

**Assurance of Student Learning Report
2022-2023**

College of Health and Human Services

Department of Applied Human Sciences

Early Childhood Education Director Certificate (1739)

Dr. D'Lee Babb

Is this an online program? Yes No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Students know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.

Instrument 1 Direct: FACS 335 Curriculum Project

Instrument 2 Direct: FACS 336 Curriculum Project

Instrument 3 Direct: FACS 191 Observation Assignment- 100% met

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Program Student Learning Outcome 2: Students know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.

Instrument 1 Direct: FACS 299 Resource File

Instrument 2 Direct: FACS 335 Curriculum Project

Instrument 3 Direct: FACS 336 Curriculum Project

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Program Student Learning Outcome 3: Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.

Instrument 1 Direct: FACS 299 Resource File

Instrument 2 Direct: FACS 335 or FACS 336 Curriculum Project

Instrument 3 FACS 193 Curriculum Project

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families,

and faculty.		
Instrument 1	Direct: FACS 299 Resource File	
Instrument 2	Indirect: FACS 191 Observation Assignment- 100% met	
Instrument 3	Indirect: FACS 336 or FACS 335 Curriculum Project	
Based on your results, check whether the program met the goal Student Learning Outcome 3.		<input checked="" type="checkbox"/> Met
<input type="checkbox"/> Not Met		
Assessment Cycle Plan:		
<p>Student Learning Outcome 1: In 2023-2024, SLO will be assessed in FACS 193, 299, and 335 in 2023-2024. This will allow us to collect data as students move throughout their academic career. The data collected in FACS 193 can serve as formative data for teaching in FACS 299 and 335.</p> <p>Student Learning Outcome 2: In 2023-2024, SLO 2 will no longer be assessed in FACS 336 as the key assessment in FACS 335 better covers the material and is a more natural location for this assessment.</p> <p>Student Learning Outcome 3: In 2023-2024, this will be measured in FACS 193, 299, and 335. This will allow students to practice using state standards earlier in their academic career and should increase feedback, formative assessment, and student understanding resulting in increased scores.</p> <p>Student Learning Outcome 4: In 2023-2024, the same measurements will be used to assess this Student Learning Outcome.</p>		

Program Student Learning Outcome 1

Program Student Learning Outcome	Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.		
Measurement Instrument 1	Direct: Students in FACS 191 Child Development are required to observe infants, toddlers, and preschoolers. Upon completion of these fifteen hours of observation, students answer questions requiring the students to apply material from the class and textbook to what they observed. These responses are then measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. Students achieve “meets expectations” or “meets and exceeds expectations” on the rubric for corresponding categories. In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations.		
Program Success Target for this Measurement	75% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 191 Fall 2022 (n=2) and Spring 2023 (n=2) from student responses to specific questions on the Observation Assignment. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classrooms. One portion of this assignment requires students design a classroom set up. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive, or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods. Rational for selection were supported with research.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected Fall 2022 in FACS 335 (n=6) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 completed a curriculum project for Pre-Kindergarten/Kindergarten classrooms. One portion of this assignment requires student design a classroom set up. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Classroom set up/arrangement section of the project was made up of toys and materials that were age appropriate but also met an education component to learning as we discussed throughout the semester appropriate materials needed in learning interest areas. Students provided a		

	rationale and research to back up materials in the design of their classroom.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected Spring 2023 in FACS 336 ($n=2$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: Students met all criteria for Student Learning Outcome 1 at the “met expectations” or “meets and exceeds expectations” level in FACS 191, 335, and 336.			
Conclusions: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A discussion of Developmentally Appropriate Practices and Developmentally Inappropriate Practices was added to FACS 191 and FACS 193, the prerequisites for FACS 335 and FACS 336. This provided students additional information about the application of child development in early learning environments.			
Plans for Next Assessment Cycle: Students in FACS 191 (a corequisite with FACS 193 and prerequisite for FACS 299, 335, and 336) are required to create toys/activities and apply child development concepts being studied to these toys and activities. An increased emphasis on “why” the toy will assist developmentally will be added in fall of 2023. This should lead to better understanding of materials needed to create a healthy, respectful, supportive, and challenging learning environment for young children.			
Data collection will be collected in FACS 193, 299, and 335 in 2023-2024. This will allow us to collect data as students move throughout their academic career. The data collected in FACS 193 can serve as formative data for teaching in FACS 299 and 335.			
A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place.			
All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process.			

Program Student Learning Outcome 2			
Program Student Learning Outcome	Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.		
Measurement Instrument 1	Direct: FACS 299 Student Resource File. Students in FACS 299 complete a resource file which includes a family engagement section. Within this section, students develop methods for engaging families with preschools and community services. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Prepared a summary of “talking points” for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information. 75% of students achieve “meets expectations” or higher.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%

Methods	Data was collected in FACS 299 Spring 2023 ($n=1$) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment required students to develop a method for engaging children’s parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students were required to write activities for parents to complete with their children and include how these activities will benefit the children (2c). Students were required to create activities that are developmentally appropriate for young children. Both portions of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included. 80% students achieve “meets expectations” or higher		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 335 Fall 2022 ($n= 6$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 complete a curriculum project for Pre-Kindergarten and Kindergarten classes. One portion of this assignment requires students to develop a method for engaging children’s parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students are required to write activities for parents to complete with their children and include how these activities benefit the children. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included. 80% students achieve “meets expectations” or higher		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 336 Spring 2023 ($n=2$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			
Results: Students met all criteria for Student Learning Outcome 2 at the “met expectations” or “meets and exceeds expectations” level in FACS 299, 335, and 336.			
Conclusions: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A session about Developmentally Appropriate Practices (DAP) and Developmentally Inappropriate Practices (DIP) was added to FACS 191 and an additional lecture explaining the outcomes of using DAP and DIP was added to FACS 193. This added exposure to these concepts and the ability to apply the concepts throughout the semester assisted with students learning. It also increased exposure to the concepts and feedback on implementing the concepts.			

Plans for Next Assessment Cycle: In 2023-2024, the DAP /DIP unit in FACS 193 (the prerequisite for FACS 335 and 336) will be presented earlier in the semester. This will allow students to practice applying these concepts in early learning environments throughout the semester which will provide additional opportunities to practice the skills of developing appropriate and meaningful curriculum prior to completing the key assessment.

In 2023-2024, the measurement 3 in FACS 336 will be replaced by a measurement in FACS 335. Measurement 2 included two items on the rubric. This can muddle the data. By looking at each measure individually, we will be able to gain a better understanding of student performance and any gaps that might exist.

A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place.

All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process.

Program Student Learning Outcome 3			
Program Student Learning Outcome	Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.		
Measurement Instrument 1	Direct: FACS 299 Student Resource File. Students in FACS 299 complete a resource file which includes a section regarding state and national regulations pertaining to working with young children and administration of early care and education programs. Within this section, students location and review state and local services and develop a training plan aligning with Kentucky regulations. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Students in FACS 299 complete a resource file which includes a review of Kentucky regulations for early learning centers and developing a training plan for center staff aligning with Kentucky regulations. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 299 Spring 2023 (n=1) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classrooms where the students observed. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.” These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Criteria for Student Success	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research plus the project introduction incorporates positive practices		

	observed and integrates these.		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 335 Fall 2022 ($n=6$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 completed a curriculum project for Pre-K and Kindergarten classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for Pre-Kindergarten and Kindergarten and then adapt and enhance that curriculum for other Pre-Kindergarteners and Kindergartners in the classrooms where the students observed. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.” These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Criteria for Student Success	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research plus the project introduction incorporates positive practices observed and integrates these. 75% students achieve “meets expectations” or higher		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 336 Spring 2023 ($n=2$) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: Students met all criteria for Student Learning Outcome 3 at the “met expectations” or “meets and exceeds expectations” level in FACS 299, 335, and 336.</p> <p>Conclusions: Clarifying expectations in the instructions and better aligning the rubric with the instructions assisted with student understanding of the assignments. A session about Developmentally Appropriate Practices (DAP) and Developmentally Inappropriate Practices (DIP) was added to FACS 191 and an additional lecture explaining the outcomes of using DAP and DIP was added to FACS 193. This added exposure to these concepts and the ability to apply the concepts throughout the semester assisted with students learning. It also increased exposure to the concepts and feedback on implementing the concepts.</p> <p>A study of the new Kentucky Early Learning State Standards was added to FACS 193 (a prerequisite course for FACS 335 and 336) requiring students to use the Kentucky Early Learning Standards in developing curriculum. This should allow students increased exposure to the standards and increase student performance.</p> <p>Plans for Next Assessment Cycle: In 2023-2024, this will be measured in FACS 193, 299, and 335. This will allow students to practice using state standards earlier in their academic career and should increase feedback, formative assessment, and student understanding resulting in increased scores.</p> <p>A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place.</p> <p>All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process.</p>			

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Program Student Learning Outcome 4			
Program Student Learning Outcome	Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.		
Measurement Instrument 1	Direct: FACS 299 Resource File. Students in FACS 299 complete a resource file which includes a review of Kentucky regulations for early learning centers and developing a training plan for center staff aligning with Kentucky regulations. Kentucky regulations align with the National Association for the Education of Young Children Code of Ethics. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument. 80% students achieve “meets expectations” or higher		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 299 Spring 2023 (n=1) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Measurement Instrument 2	Indirect: FACS 191 Observation Assignment. Students in FACS 191 Child Development are required to observe infants, toddlers, and preschoolers. These observations are required to align with ethical standards for observing and working with young children according to the ethical standards set in the NAEYC Code of Ethics Student procedures are measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	In-person observation protocol as outlined in the assignment specifics was followed and documented <ol style="list-style-type: none"> 1. 3 hours per child, at least 2 observation visits, with no visit < 2hours. 2. Child observed in licensed childcare setting. 3. No information about the child’s identity was included. 4. Observations completed and submitted in developmental order (infant, toddler, preschooler) 75% students achieve “meets expectations” or higher		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 191 Fall 2022 (n=2) and Spring 2023 (n=2) from student responses to specific questions on the Observation Assignment. Students correctly observed young children, keeping confidentiality about the children and the teachers. Data was collected on record logs, transcripts, and journal entries. Centers where students observed completed the record logs and confirmed student observations.		
Measurement Instrument 3	Indirect: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion		

	of this assignment requires students to observe and then teach in a childcare setting. This portion of the assignment must align with the NAEYC Code of Ethics. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	<p>Observation protocol for in-person observations as outlined in the assignment specifics was followed and documented</p> <ol style="list-style-type: none"> 1. Child observed in licensed childcare setting. 2. No information about the child’s identity included. 3. Videos and pictures did not include any identifying information about children. <p>In addition to this, students were required to teach an activity to a child or adult (depending on availability due to COVID-19 restrictions) and follow the above protocol.</p> <p>75% of students achieve “meets expectations” or higher.</p>		
Program Success Target for this Measurement	75%	Percent of Program Achieving Target	100%
Methods	Data was collected in FACS 335 Fall 2022 (<i>n</i> =6) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			
<p>Results: Students met all criteria for Student Learning Outcome 4 at the “met expectations” or “meets and exceeds expectations” level in FACS 299, 191, and 335.</p> <p>Conclusions: Students in FACS 335 were able to return to the infant and toddler classroom in fall 2022. This allowed students to practice implementing ethical conduct with young children and other teachers. All teacher reports about WKU students in the classroom were completed with glowing results.</p> <p>Students were able to observe and work with young children and were able to interact with and learn from teachers of young children.</p> <p>Plans for Next Assessment Cycle: In 2023-2024, the same measurements will be used to assess this Student Learning Outcome.</p> <p>A data review meeting is scheduled for August 2023 prior to the start of the semester in order to discuss application of the data collected and any changes that might need to take place.</p> <p>All data collection for these measurements is being moved to Qualtrics in an attempt to streamline the data collection process.</p>			

CURRICULUM MAP

Program name:	ECE Director Certificate (1739)
Department:	Applied Human Sciences
College:	Health and Human Services
Contact person:	D'Lee Babb
Email:	dlee.babb@wku.edu

KEY:

I = Introduced

R = Reinforced/Developed

M = Mastered

A = Assessed

			Learning Outcomes			
			SLO1:	SLO2:	SLO3:	SLO4:
			Use developmental knowledge of children ages birth to eight years to create healthy, respectful, supportive and challenging learning environments for young children.	Use developmental knowledge of children age birth to eight years to create developmentally appropriate curriculum for young children and families.	Demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.	Demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.
Course Subject	Number	Course Title				
FACS	191	Child Development	I, A			I, A

FACS	193	Curriculum Development for Young Children	R	I, R	I	R
FACS	299	Administration of Early Childhood Programs	M	R, A	R, A	M
FACS	335*	Infant and Toddler Development and Curriculum	M, A	M, A	A	A
FACS	336*	Pre-Kindergarten and Kindergarten Development and Curriculum	M, A	M, A	M, A	A

*students select between these two classes.

FACS 335 Infant and Toddler Development and Curriculum

Infant and Toddler Curriculum Project

NAEYC Key Assessment 6

This project is a culmination of the entire Infant/Toddler Development and Curriculum course. As you complete this project you will need to apply the information learned and covered in this course. You will submit a complete curriculum project on infants and toddlers (birth to 36 months of age). You will be demonstrating how activities can be adapted/changed for children of various developmental abilities.

NAEYC Standards covered in this project:

- 1. Promoting Child Development and Learning**
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

- 2. Building Family and Community Relationships**
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships

- 3. Observing, Documenting, and Assessing to Support Young Children and Families**
 - 3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

 - 3c. understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.

 - 3d. knowing about and understanding partnerships with families and with professional colleagues to build effective learning environments

- 4. Using Developmentally Effective Approaches**
 - 4a. understanding positive relationships and supportive interactions as the foundation of their work with young children

 - 4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

 - 4c. using a broad repertoire of developmentally appropriate teaching/learning approaches

 - 4d: reflecting on their own practice to promote positive outcomes for each child.

- 5. Using Content Knowledge to Build Meaningful Curriculum**
 - 5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

6. **Becoming a Professional**

6d. integrating knowledgeable, reflective, and critical perspectives on early education.

ELEMENTS APPLYING TO CURRICULUM UNIT

1. This project requires three (3) **observations** each lasting one-and-one-half hours (1.5) for a total of four-and-a-half (4.5) hours of observation. One-and-one-half (1.5) hours of observation are to be of non-mobile infants (children from birth to starting to crawl), one-and-one-half (1.5) hours of observation of mobile infants (crawling but not yet walking), and one-and-one-half (1.5) hours of observation of toddlers (all children are confidently walking but have not yet turned three years of age). The observation hours must be completed in order to create activities for the children. Failure to complete your observation hours will result in a grade of F on the project.

These observations should not occur when children are resting/napping. The observations must be completed in a licensed early learning center. You can search for licensed centers in Kentucky at https://kynect.ky.gov/benefits/s/child-care-provider?language=en_US. Other states have similar search engines. While observing, you may not talk to or interact with the children or teachers. You are there simply to watch and observe three to four children in each classroom.

For your observations, submit:

- a. Letter of Cooperation,
 - b. Record Logs, and
 - c. Transcripts- running record of three to four children in each classroom and include classroom set-up details and teacher engagement. Include as many details as possible.
2. Keep the children that you observed in mind when you work on this project. Think about where the children were developmentally (physically, cognitively, linguistically, socially, and emotionally). Reflect on the activities the children enjoyed doing. Use this information to guide the development of the activities.
 3. During the semester you will complete interest sheets and play sheets, write goals and objectives, and create an activity you will use in a classroom. These concepts will be incorporated into this project and will need to be edited before submission.
 4. You create some of the activities in this project. If you base any material on another source, be certain to reference it using APA formatting. **Remember** the course policies regarding plagiarism and intellectual property. **PINTEREST warning:** MANY of the activities you find online are **NOT** developmentally appropriate for infants and toddlers. You **MUST** create certain that the activities included in your project align with Developmentally Appropriate Practices as outlined in our texts for the semester and the

National Association for the Education of Young Children DAP Position Statement (studied in detail in FACS 193).

5. Written information must be typed and free of spelling or grammatical errors. The information must be written in a professional manner and use APA formatting for all references and in-text citations.

PROJECT INTRODUCTION (Part 1) 50 points

Complete the following for BOTH infants and toddlers. This introduction should include a **detailed** description about each of the following areas for your infants and toddlers and include references using your FACS 335 textbooks and at least three additional professional sources (peer reviewed journal article, an edited book, or a website developed by a professional organization like NAEYC or Zero to Three):

1. **Teaching Philosophy statement-** The teaching philosophy statement is a statement about your beliefs and methods you use/plan to use when teaching infants and toddlers. This includes beliefs about teacher interaction, teacher/child relationships, and multiple influences (culture, socio-economic status, family, etc.) on early development and learning (NAEYC Standard 4a).
2. **Classroom setups/arrangements** (NAEYC Standard 1c). This section of the Introduction will include the following for both 1) an infant classroom and 2) a toddler classroom:
 - a. Identify at least 4 Interest Areas or zones located in the classroom.
 - b. For each Interest Area or zone, list at least three (3) toys/materials needed for that area. Provide a brief description of the toy/material and a rationale for inclusion of the item.
 - c. Provide details about how the toy/material can be used to teach an infant or toddler. For example, a non-breakable mirror mounted to the wall at the child's level can assist in self-recognition, interaction with another person, communication, etc. Teachers can place the baby on a mat in front of the mirror on their stomachs and allow the baby to push up to see themselves in the mirror (do NOT use this example in your project).
3. **Technology Philosophy statement-** Write a philosophy statement for using technology in infant and toddler classrooms. Be certain to reference new guidelines and research in the use of technology for children under the age of three (3) years. If you do not plan to use technology, provide your rationale and defense. If you plan to use technology, provide a rationale for what you will include in your classroom and how it will be incorporated and defend why this is best for children. Integrate readings and observations (NAEYC Standard 4b).
4. **Family involvement philosophy and plan** (one for infants and one for toddlers)- Write a plan for ways that you can develop a relationship with parents.
 - a. How can you involve children's families in the classroom?
 - b. How can you connect parents with what the children are learning so you are a team? This includes partnering with the families in assessment of the child. How will you share information about the child's development and learn about parent concern and joy about the child? (NAEYC Standard 3d).

- c. Be certain to develop methods to inform and involve parents in the weekly work and to learn from them what is happening at home and in the family. (NAEYC Standard 2b)
- d. This needs to include your philosophy about working with parents as well as a plan for making this happen.

CURRICULUM Planning (Part 2) 120 points

There are several different elements to the project, some of which were covered in detail throughout the semester. The elements are:

Curriculum Design—Activities written for this portion of the assignment will be a combination of activities you write about and those you find in a curriculum set. These six (6) activities should be representative of all academic learning, interest areas, and an indoor/outdoor area and **MUST** use a broad repertoire of Developmentally Appropriate methods to include play, exploration, attachment, perception, motor skills, cognition, language, and emotions (NAEYC Standard 4c). Remember the material we have covered about developmentally appropriate activities. Think of this as a small group activity, outdoor activity (physical or not) and an emphasis on an interest area/learning. These activities should be designed in the learning centers where teachers provide hands-on guidance. Activities must appropriately incorporate different learning areas (music, art, block play/construction, dramatic play, science, mathematics, creative play, physical activity, dance, and social studies; NAEYC Standard 5b). These may **NOT** be large group activities as large groups are inappropriate in infant and toddler classrooms.

1. **Curriculum Selection-** Locate a curriculum resource for infants and toddlers. Select five (5) activities (one for non-mobile infant, two for mobile infant, and two for toddler). These activities should be specifically selected for the children you observed for this project. All these three activities must come from the same curriculum set. Provide the following for each activity:
 - a. Site where you located this activity with a complete reference, page number, or website link.
 - b. **Kentucky Standards and Goals and objectives Kentucky Standards and Goals and objectives-** These are selected for the children you observed for this project and apply to the chosen activity.

Select the Kentucky Standard (<https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>) for each activity and write goals per *Individualized Curriculum* by Gronlund. Why did you select this standard for this child and this activity? Write did you write this goal and objective for this child and this activity? How will these guide the activity you selected? How will you assess the child outcomes based on this standard and the goal and objective using this activity?

Describe how this activity is developmentally appropriate according to NAEYC and other sources studied this semester and in FACS 193.

- c. Copy the activity in its entirety as provided by the curriculum source.
- d. Include adaptations, enhancements, and accommodations. State how you would adapt or use this activity with the children you observed. In what center would it be located? Would you change any of the resources? Would you add or remove anything? What adjustments would you make for specific children? Be descriptive.

Additionally, include adaptations that will assist children who need enhancements (a bit more challenging) **and** accommodations (different way to reach the same goal) to meet various levels of development and abilities found in classrooms. For example, if a mobile infant activity is to wash pumpkins and gourds in a dish pan, a non-mobile infant may be held by the teacher who allows the child to touch and see the pumpkins and gourds. Another child may already can wash the pumpkins so the teacher can provide a magnifying glass to explore what is on the pumpkin. This offers the opportunity to individualize for all children.

- e. For **each** activity, answer the following questions: Is this activity developmentally appropriate for the designated age group? Why or why not? Use sources to defend your answer.

Apply your understanding of child development and teaching methods as you critique this curriculum resource. Complete the following for the selected curriculum resource as a whole (NAEYC Standard 6d):

- i. Age of the child for whom the curriculum was written
 - ii. Copyright date or last date the material was updated
 - iii. Academic areas covered. Describe how the curriculum addresses these areas of learning. Further explain the connections between the curriculum and activities in it with the curriculum areas studied in class.
 - iv. Do the curricula align with best practices and utilize Developmentally Appropriate Practices? Defend your answer.
 - v. If you could choose a curriculum as part of your future work, would you choose this curriculum and why (please be specific). If you would not choose this one, please explain your reasoning.
2. **Curriculum Creation-** Create five (5) activities (one for non-mobile infant, two for mobile infant, and two for toddler) based on the children you observed. Provide the following for each activity:
- a. Activity title.
 - b. Center or area for the activity
 - c. **Kentucky Standards and Goals and objectives (NAEYC Standard 3a)-** These are selected for the children you observed for this project and apply to the selected activity.

- Select the Kentucky Standard (<https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>) for each activity and write goals and objectives per *Individualized Curriculum* by Gronlund. Why did you select this standard for this child and this activity? Using the instructions posted with the Curriculum Project on Blackboard and in Gronlund, write a goal and two (2) objectives. Why did you write this goal and objective for this child and this activity? What did you observe that supports this selection? How will you assess the child outcomes based on the Kentucky standard and your goal and objectives using this activity?
- d. Age of child your plan most directly meets (non-mobile infants, mobile infants, or toddlers)
 - e. Materials needed.
 - f. Preparation instructions.
 - g. The activity and instructions for what the teacher should do with the activity and possible questions or conversation points. This means another person could walk up, take your plan, and conduct it without any trouble or issues.
- Additionally, include adaptations that will assist children who need enhancements (a bit more challenging) **and** accommodations (different way to reach the same goal) to meet various levels of development and abilities found in classrooms. For example, if a mobile infant activity is to wash pumpkins and gourds in a dish pan, a non-mobile infant may be held by the teacher who allows the child to touch and see the pumpkins and gourds. Another child may already can wash the pumpkins so the teacher can provide a magnifying glass to explore what is on the pumpkin. This offers the opportunity to individualize for all children.
- h. Family Piece- Create a family piece pertaining to this activity for parents. You can find examples and some activities using the Kentucky Governor's Office of Early Childhood Family Guides (<https://kyecac.ky.gov/families/Family-Guides/Documents/NCFL%E2%80%9393KYGOECD%20Early%20Childhood%20Parent%20Guides-Web.pdf>) and adapt an activity from here or create your own piece to send home with children for parents. Make certain that this activity is well explained and that it is developmentally appropriate. These activities should be designed so that only items common in a home with an infant and/or toddler are needed.
 - i. Reflect on the activity you selected. Based on your observations of the infants or toddler this semester, how do you feel this activity would be received? Integrate your readings and class materials into your reflection to help the reader better understand your logic for designing these specific activities in the way that you did. Incorporate the teaching model (s; e.g., Montessori, Dewey, Erikson, Piaget, Vygotsky, Emergent Curriculum or other) that best fits with the activity and why you have used this model(s; NAEYC Standard 5c). This is an excellent place to incorporate readings from your NAEYC Developmentally Appropriate Practices (required in FACS 192 and 193) and Mooney *Theories of Child Development* books (required in FACS 193). Why did you design this activity for this child? Why did you select this teaching model for this child?

CURRICULUM Practice (Part 3) 20 points

1. Take one of the activities you created in Curriculum Creation and prepare it for use with one of the children you observed.
2. Enlist one of the classrooms where you observed where you can do this activity. This must be approved by Dr. Babb prior to the exercise and must be in a licensed early learning center. The type of center (Early Head Start, private school, home-based center, or another location) must differ from your experience in FACS 336.
3. Take and include at least two (2) pictures of you using the activity with a child. Do NOT have photos of children's faces in the photographs and attempt to avoid getting anything more than their hands. You must also ensure you can photograph according to the school guidelines. The photos are simply a part of your assessment portfolio for this class.
4. Complete the FACS 335 Lesson Plan Critiques.
 - a. You, as the student, will complete the student form (see attached; NAEYC Standard 4d).
 - b. The Lead Teacher form will be completed by the lead teacher in the classroom where you use the activity.

Reference List (ongoing) 10 points

1. Include all resources used in the development of your materials using both in-text citations as well as a reference list.
2. Make certain this is in APA format.

FACS 335 Lesson Plan Critique Form

Instructions for using this form:

Lead Teacher in the classroom - please complete this form after observing the FACS 335 student practice their activity with a small group of children in your classroom. Please sign, date, and provide information requested at the bottom of this form.

Name:

Position:

Date:

Time activity began and ended:

Name of Activity:

Number of children participating:

What do you see that went well during this activity? Please be specific.

What suggestions do you have that would help the student improve their activity? Please be specific.

What tells you the children were engaged or not engaged with the student?

Anything else that you would like to share?

Signature:

Name and address of your childcare center:

FACS 335 Lesson Plan Critique Form (NAEYC Standard 4d)

FACS 335 Student – please complete this form on your performance following each lesson plan activity with preschool age children. Lead Teacher and your critique are due with your final assignment.

Name:

Date:

Time activity began and ended:

Name of Activity:

Number of children participating:

What do you see that went well during this activity? Please be specific.

What tells you the children were engaged or not engaged with your activity.

What would you change next time to improve your activity? Please be specific.

What teaching model was used? What were the positives to using this model? The challenges to using this model?

How did you utilize observation as an assessment tool to determine the developmental level of the child? What did you observe that led you to develop this activity? Why did you believe the child would enjoy and benefit developmentally from this activity? Based on what you observed while the activity was taking place, do you believe that the child did benefit from this activity? (NAEYC Standard 3c).

Anything else that you would like to share?

Name of Lead Teacher doing your observation and name of childcare center:

Standard/Supportive Skill	Does Not Meet (0 points)	Meets (1 point)	Exceeds (2 points)
1. Promoting Child Development and Learning			
1c. using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction included toys/materials that are not age appropriate or included materials that do not create healthy, respectful, supportive, or challenging learning environments.	Interest areas or zones describe toys/materials that are age appropriate, and include materials that create healthy, respectful, supportive, or challenging learning environments. Details developmentally appropriate methods for using the toy/material.	Interest areas or zones describe toys/materials that are age appropriate, and include materials that create healthy, respectful, supportive, or challenging learning environments. Details developmentally appropriate methods for using the toy/material. Rationale for selections is supported with research.
2. Family and Community Relationships			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The family involvement plans are incomplete and/or do not include multiple methods for involving the family in the curriculum plan.	Family involvement component includes ways to involve children's families in the classroom and activities to send home which fit assignment requirements.	Family involvement component include ways to involved children's families in the classroom and activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included.
3. Observing, Documenting and Assessing to Support Young Children			
3a. understanding the goals, benefits, and uses of assessment-including its use in development	Information gleaned during observations is not used in the development of goals and	Information gleaned during observations was used in the development of goals and	Information gleaned during observations is used in the development of goals and

Standard/Supportive Skill	Does Not Meet (0 points)	Meets (1 point)	Exceeds (2 points)
of appropriate goals, curriculum, and teaching strategies for young children	objectives or in the development of Curriculum Creation and/or observations were not mentioned in the rationale for goals and objectives.	objectives and was appropriately used in the rationale for the Curriculum Creation.	objectives and was appropriately used in the rationale for the Curriculum Creation AND in the development of the activities.
3c. understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology	Observations were not conducted in an ethical manner maintaining confidentiality or the activity developed and practiced did not meet the individual needs of the child observed.	Student conducted observations in an ethical manner and developed the activity specifically for the child observed.	Student conducted observations in an ethical manner and developed the activity specifically for the child observed AND was able to explain this in the lesson plan critique.
3d. knowing about assessment partnerships with families and other professional colleagues	Did not address partnering with families in the assessment of the child or included disrespectful ways of connecting.	Included a few respectful ways to partner with families in collecting information about the child to benefit the child in learning and ways to share information from classroom assessments (child progress) with the families.	Included many respectful ways to partner with families in collecting information about the child to benefit the child in learning and ways to share information from classroom assessments (child progress) with families.
4. Using Developmentally Effective Approaches			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	The importance of positive, interactive relationships is not discussed in the teaching philosophy statement.	The Teaching Philosophy statement describes relationships with children as being foundational elements in teaching.	The Teaching Philosophy statement describes relationships with the children as being foundational elements in teaching AND provided appropriate methods for developing these relationships.
4b. Knowing and understanding effective strategies and tools for early education , including appropriate uses of technology.	Project introduction does not include appropriate/effective strategies and classroom setups for teaching infants and toddlers.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including different	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and

Standard/Supportive Skill	Does Not Meet (0 points)	Meets (1 point)	Exceeds (2 points)
		teaching methods and plans used in the proposed classroom.	supporting different teaching methods and plans used in the proposed classroom.
4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	Technology Philosophy statement includes inappropriate use(s) of technology or no plan for technology for the classroom.	Technology Philosophy statement is appropriate for an infant and toddler classroom and incorporates current guidelines and research in the rationale.	Technology Philosophy statement is appropriate for an infant and toddler classroom and incorporates current guidelines and research in the rationale PLUS positive methods and readings were integrated.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Activities did not vary in type of learning approach or were developmentally inappropriate.	Activities included a variety of teaching approaches and different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate.	Activities included a variety of different teaching approaches and different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate AND rationale was provided.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection in the lesson plan critique form is not provided or does not reflect a depth or breadth of understanding. Reflections do not provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critique form reflects a depth and breadth of understanding. Reflections provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critique form reflects a depth and breadth of understanding. Reflections provide insight into the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations are provided.
5. Content Knowledge for Meaningful Curriculum			

Standard/Supportive Skill	Does Not Meet (0 points)	Meets (1 point)	Exceeds (2 points)
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	Infant and toddler activities do not incorporate a variety of learning areas (the arts, mathematics, science, physical activity, physical education, health and safety, and social studies)	Infant and toddler activities incorporate a variety of content areas (the arts, mathematics, science, physical activity, physical education, health and safety, and social studies) and utilize developmentally appropriate methods for engaging children.	Infant and toddler activities incorporate a variety of content areas (the arts, mathematics, science, physical activity, physical education, health and safety, and social studies) and utilize developmentally appropriate methods for engaging children including methods for engaging in conversations about the play.
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	Goals, objectives, and activities for all age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC DAP, and are evaluated by the student in their reflective summary.	Goals, objectives, and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC DAP, and are evaluated by the student in their reflective summary PLUS comments in the reflective summary incorporate readings.
6. Becoming a Professional			
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum is not included or did not include the five elements required in the assignment or answers were not explained or referenced.	Critique of curriculum is complete and answers to five elements are thoroughly answered demonstrating a depth of understanding.	Critique of curriculum is complete and answers to five elements are thoroughly answered demonstrating a depth of understanding AND a method for enhancing their work is included.

FACS 336 Preschool and Kindergarten Development and Curriculum

Pre-K and Kindergarten Curriculum Project

NAEYC Key Assessment 6

This project is a culmination of the entire Preschool/Kindergarten Children Development and Curriculum course. As you complete this project you will need to apply the information learned and covered in this course. You will submit a complete curriculum project on children of preschool age (3, 4, and 5-year-olds). You will be demonstrating how activities can be adapted/changed for children of various developmental abilities.

NAEYC Standards covered in this project:

1. **Promoting Child Development and Learning**
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
2. **Building Family and Community Relationships**
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
3. **Observing, Documenting, and Assessing to Support Young Children and Families**
 - 3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 3c. understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
 - 3d. knowing about and understanding partnerships with families and with professional colleagues to build effective learning environments
4. **Using Developmentally Effective Approaches**
 - 4a. understanding positive relationships and supportive interactions as the foundation of their work with young children
 - 4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
 - 4c. using a broad repertoire of developmentally appropriate teaching/learning approaches
 - 4d: reflecting on their own practice to promote positive outcomes for each child.
5. **Using Content Knowledge to Build Meaningful Curriculum**
 - 5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

6. **Becoming a Professional**

6d. integrating knowledgeable, reflective, and critical perspectives on early education.

ELEMENTS APPLYING TO CURRICULUM UNIT

1. This project requires a three (3) two-hour preschool (3, 4, and/or 5-year-old classroom) or Kindergarten observations – two hours observing 3-year-olds, two hours observing 4-year-olds, and two hours observing 5-year-olds in childcare or kindergarten (NAEYC Standard 7a). This observation should not occur when children are resting/napping. This observation may be completed in one or two visits per age group. If the childcare center has a combined classroom ages 3-5 years old children, then you may do your observation with that age group. If this is the case, then you should plan to observe each group on separate observations. However, if the program has a 3-year-old room, 4-year-old room and 5-year-old room, you should plan to visit each of those classrooms for a minimum of two hours. This is a minimum of 6 hours of observation.

These observations should not occur when children are resting/napping. The observations must be completed in a licensed early learning center. You can search for licensed centers in Kentucky at https://kynect.ky.gov/benefits/s/child-care-provider?language=en_US. Other states have similar search engines. While observing, you may not talk to or interact with the children or teachers. You are there simply to watch and observe three to four children in each classroom.

You must submit the following documents with this observation:

- a. Program approval Letter of Cooperation (if in person)
 - b. Record Log of time of observation (if in person) and
 - c. Transcripts- running record of three to four children in each classroom and include classroom set-up details and teacher engagement. Include as many details as possible.
2. Keep the children that you observed in mind when you work on this project. Think about where the children were developmentally (physically, cognitively, linguistically, socially, and emotionally). Reflect on the activities the children enjoyed doing. Use this information to guide the development of the activities.
 3. During the semester you will complete interest sheets and play sheets, write goals and objectives, and create an activity you will use in a classroom. These concepts will be incorporated into this project and will need to be edited before submission.
 4. You will be creating activities that are used in your project. If you base any material on another source, be certain to reference it using APA formatting. Remember the course policies regarding plagiarism and intellectual property. PINTEREST warning: MANY of the activities you find online are not developmentally appropriate for preschool age

children. You **MUST** make certain that the activities included in your project align with Developmentally Appropriate Practices as outlined in our texts for the semester and the National Association for the Education of Young Children DAP Position Statement (studied in detail in FACS 193).

5. Written information should be typed and free of spelling or grammatical errors. The information should be written in a professional manner and use APA format for all references and in-text citations.

PROJECT INTRODUCTION (Part 1) 50 points

In your project introduction, include information about both age groups – preschool and kindergarteners. This introduction should include a **detailed** description about each of the following areas for your age groups and include references using your FACS 336 textbooks and at least three additional professional sources (peer reviewed journal article, an edited book, or a website developed by a professional organization like NAEYC):

1. **Teaching Philosophy statement-** The teaching philosophy statement is a statement about your beliefs and methods you use/plan to use when teaching pre-K through kindergarten. This includes beliefs about teacher interaction, teacher/child relationships, and multiple influences (culture, socio-economic status, family, etc.) on early development and learning (NAEYC Standard 4a).
2. **Classroom setups/arrangements** (NAEYC Standard 1c)
 - a. Identification of at least 4 Interest Areas located in the classroom.
 - b. For each Interest Area, please list five (5) toys/materials needed for that area. Please do not just list each toy/material but provide a brief description and a rationale for why you have included each item.
 - c. Provide academic details that can be learned or taught using each toy/material with young children. For example, a memory game can teach a child the names of objects – build vocabulary; can teach memory skills in remembering where an object was located; can teach matching skills related to math and sorting, etc.
 - d. Toys/materials should be age appropriate, and include materials that create healthy, respectful, supportive, or challenging learning environments as studied throughout the semester. Details about rationale support developmentally appropriate methods. Rationale for the selection of toys/materials are supported with research.
3. **Proposed schedule** for preschool aged children. This includes a rationale for the scheduled times and activities.
4. **Technology Philosophy statement-** Write a philosophy statement for using technology in infant and toddler classrooms. Be certain to reference new guidelines and research in the use of technology for children under the age of three (3) years. If you do not plan to use technology, provide your rationale and defense. If you plan to use technology, provide a rationale for what you will include in your classroom and how it will be incorporated and defend why this is best for children. Integrate readings and observations (NAEYC Standard 4b).

5. **Family involvement philosophy and plan** (one for Pre-K and one for Kindergartners)-
Write a plan for ways that you can develop a relationship with parents.
- How can you involve children's families in the classroom?
 - How can you connect parents with what the children are learning so you are a team? This includes partnering with the families in assessment of the child. How will you share information about the child's development and learn about parent concern and joys about the child? (NAEYC Standard 3d).
 - Be certain to develop methods to inform and involve parents in the weekly work and to learn from them what is happening at home and in the family. (NAEYC Standard 2b)
 - This needs to include your philosophy about working with parents as well as a plan for making this happen.

CURRICULUM Planning (Part 2) 120 points

Curriculum Design—Activities written for this portion of the assignment will be a combination of activities you write about and those you find in a curriculum set. These ten (10) activities should be representative of all academic learning, interest areas, and an indoor/outdoor area and MUST use a broad repertoire of Developmentally Appropriate methods to include play, exploration, attachment, perception, motor skills, cognition, language, and emotions (NAEYC Standard 4c). Remember the material we have covered about developmentally appropriate activities. Think of this as a small group activity, outdoor activity (physical or not) and an emphasis on an interest area/learning. These activities should be designed in the learning centers where teachers provide hands-on guidance. Activities must appropriately incorporate different learning areas (music, art, block play/construction, dramatic play, science, mathematics, creative play, physical activity, dance, and social studies; NAEYC Standard 5b). These may NOT be large group activities as large groups are inappropriate in infant and toddler classrooms.

- Curriculum Selection**- Locate a curriculum resource for infants and toddlers. Select five (5) activities. These activities should be specifically selected for the children you observed for this project. These activities must come from the same curriculum set. Provide the following for each activity:
 - Site where you located this activity with a complete reference, page number, or website link.
 - Kentucky Standards and Goals and objectives Kentucky Standards and Goals and objectives**- These are selected for the children you observed for this project and apply to the chosen activity.

Select the Kentucky Standard (<https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>) for each activity and write goals per *Individualized Curriculum* by Gronlund. Why did you select this standard for this child and this activity? Write did you write this goal and objective for this child and this activity? How will these

guide the activity you selected? How will you assess the child outcomes based on this standard and the goal and objective using this activity? Describe how this activity is developmentally appropriate according to NAEYC and other sources studied this semester and in FACS 193.

- c. Copy the activity in its entirety as provided by the curriculum source.
- d. Include adaptations, enhancements, and accommodations. State how you would adapt or use this activity with the children you observed. In what center would it be located? Would you change any of the resources? Would you add or remove anything? What adjustments would you make for specific children? Be descriptive.

Additionally, include adaptations that will assist children who need enhancements (a bit more challenging) **and** accommodations (different way to reach the same goal) to meet various levels of development and abilities found in classrooms. For example, if a 4-year-old's activity is to correctly use scissors in the art center, a 3-year-old may need to practice tearing paper and therefore a tearing center may be needed. Another child may already have this skill so using writing utensils correctly may be his goal. This provides the opportunity to individualize for all children.

- e. For **each** activity, answer the following questions: Is this activity developmentally appropriate for the designated age group? Why or why not? Use sources to defend your answer.

Apply your understanding of child development and teaching methods as you critique this curriculum resource. Complete the following for the selected curriculum resource as a whole (NAEYC Standard 6d):

- a. Age of the child for whom the curriculum was written
 - b. Copyright date or last date the material was updated
 - c. Academic areas covered. Describe how the curriculum addresses these areas of learning. Further explain the connections between the curriculum and activities in it with the curriculum areas studied in class.
 - d. Do the curricula align with best practices and utilize Developmentally Appropriate Practices? Defend your answer.
 - e. If you could choose a curriculum as part of your future work, would you choose this curriculum and why (please be specific). If you would not choose this one, please explain your reasoning.
2. **Curriculum Creation-** Create five (5) activities (one for non-mobile infant, two for mobile infant, and two for toddler) based on the children you observed. Provide the following for each activity:
- a. Activity title.
 - b. Center or area for the activity
 - c. **Kentucky Standards and Goals and objectives (NAEYC Standard 3a)-** These are selected for the children you observed for this project and apply to the selected activity.

- Select the Kentucky Standard (<https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>) for each activity and write goals and objectives per *Individualized Curriculum* by Gronlund. Why did you select this standard for this child and this activity? Using the instructions posted with the Curriculum Project on Blackboard and in Gronlund, write a goal and two (2) objectives. Why did you write this goal and objective for this child and this activity? What did you observe that supports this selection? How will you assess the child outcomes based on the Kentucky standard and your goal and objectives using this activity?
- d. Age of child your plan most directly meets
 - e. Materials needed.
 - f. Preparation instructions.
 - g. The activity and instructions for what the teacher should do with the activity and possible questions or conversation points. This means another person could walk up, take your plan, and conduct it without any trouble or issues.
- Additionally, include adaptations that will assist children who need enhancements (a bit more challenging) **and** accommodations (different way to reach the same goal) to meet various levels of development and abilities found in classrooms. For example, if a 4-year-old's activity is to correctly use scissors in the art center, a 3-year-old may need to practice tearing paper and therefore a tearing center may be needed. Another child may already have this skill so using writing utensils correctly may be his goal. This provides the opportunity to individualize for all children.
- h. Family Piece- Create a family piece pertaining to this activity for parents. You can find examples and some activities using the Kentucky Governor's Office of Early Childhood Family Guides (<https://kyecac.ky.gov/families/Family-Guides/Documents/NCFL%E2%80%9393KYGOECD%20Early%20Childhood%20Parent%20Guides-Web.pdf>) and adapt an activity from here or create your own piece to send home with children for parents. Make certain that this activity is well explained and that it is developmentally appropriate. These activities should be designed so that only items common in a home with an infant and/or toddler are needed.
 - i. Reflect on the activity you selected. Based on your observations of the children this semester, how do you feel this activity would be received? Integrate your readings and class materials into your reflection to help the reader better understand your logic for designing these specific activities in the way that you did. Incorporate the teaching model (s; e.g., Montessori, Dewey, Erikson, Piaget, Vygotsky, Emergent Curriculum or other) that best fits with the activity and why you have used this model (s; NAEYC Standard 5c). This is an excellent place to incorporate readings from your NAEYC Developmentally Appropriate Practices (required in FACS 192 and 193) and Mooney *Theories of Child Development* books (required in FACS 193). Why did you design this activity for this child? Why did you select this teaching model for this child?

Curriculum/Activity Practice (Part 3) 20 points

1. Take one of the activities you created in Curriculum Creation and prepare it for use with one of the children you observed.
2. Enlist one of the classrooms where you can do this activity. This must be approved by Mrs. Meyer prior to the exercise and must be in a private school, Montessori, Head Start, licensed childcare center, licensed or certified Family childcare, or another location different from your experience in FACS 335.
3. Take and include at least two (2) pictures of you using the activity with a child. Do NOT have photos of children's faces in the photographs and attempt to avoid getting anything more than their hands. You must also ensure you can photograph according to the school guidelines. The photos are simply a part of your assessment portfolio for this class.
4. Complete the FACS 335 Lesson Plan Critiques.
 - a. You, as the student, will complete the student form (see attached; NAEYC Standard 4d).
 - b. The Lead Teacher form will be completed by the lead teacher in the classroom where you use the activity.

Reference List (ongoing) 10 points

1. Include all resources used in the development of your materials using both in-text citations as well as a reference list.
2. Make certain this is in APA format.

FACS 336 Lesson Plan Critique Form

Instructions for using this form:

Lead Teacher in the classroom - please complete this form after observing the FACS 335 student practice their activity with a small group of children in your classroom. Please sign, date, and provide the information requested at the bottom of this form.

Name:

Position:

Date:

Time activity began and ended:

Name of Activity:

Number of children participating:

What do you see that went well during this activity? Please be specific.

What suggestions do you have that would help the student improve their activity? Please be specific.

What tells you the children were engaged or not engaged with the student?

Anything else that you would like to share?

Signature:

Name and address of your childcare center:

FACS 336 Lesson Plan Critique Form (NAEYC Standard 4d)

FACS 336 Student – please complete this form on your performance following each lesson plan activity with preschool age children. Lead Teacher and your critique are due with your final assignment.

Name:

Date:

Time activity began and ended:

Name of Activity:

Number of children participating:

What do you see that went well during this activity? Please be specific.

What tells you the children were engaged or not engaged with your activity.

What would you change next time to improve your activity? Please be specific.

What teaching model was used? What were the positives to using this model? The challenges to using this model?

How did you utilize observation as an assessment tool to determine the developmental level of the child? What did you observe that led you to develop this activity? Why did you believe the child would enjoy and benefit developmentally from this activity? Based on what you observed while the activity was taking place, do you believe that the child did benefit from this activity? (NAEYC Standard 3c).

Anything else that you would like to share?

Name of Lead Teacher doing your observation and name of childcare center:

Preschool Curriculum Project

	Fully Met 170 – 200 points	Partially Met 140 – 169 points	Not Met fewer than 139 points
Project Introduction 50 points possible	Included all four components in full detail	Included three or four components but some information is missing or not in full detail.	Missing components or severe lack of details provided
Curriculum planning 120 points possible	All components and criteria fully met with details	All or most all components and criteria are included but partially met or some details lacking	Lacks detailed information or components are missing
Curriculum Practice 20 points possible	Curriculum practiced, photos, critic forms, and signed papers provided, and details provided	Some components and details missing	Most components missing or directions not followed
Reference List 10 points possible	Followed APA style formatting completely	Partially followed APA style formatting	Did not follow APA formatting or little or no references provided

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
1. Child Development			
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	Classroom setup/arrangement section of the project introduction included toys/materials that are not age appropriate or included materials that do not create healthy, respectful, supportive, or challenging learning environments.	Interest areas or zones describe toys/materials that are age appropriate, and include materials that create healthy, respectful, supportive, or challenging learning environments. Details developmentally appropriate methods for using the toy/material.	Interest areas or zones describe toys/materials that are age appropriate, and include materials that create healthy, respectful, supportive, or challenging learning environments. Details developmentally appropriate methods for using the toy/material. Rationale for selections is supported with research.
2. Family and Community Relationships			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The family involvement plans are incomplete and/or do not include multiple methods for involving the family in the curriculum plan.	Family involvement component includes ways to involve children’s families in the classroom and activities to send home which fit assignment requirements.	Family involvement component include ways to involved children’s families in the classroom and activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included.
3.Observing, Documenting and Assessing			
3a. Understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children.	Information gleaned during observations is not used in the development of goals and objectives or in the development of Curriculum Creation and/or observations were not	Information gleaned during observations was used in the development of goals and objectives and was appropriately used in the rationale for the Curriculum Creation.	Information gleaned during observations is used in the development of goals and objectives and was appropriately used in the rationale for the Curriculum Creation AND in the development of the activities.

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
	mentioned in the rationale for goals and objectives.		
3c. understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology	Observations were not conducted in an ethical manner maintaining confidentiality or the activity developed and practiced did not meet the individual needs of the child observed.	Student conducted observations in an ethical manner and developed the activity specifically for the child observed.	Student conducted observations in an ethical manner and developed the activity specifically for the child observed AND was able to explain this in the lesson plan critique.
3d. knowing about assessment partnerships with families and other professional colleagues	Did not address partnering with families in the assessment of the child or included disrespectful ways of partnering.	Included a few respectful ways to partner with families in collecting information about the child to benefit the child in learning and ways to share information from classroom assessments (child progress) with the families.	Included many respectful ways to partner with families in collecting information about the child to benefit the child in learning and ways to share information from classroom assessments (child progress) with families.
4.Using Developmentally Effective Approaches			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children.	The importance of positive, interactive relationships is not discussed in the teaching philosophy statement.	The Teaching Philosophy statement describes relationships with children as being foundational elements in teaching.	The Teaching Philosophy statement describes relationships with the children as being foundational elements in teaching AND provided appropriate methods for developing these relationships.
4b. Knowing and understanding effective strategies and tools for early education , including appropriate uses of technology.	Project introduction does not include effective strategies, classroom setups or schedules for teaching preschool and pre-K children.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including different teaching methods and plans used in the proposed classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans

			used in the proposed classroom.
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.	Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research.	The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research. PLUS, the project introduction incorporates positive practices observed.
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	Activities did not vary in type of learning approach or were developmentally inappropriate.	Activities included a variety of teaching approaches and different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate.	Activities included a variety of different teaching approaches and different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate AND rationale was provided.
4d. Reflecting on their own practice to promote positive outcomes for each child.	Reflection in the lesson plan critique form is not provided or does not reflect a depth or breadth of understanding. Reflections do not provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critique form reflects a depth and breadth of understanding. Reflections provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critique form reflects a depth and breadth of understanding. Reflections provide insight into the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations are provided.
5. Content Knowledge for Meaningful Curriculum			
5b. Knowing and using the central	Infant and toddler activities do not	Infant and toddler activities incorporate a variety of content areas (the arts, mathematics, science,	Infant and toddler activities incorporate a variety of content

<p>concepts, inquiry tools, and structures of content areas or academic disciplines.</p>	<p>incorporate a variety of learning areas (the arts, mathematics, science, physical activity, physical education, health and safety, and social studies)</p>	<p>physical activity, physical education, health and safety, and social studies) and utilize developmentally appropriate methods for engaging children.</p>	<p>areas (the arts, mathematics, science, physical activity, physical education, health and safety, and social studies) and utilize developmentally appropriate methods for engaging children including methods for engaging in conversations about the play.</p>
<p>5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p>	<p>Goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.</p>	<p>Goals, objectives, and activities for all age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC DAP, and are evaluated by the student in their reflective summary.</p>	<p>Goals, objectives, and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC DAP, and are evaluated by the student in their reflective summary PLUS comments in the reflective summary incorporate readings.</p>
<p>6. Professional</p>			
<p>6d. Integrating knowledgeable, reflective, and critical perspectives on early education.</p>	<p>Critique of curriculum was not included or did not include the six elements required in the assignment or answers were not explained or referenced.</p>	<p>Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding.</p>	<p>Critique of curriculum is complete and answers to five elements are thoroughly answered demonstrating a depth of understanding AND a method for enhancing their work is included.</p>

Observation Assignment Instructions FACS 191 NAEYC Key Assessment 1

Your observations will cover developmental domains of infants, toddlers, and preschoolers. For each observation of young children, you will have specific requested materials.

This class is designed to teach applied child development for anyone planning to work with children. In order to best prepare for this work, each student is required to complete the “Observation Assignments.”

NAEYC Standards met through this assignment.

1. Promoting Child Development and Learning.

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 6.

1b: Knowing and understanding the multiple influences on development and learning.

2. Building Family and Community Relationships

2a: Knowing about and understanding diverse family and community characteristics.

4. Using Developmentally Effective Approaches

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

Observation Session Details:

- You need to observe an **infant** (birth to 12 months old- this child **does NOT walk**), a **toddler** (one or two years old) and a **preschooler** (three to five years old).
- You need to observe each of the three children in at least two different observation visits for a total of 3 hours for each child (project totaling 9 hours). No single visit may be longer than 2 hours. If it is longer than three hours you will only receive credit for three hours. **The observations must occur across two or three visits per child. Two visits with the infant, two visits with the toddler, and two visits with the preschooler. You must observe the **same child in each age group each time** (the same infant during both infant observations, the same toddler during both toddler observations and the same preschooler during both preschooler observations).**
- Failure to conduct observations over two or three visits per child will result in a **40% decrease** in each infant, toddler, and preschooler observation assignment.
- **Failure to conduct and complete all observation hours will result in an F in the course, regardless of the point total earned.**

- As we are dealing with young children and their families, **confidentiality is demanded**. When doing observations or discussing a particular site or child DO NOT use any identifying information. The children, parents AND teachers are to be identified by a designated initial set (e.g. bbh for boy with brown hair). Parents and teachers are also to be identified this way. Do not give names of programs or centers when discussing your observations. You may identify the program or site only through descriptive information about the ages and make-up of the site such KERA preschool program, infant room in private childcare or early intervention program. **Failure to keep confidentiality will result in failure of the assignment**. If confidentiality is continually breached, the student will not be allowed to continue observations or field experiences. The only instance where information should be shared is on the observation record log that is signed by the site director or teacher and submitted to me as confirmation of observation completion. You will use a pseudonym for the children and teachers so that no one is identifiable by their name.
- Observations **MUST** be conducted **in child age order** meaning that you should conduct both of your infant observations first, then the toddler observations, followed by the two preschool observations.
- **WHERE CAN you OBSERVE?**
 - Locating a center to observe:
 - Start by searching on the NAEYC accredited program website in order to locate a program where you can observe: <http://families.naeyc.org/find-quality-child-care>
 - If you are not able to observe at a NAEYC accredited program, search for centers rated with at least a 2 star rating. In Kentucky, you can search at: https://kynect.ky.gov/benefits/s/child-care-provider?origin=program-page&language=en_US. If you are in another state and are unable to find a NAEYC program near you, please search in your state for licensed centers near you.
 - *You may not observe your own child!!!!* You may not observe the child of a friend or a niece or nephew. You must observe at a licensed center. ***You must observe a typically developing child*** or you will NOT receive credit for this assignment.
 - You can observe in a childcare center or a preschool but NOT a church nursery - by this I mean Sunday mornings or evenings, Saturday evenings, or Wednesday evenings, etc. – these are times when church is in session and babies are in the nursery/preschool. This is DIFFERENT from a church childcare center/preschool - which meets Monday through Friday, etc. A faith-based preschool or childcare program will meet daily, from 8 a.m. to 5 p.m., Monday through Friday and you may observe at one of these.
 - If you are a teacher of any age, you **cannot** conduct your observations while you are teaching. You **MUST** go to another classroom.

Observation Assignment:

You must observe in age order. After each observation you should the items listed below in the appropriate places located in the “Observation” file folder on Blackboard:

1. A **.pdf or .docx** copy of your Observation Record Log signed and uploaded. Materials submitted in other formats will not be graded.
2. A **.pdf or .docx** copy of your handwritten transcripts (see “Transcript Instructions” below) and additional notes* about the setting, teachers, children, and the area. Materials submitted in other formats will not be graded.

*Any additional notes about the visit that you think are important. This includes thoughts that you have about the child, his/her development and the setting around them. This portion of the journal entry is simply for you to record information you think that you might need for your final paper.

3. Answers to the age group questions (see “Assignment Questions” below). These materials must be submitted in **Word .docx**.

REMEMBER: No childcare center is perfect. There are things that you observe at this point in your education that seem great, but you may later learn that these are not age appropriate. Other scenarios that you question today, you may later discover to be wonderful. Keep this in mind as you observe. Observe with a neutral stance, simply writing down what you see and hear.

You are at these childcare centers to OBSERVE not to teach or to interact with the children. There will be times when the children will want to hand you an object or tell you something, but this is NOT the purpose of your being there. **You are there simply to take notes and to learn from the children’s behaviors. Please be as unobtrusive as possible. It is your responsibility to dress and act professionally.**

Transcript Instructions

Each time you observe you are responsible for keeping a detailed transcript of the child you observe. You will need to submit a hand-written copy of your transcript and the transcript should include:

- The time at least every 5 minutes.
- Details about the ONE child you are observing for this age group.
- Every activity center to which the child goes.
- How the child moves between centers (BP hopped from the blocks to the dramatic play area pretending to be a frog). Use descriptions such as ran, hopper, crawled, hopped, etc..
- What the child is playing. Describe the exact movements and actions in as great of detail as possible. DO NOT use the word “play” or any form of it. This is not a descriptive word when observing children. Instead, you should describe the play that the child is doing. One example would be, “BP poured the sand between a square and round

container” rather than saying “BP played in the sand.” This matters when you are applying the developmental concepts to your observation notes in your question answers.

- Who is the child talking with and what they are saying.
- Note the tone of voices. When recording the afore listed items, attempt to capture as much emotion as possible without assigning feelings to people which you do not know to be true.
- The classroom environment. Describe this before you begin the transcript with the child. Note whether the classroom is crowded, the number of children and teachers in the room, and any other details about the environment. This can also include the noise level, materials on the walls, and lighting.

Transcripts should read like a play. The information about location and moving around the room as well as speech should be in chronological order.

You can use abbreviations in your handwritten log (e.g. using “HL” for dramatic play area”) but you need to include a key.

Assignment Questions for Infant and Toddler Observations
Physical Development / CHAPTER FIVE
Cognitive and Language Domains Assignment / CHAPTER SIX
Social / Emotional Domain / CHAPTER SEVEN

The paper should be written in **APA style** and contain in-text citations, a reference page and cover page. Do NOT use more than two direct quotes in the paper. Apply your readings and be descriptive. **Use paragraph form** to answer the questions. Use headings and subheadings where necessary. **DO NOT NUMBER** your responses but do answer in the order provided below.

Physical Domain:

1. Discuss three concepts of physical domain for infants and toddlers. What typically happens during infancy and toddlerhood in regard to physical development? (NAEYC Standard 1a)
2. What are the differences between a reflex, gross motor skill, and fine motor skill? Give an example of each of these that you observed the toddler doing. (NAEYC Standard 1a)
3. Infant: Where does the child you observed fall in **large** motor development? Is he/she crawling, rolling over, or sitting up? What else is the child doing physically? How does what you observed align with the materials in the textbook? (NAEYC Standard 1a)
4. Toddler: Where does the child you observed fall in **fine** motor development? Is he/she crawling, rolling over, or sitting up? What else is the child doing physically? How does what you observed align with the materials in the textbook? (NAEYC Standard 1a)

Cognitive Domain:

1. Discuss three concepts of cognitive domain for infants and toddlers. What typically happens during infancy and toddlerhood in regard to cognitive development? (NAEYC Standard 1a)
2. Your book discusses Piaget's Stage of cognitive development. Describe the substage of the sensorimotor stage for the infant you observed. Be descriptive and provide examples from observation. Explain why you selected this stage for the child. (NAEYC Standard 1a)
3. Using at least two paragraphs, describe two to four cognitive concepts from the textbook that you observed the toddler doing. Why have you selected these as cognitive developments? Apply your readings to your observation. (NAEYC Standard 1a)
4. What advice would you give the typical U.S. parent about permitting an infant or toddler to watch as much as 1 to 1 ½ hours of TV or video per day? Explain the rationale for your advice. Be sure to use information from the text and include the influence TV or video have on the development of Infants and Toddlers. (NAEYC Standard 4b)

Language Domain:

1. Discuss three concepts of language domain for infants and toddlers. What typically happens during infancy and toddlerhood in regard to language development? (NAEYC Standard 1a)
2. What type of vocal production did you observe from the toddler? What type of preverbal communication did you observe? Give examples of observed behavior for both and how what you observed compares with concepts in the textbook? (NAEYC Standard 1a)
3. Language development is strongly dependent upon social interaction. How do individual and cultural differences impact language development in infancy and toddlerhood? What evidence of this did you observe? (NAEYC Standard 2a)

Social/Emotional:

1. Your textbook discusses infant's emotional development according to Erik Erikson. Briefly describe what Erikson believed took place during this stage of life. Please describe what you observed that supports the infant's development of trust and what you observed that may lead the infant to mistrust. (NAEYC Standard 1a)
2. After reading about temperament in the text: How does temperament influence development during toddlerhood? Describe the temperament of the toddler you observed. With the toddler you are observing, compare his/her temperament to that of another child in the classroom (briefly describe the second toddler's temperament). Compared to the other child you selected; do you feel the teacher/caregiver responded differently to the toddler you are observing based on his/her temperament? Explain. (NAEYC Standard 1a)

Interdependence/Interrelatedness of the domains:

1. How were the different domains for infants related to one another? What was one example that you observed. Apply the concepts from the different domains to what you observed. (NAEYC Standard 1b)
2. How were the different domains for toddlers related to one another? What was one example that you observed. Apply the concepts from the different domains to what you observed. (NAEYC Standard 1b)

Write your papers as if the reader (me) has no knowledge of child development. This means BE DESCRIPTIVE!!

Assignment Questions for Preschool Observations

Physical Domain / Chapter Eight

Cognitive and Language Domains / Chapter Nine

The Social-Emotional Domain / Chapter Ten

The paper should be written in APA style and contain in-text citations, a reference page and cover page. Do NOT use more than two direct quotes in the paper. Apply your readings and be descriptive. **Use paragraph form** to answer the questions. Use headings and subheadings where necessary. **DO NOT NUMBER** your responses but do answer in the order provided below.

Physical Domain:

1. Describe the physical domain for early childhood. What should typically developing preschoolers 'look like' in terms of their physical domain? How did the child you observed compare to what is normative? (NAEYC Standard 1a)
2. Preschool age children climb stairs, walk straight lines, walk in circles, hop, jump, run, skip, and have many other gross motor skills. Which of these activities did you observe? Describe the activities the child was engaged in when you observed this behavior. Describe the quality of the behavior. Example: TR was chasing another child across the playground. He was able to run smoothly, change directions without stopping, and avoid objects in his way. (NAEYC Standard 1a)
3. Briefly describe the cultural variations on the development of children's drawings, comparing China to the United States. Describe the child you observed fine motor skills pertaining to drawing or art. Did you see evidence of cultural variations in relation to the child's drawing, during your observation? Provide an Example. (NAEYC Standard 1b)

Cognitive Domain:

1. Briefly explain the differences in approach to early childhood *thinking* according to Piaget, Vygotsky, and information processing theorists. With which theorist do you agree most? Why? (NAEYC Standard 1a)
2. Describe a scenario where you observed 'cognition' with the preschooler. Why do you say this is an example of cognition? What concepts from the textbook were observed? (NAEYC Standard 1a)

Language Domain:

1. Using concepts from your text, describe a conversation you observed the preschooler having with a peer, teacher, or parent/caregiver (you may also want to apply components of language from the toddler chapter as well). Be sure to provide examples and in-depth descriptions. (NAEYC Standard 1a). You may use pragmatics as one of the concepts but you must use more than that.

Social-Emotional Domain:

1. Using concepts from the textbook, describe the play in which you observed the preschooler engaging. (NAEYC Standard 1a)
2. What stage of social play did you observe? (In answering this question, you should define the stage of social play as well as describe what you observed). (NAEYC Standard 1a)
3. Describe the cultural influences evident in the play. (NAEYC Standard 1b)
4. Describe gender stereotypes evident in the play. (NAEYC Standard 1a)

Interdependence/Interrelatedness of the domains:

1. How were the different domains for preschoolers related to one another? What was one example that you observed. Apply the concepts from the different domains to what you observed. (NAEYC Standard 1b)

Write your papers as if the reader (me) has no knowledge of child development. This means BE DESCRIPTIVE!!

FACS 191 Assignment Rubric			
Standard/Supportive Skill			
1. Promoting Child Development and Learning.	Novice (> 48 points)	Intermediate (48-59 points)	Advanced (60-70 points)
1a. Knowing and understanding young children’s characteristics and needs, from birth through age 6. Points based on answers to Infant/Toddler and Preschool questions marked 1a.	Responses to questions posed in the assignment specifics, for the final paper, do not address the physical, cognitive, language, and socio-emotional development of the children who were observed. Answers are not comprehensive in their scope nor do they include examples from the child observations.	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. In addition, the responses are complete in their scope, including some illustrative and applicable examples from the child observations.	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations and make direct connection between the observations and the text and class discussions.
	Novice (> 16 points)	Intermediate (16-19 points)	Advanced (20-24 points)
1b. Knowing and understanding the multiple influences on development and learning. Points based on answers to Infant/Toddler and Preschool questions marked 1b.	Responses to questions posed in the assignment specifics, for the final paper, do not apply the observations to the developmental domains nor address the Interdependence / Interrelatedness of the four domains.	Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Some appropriate examples from the child observations provide additional support to the discussion.	Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Appropriate examples from the child observations provide clear validity to the class discussion and text.
2. Building Family and Community Relationships	Novice (1 point)	Intermediate (2 points)	Advanced (3 points)
2a. Knowing about and understanding diverse family and community characteristics. Points based on answer to Infant/Toddler language question 4.	Response to the question did not address individual and cultural differences in language development for infants and toddlers. Answer is not comprehensive in its scope nor does it include examples from the child observations.	Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture. In addition, the response is complete in its scope, including some illustrative and applicable examples from the child observations.	Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture. In addition, the response is comprehensive in its scope, including illustrative and applicable examples from the child observations and makes direct connection between the observations and the text and class discussions.

FACS 191 Assignment Rubric			
Standard/Supportive Skill			
	Novice (1 points)	Intermediate (2 points)	Advanced (3 points)
<p>4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>Points based on answer to Infant/Toddler cognitive question 4.</p>	<p>Response to the question did not address advice for parents regarding television time for infants and toddlers and/or answer is not comprehensive in their scope nor do they include a rational for their advice.</p>	<p>Response to the question provided appropriate advice for parents regarding television time for infants and toddlers and is complete in its scope, including a logical rational.</p>	<p>Response to the question provided appropriate advice for parents regarding television time for infants and toddlers and is complete in its scope, including a logical rational and citing reliable sources for the rational and evidence.</p>

Introduction Curriculum Project Instructions

FACS 193

NAEYC Key Assessment 2

The Curriculum Project is designed for you to demonstrate your understanding of young children's development, teaching methods, and developmentally appropriate practices (DAP), through creating curriculum for the children you observed in unit 4 of FACS 193. For this project, you will do the following for children of preschool age (3, 4, and 5-year-olds): 1) complete children's play and interest inventories, 2) plan activities for children based on their interests and written goals and objectives for the children, 3) plan methods to evaluate the activities, and 4) evaluate the activities based on theories and DAP covered in FACS 193.

The Curriculum Project is designed to cover the following NAEYC Standards:

Standard 1: Child Development

- 1a. knowing and understanding young's children's characteristics and needs, from birth through age 8.
- 1b. knowing and understanding the multiple influences on development and learning.
- 1c. using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Standard 2: Building Family and Community Relationships

- 2c. involving families and communities in young children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. understanding the goals, benefits, and used of assessment—including its use in the development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b. knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection

Standard 4: Using Developmentally Effective Approaches

- 4a. understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4c. using a broad repertoire of developmentally appropriate teaching/learning approaches.
- 4d. reflecting on own practice to promote positive outcomes for each child.

Standard 5: Content Knowledge for Meaningful Curriculum

- 5a. understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics, science, physical activity, physical education, health, and safety; and social studies
- 5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
- 5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Standard 6: Becoming a Professional

- 6a. identifying oneself with the early childhood field.

ALL sources MUST be cited and referenced. This includes sources regarding child development, theories, teaching methods, and etc.

About the Children- Complete each of the following for each of the four (4) children you observed (observation instructions below):

1. Individual Child Information Record (completed to the best of your ability without interviewing the child, family, or teacher; instructions provided in Unit 4 work).
2. Child Interest Survey (completed to the best of your ability without interviewing the child, family, or teacher; instructions provided in Unit 4 work) and Preschool Record Choice (instructions provided in Unit 4 work).

For the Classroom- This portion of the assignment will be completed one time for the entire classroom where you observed (NAEYC Standard 1c):

1. How would you organize the classroom environment into play and learning (interest areas)? Why would you arrange it like this?
2. What are the materials you plan to provide for the children in the different interest areas and why?

For the Activities (NAEYC Standard 5c)- You will complete the following for four (4) different activities. All the activities must be novel to you and something you create for the children you observed during the two (2 hours) of observation in FACS 193 unit 4. Each activity must utilize a unique teaching method and teach for a different domain of development. For each of the four (4) activities, complete the following:

1. Individualized Play Planning Sheet
2. Activity Plan Sheet (see instructions below)
3. A plan for communicating the concepts taught in this activity with parents and provide ways families can assist the child in learning these concepts. This can include a take-home piece or any other ideas you have for follow-up with parents. At least one (1) activity must include a method for involving the family or a portion of it in the classroom (NAEYC Standard 2c).
4. Reflection to include each of the following:
 - a. Based on the child's development, why did you select this activity for the child(ren) you observed (NAEYC Standard 1a)?
 - b. Why this activity is developmentally appropriate for the child(ren). Use material from FACS 191 Child Development as well as FACS 193 units 2 and 3 to explain.
 - c. How will using this activity enhance the child's learning? In what area (language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health, and safety; and social studies)? Why? (NAEYC Standard 5b)
 - d. Discuss the teaching method(s) from the Theories in the Early Learning Classroom unit that you are employing with this activity and why you selected this theory or teaching method. Use material from FACS 191 Child Development as well as FACS 193 Theories in the Early Learning Classroom and Developmentally Appropriate Practices units to explain.
This MUST include depth of thought and go beyond a basic explanation like "It is Montessori because it uses small utensils that are child-sized". A different theory or teaching method must be used for each activity (NAEYC Standard 4c)
 - e. How will you, as a teacher, facilitate the children's engagement in this activity to encourage high-level play?

Project Reflection- After you have completed writing your activities, take at least three (3) pages to reflect upon your experience.

Citing the textbooks and articles for this semester answer the following questions: What role does the teacher play in the child's education and learning? How does a teacher go about building a positive relationship with children? Why is it important for teacher to develop supportive relationships with the children in their classes? (NAEYC Standard 4a)

Explain each of the academic disciplines (language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics, science, physical activity, physical education, health, and safety; and social studies) you highlighted in the activities. Why did you select these academic disciplines? What resources did you use? (NAEYC Standard 5a).

How did your observations of the young children inform the development of activities? How did the observations guide you in your selection of the Kentucky Standards and the development of the goals and objectives for the children? Why do you believe observations matter in the development of these? (NAEYC Standard 3a).

How do you believe the children's outside developmental influences will shape their ability to learn from these activities? In what ways might you adapt the activities if you were to know more about the children's backgrounds? (NAEYC Standard 1b).

If you were to complete this project again, what would you do differently? Why? What would you do the same? Why? How might you change your observation methods to better assist in the curriculum development process? How would these changes assist as you work with young children? Be descriptive (NAEYC Standard 4d).

How do you believe the Curriculum Project experience will assist you in your career working with young children? What did you learn that will be valuable in the field? Be descriptive (NAEYC standard 6a).

Activity Plan Sheet

1. Activity title
2. Unit description
3. Intended age of the child(ren)
4. Center or areas for the activity
5. Select the Kentucky Standard (<https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx>) for each activity AND write goals per *Individualized Curriculum* by Gronlund.
6. Materials needed.
7. Preparation instructions.
8. The activity and instructions for what the teacher should do with the activity. This means another person could walk up, take your plan, and conduct it without any trouble or issues.

Curriculum Project Observation Portion Description FACS 193

The Curriculum Project Observation Portion is designed for you to develop an understanding of four preschool-aged children in order to use this information in the development of your curriculum project. You will observe for two (2) hours either in person or using all of the videos provided. During this time, you are: 1) getting a feel for the classroom and noting the learning activities provided for the children and 2) the play and learning interests of four children (with whom you may not talk but only observe). At the conclusion of this observation, you will have: 1) completed the *Preschool Choice Record, Individual Child Information Record*, 3) *Child Interest Survey* 4) transcripts from the observation and 5) a reflection on the classroom, activities afforded the children, and the play interests of four of the children in the class (NAEYC Standard 3b).

What are you doing during and after your observations?

- You will observe one time in one preschool (three to five years of age) classroom for 2 hours or watch all of the preschool videos provided.
- You will observe the children in the classroom at play (which is their work). Focus in on four (4) children in the classroom. These are the children you will follow for your observation data collection during your observation. Keep a transcript of what these children do throughout the time. This will be a running record (like the observation records for FACS 191 Child Development). If you are watching the videos, you must complete the Video Transcript Template for all observations.
- After you complete your observation session, you will complete the *Preschool Choice Record* (Gronlund p. 46) which refers to the four (4) children (do NOT use real names but rather pseudonyms).
- A two-page (2 page) double-spaced summary of your experience in the classroom which focuses on the children's play and the interest areas provided for the children.
- These observations must all take place in a preschool (three to five years of age) classroom. You may not observe in an infant or toddler classroom or in classrooms for children in kindergarten or older.
- You may not observe during lunch, outdoor time (unless you are observing a fully outdoor preschool), or nap time. If you are here during one of these times, it does not count towards your required observation time.
- **Failure to conduct and complete all observation hours will result in an F in the course, regardless of the point total earned.**
- As we are dealing with young children and their families, **confidentiality is demanded**. When doing observations or discussing a particular site or child, DO NOT use any identifying information. The children, parents AND teachers are to be identified by a designated initial set (e.g., bbh for boy with brown hair). Parents and teachers are also to be identified this way. Do not give names of programs or centers when discussing your observations. You may identify the program or site only through descriptive information about the ages and make-up of the site such KERA preschool program, infant room in private childcare or early intervention program. **Failure to keep confidentiality will result in failure of the assignment.** If confidentiality is continually breeched, the student will not be allowed to continue observations or field experiences. The only instance where information should be shared is on the observation record log that is signed by the site director or teacher and submitted to me as confirmation of observation completion.

WHERE CAN you OBSERVE?

- These observations must all take place in a LICENSED preschool (three to five years of age) classroom. You may not observe in an infant or toddler classroom or in classrooms for children in kindergarten or older.
- Locating a center to observe:
 - Start by searching on the NAEYC accredited program website in order to locate a program where you can observe: <http://families.naeyc.org/find-quality-child-care>
 - If you are not able to observe at a NAEYC accredited program, search for centers rated with at least a 2-star rating. In Kentucky, you can search at: https://kynect.ky.gov/benefits/s/child-care-provider?language=en_US. If you are in another state and are unable to find a NAEYC program near you, please search in your state for licensed centers near you.
- You can observe in a childcare center or a preschool but NOT a church nursery - by this I mean Sunday mornings or evenings, Saturday evenings, or Wednesday evenings, etc. – these are times when church is in session and babies are in the nursery/preschool. This is DIFFERENT from a church childcare center/preschool - which meets Monday through Friday, etc. A faith based preschool or childcare program will meet daily, from 8 a.m. to 5 p.m., Monday through Friday and you may observe at one of these.
- If you are a teacher of any age, you **cannot** conduct your observations while you are teaching. You MUST go to another classroom.

Observation Portion Submission:

After your observation, the following items need to be submitted in the Curriculum Project drop box on Blackboard:

1. A **.pdf, .jpeg, or .docx** copy of your Letter of Cooperation signed and uploaded if observing in-person. Materials submitted in other formats will not be graded.
2. A **.pdf, .jpeg, or .docx** copy of your Observation Record Log signed and uploaded if observing in person. Materials submitted in other formats will not be graded.
3. A **.pdf, .jpeg, or .docx** copy of your handwritten copy (see “Transcript Instructions” below). Materials submitted in other formats will not be graded.
4. A **.pdf, .jpeg, or .docx** copy of the completed Preschool Choice Record (see “Transcript Instructions” below). Materials submitted in other formats will not be graded.
5. A **.pdf, .jpeg, or .docx** two-page reflection about your experience observing in this center. This includes but is not limited to: 1) a description of the teaching practices in the classroom, 2) classroom setup, 3) teacher and child interactions, and 4) your thoughts about the three above items. Be certain that your reflections upon the classroom are not centered around a personal critique of the classroom but rather an application of the readings thus far this semester. This includes highlighting the different theories at work in the classroom. All opinions must be backed by evidence from our class readings and additional professional sources. You must include at least two additional professional sources per write-up.

REMEMBER: No childcare center is perfect. There are things that you observe at this point in your education that seem great, but you may later learn that these are not age appropriate. Other things that you question today you may discover to be wonderful. Keep this in mind as you observe. Observe with a neutral stance, simply writing down what you see and hear. You can write any ponderings in your journal. Also remember this and feel free to make additional journal entries as you progress throughout

the class.

You are at these childcare centers to OBSERVE not to teach or to interact with the children. There will be times when the children will want to hand you an object or tell you something, but this is NOT the purpose of your being there. You are there simply to take notes and to learn from the children's and teachers' behaviors. Please be as unobtrusive as possible. It is your responsibility to dress and act like a professional.

Transcript Instructions

Each time you observe you will be responsible for keeping a detailed transcript of the classroom, teachers, and children. You will need to submit a hand-written copy of your transcript and the transcript should include:

- The classroom environment. Describe this before you begin the transcript with the child. Note whether the classroom is crowded, the number of children and teachers in the room, and any other details about the environment. This can also include the noise level, materials on the walls, and lighting.
- A list and description of the activity centers in the classroom. Describe activities in each area.
- The play of the four children you have selected.
- Conversations between the four children and between these four children and the teachers.
- You can use abbreviations in your handwritten log (e.g., using "HL" for homeliving area"). Provide a log for all abbreviations.
- When you are recording this information use the most descriptive words as possible. "The child went" is not a good recording of how the child transitioned from one area to another. It is better to say, "BP walked." DO NOT use the word "play" or any form of it. This is not a descriptive word when observing children. Instead, you should describe the play that the child is doing. One example would be, "BP poured the sand between a square and round container" rather than saying "BP played in the sand." This will matter when you are applying the developmental concepts to your observation notes in your final paper.
- Any additional notes about the visit that you think are important. This includes thoughts that you have about the child, his/her development, and the setting around them. This portion of the journal entry is simply for you to record information you think that you might need for your final paper.

Standard/Supportive Skill	Does not meet (0 points)	Meets (1 point)	Meets and exceeds (2 points)
1. Promoting Child Development and Learning			
1a. Knowing and understanding young's children's characteristics and needs, from birth through age 8.	Activities are not developmentally appropriate and/or the rationale for selection of the activities does not demonstrate understanding of child(ren)'s developmental level(s).	Activities are DAP and rationale for selection of the activities demonstrates understanding of child(ren)'s developmental level(s).	Activities are DAP and rationale for selection of the activities demonstrates understanding of child(ren)'s developmental level(s) AND developmental levels are discussed and supported by sources.
1b. Knowing and understanding the multiple influences on development and learning.	Reflection does not discuss or uses inappropriate language to discuss outside influences on the children's development and how it might impact their involvement in the activities or the reflection is not based on observations or readings.	Reflection uses appropriate language from the semester to discuss outside influences on the children's development and how these might impact their involvement in the activities.	Reflection uses appropriate language from the semester to discuss outside influences on the children's development and how these might impact their involvement in the activities AND documentation is used for rationale and adaptation in the reflection section.
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Classroom arrangement or materials provided are developmentally inappropriate for the age group.	Classroom organization is age appropriate, and includes materials that create healthy, respectful, supportive, and challenging learning environments as studied throughout the semester. Details about rationale support developmentally appropriate methods.	Classroom organization is age appropriate, and includes materials that create healthy, respectful, supportive, and challenging learning environments as studied throughout the semester. Details about rationale support developmentally appropriate methods. AND rationale for selections is supported with research.
2. Building Family and Community Relationships			
2c. involving families and	Plans to communicate	Plans to communicate are	Methods developed for

Standard/Supportive Skill	Does not meet (0 points)	Meets (1 point)	Meets and exceeds (2 points)
<p>communities in young children’s development and learning.</p>	<p>activities with parents are incomplete or are developmentally inappropriate. No method for involving families was provided.</p>	<p>developmentally appropriate and provide a clear, respectful method for communicating the activity with parents and provide ways in which parents can assist children in learning concepts. At least 1 activity includes a method for involving families in the classroom.</p>	<p>parents are developmentally appropriate and provide a clear, respectful way to communicating the activity with parents and provide ways in which parents can assist children in learning concepts. At least 1 activity includes a method for involving families in the classroom AND includes a well-supported rationale.</p>
<p>3. Observing, Documenting and Assessing to Support Young Children</p>			
<p>3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p>	<p>Observations and observation guides (e.g. Individual Child Information Record, Child Interest Survey, and Preschool Record Choice) were not used to create activities and write goals and objectives.</p>	<p>Observations and observation guides (e.g. Individual Child Information Record, Child Interest Survey, and Preschool Record Choice) were used to write goals and objectives and create developmentally appropriate activities.</p>	<p>Observations and observation guides (e.g. Individual Child Information Record, Child Interest Survey, and Preschool Record Choice) were used to write goals and objectives and create developmentally appropriate activities AND students were able to make a clear connection between the observations and the developmental theory guiding the activity.</p>

Standard/Supportive Skill	Does not meet (0 points)	Meets (1 point)	Meets and exceeds (2 points)
3b. Knowing about and using observation, documentation, and other appropriate assessment tools, approaches, including the use of technology in documentation, assessment, and data collection.	Student did not complete the observation and maintain confidentiality OR the student did not complete the observation tools provided for this project (<i>Preschool Choice Record, Child Interest Survey, and Individual Child Information Record</i>).	Student completed the required observation hours while maintaining confidentiality and completed the observation tools provided for this project (<i>Preschool Choice Record, Child Interest Survey, and Individual Child Information Record</i>) at a basic level.	Student completed the required observation hours while maintaining confidentiality and completed the observation tools provided for this project (<i>Preschool Choice Record, Child Interest Survey, and Individual Child Information Record</i>) including many details about each of the four children observed and their interests and abilities.
4. Using Developmentally Effective Approaches			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children.	Student did not address the importance of the relationships between the teacher and child in their project reflection OR the student utilizes inappropriate methods for developing relationships and supporting the young child.	In the project reflection, the student addressed the importance of the teacher/child relationship and interactions as foundational for working with young children.	In the project reflection, the student thoroughly addressed the importance of the teacher/child relationship and interactions as foundational for working with young children and integrated multiple supports sources.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches.	Learning approaches did not vary or were developmentally inappropriate or rationale was not included.	The developmentally appropriate activities vary in type of teaching method used. A rationale with at least one reason is provided for why this activity is developmentally appropriate.	The developmentally appropriate activities vary in type of teaching method used. A strong rationale with multiple reasons for why this activity is developmentally appropriate is provided.
4d. reflecting on own practice to promote positive outcomes for each child.	Project rationale was not included or did not address manners in which the student would utilize skills learned and observations in the future.	Project rationale addressed lessons learned from this project and what might be changed in the future and the student addressed adjustments they would make	Project rationale addressed lessons learned from this project and what might be changed in the future and the student addressed adjustments they would make

Standard/Supportive Skill	Does not meet (0 points)	Meets (1 point)	Meets and exceeds (2 points)
		to their observation methods in the future to assist in the curriculum development process.	to their observation methods in the future to assist in the curriculum development process AND student was descriptive in the rationale for how these adjustments would benefit children.
5. Content Knowledge for Meaningful Curriculum			
5a. understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics, science, physical activity, physical education, health, and safety; and social studies	Project reflection did not cover an explanation of the academic disciplines used in the developed activities or did not include resources.	Project reflection provided a brief explanation of each of the academic disciplines used in the developed activities and a brief list of resources used that pertain to these disciplines.	Project reflection provided a detailed explanation of each of the academic disciplines addressed in the developed activities and a thorough list of resources used that pertained to these disciplines and the student was about to articulate why these academic disciplines were selected.
5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	The activities were not developmentally appropriate, or the rationale did not explain how the activities would enhance the children learning.	The students used central concepts in developing the activities that were developmentally appropriate, and the rationale explained how using the activities would enhance the children's learning.	The students used central concepts in developing the activities that were developmentally appropriate, and the rationale explained how using the activities would enhance the children's learning AND the activities utilized multiple content areas and academic disciplines in the different activities.

Standard/Supportive Skill	Does not meet (0 points)	Meets (1 point)	Meets and exceeds (2 points)
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	At least one or all activities and/or goals do not fit NAEYC Developmentally Appropriate Practices and/or Kentucky Standards selected. Activities are not evaluated in the reflective summary.	All goals, objectives, and activities are developmentally appropriate according to NAEYC Developmentally Appropriate Practices and Kentucky Standards.	All goals, objectives, and activities are developmentally appropriate according to NAEYC Developmentally Appropriate Practices and fit Kentucky Early Learning Standards and are thoroughly evaluated in the reflective summary.
6. Becoming a Professional			
6a. identifying oneself with the early childhood field.	Reflective summary does not address how the Curriculum Project experience will assist in career.	Reflective summary briefly addressed how the Curriculum Project experience will assist in career and incorporates a positive method for using knowledge gleaned from this project.	Reflective summary provides substantial details about how the Curriculum Project experience will assist with your career and incorporates multiple positive methods for using knowledge gleaned from this project.

