



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 513 Curriculum Across the Content Areas for Diverse Young Learners TFA (3:3:0)

Fall 2011

Wednesdays, 5:00- 9:00

Founder Hall Rooms 209 & 476, Arlington Campus

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Course Description

Explores assessment, curriculum development, planning, and instructional practices across content areas. Examines strategies for guiding children's behavior, integrating instruction across content areas, and planning and implementing community of learners inclusive of children with diverse disabilities.

Prerequisite(s): Admission to the Early Childhood Education program or approval of course instructor; ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance.

Corequisite: ECED 790 Internship in Early Childhood Education

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:

1. Plan curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation of children in pre-kindergarten through grade three (prek-3).
2. Plan curriculum activities that include an in-depth understanding of (a) the relationship among history, literature, art, and music; (b) the relationship between past and present; (c) civic participation in a pluralistic democracy; and (d) how events and history are shaped by ideas and actions of people, including major events in Virginia history.
3. Plan curriculum activities that teach prek-3 students to use primary sources such as artifacts, letters, photographs, and newspapers.
4. Plan, implement, and evaluate an integrated approach across curriculum areas based on local, state, and national curriculum goals and objectives, including the Virginia

Standards of Learning.

5. Implement instruction that is linked to children's interests and developmental capacities, that is informed by family and community knowledge and experience, that is relevant to the curriculum, and that promotes learning competence.
6. Select culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity.
7. Construct learning environments that support positive behavioral and learning expectations.
8. Apply systematic problem solving approaches to dilemmas in guiding children's behavior.
9. Use analysis and reflection to better understand the prek-3 learning environment and one's own role as an early childhood educator in that environment.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC).

Required Text

Seefeldt, C., Castle, S., & Falconer, R. (2010). *Social studies for the preschool/ primary child* (8th ed.). NJ: Pearson Education, Merrill.

Additional readings will be placed on E-reserve and should be retrieved when marked on course schedule.

Recommended Books

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington DC: National Association for the Education of Young Children. (selected chapters will be on E-reserve).

De Melendez, W., & Ostertag, V. (1997). *Teaching young children in multicultural classrooms*. Albany, NY: Delmar. (Note the 1st edition is better than the 2nd edition.)

Katz, L., & Chard, S. (2001). *Engaging children's minds* (2nd ed.). Stamford, CT: Ablex Publishing.

McCaleb, S. (1994). *Building communities of learners*. New York: St. Martin's.

Thompson, S., Kushner Benson, S., Pachnowski, L., & Salzman, J. (2001). *Decision-making in planning and teaching*. New York: Longman.

College of Education and Human Development Expectations and Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves

to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth 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 students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

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.

Grading Criteria

A = 95 – 100	A- = 90 – 94	B+ = 87 – 89	B = 83 – 86
B- = 80 – 82	C = 70 – 79	F = < 70	

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Weekly journal for both courses ECED 503 and 513	Ongoing	15
Guidance and management approaches	Presentation on 9/28 Report due on 10/5	20
Museum visit report	10/26	15
Curriculum unit, planning, Implementation, and evaluation	Draft plans due on 9/14 Final report due on 12/ 7	35
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Weekly Journals (15 points)

Students will keep an electronic weekly journal throughout the semester based on ideas from the readings and post it on Blackboard during the semester. In addition, students will come to class prepared to share reflections/ questions from their weekly journal and the weekly readings assigned. The purpose of the journal and the reflections is to encourage critical reflections, sharing of ideas, and practicing a variety of systematic problem solving approaches around shared classroom and curriculum related issues that students are exposed to in the assigned

readings. Students will be grouped into online (BB) discussion groups based on grade level they teach. They will choose 2-3 main ideas they learned from the week's assigned readings and write about while connecting to the internship experiences. One student from each group is assigned to post a question related to the readings to the group every week.

Weekly journals are due by Sunday before class meeting

Guidance and Management Approaches (20 points)

This assignment is designed to help students consider how to create and develop their own philosophy of classroom guidance and management. Students will research an approach to management that they are interested in learning more about (ideas will be brainstormed in class). They will gather information from the textbook on guidance assigned to this course in addition to three research articles about the approach and lessons learned from applying it in the classroom (additional sources can be used). Students will conduct an analysis of the classroom needs and environment and will explain the rationale behind choosing the specific approach and strategies for guidance. They will apply the strategies in class for a week and analyze its successes and challenges including sharing information with families about the rationale for using the specific guidance approach. This assignment will be completed in small groups (groupings will be determined on first day of class). Students will present their findings in class and individually write a report based on their research. The final report should include the following:

- Description of guidance approach and its main rationale and philosophy
- Reflections and discussion of what was learned from the three articles
- Discussion of the implications of findings for planning guidance strategies and meaningful curriculum in the context of the classroom
- Reflections on trying the approach in internship classroom and challenges faced
- Reflection on how do students plan to explain and share their choice of guidance strategies with families and the impact of that on individual students and their learning. In addition, students will share ideas about how to solicit parents' approval and collaboration to implement guidance strategies and to establish strong partnerships with families and communities and to create a culturally responsive classroom.

Visit to the National Museum of American History or to the Museum of American Indians. This out-of-class assignment will count towards attendance and participation hours required for both courses (15 points).

Students will do the following:

- Visit one of the above museums and take notes of the exhibits they visit and specific displays they like.
- Pick up materials that can be used to develop two lessons for their grade level.
- Come up with two lesson ideas in social studies based on two or more of the exhibits.
- Take pictures of those exhibits if they can.

- Write the two lessons and think about ways to integrate different content areas in the lessons. For example, if they choose Julia Child's exhibit (one of my favorites), they will think about how they can teach lessons about her or cooking in general and integrate language arts, math, and science, etc. Lesson plan template will be given in class and posted on BB.
- Review the Standards in Social Studies for their grade level, write down the ones that fit their lessons, and include them in the write up.
- Attach primary sources gathered during the visit such as pictures, newspaper articles, and brochures.
- Share one lesson in class on the day assignment is due.
- Write a 1-2 page report about the learning experience and submit with the two lessons.
- Post the final version of the lessons on BB by the next class meeting to share with others.
- Enjoy the exhibits and allow 2-3 hours for visit.

Curriculum Unit Planning, Implementation, and Evaluation (35 points)

This is the NCATE 5 Assessment of Effect on Student Learning that shows evidence of meeting NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Tentative Course Schedule

Meeting day	Focus	Readings and assignments due
August 31 st	Introductions Looking at ourselves TFA – GMU linkages for knowledge and practice Course overview/ structure of semester DAP position statement review Introducing social studies	Seefeldt-chapter 1 Copple and Bredecamp NAEYC Position statement (1-50)
September 7	Internship requirements discussion Creating emotionally supportive environments- What makes a dilemma?	Internship requirements discussion Gartrell (chapters 1-3) Weekly journals are due by Sunday evenings before class meetings starting 9/7
September 14	Intentional and purposeful Planning and writing of lesson plans Resources for planning and achieving objectives	Reflection is at the heart of practice – on E- Reserve Seefeldt Ch. 2, 3, &4 Lesson planning on E reserve Introduce museum visit Dilemma 1 due
September 21	Environment – materials Play (across ages, connection to environment)	Gartrell (chapters 4-7) Hull – pp 54 - 59: 219-243 on E- Reserve Crises in the Kindergarten; The teaching pyramid and Chopsticks and counting sticks – on E-Reserve
September 28	Behavior approaches presentations. Teaching social skills and thinking skills	Seefeldt Ch. 4 & 5 Teaching for critical thinking on E Reserve Group presentations on behavioral approaches Dilemma 2 due

Meeting day	Focus	Readings and assignments due
October 5 th	CLAD – Connecting with families and communities- Connecting with families through social studies. Addressing the needs of children in poverty.	Environment and Curriculum Analysis: Step 1 due Gartrell (chapters 8-11) Hyson chapter 3 on E- Reserve Acknowledging and reducing stigmatization of African American boys - on E- Reserve Individual written reports on behavioral approaches due
October 12	Curriculum models group presentations and discussion	Hyson chapter 6 on E-Reserve Bring computers to class Museum visit lesson plans due
October 19	Content area presentations - Integrating across domains and content areas	Integration across content areas- and The Plan: Building on children’s interest on E-Reserve Content area presentations and handouts due
October 26	Individualizing, differentiation strategies Inclusion	Tips and ideas for making visuals to support young children with challenging behavior on E-Reserve IEP’s Hull pp. 249-273 on E-Reserve Early childhood inclusion position statement on E-Reserve Environment and Curriculum Analysis: Step 2 due
November 2	Integrating technology into classroom- Assistive technology	Technology and its use in the classroom Guest speaker on assistive technology
November 9	Strategies to support learning Collaboration with families and community	Seefeldt Ch. 6 & 7 Dilemma 3 due

Meeting day	Focus	Readings and assignments due
November 16	Anti-bias curriculum Advocacy Creating a democratic classroom Looking at books for bias	Derman-Sparks - Chapters 1 and 5 on E-Reserve Environment and Curriculum Analysis: Step 3 due
November 23 (Thanksgiving Holiday)		
November 30	Standards for teaching. Connecting assessment to instruction Teaching geography and economics	Seefeldt Ch. 8 & 9 Second and final video reflection due
December 7th	Curriculum units presentations Wrap up	Curriculum units due –

**Guidance and Management Approaches Rubric
(Please attach a copy to assignment).**

20-18 points	17-15 points	15 and below
Paper includes a description of guidance approach/ strategy chosen by the group and all aspects of assignments listed	Paper includes a partial description of guidance approach/ strategy chosen by group and doesn't address all aspects required.	Paper includes very brief description of guidance approach chosen
Paper includes a description and discussion of lessons learned including learning from three research articles And textbook	Paper includes partial description of lessons learned including learning from one research article and textbook	Paper includes description of lessons learned without including learning from research articles and textbook
Paper includes a discussion of implications of findings for planning and teaching and curriculum in general.	Paper includes a partial discussion of implications for planning and teaching and no reference to curriculum	Paper includes No discussion of implications of findings
Paper includes reflections on process (partnerships with families and creating a culturally responsive classroom). Paper addresses challenges in implementation in a classroom	Paper includes personal reflections on parts of the process and not all	Paper includes No personal reflections on process
Paper is written using APA style and free from errors and presentation is posted on BB by each group	Paper is written using APA style and not free from errors. Group didn't post on BB	Paper is written not using APA style and is not free from errors

Weekly Journal Writing Rubric

15-13 Points	12-10 Points	Below 9 points
Weekly journal entries reflect a thorough reading of assigned weekly materials and reflections on 2-3 main ideas gained	Weekly journal entries reflect quick and brief reading of assigned weekly materials and reflections on one idea gained	Weekly journal entries reflects no readings of assigned weekly materials
Weekly journal entries are well written and free of error. They range between 1-2 pages	Weekly journal entries are well written and free of error. They are less than a page long.	Weekly journal entries are not written well and full of error.
Weekly journal entries include a reflection on knowledge gained and implications for practice and implementation	Weekly journal entries include a reflection on knowledge gained and no reflections on implications for practice and implementation	Weekly journal entries include no reflections on knowledge gained and no reflections on implications for practice and implementation

Early Childhood Education PK-3 NCATE Assessment 5 Effect on Student Learning *Curriculum Unit Planning, Implementation, and Evaluation*

Early Childhood Education PK-3 NCATE Assessment 5 Effect on Student Learning is the Curriculum Unit Planning, Implementation, and Evaluation in ECED 513 Curriculum Across the Content Areas for Diverse Young Learners. This assessment shows evidence of meeting NAEYC Standard Elements 3d, 4c, 5a, 5b, and 5c.

Assessment Overview

In this assignment, students are asked to plan a curriculum unit and implement it during the two weeks of full teaching in the classroom during their K-3 internship. Students will use knowledge gained in their coursework, in addition to the learning standards in social studies and other content areas, to design, implement, and evaluate meaningful and challenging curriculum for each child. Students will plan and implement lesson plans using developmentally appropriate teaching and learning approaches and will provide samples of three in the final report. Students will also report on the effect their instruction had on student learning. Students will do the following:

- Develop a two-week social studies integrated curriculum plan that will be implemented during the student teaching internship in K- 3 classrooms
- Include an outline of the daily activities and lessons planned for the two weeks and a broad description of the unit taught and ways they plan to integrate across content, following the steps below:
 - Identify a social studies curriculum topic or theme
 - Identify the local, state, and national curriculum goals and objectives and include them in the integrated curriculum plans, including but not limited to Virginia Standards of Learning (SOLs) in social studies (history), English, and the fine arts as applicable
 - Select and list culturally, linguistically, and ability responsive materials that have multiple purposes, are adaptable and varied, and promote learning, including learning about diverse cultures and shared humanity
 - Plan learning experiences and instructional activities that at a minimum integrate social studies, reading, writing, oral language development, and the fine arts, including art and music
 - Explain how children’s interests, preferences, motivation, interaction styles, developmental status, learning history, cultural variables, and levels of participation were used to develop the integrated curriculum plan
 - Explain of how information was gathered
- Select three lesson plans from the unit implementation that provide evidence of ways they developed knowledge, skills, and concepts in the various content areas
- Describe the assessments used during the implementation of unit
- Present evidence that student learning occurred as a result of the instruction they provided

NAEYC Standard Elements Assessed

NAEYC 3d Understanding and practicing responsible assessment to promote outcomes for each child

NAEYC 4c Using a broad repertoire of developmentally appropriate teaching/ learning approaches

NAEYC 5a Understanding content knowledge and resources in academic disciplines

NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

NAEYC 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement and evaluate meaningful, challenging curricula for each child

Students will use the State Standards of Learning (SOL) as well as knowledge they have gained in how children learn to design, implement, and evaluate a curriculum unit. The unit and its final report must respond directly to each of the following steps:

Step One: Students will use a broad repertoire of developmentally appropriate teaching/ learning approaches (*NAEYC 4c*). Students will do the following:

- Design and plan a two week integrated curriculum unit in social studies that integrates at a minimum the following content areas: reading, writing, oral language development, and the fine arts, including art and music
- Describe the lessons planned and discuss the rationale for planning the lessons while addressing developmentally appropriate teaching and learning approaches and methods to address children's needs

Step Two: Students will use their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child (*NAEYC 5c*). Students will do the following:

- Implement the designed integrated curriculum unit including the lessons planned by students and any additional lessons mandated by specific curriculum materials used by the school
- Write a report to evaluate the design and implementation of the two-week unit that includes the following:
 - A copy of the original integrated unit plans prepared
 - A copy of the final and modified plans that were actually implemented during the two weeks of full time teaching in K- 3 classroom while pointing out modifications
 - An analysis and reflection of the planning and implementation process including a discussion of what went well, what should have changed, and what was learned about the children, how the individual needs of the children were met, and how to be an effective culturally responsive and developmentally appropriate, project-based teacher
 - An explanation and reflections on the modifications that were made from the original plans submitted and the reasons for the changes

- A reflection on what you would do differently the next time around and suggestions for making the changes

Step Three: Students will know and use the central concepts, inquiry tools, and structures of content areas or academic discipline (*NAEYC 5b*). They will show their understanding of content knowledge and resources in academic disciplines (*NAEYC 5a*). Students will do the following:

- Provide a sample of three lessons implemented during their full-time teaching and attach copies of those to their final report
- Include three lessons on the following social studies content:
 - One lesson plan (using the template provided in class) that describes teaching K-3 students about (a) the relationship between past and present; (b) civic participation in a pluralistic democracy; and (c) how events and history are shaped by ideas and actions of people
 - A second lesson plan that describes teaching K-3 students to use primary sources such as artifacts, letters, photographs, and newspapers
 - A third lesson plan that addresses and integrates understanding and knowledge of your students' families

Step Four: Students will understand and practice responsible assessment to promote outcomes for each child (*NAEYC 3d*). Students will do the following:

- Include a section in the final report that reflects on and responds to the following questions:
 - What type of home school connections did you establish in your overall plans and lessons?
 - What types of assessments did you use (formal and informal) during your two weeks of teaching? How did these assessments inform your practice and the lessons you designed and implemented? Provide examples.
 - What types of individual accommodations did you need to take into consideration while planning your unit and specific lessons? How did you adapt your teaching based on the needed accommodations?
- Provide evidence that the instruction provided had an effect on student learning (e.g., work samples, results of assessments, observational notes and checklists, etc.) and explain the ways the evidence informed the instruction provided:
 - How did you know that children met individual goals and objectives identified in the planning process?
 - How did you know that adaptations and modifications to instruction were needed as you were providing instruction or as you were planning for subsequent instruction?
 - What information gathered from and about the children informed the adaptations and modifications made?
 - How did you know that learning occurred?

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 5 Effect on Student Learning Curriculum Unit Planning, Implementation, and Evaluation ECED 513 Curriculum Across the Content Area for Diverse Young Learners				
NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families NAEYC Standard 4: Using Developmentally Effective Approaches to Connect With Children and Families NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum				
3d. Understanding and practicing responsible assessment to promote outcomes for each child	Provides written unit plans, including sample lessons, that reflect thorough, clear, and thoughtful connections between assessments implemented and instruction, especially ways to promote children's individual outcomes, and provides clear, convincing evidence of the effect instruction had on children's learning with detailed explanation of the way information from and about the children informed instructional decisions	Provides written unit plans, including sample lessons, that reflect connections between assessments implemented and instruction, especially ways to promote children's individual outcomes, and provides evidence of the effect instruction had on children's learning with an explanation of the way information from and about the children informed instructional decisions	Provides written unit plans, including sample lessons, that reflect minimal connections between assessments implemented and instruction and/or provides minimal evidence of the effect instruction had on children's learning and/or a minimal explanation of the way information from and about the children informed instructional decisions	Provides written unit plans that reflect no evidence of any connections between assessments implemented and instruction and does not provide evidence of effect on children's learning
4c: Using a broad repertoire of developmental appropriate teaching/learning approaches	Provides curriculum unit that reflects a thorough understanding of age appropriate teaching strategies and the implementation of a variety of lessons and activities that meet different children's needs	Provides curriculum unit that reflects an understanding of age appropriate teaching strategies and the implementation of a variety of lessons and activities that meet different children's needs	Provides curriculum unit that reflects partial understanding of age appropriate teaching strategies and no implementation of a variety of lessons and activities that meet different children's needs	Provides curriculum unit that reflects no evidence of understanding of age appropriate teaching strategies or the implementation of a variety of lessons

5a. Understanding content knowledge and resources in academic disciplines	Provides written curriculum that reflects a thorough understanding of content knowledge and clear ability to integrate content knowledge to promote meaningful learning experiences to young children	Provides written curriculum that reflects an understanding of the content knowledge and ability to integrate content to promote meaningful learning experiences to young children	Provide written curriculum that reflects a partial understanding of the content knowledge and minimal or no ability to integrate content to promote meaningful learning experiences to young children	Provides written curriculum that reflects no evidence of any understanding of the content knowledge and ability to integrate content
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Provides curriculum unit that includes clear plans and thorough descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of different concepts and standards in different content areas	Provides curriculum unit that includes plans and descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of different concepts and standards in different content areas	Provides curriculum unit that includes partial plans and minimal descriptions of how lessons were implemented to meet grade-level requirements, including knowledge of different concepts and standards in different content areas	Provides curriculum unit that includes no evidence of planning or descriptions of how lessons were implemented to meet grade-level requirements
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	Provides written curriculum unit that describes the process of how own knowledge, appropriate learning standards, and other resources were used to design, implement, and evaluate meaningful, challenging curricula for each child	Provides written curriculum unit that describes the process of designing lessons and classroom activities, reflects on the implementation during the two week period, and evaluates what worked and what did not, especially in meeting children's needs	Provides written curriculum unit that partially describes the process of designing lessons and classroom activities, reflects on the implementation during the two week period, and includes minimal or no evaluation of what worked and what did not	Provides written curriculum unit shows no evidence of designing and implementing lessons or critical evaluation of what worked and what did not