplined, synthesizing, creating, respectful and ethical-are not personality types, but ways of thinking available to anyone who invests the time and effort to cultivate them: "how we should use our minds." In presenting his "values enterprise," Gardner uses a variety of explanatory models, from developmental psychology to group dynamics, demonstrating their utility not just for individual development, but for tangible success in a full range of human endeavors, including education, business, science, art, politics and engineering. A tall order for a single work, Gardner avoids overly-technical arguments as well as breezy generalizations, putting to fine use his twenty years experience as a cognitive science researcher, author and educator, and proving his world-class reputation well-earned. Though specialists might wish Gardner dug a bit more into the research, most readers will find the book lively and engaging, like the fascinating lectures of a seasoned, beloved prof.”

9. Brooks, J. & Brooks, M. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

“The activities that transpire within the classroom either help or hinder students learning. Any meaningful discussion of educational reform, therefore, must focus explicitly and directly on the classroom, and on the teaching and learning that occurs within it. This book

presents a case for the development of classrooms in which students are encouraged to construct deep understandings of important concepts. Jacqueline Grennon Brooks and Martin Brooks present a new set of images for educational settings, images that emerge from student engagement, interaction, reflection, and construction. They have considerable experience in creating constructivist educational settings and conducting research on those settings. Authentic examples are provided throughout the book, as are suggestions for administrators, teachers, and policymakers.”

Assignment: You will have 9 weeks to read the book and complete the assignment for your presentation. Your presentation time will be approximately 20 minutes.

I will have a projector and computer available if you choose to create a digital presentation. Just make sure you bring a jumpdrive (or your own computer if you choose) with your presentation on it in order to load and view it. You may also present in other formats (i.e. A powerpoint IS NOT mandatory). Think poster, round table discussion, whatever works for you as long as it is well-prepared.

You will need to write a short synopsis of your book, approximately 2-4 pages. Please bring enough copies of this for all class members and the instructor.

Elements to be included in presentation:

- A short synopsis of the book. What are the overarching ideas presented? Think globally. Please do not summarize from Amazon or other publication websites.
- How do the ideas, arguments, theories presented in the text apply to education?
- How do the ideas, arguments, theories presented in the text apply to teaching?
- What connections can you make between the text and our in-class discussions and your readings from the Isenberg and Jalongo text?
- What are your thoughts on the text? Personal reflections? Things that made you stop and think?
- How can you use what you learned from the text within your pedagogy? Classroom practices?
- What else would you like to learn about what you read (this can be both general or specific)?

	1	2	3	4	Total
<i>Organization</i>	<ul style="list-style-type: none"> •Poor or non-existent organization. •Does not clearly introduce the purpose of the presentation •Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information. •Presentation is choppy and disjointed; no apparent logical order of presentation •Ends without a summary or conclusion. 	<ul style="list-style-type: none"> •Somewhat organized. •Introduces the purpose of the presentation •Includes some transitions to connect key points but there is difficulty in following presentation. •Student jumps around topics. Several points are confusing. •Ends with a summary or conclusion; little evidence of evaluating content based on Evidence. 	<ul style="list-style-type: none"> -•Generally well organized. •Introduces the purpose of the presentation clearly. •Include transitions to connect key points but better transitions from idea to idea are noted. •Most information presented in logical sequence; A few minor points may be confusing •Ends with an summary of main points showing some evaluation of the evidence presented. 	<ul style="list-style-type: none"> •Extremely well organized. •Introduces the purpose of the presentation clearly and creatively. •Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points •Student presents information in logical, interesting sequence which audience can follow. •Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented. 	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Depth and Accuracy</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content:</p>	<ul style="list-style-type: none"> • Synopsis is not clear; information included that does not support thesis in any way. • Does not present any applications to education, teaching, or learning. • Shows little evidence of the combination of ideas. • Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information. • Presentation consistently is too elementary or too sophisticated for the audience. 	<ul style="list-style-type: none"> • Explanations of concepts and synopsis of reading are inaccurate or incomplete. Little attempt is made to tie in educational or teaching implications. There is a great deal of information that is not connected to the presentation thesis. • Does not make reasonable or well-informed connections between class text and discussions. • Combines existing ideas. • Enough errors are made to distract a knowledgeable listener, but some information is accurate. • Portions of presentation are too elementary or too sophisticated for audience. 	<ul style="list-style-type: none"> • For the most part, speaker provides an accurate and complete synopsis of key concepts and theories, but focuses more on details • Applications to educational issues are included to illuminate reading but limited in scope. • Applications to teaching issues are included to illuminate reading but limited in scope • Combines existing ideas to form new insights using connections between class text and discussions. • Synthesizes information to form personal reflections that are somewhat tied to pedagogy • No significant errors are made; a few inconsistencies or errors in information. • Level of presentation is generally appropriate. 	<ul style="list-style-type: none"> • Speaker provides an accurate and complete global synopsis of key concepts and theories, • Applications to educational issues are included to illuminate reading. • Applications to teaching issues are included to illuminate reading. • Combines and evaluates existing ideas to form new insights using connections between class text and discussions • Synthesizes information to form personal reflections tied to pedagogy • Information completely accurate; all names and facts were precise and explicit • Level of presentation is appropriate for the audience. 	

<i>Use of Communication Aids</i>	<ul style="list-style-type: none"> •Bland, predictable, and lacked “zip. Repetitive with little or no variety; little creative energy used. •Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation. •Font is too small to be easily seen 	<ul style="list-style-type: none"> • Occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another. •Font is too small to be easily seen. •Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted. 	<ul style="list-style-type: none"> •While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis. •Font size is appropriate for reading. •Appropriate information is prepared. Some material is not supported by visual aids. 	<ul style="list-style-type: none"> •Graphics are designed to reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use. •Visual aids were colorful and large enough to be seen by all be even those in back of the class •Media are prepared in a professional manner. Details are minimized so that main points stand out. 	
					<p>Total: ___/12 ___/100</p>

Arts Share

During the weeks in which we will cover the specific art forms, I am asking that you each contribute and present your contribution (approximately 5 minutes each). For each topic (Visual arts, Music, Dance, Drama) you will pick one to contribute: 1) an article, 2) a resource 3) a lesson-plan. This means that you will pick on of these three twice because there are 4 topics. Please bring in enough copies of your contribution for all classmates and the instructor.

- 1) **Article:** Articles must be related to the topic of study. You can use the GMU portal to access the library, search ERIC, PsychInfo, etc.. to find either a research article, news article, or the like and then find it in the GMU online journals. You may also find articles on the Web, however, they need to be from a reputable source (i.e.: Time, Newsweek, NY Times, Washington Post, etc...)
- 2) **Resource:** I would like for you to find a resource for the topic. This may be an organizational website that has lesson plans, ideas, etc... It may be an organization that has great research, or a specific publication. It may be a book. It may also be a website that offers great information (such as lesson plans, etc) on integrating the particular art form (in some cases the sites will be multi-functional and cover many art forms). Print out the link or name of the resource with a quick summary of what can be found there and bring enough copies of it for your classmates and instructor.
- 3) **Lesson Plan:** I DO NOT expect you to write lesson plans! I want you to find a place in which they have already been done for you. You may copy a plan out of a text, from the web (make sure it is a reputable site), or another source. Your lesson plan must be related to the content. For example: if we are studying Visual Arts, then your lesson plan may be "Using drawing in teaching shapes." Print it out and bring enough copies for your classmates and instructor.

All of the Arts Share contributions will go into your RESOURCE NOTEBOOK

Arts Resource Notebook

I would like you to create an Arts Resource Notebook for this class. The purpose is for you to have a place to keep, in an organized place, all of the resources, plans, reflections, and ideas that you will learn and collect this semester. It is meant to be a resource for you within your classroom.

You will need to purchase a 3-ring binder and 5 tabs for the sections.

- 1) **Reflections:** Here is where you will put your weekly reflections after I respond to them and hand them back.
- 2) **Articles:** This section will have journal, newspaper, current articles and research related to creative thinking, the arts, and play in ECE. I will be giving you many of these to read and place in here. You will also be finding them and receiving them during the “ARTS SHARE.”
 - In addition to the articles provided and shared in Arts Share, I ask that you find 2 other research studies: One related to Play, one related to Creative Thinking in ECE.
- 3) **Resources:** This section is a place to keep track of resources that will help you in your practice. These can be website addresses, organizations, books, journals, material-related, or the like. It is there for you to quickly access what you might be looking for. You will also receive and provide some of these during “ARTS SHARE” and I will be sending you some as well.
 - In addition to the resources provided in Arts Share, I ask that you find 2 additional resources that you think may be helpful.
- 4) **Lesson Plans:** These are PRE-CREATED plans for you to use within your classroom. They can be related to anything in the arts, creative thinking, play, centers, etc. The idea is for you find resources, print them out and keep them in here so you easily have something at your finger-tips when needed. Again, you will be receiving and providing these during “ARTS SHARE” and I will also give you some as well.
 - In addition to the lesson plans provided in Arts Share, I ask that you find 2 additional lesson plans or teaching strategies related to creative thinking, arts integration, or play.
- 5) **Integrated Unit:** You will place your final Integrated Unit plans in this section.

GUIDELINES FOR INTEGRATED PROJECT

INTEGRATED PROJECT

The major project in EDCI 616 will help you to integrate the learning in your classroom as well as your own learning. At the classroom level, you will design a unit of study that integrates play, creative thinking, and the arts into content. As you develop your understanding of the role of play and the arts in education, you will also explore the NBPTS standards and begin to find correlations to your own teaching. The process you will go through will be similar to that of completing an entry for the NBPTS.

- **Instructional Context:** Observe and analyze your class in order to write an Instructional Context, a one-page description of your students and your teaching environment.
- **Assessment:** Assess your students.
- **Planning:** Plan and conduct a unit of study which integrates content, play, creative thinking, and the arts and is based on the assessment.
- **Taping:** At some point during the unit, videotape a twenty minute segment which demonstrates the teaching and learning in your classroom.
- **Write-up and Reflection:** Write about the experience including your initial assessment of students, the instructional plans and decisions you made, and a reflection of the experience (how well did the unit integrate play, creative thinking, and the arts to teach content?).

PRESENTATION

Throughout the course, students will share progress on the Integrated Projects. The opportunity to share helps give teachers a sense of purpose and support, helps educate others about the nature of projects completed, and stimulates the generation of other educational ideas.

Your final presentation should be organized, show depth in knowledge of content, and reflect an understanding of the issues involved in play-based, self-expressive learning experiences. It should also include a video clip.

Integrated Project Rubric
Performance-based Assessment
EDCI 616: Creative Arts and Play in Early Childhood Education

Name
Semester
Unit Title

V. Knowledge of Integrated Curriculum: On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished ECE teachers design and implement developmentally appropriate learning experiences that integrate within and across disciplines.

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
Knowledge of how young children learn and DAP learning experiences Standards V & I	*No learning experiences enable children to create meaning *No learning experiences are developmentally appropriate *Provides no opportunities for purposeful play	*Few learning experiences enable children to create meaning *Few learning experiences are developmentally appropriate *Provides few opportunities for purposeful play	*Some learning experiences enable children to create meaning *Some learning experiences are developmentally appropriate *Provides some opportunities for purposeful play	*All learning experiences provide for enable students to create meaning *All learning experiences are developmentally appropriate *Provides many opportunities for purposeful play	
Knowledge of Academic Content Standard V	*Includes no key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Content is not accurate *Not based on/tied to standards	*Includes few key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Some content is not accurate *Some not based on/tied to standards	*Includes some key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Content is accurate *Based on/tied to standards	*Includes key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Content is accurate *Based on/tied to standards	
Knowledge of the Arts Standard V	*Includes no art *Provides no opportunities for children to learn with, about and/or through the arts *Provides no opportunities for self- expression *Provides no open-ended experiences	*Includes 1 of the arts *Provides a few opportunities for children to learn with, about and/or through the arts *Provides a few opportunities for self- expression *Provides a few open-ended experiences	*Includes 2 or 3 of the arts *Provides some opportunities for children to learn with, about and/or through the arts *Provides some opportunities for self- expression *Provides some open-ended experiences	*Includes 4 of the arts *Provides many opportunities for children to learn with, about and/or through the arts *Provides many opportunities for self- expression *Provides many open-ended experiences	

Assessment Standards III	<ul style="list-style-type: none"> *Includes no assessment of development; no pre- and post-assessment of content knowledge *Includes no or only one kind of assessment *Unit does not include formative assessments *Assessments are not used to plan unit and make modifications for individuals to ensure successful learning 	<ul style="list-style-type: none"> *Includes little assessment of development; little pre- and post-assessment of content knowledge *Includes few different assessments *Unit includes a few formative assessments *Assessments are used a little to plan unit and make modifications for individuals to ensure successful learning 	<ul style="list-style-type: none"> *Includes some assessment of development; some pre- and post-assessment of content knowledge *Includes some different assessments *Unit includes some formative assessments *Assessments are used somewhat to plan unit and make modifications for individuals to ensure successful learning 	<ul style="list-style-type: none"> *Includes assessment of development; pre- and post-assessment of content knowledge *Includes a wide variety of assessments *Unit includes continuous formative assessment *Assessments are used to plan unit and make modifications for individuals to ensure successful learning 	
Design Standard VI	<ul style="list-style-type: none"> *Only one teaching strategy is included *Includes no or only one kind of resource *Provides no opportunities for exploration and discovery *Does not include opportunities for student choice 	<ul style="list-style-type: none"> *Includes a few teaching strategies *Includes a few different resources *Provides a few opportunities for exploration and discovery *Does not include opportunities for student choice 	<ul style="list-style-type: none"> *Includes some teaching strategies *Includes some different resources *Provides some opportunities for exploration and discovery *Includes opportunities for student choice 	<ul style="list-style-type: none"> *Includes multiple teaching strategies *Includes a wide variety of resources *Provides many opportunities for exploration and discovery *Includes opportunities for student choice 	
Integration Standard V	<ul style="list-style-type: none"> *Unit is not organized around a key concept, big idea, or essential question *No opportunities for connections within and across disciplines including the arts *No opportunities for connections to own lives and/or real-life situations *No integration 	<ul style="list-style-type: none"> *Unit is organized a little around a key concept, big idea, or essential question *A few opportunities for connections within and across disciplines including the arts *A few opportunities for connections to own lives and/or real-life situations *Integration is not seamless 	<ul style="list-style-type: none"> *Unit is organized somewhat around a key concept, big idea, or essential question *Some opportunities for connections within and across disciplines including the arts *Some opportunities for connections to own lives and/or real-life situations *Integration is somewhat seamless 	<ul style="list-style-type: none"> *Unit is organized around a key concept, big idea, or essential question *Many opportunities for connections within and across disciplines including the arts *Many opportunities for connections to own lives and/or real-life situations *Integration is seamless 	

Diversity and Multiple Intelligences	*No intelligences are included appropriately	*A few intelligences are included appropriately	* Some intelligences are included appropriately	*Most intelligences are included appropriately	
Standard II					
Total points					_____/28 _____/100

Integrated Project Presentation Scoring

Name: _____

_____/4 Shows depth of understanding of play, the arts and creative thinking

_____/2 Shows depth of reflection on planning and teaching

_____/2 Provides video clips from lesson to illustrate points

_____/2 One-page summary provided for classmates