**GEORGE MASON UNIVERSITY**

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

**EARLY CHILDHOOD EDUCATION PROGRAM**

**EDUT 514 Creating Environments and Adapting Curriculum for**

**Diverse Young Learners, Ages 3-5**

**EDUT 414/EDUT 514**

# Fall 2008 Thursday 9:00 AM - 4:00 PM

# Location: GMU Fairfax Campus, Robinson A349

**Instructor: Mona Assaf**

**Office hours: by appointment**

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**Email address:** [**massaf@gmu.edu**](mailto:massaf@gmu.edu)

**PREREQUISITE:** Admission to a graduate Early Childhood Education degree program (ECSE or UTEEM) or Teach for America PreK-3 Cohort.

**COURSE DESCRIPTION:**

Provides understanding of developmentally appropriate programs and practices for culturally, linguistically, and ability diverse young children. Students explore, plan, and implement curricula and environments using individually, age-related, and culturally appropriate methods and materials. This course covers the important role of play, active exploration, construction and representation of knowledge, and social interaction with peers and family members.

**NATURE OF COURSE DELIVERY:**

The class will have lecture, discussion, group work formats and will require active participation of all students. Guest lecturers from the community may be utilized to support content from readings.

**STUDENT OUTCOMES:**

This course is designed to enable students to:

* plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
* develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
* plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
* apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds.
* analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
* utilize problem solving strategies to address dilemmas encountered in diverse educational and community settings.
* analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
* use ongoing data collection management plans for monitoring child progress in the context of daily activities.
* analyzing one’s own teaching practices and set appropriate goals for teaching change.

**RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL STANDARDS:**

This course is part of the George Mason University, Graduate School of Education, Early Childhood Education Program’s Pre-K 3 master’s and licensure concentration within the UTEEM specialization. This concentration is approved for licensure in the Commonwealth of Virginia and it complies with the standards for teacher licensure established by the Division for Early Childhood of the Council for Exceptional Children and the National Association for the Education of Young Children.

The course content has been designed to address the following performance based assessment standards of these organizations.

**CEC Standard 7: *Instructional Planning.*** Individualized decision-making and instruction is at the center of special education practice. Special educators

1. Develop long-range individualized instructional plans anchored in both general and special curricula
2. Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
3. Use individualized instructional plans that emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization
4. Use their understanding of these factors as well as the implications of an individual’s exceptional condition to guide their selection, adaptation, and creation of materials and use of powerful instructional variables
5. Modify instructional plans based on ongoing analysis of the individual’s learning progress
6. Facilitate this instructional planning in a collaborative context including individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate
7. Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts
8. Are comfortable using appropriate technologies to support instructional planning and individualized instruction

**NAEYC Standard 4:**Teaching and Learning  
Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all young children.

**Sub-standard 4a:**Connecting with Children and Families  
Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.  
    **Key Element 4a:**Knowing, understanding, and using positive relationships and supportive interactions

**Sub-standard 4b:**Using Developmentally Effective Approaches  
Candidates know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence young children’s development and learning.  
    **Key Element 4b:**Knowing, understanding, and using effective approaches, strategies, and tools for early education

**Sub-standard 4c:**Understanding Content Knowledge in Early Education  
Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding.  
    **Key Element4c:**Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

**Sub-standard 4d:**Building Meaningful Curriculum  
Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.  
    **Key Element 4d:**Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

**REQUIRED TEXTS:**

Bodrova, E. & Leong, D. (2007). Tools *of the Mind: Vygotskian approach to early childhood education* (3rd ed.). Upper Saddle River, NJ; Merrill-Prentice Hall. ISBN 0-13-027804-1

**NOTE: This text is cross-listed with EDUT 511**

**Delpit, L. (2006). *Other people’s children: Cultural conflict in the classroom* (2nd ed.)*.* New York; New Press. ISBN 1595580743**

Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom.* New York; Teacher’s College. ISBN:  0-8077-4880-3

Jackman, H.L. (2009). *Early education curriculum: Child's connection to the world* - with CD (4th ed.). Clifton Park, NY; Delmar. ISBN:  1-4283-2246-9

**NOTE the following texts will be provided via E-Reserve DO NOT purchase!**

Will be provided by instructor, shared via E-Reserve, <http://furbo.gmu.edu/cgi-bin/ers/OSCRgen.cgi> the code will be provided by instructor. Click on search electronic reserve at the top of the page. Select EDUT 414 section 001, instructor Assaf, Mona. Enter the Password \_\_\_\_\_\_\_\_\_\_

Abraham, M., Morris, L., and Wald, P. (1993). *Inclusive early childhood education.* San Antonio, TX: Communication Skill Builders.

de Melendez, W. R. & Ostertag, V. (1997). *Teaching young children in multicultural classrooms*. Albany, NY: Delmar Publishers.

**Available via E-Journal Finder** <http://library.gmu.edu/phpzone/ej.php> .

Kremenitzer, J.P. (August 2005). The Emotionally intelligent early childhood educator: Self-reflective journaling. *Early Childhood Education Journal*, 33(1), 3-9.

COURSE REQUIREMENTS:

1. Attend all class sessions (unless prior arrangements have been made with the instructor).
2. Prepare for class by completing all assigned readings.
3. Actively participate in all class discussions and activities.
4. Complete all written assignments and projects on time. A pattern of lateness to class or late assignments will impact your grade.
5. Integrated Curriculum Unit and ALL supporting documentation MUST be posted to TaskStream when the assignment is due. NO final grades will be posted until all materials are on TaskStream.

No assignments will be accepted after December 11, 2008.

Note: If you require accommodations or modifications due to a disability or other circumstance, please consult with the course instructors. The University is required by the Americans with Disabilities Act to provide support and offers resources through the Disability Resource Center and the Writing Center. Students with disabilities who seek accommodations in a course are encouraged to register with the GMU Disability Resource Center (DRC). See <http://www.gmu.edu/student/drc/> or call 703-993-2474 to access the DRC.

**COURSE GRADING:**

A = 95 – 100 A- = 90 – 94 B+ = 87 – 89 B = 83 – 86 B- = 80 – 82

C = 70 – 79 F = < 70

|  |  |
| --- | --- |
| 1. Curriculum Content Resources | 10 pts |
| 1. Environmental Analysis & Optimal Design Plan | 20 pts |
| 1. Integrated Project Unit | 30 pts |
| 1. Reflective Video Analysis | 15 pts |
| 1. Dilemmas/Teaching Journal | 15 pts |
| 1. Class/On-line Participation | 10 pts |
| Total | 100 pts |

**E-MAIL COMMUNICATION**

All e-mail communication MUST be conducted using Mason E-mail. Therefore students must activate GMU e-mail accounts, <https://chimera.gmu.edu/e-mail/prod/index.html>. The course instructor will ONLY communicate via gmu.edu e-mail addresses. Mason e-mail is encrypted which helps instructors and students adhere to University confidentiality requirements.

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See [www.gse.gmu.edu](http://www.gse.gmu.edu) for a listing of these dispositions. This includes silencing/turning OFF all cell phones during class plus the use of text messaging is prohibited during class times (Let the instructor know if there is an emergency and your phone needs to be on). **Computers are to be used only when necessary and not for IMing or checking e-mail.**

Students must follow the guidelines of the University Honor Code, which includes issues of plagiarism and copyright violations. 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://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html> .

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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**GUIDELINES FOR WRITTEN ASSIGNMENTS**

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

**Expectations**

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

**DESCRIPTION OF ASSIGNMENTS**

1. **REFLECTIVE VIDEO ANALYSIS (RVA) Teacher Research: 15 points**

* **Video Analysis, in-class sharing and brief written reflection (9/25) (5 pts)**
* **Last day to turn in 3 video segments and reflection paper (10/23) (10 pts)**

**NOTE: *This is a semester long project.***

Videotape yourself as you interact with children over the course of the semester, filmed in three, segments of at least ten minutes each in length, for a total of at least 30 minutes. The three segments should be spread out over the semester. You may film in different contexts, or all in one setting. However, please film the first segment of a developmentally-appropriate literacy-focused activity. Use your videotape to reflect critically on your role as an early educator and creator of classroom curriculum. Develop a brief written reflection to discuss in class on **9/25; the reflection will be handed in**. This paper can be presented in a ‘memo’ format, brief and an initial reflection on practice.

The final paper needs to include reflections on each video segment DUE 10/23. Should analyze your teaching and reflect on yourself as a teacher over the course of the semester. For the final consider where you are in your development as a teacher at the time of the video, what goals would you set for yourself?

For the final consider all the readings and provide specific references to Bodrova & Leong; Delpit; Jackman; Hyson and any additional readings provided by instructor to discuss your interactions with children and your guidance/teaching approach. Refer and reference Teaching Journal/Dilemmas over the whole semester to help you think about yourself as a teacher researcher. What patterns do you notice about yourself? How have you changed? What still feels like a challenge? What do you notice about your interactions with children, about your pacing, your voice, your use of materials, your use of culturally appropriate practice?

**On 9/25, the class will be viewing the videos together and discussing them in small groups. Each of student is to pick out about 3 minutes of tape to share with the class in order to elicit discussion and feedback. This discussion and feedback should be integrated into your final paper.**

The video and reflection must be turned in no later than 10/23. Supply a copy of the video for review with your final paper. Please use VHS full-sized tape, CD/DVD or flash drive. Please turn in one hard (paper) copy of the paper and an electronic copy of the paper. The one copy will be returned to you with comments/suggestions.

1. **Curriculum Content Area: Exploration and Resources 10 points**

**(9/11, 9/25, 10/9, 10/23)**

In small groups, you will select and research curriculum content areas and resources to share with your classmates. You will be prepare an interactive/play/center-based presentation to help your classmates understand the importance of this content area, the key outcomes for children and their families connected to this area, and examples of activities that would support learning in this area. As you do this research, it is important that you consider developmental and cultural appropriateness for the preschool aged child and their families.

For the class session when you present, bring 20 handouts for the instructors and your classmates. The handout you develop for this class should include a brief statement of the significance of this area and the associated learning outcomes for children; an annotated list of the key resources that helped you understand this area; and an annotated list of activity resources that your classmates could use when implementing developmentally and culturally appropriate curriculum or provide to families to support this area of learning. Each annotation should be three to five sentences, be in your words, provide a brief description of the source, and tell what you like about the resource, as well as any concerns you have. You are encouraged in utilize research based activities from reputable books or journals; refer to Blackboard site for additional articles and resources. Do NOT list any reading unless you have actually read it and found it to be useful. For activity resources, don’t list it unless you’ve tried it.

Presentations will be **9/11, 9/25, 10/9, 10/23**. The topics will include: 1) science, 2) music and dance, 3) story telling/language and literacy, 4) social studies, 5) math, and 6) physical/large motor activity/movement. **Each presentation is to be 20 minutes maximum. There will be an additional five minutes after each presentation for group discussion.**

1. **Environmental Analysis and Optimal Design Plan (20 points)**

**9/11 – sharing of current classroom designs-5 pts (9/11)**

**10/09 – analysis and proposed design paper due-15 pts**

**Week one –current environment:** After reading the assigned chapters, look closely at the classroom environment where you teach from the perspective of the readings. Draw a representation of the classroom to share with the class as a part of an in-class activity on **9/11**. Photographs are encouraged. Write a paragraph to be used during the in-class discussion, that also addresses the social and affective elements of your environment. Think about how you would react to the class if your child was in it and how would you feel if you were of a racial minority? Would you feel welcomed? And why or why not?

The final paper (DUE 10/09) must have two parts.

In Part I, analyze your current environment, including social and affective environment, the physical environment, and the temporal environment. Address issues of access and cultural responsiveness, as discussed by Hyson, Jackman and Delpit. What makes the classroom an encouraging environment, as discussed by Hyson? Looking at it from the point of view of the cultures of the children in your class, what messages are conveyed to them? Do the children ‘see’ themselves in the classroom, for example? Are diverse families welcomed? How?

In Part II, develop a plan for adaptations to the environment based on your analysis, the readings, and the in-class discussion. Complete the analysis with a sketch of your plan of an optimal room arrangement and discussion of how you think this arrangement addresses the issues raised in class, the readings, and your analysis of the current environment. Through out the paper note what came up for you as a result of the in-class discussions on classroom environments. How will you move toward creating and maintaining this optimal environment? How will you use centers to support children’s choices and independent and interdependent learning? Why is it important? How would you ensure that all types of families would feel welcomed in your room? Why is this so important? **Due 10/09.**

1. **Integrated Curriculum Unit (30 points)**

* **Preliminary Plan-9/22 (2 points)**
* **Integrated Curriculum Unit Paper-12/1 (20 points)**
* **Poster/Sharing Presentation-12/11 (3 points)**

Plan and implement an integrated curriculum unit. Design a two-week curriculum unit appropriate for the children in your classroom. This may reflect pre-established topics required by your system or, if you have the flexibility, a thematic or project-oriented topic of your choice. Regardless of the source of your topic, you must show evidence of taking into consideration the following key concepts:

* Developmentally appropriate practice, including all developmental domains
* Reflections of the cultural, linguistic, and ability diversity in the classroom
* Reflection of children’s interests and preferences, integrating observations from your development class
* Strategies for including families and community members

**On 10/09** you will submit a **preliminary plan** that includes the following elements: (2 points)

* 1. Brief description of the children and the context
  2. Description of the topic and why this topic was selected
  3. How did you decide this was what the children were interested in
  4. Objectives for children’s learning (both whole group and individual)
  5. How will you include families and community in your plan

Between 10/27-11/17, implement the integrated curriculum unit plan. For each day of implementation, maintain jottings (these can be handwritten) that note what happened, what you changed, what went well etc.

**On 12/1, turn in a final paper that describes and analyzes what you have done. Attach to it your preliminary plan with instructor comments.**

Describe the following elements:

1. Instructional web
2. A minimum of 3-4 detailed/individualized lesson plans.
3. Description of individual learning centers and the materials to be incorporated in each in order to support the topic
4. Provide evidence of assessment of children’s learning during the unit. (ie, anecdotal notes, running records)
5. Different types of activities/learning (child-constructed, teacher-directed, exploration and discovery, small group, large group etc.)
6. All curriculum areas (to be discussed in class)
7. How you are addressing the standards that you are expected to address
8. Daily lessons plans for the centers you create (note: formats will be discussed in class, and you may adapt formats that you currently use)
9. Children’s literature to support the topic, with annotations and plans for use
10. Discuss how families/community members were involved
11. Adaptations or accommodations, as appropriate, for selected individual learners
12. Plan for how you will work collaboratively and effectively with your teaching assistant/partner to plan and implement this unit

Analyze the following:

* 1. What went well, what did you change or add, what was easy, what was hard?
  2. Discuss how you addressed cultural, linguistic, and ability diversity; individual and developmentally appropriate practice; children’s interests and preferences; and family and community continuity.
  3. Discuss the growth of your teaching skills in this process.
  4. Discuss the collaboration with your teaching partner.
  5. Give examples of children’s learning and how you decided whether they had met your learning objectives.

**On 12/11 (3 points) we will set up the room like a poster session to display your work and have informal discussions about the units. Also bring any artifacts, materials, photos, work samples that would help us envision your unit in process.**

**Note this is the Performance Based Assessment and MUST be entered in Task Stream. Grades will NOT be released until all parts of this project on loaded to Task Stream (including lesson plans, assessment, preliminary plan and final paper).**

* 1. **Teaching Journal/Dilemmas (8 entries) 15 points**

Teaching Journals/Dilemmas should reflect your developing practice as a Early Childhood Teacher. Through the journal students will explore various school experiences and reflections on readings for the class. The journal should represent a critical dialogue and analytic thinking process of growth and development. Journal entries are to be posted on Blackboard on each Monday prior to class at 5:00 pm. During Full-Time internship (10/27-11/17) the journal entries MUST be submitted WEEKLY on Monday at 5:00pm, these entries should focus on your integrated unit. The course instructor will comment on each of your entries and provide feedback.

Think about the how and why each issue led to a journal entry: why did the situation bother you, what happened, how would you deal with the situation differently and why, how the children/families/colleagues perceive your response. These are just some suggestions, of course your reflection or circumstance might warrant very different questions/thoughts.

The final journal entry should focus on what you have learned through this process. How did it help your teaching practice?

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| Date | **Topics/Learning Experiences** | **Readings and Assignments DUE** |
| 08/28/08 | Introductions/Culture tree  Becoming a Reflective Practitioner  \*\*Teaching Journal/Dilemmas\*\*  Course overview  Assign Program Models  E-Reserve | **READINGS NEED TO BE COMPLETED PRIOR TO CLASS**  Delpit: Entire book  Kremenitzer: 3-9 |
|  |
| 09/08/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 09/11/08 | The Centrality of Culture in the ECE Classroom; Classroom Profile; Planning for Cultural Diversity  Vygotsky & ZPD  Introduction to the Use of Cultural Dilemmas  Classroom Environment  Plan/Design/Refine  CENTERS-Define, Why | **READINGS NEED TO BE COMPLETED PRIOR TO CLASS**  Bodrova & Leong: 1-63  Jackman: 2-35, 44-48 & 55-66  Hyson 1-54; Appendix B Action Planning Form  Abraham, Morris & Wald: Appendix B (E-Reserve)  de Melendez & Ostertag (1st edition): Appendix I, J & K (E-Reserve) |
| **BRING Completed Abraham, Morris & Wald AND de Melendez & Ostertag AND Hyson FORMS.**  **Sketch of room arrangement.**  **Content Presentation I** |
| 09/22/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 09/25/08 | Curriculum Planning, Integrated Curriculum, Developmentally Appropriate  Inclusive Practices  **In-Class Video Sharing** | **READINGS NEED TO BE COMPLETED PRIOR TO CLASS**  Jackman; 66-84, 48-55  Hyson: 55-95 |
| **Bring SHORT video and BRIEF statement about video**  **Content Presentation II & III** |
| 10/06/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 10/09/08 | Inclusive Practices  Curriculum development: The role of observation, data collection and assessment  Individualization for all children  Planning formats  Sharing of your children and the context, how does your topic reflect the students, child objectives and standards | **READINGS NEED TO BE COMPLETED PRIOR TO CLASS**  Abraham, Morris & Wald: 1-6 (E-Reserve)  Hyson 96-110 |
| **Environmental Plan and Reflection DUE**  **Preliminary Integrated Curriculum Unit Plan DUE**  **Content Presentation IV** |
| 10/20/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 10/23/08 | Anti-bias education approach/cultural identities/coalition building/advocacy/social justice; Anti-Bias Curriculum Video | **READINGS NEED TO BE COMPLETED PRIOR TO CLASS**  Jackman: 86-369 |
| **Reflective Video Paper DUE**  **Content Presentation V & VI** |
| 10/27/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 11/03/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 11/10/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\* |
| 11/17/08 | POST Teaching Journal/Dilemmas by 5:00 pm on Blackboard | \*\*Teaching Journal/Dilemmas\*\*  FINAL JOURNAL ENTRY |
| 11/20/08 | Role of Families and Communities in Informing Curriculum  Guidance toward an Encouraging Classroom  Developmentally appropriate literacy development | **READINGS NEED TO BE COMPLETED PRIOR TO CLASS**  Hyson 111-121 |
|  |
| 12/04/08 | Classroom guidance in reflection and action: Liberation Teaching  Curriculum Unit Reflections  Reflective practice and teacher research |  |
| **Integrated Project Unit Final Write-ups DUE** |
| 12/11/08 | Integrated Project Poster Session  Course evaluations  GMU Exam Date | **Poster of Integrated Project Unit presentation DUE** |

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**Environmental Analysis & Optimal Design Plan (20 pts)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Assignment Dimension | Grading Elements | | |
| Appendix/Tables and class discussion on 9/11  **5 pts.** | No Appendix  No class participation | Appendix not completed prior to class/Did not evaluate a real classroom  Does not contribute to class discussion | Appendix complete  Discusses real classroom in detail  Analyzed and considered multicultural impact to children |
| Drawings of current and proposed environment  **2 pts.** | No drawings | May be missing current or proposed environment or class questions | Clear drawings, both current and proposed, includes class questions |
| Paper: Analysis from point of view of syllabus questions  **3pts** | Does not address the questions | Addresses some of the questions or partially addresses all questions | Thoughtfully addresses all questions, evidence of critical reflection |
| Paper: Analysis from point of view of class discussion **3pts** | Does not incorporate class discussion of elements of effective environment | Meets minimal expectations. Addresses some environmental elements discussed in class | At or above expectations. Clearly and thoughtfully addresses elements from class discussion |
| Paper: Link to readings  **3pts** | Does not incorporate references to assigned readings | Meets minimal expectations. Provides citations but may not elaborate and/or accurately reflect the reading. | Provides clear references to readings that are accurate and appropriate. |
| Paper: Plan for adaptations  **2 pts** | Does not include a proposed plan | Contains plan for adaptations but does not address questions or may not provide clear rationale | Contains clear plan for adaptations that accurately reflects readings and discussion. |
| Paper: Depth, breadth, clarity, and APA format  **2 pts.** | Does not meet expectations. Lacks clarity, depth, and breadth. | Minimal expectations, may contain errors, may lack clarity in points. | Clearly written, citations are appropriate, format meets APA guidelines |

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**Reflective Video Analysis (15 pts)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Short Class presentation (mid-semester-9/25/08) **3 pts** | No video  No reflection |  |  | Presents video  Discusses teaching  Begins to address elements of teaching practice addressed in class |
| Video: “at least 10 minutes and a minimum of three sessions…over the semester”3 pts | No video | Video, less than 10 minutes, one time. | Video, 10 minutes, less than three sessions, limited context | Video, 10 minutes, three sessions, over time, varied context, rich examples of teaching |
| Description and analysis of teaching: “What patterns do you notice about yourself: How have you changed? What still feels like a challenge? What do our notice about our interactions with children, your pacing, your voice, your use of materials, your use of culturally appropriate practices?”4 pts | Limited to no analysis | Analysis partially answers question. | Analysis answers question, few specific examples from video, limited depth | Analysis addresses all questions, uses specific examples from the video, is clearly written and has both depth and breadth. |
| Reflection: paper critically analyzes where you are in your development as a teacher at different points in the video and identifies “goals you would set for yourself”.3 pts | There is limited to no reflection. | Partially addresses questions | Reflection broadly addresses questions in syllabus. May not identify teaching goals. | Reflection has depth, breadth and clarity, addresses questions, links to course themes. Provides specific examples from the video as support. |
| Link to Readings and Course Themes: “uses all course readings and provides specific references.”2 pts | Limited to no use of references | Some readings, lack of specific links | Uses most readings, links may be unclear or inappropriate | Uses readings accurately and appropriately. Provides specific links to video and reflection. |

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**Curriculum Content Resources (10 pts)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Assignment Dimension | Grading Elements | | |
| Handout:  Briefly describes area of research  Describes importance of topic to early childhood curriculum  Is accurate and appropriate  **2 pts** | No handout and/or inaccurate information | Handout partially addresses required components. | Handout contains all required elements and is accurate and appropriate. |
| Annotated list of resources:  At least 5 in APA format and in own words  Annotation contains brief critical review – what you like, what may be a weakness, how you would use it  Is accurate and appropriate for early childhood  Addresses issues of cultural, linguistic and ability diversity  **3pts** | No annotations or inaccurate annotations. | May have fewer than five resources  Limited information about usefulness | Accurately responds to all required elements |
| Hands-on activity:  Appropriate for topic and for ECE classroom  Engaged learners  Clarified topic for class  **5pts** | Does not address syllabus expectations | Meets minimal expectations. Elements are missing or does not meet time expectation | At or above expectations. All elements are present, timing expectations are met, engages group, center-based |

Comments:

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**Teaching Journal/Dilemmas (8 entries-15 pts)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment Dimension | Grading Elements | | |
| Identifies ‘real-life’ situations/dilemmas. Found in work/school experiences. | Uses ‘pretend’ situations. |  | Identifies genuine situations. |
| Reflection | No Reflection |  | Utilizes the various techniques in analyzing and reflecting on the situation. |

Comments:

EDUT 514

Fall 2008

**Integrated Project Unit (30 pts)**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Assignment Dimension | Grading Elements | | |
| Preliminary Plan  **2 pts**  **9/22** | No Plan | Missing elements outlined in syllabus (page 8) | Includes all elements outlined in syllabus (page 8)  Clearly demonstrates preliminary reflection on teaching practices |
| Instructional Web  **1 pts** | No web |  | Clear, demonstrates connections with standards, children’s interests and instruction |
| Lesson Plans  **5 pts** | No detail | Provided some detail. No individualization. Not child centered practice (ie Centers). | Detailed. Individualization. Center-based activities. Children clearly engaged. |
| Paper: Analysis from point of view of syllabus questions  **5 pts** | Does not address the questions | Addresses some of the questions or partially addresses all questions | Thoughtfully addresses all questions, evidence of critical reflection |
| Paper: Analysis from point of view of class discussion  **5 pts** | Does not incorporate class discussion of effective instructional practices | Meets minimal expectations. Addresses some elements discussed in class concerning instructional practices | At or above expectations. Clearly and thoughtfully addresses elements from class discussion |
| Paper: Link to readings  **5 pts** | Does not incorporate references to assigned readings | Meets minimal expectations. Provides citations but may not elaborate and/or accurately reflect the reading. | Provides clear references to readings that are accurate and appropriate. |
| Paper: Depth, breadth, clarity, and APA format  **4 pts** | Does not meet expectations. Lacks clarity, depth, and breadth. | Minimal expectations, may contain errors, may lack clarity in points. | Clearly written, citations are appropriate, format meets APA guidelines |
| Final class Presentation  **3 pts**  **12/11** |  |  | Prepares and discusses personal and professional growth through out the development and implementation of plan |

Comments:

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| EPK3 NCATE 3 Instructional Planning |  |

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| *Levels:* | **Acceptable** | **Developing** | **No Evidence** | **Score** |
| *Criteria:* |
| value: 2 | value: 1 | value: 0 |
| **NAEYC 4a Connecting with Children and Families** | Plans curriculum and instruction that promotes positive relationships and supportive interactions with children and families | Plans curriculum and instruction that partially promotes positive relationships and/or supportive interactions with children and/or families | Does not plan curriculum and instruction that promotes positive relationships and supportive interactions with children and families |  |
| **NAEYC 4b Using Developmentally Effective Approaches** | Plans curriculum and instruction that uses a wide array of effective approaches, strategies, and tools to positively influence young children’s development and learning | Plans curriculum and instruction that uses partially effective approaches, strategies, and/or tools to positively influence young children’s development and learning | Does not plan curriculum and instruction that uses effective approaches, strategies, and tools to positively influence young children’s development and learning |  |
| **NAEYC 4c Understanding Content Knowledge in Early Education** | Plans curriculum and instruction that  (a) incorporates essential concepts, inquiry tools, and structure of content areas, including academic subjects  And  (b) identifies resources to deepen understanding | Plans curriculum and instruction that partially (a) incorporates essential concepts, inquiry tools, and structure of content areas, including academic subjects  And/or  (b) identifies resources to deepen understanding | Does not plan curriculum and instruction that  (a) incorporates essential concepts, inquiry tools, and structure of content areas, including academic subjects  And  (b) identifies resources to deepen understanding |  |
| **NAEYC 4d Building Meaningful Curriculum** | Plans curriculum and instruction that uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes | Plans curriculum and instruction that uses own knowledge and other resources to design, implement, and/or evaluate partially meaningful, challenging curriculum to promote positive outcomes | Does not plan curriculum and instruction that uses own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes |  |