



Early Childhood Higher Education Programs

RESPONSE TO CONDITIONS

INSTITUTION NAME: UNIVERSITY OF ARKANSAS PULASKI TECHNICAL COLLEGE

STATE: ARKANSAS

PLEASE INDICATE THE CYCLE FOR WHICH THE PROGRAM IS SUBMITTING THIS REPORT

☒ **SEPTEMBER 30, YEAR: 2022**

☐ **MARCH 31, YEAR:**

PLEASE INDICATE THE TYPE OF REPORT THE PROGRAM IS SUBMITTING

☒ **YEAR 1 RESPONSE TO CONDITIONS**

☐ **YEAR 2 RESPONSE TO CONDITIONS**

☐ **YEAR 3 RESPONSE TO CONDITIONS (FOR PROGRAMS THAT RECEIVED NEW CONDITIONS DURING REVIEW OF YEAR 1 RESPONSE)**

NAME OF PERSON COMPLETING THIS REPORT: TRACI JOHNSTON

DATE: SEPTEMBER 30, 2022

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A. UPDATES TO CONTACT INFORMATION

(IF COMPLETING YEAR 2 RESPONSE TO CONDITIONS, LEAVE THIS SECTION BLANK OR DELETE IT. THIS INFORMATION IS ALSO COLLECTED IN YEAR 2 INTERIM REPORT TEMPLATE)

Institution Name	University of Arkansas Pulaski Technical College
Mailing Address	3000 West Scenic Drive, North Little Rock, AR 72118
Program Name(s)	Early Childhood Development
Program name(s) as listed in college catalog, including degree type (A.A., A.A.T. etc.). If listing more than one program, please separate program names by a semicolon.	A.A.S. Early Childhood Development
Program's website address (please list the website address for each program if including more than one program)	https://uaptc.edu/ecd
Does the program's name above differ from what is currently listed on the NAEYC website (http://www.naeyc.org/highered/accreditation/accredited-programs)?	X No <input type="checkbox"/> Yes If yes, specify old and new program names (if the institution has more than one accredited program) _____
Primary Contact (Faculty member representing the program)	
Name	Traci Johnston
Courtesy Title	<input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input checked="" type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
Job Title	Education Programs & Reading Lead, Education Instructor
Work Phone	501-812-2817
Email	tjohnston@uaptc.edu
Does this person meet eligibility requirement #6? (if no, secondary contact must meet this requirement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a new primary contact, please list his/her graduate degree(s) and subject area(s)¹:	

¹ If new primary contact is the person designated as meeting faculty eligibility requirements, program must also attach to the end of this report a completed Contact Update Form found in the resource library along with required supporting documentation.

Secondary Contact (Faculty member representing the program)	
Name	Kami Hicks
Courtesy Title	<input checked="" type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
Job Title	Education Instructor
Work Phone	501-771-6047
Email	khicks@uaptc.edu
Does this person meet eligibility requirement #6? (if no, primary contact must meet this requirement)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If this is a new secondary contact, please list his/her graduate degree(s) and subject area(s) 1 above:	
President, Dean or other administrator representing the institution	
Name	Summer DeProw
Courtesy Title	<input checked="" type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mx. <input type="checkbox"/> Other (please specify): _____
Job Title	Provost
Email	sdeprow@uaptc.edu
Is this a new administrator since program's most recent report or contact update submission?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

B. UPDATES TO PROGRAM CONTEXT

(IF COMPLETING YEAR 2 RESPONSE TO CONDITIONS, LEAVE THIS SECTION BLANK OR DELETE IT. THIS INFORMATION IS ALSO COLLECTED IN YEAR 2 INTERIM REPORT TEMPLATE)

Have there been any substantive changes to the program, as defined in the Accreditation Handbook?	<p>X No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please complete the “Notice of Substantive Change” template found in the resource library and attach to this report.</p>
During the past year, has the program experienced unusual circumstances (e.g., natural disasters or health calamities) that are not reflected elsewhere in the report?	<p>X No <input type="checkbox"/> Yes</p> <p>If the program answered “yes”, please provide a short explanation:</p>

C. KEY ASSESSMENT OVERVIEW

*For this section, if the institution has more than one accredited program, please replicate and label the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Competencies for each program **if they do not share the same key assessments**.*

Key Assessment Title Chart

Please list the names of each of the program's key assessments in the chart below.

	Name of Assessment and course number in which it is given	If responding to conditions in Year 2 or 3, place an X in this column if the assessment is a revision of or replacement for an assessment submitted in the most recent prior Response to Conditions report (enter N/A or leave blank if submitting Year 1 Response to Conditions)
Key Assessment 1	Reflection Paper: NAEYC Standard Statements	N/A
Key Assessment 2	Parent-Teacher Conference: Community Resources for Families	N/A
Key Assessment 3	Child Case Study	N/A
Key Assessment 4	Math & Science Lesson Plan & Implementation	N/A
Key Assessment 5	Mobile Infant Activity Plans & Implementation	N/A
Key Assessment 6²	Early Childhood Advocacy Project	N/A

² All programs must submit a sixth Key Assessment under the 2021 Accreditation Standards. For programs submitting under the 2010 standards, the sixth assessment is optional.

Please complete the following *Chart of Key Assessments Aligned with Standards and Key Competencies* by entering an X in each applicable cell to indicate which key assessments are intended to assess which key elements/competencies. Each competency/element must be addressed at least once.

➤ Please indicate under which set of standards this report is being submitted:

☐ **2020** Professional Standards and Competencies for Early Childhood Educators ☒ **2010** Initial Standards for Early Childhood Professional Preparation Programs

Key Competency/Element	Key Assessment 1	Key Assessment 2	Key Assessment 3	Key Assessment 4	Key Assessment 5	Key Assessment 6
1a	X		X			
1b	X		X			
1c	X			X		
1d (2020 standards only)						
2a		X	X			
2b		X	X			
2c	X	X			X	
3a			X	X		
3b			X		X	
3c	X		X			
3d	X		X			
4a				X	X	
4b	X			X		
4c				X	X	
4d (2010 standards only)			X		X	
5a	X			X		
5b	X			X		
5c				X	X	
6a	X					X
6b	X					X
6c	X					X
6d	X	X				
6e	X					X

D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

1. Cite the condition statement(s) here exactly as it appears in the Accreditation Decision Report.

Condition #1: Revise or create Key Assessments to ensure instructions and rubrics are accurately and explicitly aligned with the key elements of Standard 2.

Condition #2: Revise rubrics to measure and describe performance expectations related to Standards 1-6 as found in Key Assessments 1-6 to assure that rubrics primarily use qualitative rather than quantitative descriptors for levels of candidate performance.

2. Describe the progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents, such as revised key assessments or data tables and analysis that provide evidence of change. Programs that are accredited with conditions must satisfactorily address conditions within 2 Response to Conditions reports in order to maintain accreditation.

To help ensure faculty had a clear understanding of the Accreditation Decision Report (hereinafter referred to as the ADR), a phone conference was held with Pamela Ehrenberg, Traci Johnston, and Kami Hicks on August 27, 2021. During our phone conference, faculty were able to get a clearer understanding of the conditions and discuss a plan of action for responding to the two conditions. In addition, we were able to clarify with Ms. Ehrenberg that the first bullet point explanation of Condition #1 on page 3 of the ADR should have referred to Key Assessment 1. The ADR referred to Key Assessment 2 in this bullet point; however, the explanation here does not match Key Assessment 2 rubric or instructions, and appears to be more related to Key Assessment 1. Based on this determination, faculty proceeded to address Condition #1 as to bullet point 1 based on the assumption that this was a typographical error, and that Key Assessment 1 was being referenced. (Additional information provided below in paragraph 2 on page 9.)

We shared the Accreditation Decision Report with our Education Faculty, Administration, and our Early Childhood Advisory Committee. An Early Childhood Advisory Committee meeting was held in September 2021 and the ADR was shared with committee members for review. Suggestions and support were provided, and faculty began working immediately to make changes to the Key Assessments, instruction sheets, and the corresponding rubrics.

Using the above feedback, faculty made significant revisions to all Key Assessments, instructions, and rubrics to comply with Conditions #1 and #2. After revisions were made, faculty sought professional consulting from Ms. Marilyn Thomas, Dean of Education at the University of Arkansas Community College at Morrilton (UACCM) to review the revisions made to our Key Assessments and rubric language changes based on the feedback received from the Accreditation Decision Report. UACCM is the only other institution in our state to obtain NAEYC accreditation so their expertise and familiarity with the accreditation process was important and provided valuable feedback for our program. Suggestions for revisions were made by Ms. Thomas, which faculty implemented to improve and strengthen the Key Assessments.

Traci Johnston and Kami Hicks (full-time faculty) attended the PLI conference in June 2022. Pre-conference sessions were attended to gain a better understanding of the new standards and other changes being made to the accreditation process. Additional sessions were attended, including ACCESS sessions, where we were able to share our rubrics with other faculty from different states. We received some additional suggestions, comments and changes from those small group sessions, including feedback from fellow peer reviewers. We also attended a round-table session where faculty were able to have some face-to-face

time with Mary Harrill and other members of the Commission. The round-table sessions were found to be very beneficial as we came back to our institution this summer and made additional changes to our Key Assessments and rubrics.

You will find outlined below the specific changes that have been made on Condition 1 and 2 based on our Accreditation Decision Report. Attached to this Response to Conditions are the newly revised Key Assessment Instructions and Rubrics for Key Assessments 1, 2, 3, 4, 5 and 6, at pages 17-110. (Key Assessment 1, Instructions and Rubric, pgs. 17-41; Key Assessment 2, Instructions and Rubric, pgs. 42-49; Key Assessment 3, Instructions and Rubric, pgs. 50-67; Key Assessment 4, Instructions and Rubric, pgs. 68-85; Key Assessment 5, Instructions and Rubric, pgs. 86-104; and Key Assessment 6, Instructions and Rubric, pgs. 105-110).

Condition #1:

Regarding Condition #1, the ADR cites issues with instructions on Key Assessments 1, 2, and 3 as not clearly aligning to Key Elements 2a and 2c (ADR pg. 2, last paragraph). To address this, faculty re-wrote and clarified instructions and rubrics for these three Key Assessments for stronger alignment with Key Elements 2a and 2c as described in more detail below. The decision was also made by faculty to remove Key Assessment 1 as a reported data measurement in the *Chart of Key Assessments Aligned with Standards and Key Competencies* for Key Element 2a because Key Assessments 2 and 3 provided a stronger measurement of this key element. Also, during the revision process, Key Assessment 5 was updated and is now tracking key element 2c, and this change has been made to the *Chart of Key Assessments Aligned with Standards and Key Competencies* as well.

More specifically, regarding Condition #1, bullet point 1 on page 3, the ADR states, “Key Elements 2a and 2c, as currently measured in Key Assessment 2, are addressed via a candidate reflection statement and a “how to” description that doesn’t involve actually working with families as would be required for 2.” However, Key Assessment 2 does not measure Key Elements 2a and 2c via a “candidate reflection statement,” and after discussion with Pamela Ehrenberg during the phone conference in August 2021, it was determined that this was likely a typographical error and Key Assessment 1 should have been referred to here. Accordingly, faculty moved forward with making revisions to Key Assessment 1 in this regard. To do this, faculty significantly revised the Key Assessment 1 rubric, along with the instructions, in order to strengthen the measurement of 2a and 2c (Response to Conditions, Key Assessment 1 Rubric located at pgs. 17-41; Rubric step-down language for standards 2a and 2c are found on pg. 27-28). It was then later decided that Key Assessments 2 and 3 provided a stronger measurement of key element 2a, and that Key Assessment 1 did not need to be listed as a reported data measurement on the *Chart of Key Assessments Aligned with Standards and Key Competencies* for Key Element 2a. Moreover, the measurement of key element 2c in Key Assessment 1 was revised to state that, “The Candidate describes three examples which discuss how the Candidate involves families in their child's development and learning. The Candidate includes description of a completed artifact which reflects how the Candidate does this. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.” (Response to Conditions, Key Assessment 1 Rubric, pg. 28). Candidates now support their description of how they involve families in a child’s development and learning by also describing a particular piece of evidence in which the Candidate did actual work with families in this regard.

Regarding Condition #1, bullet point 2 on page 3, the ADR states, “Key Elements 2a and 2c, as currently measured in Key Assessment 2, are addressed via the creation of a display board and handouts about community resources (2a), and the one-way sharing of information with parents that does not build the reciprocal relationships required of 2c.” To address this, Key Assessment 2 has undergone significant changes to more clearly align with Key Elements 2a and 2c (Response to Conditions, Key Assessment 2 Instructions and Rubric, pgs. 42-49). Candidates will now be given a specific family scenario. From the family scenario, Candidates will research community resources to support the family and the child. Once the Candidate has completed their research they will create community resource handouts to support the specific family. Candidates will participate in a mock parent/teacher conference (2c) where they will practice the skills needed to build relationships, including: summarizing the families’ concerns and worries (from the specific family scenario), describing the community

resources researched and selected for the specific family scenario, encouraging time to review the information and ask questions, and finally, working together with the family for a specific plan for accessing the community resources. (Candidates are not allowed to conduct actual parent-teacher conferences or have direct contact with parents during field work, so a mock or simulation experience was created to provide the opportunity for Candidates to practice the skills needed to support families.) Candidates no longer create a display board and hold a parent event for this Key Assessment.

Regarding Condition #1, bullet point 3 on page 3, the ADR states, “Key Element 2a, as currently addressed in Key Assessment 3, is addressed only briefly, via the candidate’s description of a family and inclusion of photos.” To rectify this concern, faculty revised the measurement of Key Element 2a on both the rubric and the instructions. Candidates will now create a reciprocal information form about the child and the child’s family to send with a letter of introduction to the child’s family. (Response to Conditions, Key Assessment 3 Instructions and Rubric, pgs. 50 and 55). Candidates will collect information through use of the letter, questionnaires, and interactions with the child and the child’s family. After collecting this information, the Candidate then writes a descriptive paragraph about the relevant family characteristics of the child’s immediate and extended family. The newly revised rubric measurement states: “Candidate collects information about the child case study’s family through conversation, interviews, discussion with the child, and questionnaires and uses information to write paragraph about the child in the context of the family. Paragraph includes description of the child’s nuclear and extended family and the language used in the home, and is complete without revealing privileged information, without bias or judgment (no red flag words used).” (Response to Conditions, Key Assessment 3 Rubric, pgs. 50-67; Rubric step-down language regarding Standard 2a located at pg. 57)

Additionally, Key Element 2c is now being measured in Key Assessment 5 (Response to Conditions, Key Assessment 5 Instructions and Rubric located at pgs. 86-104; Rubric step-down language regarding standard 2c located at pgs. 93, 95, 97, 99, and 101). Candidates will create take home activities for families to complete at home. The take-home activities will be created to extend the mobile infant’s learning at home. The take-home activity will include the purpose of the activity, steps to implement, what the child will be learning, and will connect the activity to an appropriate learning goal. A take-home family activity will be created for all five domain areas (Cognitive, Social-Emotional, Physical, Language Development/Emergent Literacy Activities and Creativity and Aesthetics). The purpose of the take-home activities is to involve families at home in their child’s learning.

Condition #2:

Condition #2 is described on page 3 of the ADR as follows, “Condition #2 was cited because the rubrics primarily use quantitative, not qualitative, descriptors for levels of candidate performance. Examples include but are not limited to the following:

- Key Assessment 1, pp. 85-95 of Self-Study Report requires two early childhood theorists
- Key Assessment 2, pp. 101-104 requires candidates to ask at least five questions
- Key Assessment 3, pp. 111-120 requires candidates to use at least eight assessment tools
- Key Assessment 4, pp. 131-141 requires six learning goals to be included
- Key Assessment 5, pp. 150-155 requires that three of the four key elements be included
- Key Assessment 6, pp. 159 requires candidates to submit to reliable artifacts.”

To address these rubric issues in Condition #2, Faculty reviewed pages 26-27 of the Self-Study and Site Visit Manual to obtain a better understanding of objective and qualitative language. As mentioned above, Faculty also attended the NAEYC PLI in Cleveland, Ohio in June 2022 and specifically attended several sessions regarding rubric writing and the accreditation process. While at the PLI, Faculty shared Key Assessments and received feedback from other peer reviewers regarding the rubrics. Faculty member Kami Hicks applied for and was accepted for training as a peer reviewer. During this process she received specific training in reading and evaluating key assessment rubrics. In addition, Traci Johnston served on a peer review team in Spring 2022, which always provides valuable

information and collaboration with other peer reviewers. Using these resources, as well as feedback from other faculty, the Early Childhood Advisory Committee members, Administration, and Ms. Marilyn Thomas, Dean of Education at the University of Arkansas Community College at Morrilton (UACCM), all six Key Assessment rubrics went through extensive revisions. A focus was on using qualitative descriptors for levels of candidate performance instead of sole quantitative language. Faculty also reviewed all six Key Assessment rubrics and removed the subjective language to provide objective indicators that can be interpreted the same way by various Candidates and faculty who use the rubric. Faculty shifted the focus to the quality of the task or behavior demonstrating the Candidate is meeting a performance level.

The following are examples of changes made to Key Assessment rubrics as described in the ADR.

First, the ADR references Key Assessment 1 and describes that the rubric item requires two early childhood theorists. (ADR pg. 3, Condition #2, bullet point 1). Specifically, the measure on the rubric required, only, that “The candidate describes connections to 3 early childhood theorists.” (Self-Study Report pg. 85).

This descriptor has been revised significantly to the following: “The Candidate’s statement includes discussion of how Candidate incorporates knowledge of child development into daily practice in following areas: physical, cognitive, social-emotional, language, aesthetic domains, the importance of play, and motivation to learn. The Candidate is able to support this discussion by connecting these practices to the beliefs of at least two early childhood theorists, and by describing a completed artifact in support of key element 1a. Candidate explains why the artifact was chosen, what the Candidate has learned through creation of the artifact, and a clear connection to how the artifact supports key element 1a.” (Response to Conditions, Key Assessment 1 Rubric, pg. 24).

Next, the ADR references Key Assessment 2 and describes that the rubric requires at least five questions (ADR pg. 3, Condition #2, bullet point 2). That Key Assessment rubric item was focused on the number of resources and number of questions being asked. The rubric language has been changed to focus on the types of information Candidates need to solicit for the family based on the community resource, not the number. “Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. All three questions for each interview should elicit information to support the family’s specific scenario, and Candidate should provide the responses to the specific interview questions designed to learn more about the resources provided and include the name of the contact person, phone number, email address and date and time of the interview. The number of resources is still required; however, the language and emphasis of the measurement has shifted to the resources being appropriate and relevant to the assigned family scenario. (Response to Conditions, Key Assessment 2 Rubric, pg. 45).

In reference to Key Assessment 3, the ADR notes that “Candidates use at least eight assessment tools.” (ADR pg. 3, Condition #2, bullet point 3). Previously, the number of assessment tools was the primary measurement for this rubric item. This rubric has been revised to the following: “Candidate describes at least nine assessment tools used to compile the case study. For each tool, Candidate explains how the tool is used, benefits of the tool’s use, and Candidate’s rationale and reasons for choosing the tool described in relation to the child studied.” (Response to Conditions, Key Assessment 3 Rubric, pg. 59). This Target measurement is associated with Key Element 3b, specifically, as a measurement of the Candidate’s breadth of “know[ledge] about using observation, documentation, and other appropriate assessment tools,” as well as the depth of the Candidate’s knowledge about such tools, such as knowing how the tools are used, and why the Candidate would select that tool for the child as well as for inclusion in the Case Study. While this rubric item does still contain a “number,” the number of assessments listed is not the sole measurement. This rubric item was drafted in this manner after evaluating very similar examples of rubric language provided to Faculty during both peer review training and PLI courses.

The ADR notes as another example that Key Assessment 4 required the Candidate to “include six learning goals.” (ADR pg. 3, Condition #2, bullet point 4). This wording was the primary criteria of that particular rubric item. In the revised Key Assessment 4 rubric, the measurement is now: “The four learning goals

selected by the Candidate for the two finger plays and two book extensions include an accurate domain, number and statement for the learning goal; are appropriate for the age group selected; match the corresponding selected activity; and include a description of actions for the Candidate to observe related to the learning goal.” (Response to Conditions, Key Assessment 4, pg. 76). The focus is no longer on the number of learning goals listed, but the Candidate’s ability to use and select appropriate learning goals when planning curriculum experiences for young children.

Key Assessment 5 is noted in the ADR as describing a rubric item that requires that “three of the four key elements be included.” (ADR pg.3, Condition #2, bullet point 5). The rubric was focused solely on the number of items the Candidate provided (quantitative). This rubric has been revised, and specifically, the focus of the cited item in the ADR has now shifted to the quality and appropriateness of the criteria being provided by the Candidate. “Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity.” “Candidate provides an accurate and appropriate domain and learning goal, but strand is not appropriate/accurate for the planned activity.” (Response to Conditions, Key Assessment 5 Rubric, pg. 92).

Lastly, the ADR referenced Key Assessment 6 and noted that the rubric requires the “submission of two reliable artifacts” (ADR pg.3, Condition #2, bullet point 6). This language puts an emphasis on the number of artifacts and not the quality of the artifacts being collected and used for the project. An “artifact,” for purposes of this project, being evidence of the Candidate’s research and reliable documentation of such in relation to an advocacy issue. The rubric was changed to: “Candidates submits 3 reliable artifacts documenting advocacy research; each artifact is from a professional source (such as a research article, a professional journal, an agency brochure or newsletter, or a professional organization’s website) and is related to an issue that affects children and families in central Arkansas. Each artifact contains an accurate APA citation to the professional source.” (Response to Conditions, Key Assessment Rubric 6, pg. 107). The focus of this item is in relation to Key Element 6c and is intended to measure the Candidate’s engagement in continuous learning and the use of technology as a professional resource for informing their practice. The number of artifacts is no longer the sole measurement, but rather, documentation of Candidate’s efforts to use technology and reliable sources for informing their research.

These six examples are a small sampling of the significant revision and changes made to the six Key Assessment rubrics, projects, and instruction sheets, by the Faculty. For purposes of this report, these six examples were chosen based on the examples highlighted in the ADR for Condition #2. Every single rubric was overhauled to address concerns with quantitative and subjective language.

Areas of Program Improvement in relation to Accreditation Standards: In the Accreditation Decision Report on page 4, the Commission described four areas for improvement: reliance on one key assessment that measures all key elements, point ranges on rubrics, disconnect between the labeling of rubric columns and aggregated data in written reports, and the use of aggregated data.

Faculty addressed the first concern of relying on one key assessment (Key Assessment 1) for measurement and collection of data on all key elements by reviewing and evaluating each Key Assessment and choosing assessments for which alignment was the strongest for each key element. While Key Assessment 1 was not dropped, the project’s rubric was significantly revised, and faculty have also decided to remove Key Assessment 1 as a measure of *all* key elements on the *Chart of Key Assessments Aligned with Standards and Key Competencies*. Though the full Key Assessment 1 project does address all Standards, faculty will be targeting and collecting data on fewer key elements using this assessment.

Secondly, the ADR notes that the point ranges listed on rubrics are “possibly confusing to candidates. For example, “Exceeds” is 10 points, “Meets” is 8 points, “Progressing” is 7 points, and “Does Not Meet” is 0 points.” However, faculty would like to emphasize again that Candidates in the program have not ever expressed any confusion over the points on the rubrics. As described in the Written Response at pgs. 6-7 and Addendum at pg. 24, this point system seems to resonate with our students because the points correlate easily with percentages. For example, Exceeds (now called Target) - 10 points is the equivalent of 100%

or A-grade work. Meets - 8 points is the equivalent of 80% or B quality. Progressing - 7 points is the equivalent of 70% or C quality. Not Met - 0 points = 0% = F, or not passing. In fact, Key Assessment rubrics put the equivalent A, B, C, and F right on the point columns on the rubrics as a means of assisting students in understanding the scoring. There is no point range on the rubric between 0 and 6, because no points are given for "Not Met," as the Candidate as not met the wanted criteria. Faculty has found that point ranges tend to be ambiguous and confusing for Candidates, as point ranges lack specificity and consistency in grading from Candidate to Candidate.

One significant change made to all Key Assessment rubrics was changing the name of the "Exceeds" column to "Target". At the PLI conference, faculty received feedback from another peer reviewer, who noted that the "Meets" column on the key assessment rubrics was a lower standard than what was listed on the instructions, and that the "Exceeds" column actually stated the quality/requirements that faculty was seeking from the Candidate in the instructions. Faculty incorporated this feedback into the key assessment revisions and made the decision to change the "Exceeds" column to be named "Target." Faculty believes this will be clearer to Candidates that the Target column is the level of quality sought from all Candidates, and is the level of quality that is described in the key assessment instructions. The 10, 8, 7 and 0 point values associated with the columns on the rubrics have not changed, but rather, the wording of the columns to make it more clear what the "Target" proficiency level is for the Candidate. When reporting data on these rubrics in the future, Faculty will disaggregate the data so that all columns, Targets, Meets, Progressing, and Not Met, are individually reported and analyzed so as to be more useful for the program. Having the four levels, or ranges of proficiency, is especially helpful to faculty for grading purposes and being more specific with feedback to Candidates about what they are doing well and how they can improve. By disaggregating the reported data in this manner, Faculty has addressed the third and fourth areas of recommended program improvement in order to make the data more meaningful, accurate, and less confusing.

While not mentioned in the ADR, Faculty would also like to provide an explanation of why there are on occasion items in rows with no criteria under either the "Meets" or "Progressing" columns on some rubrics. These items are marked as "intentionally left blank." In most of these instances, Candidates either provide the information required or it was omitted, and the criteria was also not being assessed by a key element. For example, on page 46 of the Response to Conditions, in Key Assessment 2, the Candidate either provides the required handouts or they were omitted. The Candidate either hit the Target or they did not, and the item was Not Met; there isn't an in-between measure because there is no need for one, and there is also no associated key element with this item on the rubric. Another example of this is provided on page 59 of the Response to Conditions in Key Assessment 3: Candidates either provided a completed portfolio evidence sheet or they did not. Again, there is no need for a range of measurement here, and completion of the portfolio evidence sheet is not associated with measurement of a key element.

Occasionally, a measured key element item on a rubric may also contain an "intentionally left blank" section in either a "Meets" or "Progressing" column. This is primarily a grading decision- it was the faculty's opinion that there was no need for multiple ranges of proficiency on some items. For example, in Key Assessment 4, the Math & Science Lesson Plan and Implementation, there is an "Intentionally left blank" box at page 82 where the rubric measures Standard 5b. Here, the Candidate is either able to correctly identify both the math and science content areas of their planned math and science activities ("Target"), or they are only partially able to do so. In the opinion of the lead faculty using this rubric, there was no need to measure a "Meets" column, when a Candidate's performance here either hits the "Target," or it is just partially correct, and in that case "Progressing." Because the Candidate's work was partially correct and not entirely incorrect or omitted, faculty is able to give much more specific guidance here to Candidates, and can track data on this item in a more useful way for the program.

Together, all of these adjustments have been made for the purpose of improving the Program in relation to the Accreditation Standards: by no longer relying on one key assessment to measure all key elements, by clarifying point ranges and categories of performance on rubrics, and by disaggregating data in future reports.

E. UNDERSTANDING THE IMPACT OF COVID-19 ON ECE PROGRAMS

Since March 2020, COVID-19 has significantly impacted ECE degree programs, particularly their ability to offer field experiences and key assessments. The Commission on the Accreditation of Early Childhood Higher Education Programs asks that programs submitting an Interim Report complete the following addendum to provide information on how field experiences, key assessments and other aspects of your program have been impacted by the pandemic.

For the current academic year, please describe how your program has been impacted by COVID-19. In your response, you may wish to consider the following aspects of impact as applicable to your program, but are not required to address each one.

- Institutional/states/county policies. For example, is your program fully online this semester? Are you offering limited face-to-face classes? Are there restrictions on the number of candidates who can be in a face-to-face class?
- Closures and/or social distancing policies that are in place for the early learning settings in which your candidates typically conduct their field experiences. Are there particular age groups and/or types of early learning settings with which your candidates typically conduct field experiences that you know (or anticipate) candidates do/will not have access due to COVID-19? What approximate percentage of your candidates and/or experiences is affected? Were candidates able to (or anticipate being able to) complete required field experiences with modifications to what is typically required?
- Supplemental opportunities your program has provided for candidates to observe and practice in early learning settings when needed. For example: videos, implementing curriculum with students' own children, virtual curriculum delivery, allowing additional time beyond semester end to complete field experiences, simulation software, etc.
- Ways your program is supporting candidates' work with diverse populations of young children during this time of limited access to field sites
- Ability for your program to continue offering its Key Assessments. If not able to offer all key assessments, which assessments were not offered?
- Anything else you would like to share regarding the impact of COVID-19 on your program

➤ Enter your response below:

UA-Pulaski Technical College has returned to face-to-face classes. The Early Childhood Development program is primarily delivered as a hybrid. Our candidates are back in class. There are currently no restrictions on the number of students who can attend face-to-face.

The Early Childhood Development program has still struggled to find placement for Candidates that did not already work in an early childhood program. Our lab school is being transitioned to a Head Start program. Our lab school was closed due to COVID, then sustained significant damage due to flooding. The opportunity presented itself to transition to a Head Start program but due to water damage it has taken longer than anticipated to repair the building. We look forward to partnering with Head Start which will hopefully allow observation opportunities for our Candidates. All Candidates were able to complete their observation and field site placement hours. Those that already worked in the field were able to conduct observation hours where they worked. Candidates that did not already work in

an early childhood program had a limited number of programs to conduct their observations. However, the programs that did allow for observations worked very hard to accommodate and meet the needs of our Candidates. This affected about 25% of our candidates. Supplemental opportunities were not needed. Faculty used videos and simulations to help ensure Candidates had opportunities to work and experience a diverse population of children during times of limited access to field sites, which was more of a concern in the fall semester.

Faculty was able to offer all Key Assessments. Candidates were able to complete all aspects of the Key Assessments and assessment data was collected.

Faculty worked during the Spring semester to rebuild partnerships with local early childhood programs. We feel strongly that Candidates will have a variety of early childhood settings to conduct field work in the future. Several new partnerships are with Developmental programs, which will help to ensure our students are working with a diverse population of children. We are currently in the process of working with the Child Enrichment Center at Arkansas Children's Hospital as an option for field placement for Candidates.

F. REPORT COMPLETION CHECKLIST

PLEASE REVIEW AND CHECK THE FOLLOWING STATEMENTS AS APPROPRIATE

☒ I AFFIRM THAT I HAVE READ THE CURRENT *NAEYC ACCREDITATION OF EARLY CHILDHOOD HIGHER EDUCATION PROGRAMS – ACCREDITATION POLICIES AND PROCEDURES HANDBOOK* (REQUIRED FOR ALL ACCREDITED PROGRAMS)

☒ I VERIFY THAT THE INFORMATION CONTAINED IN THIS REPORT IS ACCURATE (REQUIRED FOR ALL ACCREDITED PROGRAMS)

☒ OUR PROGRAM HAS SUBMITTED ITS ANNUAL FEE FOR THE CURRENT CALENDAR YEAR (REQUIRED FOR ALL ACCREDITED PROGRAMS)

☐ I WOULD LIKE TO SCHEDULE A PHONE CONSULTATION WITH NAEYC STAFF (OPTIONAL)

Please complete this table to verify that each applicable section of the Response to Conditions Report has been completed.

<input checked="" type="checkbox"/>	The cover sheet is complete.
<input checked="" type="checkbox"/>	If submitting Year 1 or Year 3 Response to Conditions, Section A contains all relevant contact information. If new contacts are listed, the program has provided the graduate degrees (and subject areas) that they hold, and attached a completed Contact Update Form (which can be found in the resource library), including supporting documents requested. <i>Year 2 Response to Conditions programs can skip or delete this section as the information is also collected in the Year 2 Interim Report.</i>
<input checked="" type="checkbox"/>	If submitting Year 1 or Year 3 Response to Conditions, in Section B the program has indicated whether there has been a substantive change(s) to the program(s) and attached a completed Substantive Change form (which can be found in the resource library) with requested supporting documents if needed. <i>Year 2 Response to Conditions programs can skip or delete this section as the information is also collected in the Year 2 Interim Report.</i>
<input checked="" type="checkbox"/>	The program has completed the Key Assessment Title Chart and Chart of Key Assessments Aligned with Standards and Key Competencies in Section C for all accredited programs.
<input checked="" type="checkbox"/>	The program has submitted evidence of addressing conditions in Section D.

<input checked="" type="checkbox"/>	The program has entered a response to the COVID-19 addendum in Section E.
<input type="checkbox"/>	If this is a Year 2 Response to Conditions, the program has also completed and attached a Year 2 Interim Report form (which can be found in the resource library).
<input checked="" type="checkbox"/>	Table of Contents page numbers have been updated to match completed report contents.

What to expect after submitting this report:

- Once the program submits its Response to Conditions, NAEYC will acknowledge receiving the report.
- NAEYC will then review it for completeness. If the review finds that all items are complete, then the program will be notified that its report has been accepted. If the report is missing information or NAEYC has clarifying questions, NAEYC staff will ask for the necessary information.
- The Commission will review the evidence submitted for conditions. In most cases, the program should plan to receive feedback on its conditions prior to the end of the year (if submitting during the fall cycle) or by mid-summer (if submitting in the spring cycle); in some cases, the program may be notified that it has been placed on a subsequent Commission agenda.

Reminders:

- Additional resources are available in the online resource library, including guidance documents, recorded webinars, alignment charts, and more.
- Programs are encouraged to regularly review their alignment of key assessments to standards to identify opportunities to strengthen alignment between report submissions.
- Programs using the 2010 standards are strongly encouraged to consider transitioning to the 2021 standards prior to submitting their Year 4 Interim Report in order to benefit from Commission feedback prior to renewal of accreditation when the new standards will be required.

ECTC 2903: Future Perspectives
Reflection Paper: NAEYC Standard Statement - Instructions

Standard Statement 1

- You will include a cover page that states your name, the name of the course, the name of the project and the date.
- This project is a comprehensive paper in which you will showcase, describe in detail, and provide examples of, your learning, understanding, and skills in each of the six NAEYC Standards.
- The statement section for Standard 1 includes a discussion of how you incorporate knowledge of all the following areas of child development into your daily practice and how those practices connect to the beliefs of at least two early childhood theorists: **(NAEYC Standard 1a)**
 - physical development
 - cognitive development
 - social-emotional development
 - language development
 - aesthetic development
 - importance of play and motivation to learn

Please also include here a description of an actual artifact you have created that supports how you use child development knowledge in your daily practice. Why did you select this artifact? What did you learn from it? Please explain the clear connection between the artifact and why it supports NAEYC Standard 1a.

- The statement includes a discussion of the influences on development to include the following elements: **(NAEYC Standard 1b)**
 - cultural
 - linguistic
 - health status
 - economic
 - family and community

Please also include here a description of an actual artifact you have created that supports your discussion of how these influences a child's development. Why did you select this artifact? What did you learn from it? Please explain the clear connection between the artifact and why it supports NAEYC Standard 1b.

- The statement includes a discussion of how Candidate uses developmental knowledge to create healthy, respectful, supportive and challenging developmentally appropriate environments in daily practice: **(NAEYC Standard 1c)**
 - culturally sensitive, respectful curriculum
 - interactions
 - teaching practices
 - learning materials

Please also include here a description of an actual artifact you have created that supports your discussion of the components of supportive and challenging developmentally appropriate environments. Why did you select this artifact? What did you learn from it? Please explain the clear connection between the artifact and why it supports NAEYC Standard 1c.

- This Standard Statement section should be at least three pages long, typed, double-spaced, and free from grammatical and spelling errors.

Standard Statement 2

- This statement section should first include a discussion of how you consider and incorporate the following items as you work with families to support children's development in the following areas: **(NAEYC Standard 2a)**
 - socio-economic conditions
 - cultural values
 - community resources

To support your discussion, you need to describe in detail an artifact you have created. How does this artifact showcase your knowledge of diverse family and community characteristics? How do you use this knowledge to create partnerships with families? What did you learn from the creation of this artifact? Why did you choose it?

- Next, the statement should also include a discussion of how you empower families by addressing the following items: **(NAEYC Standard 2b)**
 - the needs of families who have children with special needs
 - the needs of families with language challenges
 - the needs of families who need other supportive services

Describe actual examples of you have/will do this in your classroom. Support your discussion here by describing an artifact you have created. Why did you select this artifact? How does it show ways that you empower families in your classroom and develop reciprocal relationships with them? What did you learn from creating this artifact?

- Lastly, your statement should include a description of three developmentally appropriate examples that illustrate how to involve families in their child's learning. How have you actually done this in a classroom? What are real strategies that you are going to use as a teacher? You should support your discussion here with the description of an artifact that you have actually created. How does the artifact showcase how you involve families in their child's learning? Why did you select the artifact? What did you learn from its creation? **(NAEYC Standard 2c)**
- This statement section should be at least three pages long, typed, double-spaced, and free from grammatical and spelling errors.

Standard Statement 3

- The section of your Standard Statement paper includes a discussion of the following elements: **(NAEYC Standard 3a)**
 - how you connect assessment to developmental milestones
 - positive uses of assessment including the benefits
 - potential negative uses of assessment including the detrimental effects
- The statement includes a description of four developmentally appropriate types of observation, documentation and assessment tools you use with children. **(NAEYC Standard 3b)** You should support this discussion with an actual assessment artifact that you have created. Discuss why you chose this artifact and how it showcases your knowledge in implementing appropriate types of observation and assessment.
- The statement includes a discussion of the following elements: **(NAEYC Standard 3c)**
 - how you conduct assessments (the setting)
 - how frequently you conduct assessments
 - how your interpretations of the assessments you conduct are used to promote positive outcomes for children
 - how you include families in the assessments

Support this discussion by describing an artifact that exemplifies how you do this, and give an explanation. Why did you choose this artifact? What did you learn from it? How does it connect to Standard 3c?

- The statement includes a discussion of the following elements: **(NAEYC Standard 3d)**
 - the factors you consider when choosing what assessment tool to use
 - how you form partnerships with families and other professionals
 - the ethical standards you adhere to during the assessment and referral process

Please include here a description of an actual artifact you have created that supports how you use assessment to form partnerships with families and other professionals. Why did you select this artifact? What did you learn from it?

- This section of your Standard Statements paper should be at least two pages in length, typed, double-spaced, and free from grammatical and spelling errors.

Standard Statement 4

- The statement includes a description of at least three examples that illustrate how you engage in responsive adult-child interactions. Give actual examples of interactions or techniques you have used/plan to use in your classroom. Support your discussion with the description of an artifact that highlights your knowledge of how to do this. Include in your discussion why you selected the artifact, how it supports your discussion and knowledge of Standard 4a, and what you learned from it. **(NAEYC Standard 4a)**
- The statement includes a discussion of the following tools and strategies: **(NAEYC Standard 4b)**
 - how you incorporate engaging conversations into your daily practice with children
 - how you use thought provoking questions in your daily practice with children
 - how you use materials in the environment
 - how you adapt the strategies you use to meet the needs of children with special needs
 - how you adapt the strategies you use to meet the needs of children with varying cultures

Be specific and detailed in your description here. Describe an artifact you have created that depicts your understanding of how to use effective tools and strategies for communicating and meeting the needs of children in your classroom. Why did you select this artifact? What did you learn from it?

- The statement includes a discussion of the following elements that support each child's development in your daily practices: **(NAEYC Standard 4c)**
 - how you use the environment
 - the design of your schedules and routines
 - how you support the individual characteristics of each child
 - teaching through social interactions
 - addressing challenging behaviors
 - supporting learning through technology
 - using an integrative approach to curriculum

Include the description of an artifact that exemplifies your use of various teaching strategies and practices. Why did you pick this artifact? What did you learn from it?

- The statement includes a description of three examples that illustrate how you are reflective, responsive and intentional when designing activities, routines, and/or interactions to promote positive outcomes. **(NAEYC Standard 4d)**
- This section should be at least 2 pages, typed, double-spaced, and error-free.

Standard Statement 5

- The statement includes a description of the connection between the experiences you provide and the concepts in each of the following content areas: **(NAEYC Standard 5a)** You should include a description of an artifact that showcases your knowledge here. What is the connection to Standard 5a? Why did you select it? What did you learn from it?
 - language and literacy
 - the arts (music, creative movement, dance, drama, visual arts)
 - mathematics
 - science
 - physical activity and physical education
 - health and safety
 - social studies
- The statement includes a discussion of the core concepts you teach for each of the following curriculum areas: **(NAEYC Standard 5b)** Support your discussion with the description of an artifact you have created that depicts your understanding of core concepts in at least one of these areas. Why did you choose this artifact? What did you learn from it.
 - language and literacy
 - the arts (music, creative movement, dance, drama, visual arts)
 - mathematics
 - science
 - physical activity and physical education
 - health and safety
 - social studies
- The statement includes a description of how the learning activities you design are connected to standards that allow you to meet the individualized needs of each child in the following areas: **(NAEYC Standard 5c)** Again, support your discussion here with the description of an artifact you have created. How does it link to Standard 5c? Why did you pick it? What did you learn?
 - language and literacy
 - the arts (music, creative movement, dance, drama, visual arts)
 - mathematics
 - science
 - physical activity and physical education
 - health and safety
 - social studies
- This section should be at least 2 pages, typed, double-spaced, and error-free.

Standard Statement 6

- The statement includes a description of the following elements: **(NAEYC Standard 6a)**
 - the early childhood professionals and professionals from other fields you must form relationships with as an early childhood professional
 - the challenges currently facing the early childhood profession
 - the current issues and trends that affect the early childhood profession
- The statement includes a discussion of three challenging situations you have experienced in your work as an early childhood professional and the specific principles and/or ideals from the NAEYC Code of Ethical Conduct you used to resolve each situation. Support this discussion with the description of an artifact you have created using the Code of Ethical Conduct to resolve a challenging situation. Why did you select this artifact? What did you learn from it? **(NAEYC Standard 6b)**
- The statement includes a description of how you will stay engaged in continuous, collaborative learning that includes the following elements: **(NAEYC Standard 6c)**
 - how you will stay connected to other professionals to collaborate on learning opportunities and to meet the needs of children
 - how you will continue learning to stay current with early childhood practices
 - how you will use technology effectively with children, peers and as a professional resource
- The statement includes a description three examples of how you use reflections to modify and improve your work with children. Describe an artifact you have created that showcases such a reflection. How does this artifact support your learning in connection to Standard 6d? Why did you select it? What did you learn? **(NAEYC Standard 6d)**
- The statement includes a description a current issue in the early childhood field and/or an issue affecting families that you will advocate. The following elements will be included in the discussion: **(NAEYC Standard 6e)**
 - a justification explaining why the issue is important
 - a step by step plan to advocate for the issue
 - the principles and/or ideals from the NAEYC Code of Ethical Conduct that apply to the issue

Support your statement with an artifact description of something you have actually created that shows your advocacy of an issue in the early childhood field. Why did you choose this particular artifact? What did you gain by creating it?

- This section of your paper should be at least 2 pages, typed, double-spaced, and error-free.

Overall Professionalism and Mechanics for NAEYC Standards Reflection Statement should include:

- cover page that states
 - your name

- the name of the course
 - the name of the project
 - the date
- Typed and double-spaced
- 12 pt. Times New Roman font
- 12 pages in length (not including required cover page)
- 0-3 grammar and spelling errors

Name _____ Date _____ Score _____

ECTC 2903 Future Perspectives
Reflection Paper: NAEYC Standard Statements Project: NAEYC Key Assessment

NAEYC Standard 1 Statement				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1a. Knowing and understanding young children's characteristics and needs	The Candidate's statement includes discussion of how Candidate incorporates knowledge of child development into daily practice in following areas: physical, cognitive, social-emotional, language, aesthetic domains, the importance of play, and motivation to learn. The Candidate is able to support this discussion by connecting these practices to the beliefs of at least two early childhood theorists, and by describing a completed artifact in support of key element 1a. Candidate explains why the artifact was chosen, what the Candidate has learned through creation of the artifact, and a clear connection to how the artifact supports key element 1a.	The Candidate's statement includes discussion of how Candidate incorporates knowledge of child development into daily practice in following areas: physical, cognitive, social-emotional, language, aesthetic domains, the importance of play, and motivation to learn. The Candidate is able to support this discussion by connecting these practices to at least one early childhood theorist. Candidate describes a completed artifact in support of key element 1a and why it was chosen and how it supports or connects to the key element, but does not detail what the Candidate learned from the experience.	The Candidate's statement includes discussion of how Candidate incorporates knowledge of child development into daily practice in following areas: physical, cognitive, social-emotional, language, aesthetic domains, the importance of play, and motivation to learn, but the Candidate does not make a connection to any early childhood theorists, OR, the Candidate makes a connection to at least one theorist but only discusses five or fewer areas of child development. Candidate describes a completed artifact in support of key element 1a and what the Candidate learned from it, but does not explain why it was chosen.	The Candidate's statement discusses only four or fewer required areas of development and how the Candidate incorporates knowledge into daily practice. OR Candidate does not describe an artifact in support of key element 1a OR the artifact described does not connect to or support key element 1a.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1b. Knowing and understanding the multiple influences on development and learning	<p>The Candidate's statement discusses Candidate's understanding of how a child's family characteristics, diverse cultural and linguistic contexts, health status and disabilities, developmental variations, opportunities to play and learn, and technology and the media influences young children's development and learning. The Candidate describes the potential influence of early intervention and early education programs on outcomes for children and how this knowledge is incorporated into their daily practice. The discussion is supported by a connection to at least one early childhood theorist. Candidate supports the Standard Statement 1 discussion of key element 1b by describing a completed artifact, and explaining why the artifact was chosen, what the Candidate has learned through creation of the artifact, and a clear connection to how the artifact supports key element 1b.</p>	<p>The Candidate's statement discusses Candidate's understanding of how a child's family characteristics, diverse cultural and linguistic contexts, health status and disabilities, developmental variations, opportunities to play and learn, and technology and the media influences young children's development and learning. The Candidate describes how this knowledge is incorporated into their daily practices, as well as the potential influence of early intervention and early education programs on outcomes for children's development. Candidate describes a completed artifact in support of key element 1b and why it was chosen and how it supports or connects to the key element, but does not detail what the Candidate learned from the experience.</p>	<p>The Candidate's statement discusses Candidate's understanding of how a child's family characteristics, diverse cultural and linguistic contexts, health status and disabilities, developmental variations, opportunities to play and learn, and technology and the media influences young children's development and learning. The Candidate describes how this knowledge is incorporated into their daily practice but does not discuss the influence of early intervention or early education in the outcomes for children's development. Candidate describes a completed artifact in support of key element 1b and what the Candidate learned from it, but does not explain why it was chosen.</p>	<p>The Candidate's statement discusses three or fewer multiple influences on development and learning and how knowledge of these multiple influences are incorporated into their daily practice. OR Candidate does not describe an artifact in support of key element 1b OR the artifact described does not connect to or support key element 1b.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	The Candidate's statement includes examples of how the Candidates uses developmental knowledge to create healthy, respectful, supportive and challenging developmentally appropriate environments in daily practice. The statement includes discussion of curriculum, interactions, teaching practices, and learning materials that the Candidate uses, and the discussion is supported with the description of at least one artifact which clearly connects to key element 1c. The description explains why the artifact was chosen, what knowledge the Candidate gained, and how the artifact supports this key element.	The Candidate's statement includes examples of how the Candidates uses developmental knowledge to create healthy, respectful, supportive and challenging developmentally appropriate environments in daily practice. The statement includes discussion of curriculum, interactions, teaching practices, and learning materials that the Candidate uses, and the discussion is supported with the description of at least one artifact which clearly connects to key element 1c.	The Candidate's statement includes examples of some, but not all, ways the Candidates uses developmental knowledge to create healthy, respectful, and challenging developmentally appropriate environments in daily practices and includes examples of curriculum, interactions, teaching practices, and learning materials. The Candidate refers to an artifact in support of the discussion but either does not describe the connection to 1c or the artifact does not have any clear connection to key element 1c.	The Candidate's statement discusses ways to use developmental knowledge to create healthy, respectful, and challenging developmentally appropriate environments, but does not describe how the Candidate does this in daily practice OR statement does not include examples of curriculum, interactions, teaching practices, and learning materials, OR, the statement contains no discussion of an artifact in support of key element 1c.
Professionalism and Mechanics	Statement is typed, double-spaced, and 12-point Times New Roman font; at least 3 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 2 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 1.5-2 pages in length OR 4-7 grammar and spelling errors.	Statement is not typed; OR, statement is one page or less in length; OR, statement contains more than 8 grammar or spelling errors.

NAEYC Standard 2				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 2a. Knowing about and understanding diverse family and community characteristics	Candidate discusses all of the following areas: how they incorporate knowledge of diverse socio-economic conditions, cultural values, and community resources, to form partnerships with families to support children's development. The Candidate is able to support this discussion by describing a completed artifact which reflects the Candidate's knowledge of diverse family characteristics. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	Candidate discusses how they incorporate knowledge of diverse socio-economic conditions, cultural values, and community resources, to form partnerships with families to support children's development. The Candidate is able to support this discussion by describing a completed artifact which reflects the Candidate's knowledge of diverse family characteristics. The description includes at least one of the following: why the artifact was chosen, how the artifact supports this key element, or what knowledge the Candidate gained from creating it.	Candidate discusses how they incorporate knowledge of at least two of the following diverse characteristics to form partnerships with families to support children's development: diverse socio-economic conditions, cultural values, or community resources. The discussion is supported by description of an artifact created by the Candidate and includes at least one of the following: why the artifact was chosen, how the artifact supports this key element, or what knowledge the Candidate gained from creating it, OR Candidate discusses all three characteristics but does not support the discussion by describing a completed artifact in support of this key element.	The Candidate's statement discusses how the Candidate incorporates knowledge of only one diverse characteristic of families and the impact on a child's development.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 2b. Supporting and empowering families and communities through respectful, reciprocal relationships	The Candidate's statement includes a discussion of how the Candidate empowers and forms relationships with families that includes all of the following areas: addressing the needs of families who have children with special needs, addressing the needs of families with language challenges, addressing the needs of families who need other supportive services. The Candidate supports this discussion by describing a completed artifact with a clear connection to key element 2b.	The Candidate's statement includes a discussion of how the Candidate empowers and forms relationships with families that includes two of the following areas: addressing the needs of families who have children with special needs, addressing the needs of families with language challenges, addressing the needs of families who need other supportive services. The Candidate supports this discussion by describing a completed artifact with a clear connection to key element 2b.	The Candidate's statement includes a discussion of how the Candidate empowers and forms relationships with families that includes at least two of the following areas: addressing the needs of families who have children with special needs, addressing the needs of families with language challenges, addressing the needs of families who need other supportive services. The Candidate does not support the discussion with a description of an artifact.	The Candidate's statement includes culturally sensitive and respectful discussion of how the candidates empowers families on less than two of the following areas: addressing the needs of families who have children with special needs, addressing the needs of families with language challenges, addressing the needs of families who need other supportive services.
NAEYC Standard 2c Involving families and communities in their children's development and learning	The Candidate describes three examples which discuss how the Candidate involves families in their child's development and learning. The Candidate includes description of a completed artifact which reflects how the Candidate does this. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate describes two examples which discuss how they involve families in their child's development and learning. The Candidate includes description of a completed artifact which reflects how the Candidate does this. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	At least two examples are described how the Candidate discussed involves families in their child's development and learning. The Candidate describes an artifact to support the discussion but does not explain why it was chosen, what knowledge was gained, and how it supports the key element.	The statement includes less than two examples that of how the Candidate involves families in their child's development and learning, OR the Candidate does not describe an artifact with a clear connection to the key element to support the Candidate's discussion.
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
Professionalism and Mechanics	Statement is typed, double-spaced, and 12-point Times New Roman font; at least 3 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 2 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 1.5-2 pages in length OR 4-7 grammar and spelling errors.	Statement is not typed; OR, statement is one page or less in length; OR, statement contains more than 8 grammar or spelling errors.

NAEYC Standard 3				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 3a. Understanding the goals, benefits, and uses of assessment	The Candidate's statement includes an accurate discussion of the Candidate's understanding all the following areas of assessment: connecting assessments to developmental milestones, positive uses of assessment including the benefits, potential negative uses of assessment including the detrimental effects.	The Candidate's statement includes an accurate discussion of the Candidate's understanding of at least two of the following areas of assessment: connecting assessments to developmental milestones, positive uses of assessment including the benefits, potential negative uses of assessment including the detrimental effects.	The Candidate's statement includes an accurate discussion of only one of the following areas of assessment: connecting assessments to developmental milestones, positive uses of assessment including the benefits, potential negative uses of assessment including the detrimental effects.	The Candidate's statement does not include an accurate discussion of any of the following areas of assessment: connecting assessments to developmental milestones, positive uses of assessment including the benefits, potential negative uses of assessment including the detrimental effects.
NAEYC Standard 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	The Candidate's statement includes an accurate discussion of four different developmentally appropriate types of observation, documentation and assessment tools used by the candidate. The Candidate supports this discussion by describing a completed artifact which demonstrates Candidate's use of appropriate assessment tools and approaches. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes an accurate discussion of three different developmentally appropriate types of observation, documentation and assessment tools used by the candidate. The Candidate supports this discussion by describing a completed artifact which demonstrates Candidate's use of appropriate assessment tools and approaches. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes an accurate discussion of at least two different developmentally appropriate types of observation, documentation and assessment tools used by the candidate. The Candidate supports this discussion by describing a completed artifact which demonstrates Candidate's use of appropriate assessment tools and approaches.	The Candidate's statement includes an accurate discussion of one or less different developmentally appropriate types of observation, documentation and assessment tools used by the candidate. The Candidate does not support the discussion by describing a completed artifact which demonstrates the Candidate's use of appropriate assessment tools and approaches.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 3c Understanding and practicing responsible assessment to promote positive outcomes for each child.	<p>The Candidate's statement includes an accurate discussion of the following areas: how assessment is conducted, the frequency of assessment, how assessments are interpreted to promote positive outcomes for children, how families are included in assessments. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding and practice of responsible assessment to promote positive outcomes for the child. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes an accurate discussion of three of the following areas: how assessment is conducted, the frequency of assessment, how assessments are interpreted to promote positive outcomes for children, how families are included in assessments. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding and practice of responsible assessment to promote positive outcomes for the child. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes an accurate discussion of two of the following areas: how assessment is conducted, the frequency of assessment, how assessments are interpreted to promote positive outcomes for children, how families are included in assessments. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding and practice of responsible assessment to promote positive outcomes for the child.</p>	<p>The Candidate's statement includes an accurate discussion of one or fewer of the following areas: how assessment is conducted, the frequency of assessment, how assessments are interpreted to promote positive outcomes for children, how families are included in assessments. The Candidate does not support the discussion by describing a completed artifact which reflects the Candidate's understanding and practice of responsible assessment to promote positive outcomes for the child.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 3d Knowing about assessment partnerships with families and with other professionals	The Candidate's statement includes an accurate discussion of the following areas: how assessment tools are chosen, how the candidate forms partnerships with families and other professionals, the ethical standards the candidate adheres to during the assessment and referral processes. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's knowledge of assessment partnerships with families and professionals. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes an accurate discussion of two of the following areas: how assessment tools are chosen, how the candidate forms partnerships with families and other professionals, the ethical standards the candidate adheres to during the assessment and referral processes. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's knowledge of assessment partnerships with families and professionals. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes an accurate discussion of one of the following areas: how assessment tools are chosen, how the candidate forms partnerships with families and other professionals, the ethical standards the candidate adheres to during the assessment and referral processes. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's knowledge of assessment partnerships with families and professionals.	The Candidate's statement does not include an accurate discussion of any of the following areas: how assessment tools are chosen, how the candidate forms partnerships with families and other professionals, the ethical standards the candidate adheres to during the assessment and referral processes. The Candidate does not support this discussion by describing a completed artifact which reflects the Candidate's knowledge of assessment partnerships with families and professionals.
Professionalism and Mechanics	Statement is typed, double-spaced, and 12-point Times New Roman font; at least 3 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 2 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 1.5-2 pages in length OR 4-7 grammar and spelling errors.	Statement is not typed; OR, statement is one page or less in length; OR, statement contains more than 8 grammar or spelling errors.

NAEYC Standard 4				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children	<p>The Candidate's statement discusses how the Candidate engages in responsive adult-child interactions. The Candidate describes at least three specific examples from their work with children, and supports this discussion by describing a completed artifact which reflects the Candidate's understanding of positive relationships and supportive interactions. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement discusses how the Candidate engages in responsive adult-child interactions. The Candidate describes at least two specific examples from their work with children, and supports this discussion by describing a completed artifact which reflects the Candidate's understanding of positive relationships and supportive interactions. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement discusses how the Candidate engages in responsive adult-child interactions. The Candidate describes at least one specific example from their work with children, and the Candidate supports the discussion by describing a completed artifact which reflects the Candidate's understanding of positive relationships and supportive interactions. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement does not discuss examples of how the Candidate engages in responsive adult-child interactions, and/or does not support the discussion by including the description of an artifact that supports this key element.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 4b. Knowing and understanding effective strategies and tools for early education	<p>The Candidate's statement includes a discussion of the tools and strategies used to help children learn to include all of the following: how the Candidate incorporates engaging conversations, how the Candidate uses thought provoking questions, how the Candidate uses materials in the environment, how the Candidate adapts strategies for children with special needs, how the Candidate adapts strategies to show cultural competence. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of effective strategies and tools. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes discussion of the tools and strategies used to help children learn and includes four of the following: how the Candidate incorporates engaging conversations, how the Candidate uses thought provoking questions, how the Candidate uses materials in the environment, how the Candidate adapts strategies for children with special needs, how the Candidate adapts strategies to show cultural competence. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of effective strategies and tools. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes discussion of the tools and strategies used to help children learn and includes four of the following: how the Candidate incorporates engaging conversations, how the Candidate uses thought provoking questions, how the Candidate uses materials in the environment, how the Candidate adapts strategies for children with special needs, how the Candidate adapts strategies to show cultural competence. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of effective strategies and tools.</p>	<p>The Candidate's statement includes discussion of the tools and strategies used to help children learn, including two or fewer of the following: how the Candidate incorporates engaging conversations, how the Candidate uses thought provoking questions, how the Candidate uses materials in the environment, how the Candidate adapts strategies for children with special needs, how the Candidate adapts strategies to show cultural competence, OR, the Candidate does not include discussion of a completed artifact which reflects the Candidate's understanding of effective strategies and tools.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning practices	<p>The Candidate's statement includes a discussion of the Candidate's repertoire of teaching/learning approaches, including description of all of the following practices which the Candidate uses to support the child's development: use of the environment, schedules and routines, focus on individual characteristics, teaching through social interactions, addressing challenging behaviors, supporting learning through technology and using an integrative approach to curriculum. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's use of developmentally appropriate teaching/learning practices. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes a discussion of the Candidate's repertoire of teaching/learning approaches, including description of at least six of the following practices which the Candidate uses to support the child's development: use of the environment, schedules and routines, focus on individual characteristics, teaching through social interactions, addressing challenging behaviors, supporting learning through technology and using an integrative approach to curriculum. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's use of developmentally appropriate teaching/learning practices. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes a discussion of the Candidate's repertoire of teaching/learning approaches, including description of least four of the following practices which the Candidate uses to support the child's development: use of the environment, schedules and routines, focus on individual characteristics, teaching through social interactions, addressing challenging behaviors, supporting learning through technology and using an integrative approach to curriculum. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's use of developmentally appropriate teaching/learning practices.</p>	<p>The Candidate's statement includes a discussion of the Candidate's repertoire of teaching/learning approaches, including three or fewer of the following practices the Candidate uses to support the child's development: use of the environment, schedules and routines, focus on individual characteristics, teaching through social interactions, addressing challenging behaviors, supporting learning through technology and using an integrative approach to curriculum.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 4d. Reflecting on their own practice to promote positive outcomes for each child	The Candidate's statement includes three developmentally appropriate examples of how the Candidate uses reflective, responsive and intentional practices in designing activities, routines, and/or interactions to promote positive outcomes.	The Candidate's statement includes two developmentally appropriate examples of how the Candidate uses reflective, responsive and intentional practices in designing activities, routines, and/or interactions to promote positive outcomes.	The Candidate's statement includes one developmentally appropriate example of how the Candidate uses reflective, responsive and intentional practices in designing activities, routines, and/or interactions to promote positive outcomes.	The Candidate's statement does not include developmentally appropriate examples of how the Candidate uses reflective, responsive and intentional practices in designing activities, routines, and/or interactions to promote positive outcomes.
Professionalism and Mechanics	Statement is typed, double-spaced, and 12-point Times New Roman font; at least 3 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 2 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 1.5-2 pages in length OR 4-7 grammar and spelling errors.	Statement is not typed; OR, statement is one page or less in length; OR, statement contains more than 8 grammar or spelling errors.

NAEYC Standard 5				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	<p>The Candidate's statement includes a developmentally appropriate description of the connection between the experiences and the concepts in each of the following content areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge in one of those areas. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes a developmentally appropriate description of the connection between the experiences and the concepts in at least six of the following content areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge in one of those areas. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes a developmentally appropriate description of the connection between the experiences and the concepts in at least four of the following content areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge in one of those areas.</p>	<p>The Candidate's statement includes a developmentally appropriate description of the connection between the experiences and the concepts in three or fewer of the following content areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate does not support the discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
<p>NAEYC Standard 5b.</p> <p>Knowing and using the central concepts, inquiry tools, and structures of content areas or academic discipline</p>	<p>The Candidate's statement includes a discussion of the core concepts for each of the following curriculum areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge in one of those areas. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes a discussion of the core concepts for at least six of the following curriculum areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge in one of those areas. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement includes a discussion of the core concepts for at least four of the following curriculum areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports the discussion by describing a completed artifact which reflects the Candidate's understanding of content knowledge in one of those areas.</p>	<p>The Candidate's statement includes a discussion of the core concepts for three or fewer of the following curriculum areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate does not support the discussion by describing a completed artifact.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	The Candidate's statement includes a discussion of how the Candidate designs and connects learning activities to standards that meet the needs of each child for all of the following areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's use of content knowledge to create curricula. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes a discussion of how the Candidate designs and connects learning activities to standards that meet the needs of each child for at least six of the following areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's use of content knowledge to create curricula. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes a discussion of how the Candidate designs and connects learning activities to standards that meet the needs of each child for at least four of the following areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's use of content knowledge to create curricula.	The Candidate's statement includes a discussion of how the Candidate designs and connects learning activities to standards that meet the needs of each child for three or fewer of the following areas: language and literacy, the arts (music, creative movement, dance, drama, visual arts), mathematics, science, physical activity and physical education, health and safety, and social studies. The Candidate does not support the discussion by describing a completed artifact which reflects the Candidate's use of content knowledge to create curricula.
Professionalism and Mechanics	Statement is typed, double-spaced, and 12-point Times New Roman font; at least 3 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 2 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 1.5-2 pages in length OR 4-7 grammar and spelling errors.	Statement is not typed; OR, statement is one page or less in length; OR, statement contains more than 8 grammar or spelling errors.

NAEYC Standard 6				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 6a. Identifying and involving oneself with the early childhood field	The Candidate's statement includes accurate discussion of all the following areas: the related professionals and disciplines the Candidate must form relationships with, the challenges facing the profession, current issues, and trends affecting the profession.	The Candidate's statement includes accurate discussion of at least two of the following areas: the related professionals and disciplines the Candidate must form relationships with, the challenges facing the profession, current issues, and trends affecting the profession.	The Candidate's statement includes accurate discussion of at least one of the following areas: the related professionals and disciplines the Candidate must form relationships with, the challenges facing the profession, current issues, and trends affecting the profession.	The Candidate's statement does not include accurate discussion of any of the following areas: the related professionals and disciplines the Candidate must form relationships with, the challenges facing the profession, current issues, and trends affecting the profession.
NAEYC Standard 6b. Knowing about and upholding ethical standards and other professional guidelines	The Candidate's statement includes a description of three examples of challenging situations the Candidate experienced and how specific principles and/or ideals from the NAEYC Code of Ethical Conduct could be used to resolve each of those situations. The Candidate supports the discussion by describing a completed artifact which demonstrates Candidate's knowledge about upholding ethical standards. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes a description of at least two examples of challenging situations the Candidate experienced and how specific principles and/or ideals from the NAEYC Code of Ethical Conduct could be used to resolve each of those situations. The Candidate supports the discussion by describing a completed artifact which demonstrates Candidate's knowledge about upholding ethical standards. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes a description of one example of a challenging situation the Candidate experienced and how specific principles and/or ideals from the NAEYC Code of Ethical Conduct could be used to resolve each of those situations. The Candidate supports the discussion by describing a completed artifact which demonstrates Candidate's knowledge about upholding ethical standards.	The Candidate's statement does not include a description of examples of challenging situations the Candidate experienced and how specific principles and/or ideals from the NAEYC Code of Ethical Conduct could be used to resolve each of those situations. The Candidate does not support the discussion by describing a completed artifact which demonstrates Candidate's knowledge about upholding ethical standards.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 6c. Engaging in continuous, collaborative learning to inform practice	The Candidate's statement includes a discussion stating how the Candidate will stay engaged in continuous, collaborative learning. Each of the following areas are addressed in the statement: how the Candidate will stay connected to other professionals to collaborate on learning opportunities and to meet the needs of children, how the Candidate will continue learning to stay current with early childhood practices, and how the Candidate will use technology effectively with children, peers and as a professional resource.	The Candidate's statement includes a discussion stating how the Candidate will stay engaged in continuous, collaborative learning. At least two of the following areas are addressed in the statement: how the Candidate will stay connected to other professionals to collaborate on learning opportunities and to meet the needs of children, how the Candidate will continue learning to stay current with early childhood practices, and how the Candidate will use technology effectively with children, peers and as a professional resource.	The Candidate's statement includes a discussion stating how the Candidate will stay engaged in continuous, collaborative learning. At least one of the following areas is addressed in the statement: how the Candidate will stay connected to other professionals to collaborate on learning opportunities and to meet the needs of children, how the Candidate will continue learning to stay current with early childhood practices, and how the Candidate will use technology effectively with children, peers and as a professional resource.	The Candidate's statement does not include a discussion stating how the Candidate will stay engaged in continuous, collaborative learning. None of the following areas are addressed in the statement: how the Candidate will stay connected to other professionals to collaborate on learning opportunities and to meet the needs of children, how the Candidate will continue learning to stay current with early childhood practices, and how the Candidate will use technology effectively with children, peers and as a professional resource.
NAEYC Standard 6d. Integrating knowledgeable, reflective, and critical perspectives on early education	The Candidate's statement includes three examples of how the Candidate used reflections to modify and improve their work with young children. Candidate supports the discussion by describing a completed artifact which demonstrates use of reflection to modify and improve their work with children. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes two examples of how the Candidate used reflections to modify and improve their work with young children. Candidate supports the discussion by describing a completed artifact which demonstrates use of reflection to modify and improve their work with children. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.	The Candidate's statement includes one example of how the Candidate used reflections to modify and improve their work with young children. The Candidate supports the discussion by describing a completed artifact which demonstrates use of reflection to modify and improve their work with children.	The Candidate's statement does not include examples of how the Candidate used reflections to modify and improve their work with young children. The Candidate does not support the discussion by describing a completed artifact which demonstrates use of reflection to modify and improve their work with children.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 6e Engaging in informed advocacy for children and the profession	<p>The Candidate's statement will describe a current issue in the early childhood field and /or an issue affecting families that they have or will advocate for. The description includes the following: a justification showing why the issue is important, a step by step plan to advocate for the issue, the principles and/or ideals from the NAEYC Code of Ethical Conduct that would apply to the issue. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's engagement in advocacy for children and the profession. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement will describe a current issue in the early childhood field and /or an issue affecting families that they have or will advocate for. The description includes two of the following items: a justification showing why the issue is important, a step by step plan to advocate for the issue, the principles and/or ideals from the NAEYC Code of Ethical Conduct that would apply to the issue. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's engagement in advocacy for children and the profession. The description includes why the artifact was chosen, what knowledge the Candidate gained from creating it, and how the artifact supports this key element.</p>	<p>The Candidate's statement will describe a current issue in the early childhood field and /or an issue affecting families that they have or will advocate for. The description includes one of the following items: a justification showing why the issue is important, a step by step plan to advocate for the issue, the principles and/or ideals from the NAEYC Code of Ethical Conduct that would apply to the issue. The Candidate supports this discussion by describing a completed artifact which reflects the Candidate's engagement in advocacy for children and the profession.</p>	<p>The Candidate's statement does not describe a current issue in the early childhood field and /or an issue affecting families that they have or will advocate for. The description does not include any of the following items: a justification showing why the issue is important, a step by step plan to advocate for the issue, the principles and/or ideals from the NAEYC Code of Ethical Conduct that would apply to the issue. The Candidate does not support this discussion by describing a completed artifact which reflects the Candidate's engagement in advocacy for children and the profession.</p>
Professionalism and Mechanics	Statement is typed, double-spaced, and 12-point Times New Roman font; at least 3 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 2 pages in length. 0 - 3 grammar and spelling errors.	Statement is typed, double-spaced, and 12-point Times New Roman font; 1.5-2 pages in length OR 4-7 grammar and spelling errors.	Statement is not typed; OR, statement is one page or less in length; OR, statement contains more than 8 grammar or spelling errors.
Overall Professionalism and Mechanics	Project includes cover sheet with name, course, project, and date; All sections are typed, double-spaced, 12pt. Times New Roman Font, at least 12 pages in length, and 0-3 total grammar/spelling errors.	Project includes cover sheet with name, course, project, and date; All sections typed, double-spaced, 12pt. Times New Roman Font, at least 11 pages in length, and 0-5 total grammar/spelling errors.	Project includes cover sheet with name, course, project, and date; All sections typed, double-spaced, 12pt. Times New Roman Font, at least 10 pages in length, and 0-7 total grammar/spelling errors.	No Cover sheet with name, course, project, and date; or all sections not typed, double-spaced, 12pt. Times New Roman Font; or project 9 or fewer pages in length, and 0-8+ total grammar/spelling errors.

ECD 1113: Working with Diverse Families

Parent/Teacher Conference: Community Resources for Families Key Assessment Project Instructions

Candidates will be provided with a specific and detailed family scenario for a child in their mock classroom. The parents (guardians) of the child have requested a parent/teacher conference to discuss the child and family concerns. The purpose of the project is to build a relationship with the parents and share community resources that will provide specific support for the child and/or family. The instructor will be present during the conference.

Family/Community Resources- Research

To prepare for the parent/teacher conference, candidates will research diverse family/community resources to support their specific family scenario. The diverse community resources should be located in the central Arkansas area. After the research is conducted candidates should choose three diverse community resources that would support the specific family scenario assigned. At least one resource **must** focus on helping parents with a child's development and learning. (For example, resources from Women Infant Children (WIC), Head Start, Educational Co-Ops, local learning events for children, services for diverse populations, just to name a few.)

Candidates will create at least three questions to interview each family/community resource (nine questions total). The interview is very important because the information along with your research will be used to create supporting resources for the family. Think carefully about the questions and tailor them to each individual resource. The interview should elicit more information beyond what is published by the organization. Through your research, locate a contact person to interview. Your interview can be conducted in person, by email or by the phone. **(NAEYC Standard 2a)**

Candidate will provide the instructor the following information for each diverse community resource:

- Contact Person's Name and Title
- Contact Person's Phone number and Email
- Date and Time of Interview and indicate if the interview was in person, by phone or by email (If interview was conducted by email, candidate should include the email.)
- The three questions asked and the answers for each community resource (nine questions total). This information is important because the candidate will use this information and the research to create a meaningful community resource for the family.
 - o All questions asked should elicit information beyond what is published through any marketing materials (flyers, brochures, website, etc.).

Family/Community Resources- Handout

Candidates are to create a one-page handout for each diverse community resource to help the family. These handouts will be provided to the parents during the parent/teacher conference.
(NAEYC Standard 2a)

Each handout should contain the following information:

- Name of Community/Family Resource
- Contact Information (including address, phone number, email and website address, if applicable)
- Summary of services or details about the event provided for the family. The summary should clearly share information to support the family scenario received.

Candidates are to create a professional one-page handout for each diverse community resource. The family handouts should meet the following professional in appearance criteria:

- Organized
- Accurate and easy to read information

- Appropriate graphics used
- Free from any spelling and/or grammar errors

Parent/Teacher Conference

Candidates will have a parent/teacher conference with the parents to build a relationship and to share the specific community resources to support the family. Candidates are expected to engage in meaningful and reciprocal conversations, which means this is an opportunity to share and discuss with the parent(s). The instructor will be present during the parent/teacher conference.

To create a relaxing, supportive parent/teacher conference Candidate should follow these guidelines **(NAEYC 2b)**:

- Greet parent(s) by name
- Start with positive comments about the child
- Encourage the parents to share their concerns and reasons for requesting the parent/teacher conference
- End with positive comments about the child
- Thanks parents for their time

Candidates will provide a professional copy of all three family/community resources to the parents to review during the parent/teacher conference.

To create an informative and reciprocal conference, candidates should follow these guidelines **(NAEYC 2c)**:

- Summarizes the concerns or worries of the parent
- Prepared to describe all three relevant diverse family/community resources specific for the family
- Encourage parent(s) to take time to review the handouts
- Encourage parents to ask any questions about the resources and be prepared to answer those questions
- Offer to provide help and assistance with getting the family connected to any of the resources
- Make specific plans for a follow up to provide continued support to the family

Candidates are expected to demonstrate professionalism (including active listening skills) during the mock parent/teacher conferences: **(NAEYC 2b)**

- Maintain eye contact
- Speaks clearly and with confidence
- Friendly and engaging to build reciprocal relationships with parents
- Positive nonverbal communication skills (see attached handout for examples)
- Time is provided for parents to fully share their worries, concerns or questions without interruption or judgement

Reflection Paper

After Candidates conduct the mock parent-teacher conference, they will reflect on the entire experience by preparing a typed paper addressing each question below. **(NAEYC Standard 6d)** The course instructor is looking for the candidate to be reflective, thoughtful and honest when answering each of the questions below:

- How did you decide on your three diverse family/community resources? Reflect on why you chose the resource to support a child's development and/or learning.
- Did you gain the information you needed from your research and interview? Why or why not? If no, what did you do to obtain additional information?
- How did you feel during the parent-teacher conference?
- What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference?

- Reflect on the overall experience. What have you learned from this project?

Candidates should create a reflection paper that is at least one full page in length. The paper should be professional in appearance, meeting the following criteria:

- Double spaced
- 12-point font
- Times New Roman
- 0-3 spelling and/or grammar errors

*The term parent(s) is used to mean any guardian of a child.

Name _____ Date _____ Score _____ / 90 _____

ECD 1113: Working with Diverse Families
Parent Teacher Conferences: Community Resources for Families
NAEYC Key Assessment

Family/Community Research				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2a: Knowing about and understanding diverse family and community characteristics Family/Community Resources- Research	Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. All three questions for each interview should elicit information beyond what is published, and the Candidate should provide responses to the questions and include the name of the contact person, phone number, email address and date and time of interview	Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. All three questions for each interview elicited information beyond what is published. Candidate provided responses to all questions but failed to include the name of the contact person, and/or phone number, and/or email address and/or date and time of interview	Candidate researches and interviews all three relevant family/community resources specific for the family scenario assigned with at least three appropriate and relevant questions. Questions did not elicit information beyond what is published. Candidate provided responses to all questions and included the name of the contact person, phone number, email address and date and time of interview	Candidate researches and interviews less than three relevant family/community resources specific for the family scenario assigned <i>or</i> questions asked were not appropriate or relevant <i>or</i> specific answers were not provided for all questions asked

Family/Community Resources- Handout				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2a: Knowing about and understanding diverse family and community characteristics Family/Community Resources Handouts	Candidate creates an accurate and informative parent handout based on their research for all three family/community resources that includes the name of each family/community resources in central Arkansas, contact information and an informative summary of appropriate services/events provided for the family's specific situation	Candidate creates an accurate and informative parent handout for all three family/community resources that includes the name of each family/community resources in central Arkansas, and an informative summary of services/events provided for the family's specific situation <i>but</i> fails to provide contact information	Candidate creates a parent handout for all three family/community resources that includes the name of each family/community resources in central Arkansas, contact information <i>but</i> fails to provide an informative summary of services/events provided for the family's specific situation	Candidate does not create parent handout for all three family/community resources.
Professionalism of Family/Community Resources Handouts	Candidate creates a one-page parent handout for each resource that is professional in appearance meeting the following requirements: organized and easy to read with accurate information, appropriate graphics used and no spelling, punctuation, or grammar errors	Candidate creates a one-page parent handout for each resource that includes organized and easy to read and accurate information with no spelling or grammar errors <i>but</i> fails to use graphics or appropriate graphics	Candidate creates a parent handout that includes organized and easy to read information, including appropriate graphics <i>but</i> handout one or more handout is less than one page in length <i>and/or</i> contains spelling, grammar, or punctuation errors	Candidate created a parent handout that is not organized in a logical order and difficult to read/understand and/or has inaccurate information about the community resource/event

Parent/Teacher Conference				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2b. Supporting and engaging families and communities through respectful, reciprocal relationships Parent/Teacher Conference	Candidate creates a relaxing, supportive parent teacher conference by greeting the parent by name, starting with positive comments about the child, encouraging parents to share concerns and reasons for requesting conference, ending with positive comments about the child, and thanks parents for their time	Candidate creates a relaxing, supportive parent teacher conference by encouraging parents to share concerns and reasons for requesting conference, starting and ending with positive comments about the child <i>but</i> does not greet the parent by name <i>or</i> does not thank parents for their time	Candidate encourages parents to share concerns and reasons for requesting conference, greets parents by name and thanks parents for their time <i>but</i> fails to start and end with positive comments about the child	Candidate fails to encourage parents to share concerns and reasons for requesting conference
Parent Teacher Conference- Handout	Candidates provides copies of all three relevant diverse community resources specific for their family situation during the parent/teacher conference	Intentionally Blank	Intentionally Blank	Candidates fails to provide copies of all three relevant diverse community resources specific for their family situation during the parent/teacher conference

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2c. Involving families and communities in young children's development and learning Parent/Teacher Conference	Candidate supports the family by summarizing their concerns/worries, is prepared and describes all three relevant community resources specific for their family situation, encourages parents to review them, provides time for parent(s) to ask questions and works together to make a specific plan for accessing resources and decides a plan for continued support for the family	Candidate is prepared to describe all three relevant community resources specific for their family situation, encourages parents to review them and provides time for parent(s) to ask questions, works together to make a specific plan for accessing resources and decides a plan for continued support for the family <i>but</i> fails to summarize the concerns and worries of the parent	Candidate supports the family by summarizing their concerns/worries, is prepared and describes all three relevant community resources specific for their family situation, works together to make a specific plan for accessing resources and decides a plan for continued support for the family <i>but</i> fails to encourage parent(s) to review the handouts <i>and/or</i> fails to provide time for parent(s) to ask questions	Candidate is not prepared and/or fails to describe all three community resources specific for their family <i>or</i> fails to make a specific plan for accessing resources and continued support for the family
NAEYC Standard 2b: Supporting and engaging families and communities through respectful, reciprocal relationships Parent/Teacher Conference	Candidate demonstrates professionalism through respectful and reciprocal relationships by displaying the following behaviors: maintaining eye contact, speaking clearly and with confidence, friendly and engaging demeanor, positive nonverbal communication skills, providing time for parents to fully share without interruption or judgment	Candidate demonstrates professionalism through respectful and reciprocal relationships with the following behaviors: friendly and engaging demeanor, positive nonverbal communication skills, time provided for parents to fully share without interruption or judgment, <i>but</i> fails to maintain eye contact <i>and/or</i> , fails to speak clearly with confidence	Candidate demonstrates professionalism through respectful and reciprocal relationships with the following behaviors: maintains eye contact, speaking clearly and with confidence, positive nonverbal communication skills, time provided for parents to fully share without interruption or judgment <i>and/or</i> fails to display a friendly and engaging demeanor	Candidate fails to demonstrate professionalism by displaying negative nonverbal communication skills <i>and/or</i> failing to provide time for parents to fully share without interruption or judgment

Personal Reflection Paper				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 6d. Integrating knowledgeable, reflective, and critical perspectives on early education Personal Reflection Paper	Candidate provides a paper reflecting on the project experience, which includes the following: How did you decide on your family/community resources? Did you gain the information you needed from your research and interview, why or why not? How did you feel during the parent-teacher conference? What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? What have you learned overall from this project?	Candidate provides a paper reflecting on the project experience, which includes the following: How did you feel during the parent-teacher conference? What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? What have you learned overall from this project? Paper does not address: How did you decide on your family/community resources? <i>And/Or</i> Did you gain the information you needed from your research and interview, why or why not?	Candidate provides a paper reflecting on the project experience, which includes the following: How did you decide on your family/community resources? Did you gain the information you needed from your research and interview, why or why not? What have you learned overall from this project? Paper does not address: How did you feel during the parent-teacher conference? <i>And/Or</i> What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? Paper does not address:	Candidate provides a paper reflecting on the project experience, which includes the following: How did you decide on your family/community resources? Did you gain the information you needed from your research and interview, why or why not? How did you feel during the parent-teacher conference? What would you do the same way and what would you do differently when engaging with parents during the parent-teacher conference? Paper does not address: What have you learned overall from this project?
Professionalism and Mechanics	Paper is one full page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors	Paper meets 4/5 criteria: at least one page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors	Paper meets 3/5 criteria: at least one page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors	Paper meets 2/5 criteria: at least one page in length, double-spaced, 12 point, Times New Roman font and has 0-3 grammar and spelling errors

ECTC 2603: Practicum

Child Case Study: NAEYC Key Assessment Project Instructions

The Child Case Study project is a compilation of work you will complete over the course of the semester and then organize and summarize in one final product. Throughout the semester, you will be conducting a variety of assessments on a child you have selected at your field placement, and summarizing things you have learned about the child. The child must be preschool age (3-5). At the end of the semester, Candidates will compile all this information into a Case Study where you present all the assessments and a summary of development for each major area of development. These instructions will help guide you in organizing your case study. At the beginning of the semester it will be a great help to you to acquire a 3-ring binder and go ahead and separate it into sections as outlined below. Then, as the Candidate completes assessments, begin organizing them into your binder. **PLEASE NOTE: the more work you do on the front end of this project, the less overwhelmed you will be when you are compiling your final project!** For example, all the assessments and summaries in your Case Study must be typed. If you will go ahead and type everything on the front end, you will not only have that part done already, but you will have an electronic copy that you can easily access. Likewise, the more you write in your brief summaries throughout the semester, the less original writing you will have to do later.

Each section listed below, excluding the Cover Sheet, should have its own divider tab in your Child Case Study Binder:

Cover Sheet

The **cover sheet** should include the following:

- your name
- the course name and number
- the semester you are taking the course
- name of the center where the child observed was enrolled
- the age group of the class
- the child's initials
- gender
- age (days, months, and years)
- and the date of the study

Center Information. Include:

Letter of introduction to the director, including

- your academic background
- your family background
- and reason for doing the child study

Field Observation Permission Form

Site Summary materials, including attachments (floor plan, daily schedule, and playground layout)

Introduction and Family Information. Include:

Letter of introduction to parent, which includes the following (NAEYC Standard 2b):

- your academic background
- your family background
- the reason for doing the child study
- a reciprocal form for the family to fill out and return with items such as child's and family's preferences, characteristics, rituals, background, holidays celebrated, etc.
- the letter should be typed, double-spaced, use professional language, and be error-free.

Permission form to conduct the child study – this indicates the family has agreed to allow you to complete the child study on their child and to acquire and use photos of the child.

Child's family information including the following (**NAEYC Standard 2a**):

- description of the child's immediate and extended family, and the language used in the home. This information you should have collected through use of questionnaires, interactions with the family and child, etc.

Photos of the Child - at least 5 different photos of the child in a variety of settings/activities (these are separate from the work samples and should be used as a way to introduce/describe the child)

The Wondering Question

The Wondering Question – Include the Wondering Question assignment here that you have already written. Make sure it includes: What were the reasons you decided to complete the child study on the child you have chosen? What got your interest? What do you wish to learn about the candidate? You should also update the Wondering Question to include a reflection on how your study answered these questions. (**NAEYC Standard 4d**) **The Wondering Question should be at least half a page long.**

Summary of Article.

Include your 1-page Summary of Article on the value of naturalistic or authentic assessment, published within the last three years and about preschool children – use APA format. **Please include copy of article.** Make sure it is typed and you have made corrections to it if needed. (**NAEYC Standard 3a**)

Types of Assessment Tools. Include:

FIRST – Fill out your Portfolio Evidence Sheet and include it here.

NEXT - Write a List of the types of assessment tools and a SUMMARY of how they are used, what the benefits of each tool are, and the reasons you have chosen to select the tools you used to support the information you have summarized in the child study. NAEYC Standard 3b, You should have at LEAST 9 assessments including the following:

1. Class list log
2. Anecdotal recording
3. Developmental checklist (at least one of the following: Physical Development Checklist, Math and Science Checklist, Speech and Language Checklist)
4. Running record
5. Frequency count
6. Child interview (language sample)
7. Time sample
8. Rating scale (at least one of the following: Literacy Rating Scale, DRS)
9. Work Sample (drawing of family/self-portrait, writing sample (name), art, photos of block building, housekeeping dress up, etc.)

As you list each assessment tool used to support the child study, **state a brief description of the tool and what area of development the tool was used to support.** You should have already been writing these descriptions as you were completing your assessments. If you have done so, simply compile them here. If you have not been doing so, you need to write a brief description of the tool here. (**NAEYC Standard 3b**)

Social Emotional Development Summary. Include:

NAEYC Standard 1b

A summary for the Child Development review in the area of your child case study's **Social/Emotional Development** that is at LEAST one page long and should include information about:

- the child's play skills (both social and cognitive)
- peer interaction
- relationships with adults

- and the assessment tools used to provide that information
- self-regulation
- responsibility
- ability to express feelings

The summary should include citations/references to the assessment tool used to support conclusions about the child's development in these areas. You need to have references to at least 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THIS SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT THE CHILD YOU STUDIED.**

Physical Development Summary

NAEYC Standard 1a

A summary for the Child Development review in the area of your child case study's **Physical Development** that is at LEAST one page long and should include information about:

- child's height
- weight
- grooming
- gross and fine motor abilities
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale. It should reference at least 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THIS SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFIC TO YOUR CHILD STUDIED.**

Language and Literacy Summary. Include:

NAEYC Standard 1b

A summary for the Child Development review in the area of your child case study's **Language and Literacy Development** that is at least one page and should include information about:

- the child's speech and language checklist
- the interview you conducted with the child
- language and literacy in terms of
 - grammar
 - sentence structure
 - speech clarity
 - literacy skills
 - writing skills
- books enjoyed
- listening skills in group activities
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale for each. You should cite to at least a total of 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THIS SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT YOUR CHILD CASE STUDY.**

Cognitive/Intellectual Summary. Include:

NAEYC Standard 1b

A summary for the Child Development review in the area of your child case study's **Cognitive/Intellectual Development** that is at least one page and should include information about:

- Piaget's stages of development – what stage is your child in?

- curiosity/inquiry
- persistence in learning
- reasoning
- problem-solving skills
- math development in terms of
 - numeral representation
 - patterning
 - shapes
 - and measurement
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale for each. You should cite to at least 3 tools. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THE SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT YOUR CHILD STUDIED.**

Creative/Aesthetic Summary. Include:

NAEYC Standard 1a

A summary for the Child Development review in the area of your child case study's **Creative/Aesthetic Development** that is at least one page long and should include information about:

- 2-dimensional art, including reference to at least one work sample
- 3-dimensional art, including reference to at least one work sample
- music/song and rhythm
- creative movement/dance
- creative dramatics/storytelling
- story telling/puppetry
- dramatic play
- and the assessment tools used to provide that information

The summary should include citations to the assessment tool used to support conclusions about the child's development in these areas and your rationale for each. You should cite to at least 3 tools/work samples. The summary can also include suggestions for supporting further development or questions that arose for the researcher suggesting further study. **THE SUMMARY MUST BE AT LEAST ONE FULL PAGE AND MUST BE SPECIFICALLY ABOUT THE CHILD STUDIED.**

Narrative Summary.

NAEYC Standard 3d

The Narrative summary is a written summary of all information studied and includes the following:

- strengths in all areas of development based upon child's assessments
- objective information
- information state positively
- 3 recommendations for further development
- learning opportunities and /or interventions to be provided or recommended
- respectful recommendations for family
- the writer's personal wishes
- the writer's signature
- date of summary

The Narrative Summary hits on every area of development but not in as much detail as the individual summaries did, somewhat like a progress report. It should be written in the format of a letter, which you will sign at the end. **YOU WILL NOT** actually give the family a copy of this letter.

Appendix. Include:

Cover page. List each assessment tool on the Appendix cover page, and then include all assessments in the Appendix. List the page number for each assessment tool in the Appendix.

Assessment tools with Brief Summaries. NAEYC Standard 3c. After the Appendix cover sheet, put all of the assessment tools you used to complete the Child Case Study here. Each assessment tool should include a Brief Summary, in which you describe how you used the tool with your child case study and a brief description of the findings about your child case study from using the tool. The assessment tools and brief summaries found in the Appendix should be neat, typed, professional looking, and have corrections made to them. The Appendix should include, but is not limited to, the following nine assessment tools:

1. Class List Log
2. Anecdotal Recording
3. Developmental Checklist
4. Running Record
5. Frequency Count
6. Child Interview/Language Sample
7. Time Sample
8. Rating Scale
9. Work Sample

Overall Organization and Mechanics:

The **organization** of the information in your case study should include the following:

- professionally presented – includes labeled divider tabs
- typed
- professional language used throughout
- no grammar, spelling or usage errors are present
- all assessment documents with summaries for each are included as an appendix

You will hand in a hard copy of the Child Case Study in a 3-ring binder, as well as submit an electronic copy in Blackboard. If you don't have all of your documents saved in a format that can be made into one electronic file, take your hard copy of your case study to the library and ask to have your case study scanned into one pdf document. I will grade your binder and return it to you the last week of class.

Name _____ Date _____ Total score _____/270

ECTC 2603: Practicum
Child Case Study: NAEYC Key Assessment

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
Cover sheet	Cover sheet contains all nine criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study	Contains eight criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study	Contains six-seven criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study	Contains five or less criteria: your name, course name and number, semester, name of center, age group, child's initials, gender, age, date of study
Letter of Introduction to Center	Letter includes all criteria: academic background, family background, course requirements, reason for child study, and is grammatically correct with no spelling errors	Letter includes all criteria: academic background, family background, course requirements, reason for child study, and has no more than 2-3 grammar or spelling errors	Letter includes all criteria: academic background, family background, course requirements, reason for child study, and has no more than 4-6 grammar or spelling errors	Letter not submitted or does not contain all criteria or has more than 7 grammar or spelling errors
Field Permission form	Permission form included	Intentionally Blank	Intentionally Blank	Permission form not included
Site Summary	Site Summary meets all criteria: Completed with attached schedule and diagrams, typed, and error-free	Site Summary is completed, typed, and error-free, but is missing attached schedule and/or diagrams	Site Summary is not typed but otherwise is completed and has attached schedule and diagrams	Site Summary not typed and not completed OR not included in case study
Case Study Permission form	Permission form completed and signed	Intentionally Blank	Intentionally Blank	Permission form not completed, not signed, or not returned

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 2b. Supporting and engaging families and communities through respectful, reciprocal relationships Letter of introduction to parent	Candidate's letter to the child case study's family includes a description of Candidate's academic background, family background, gives the reason for child study, and includes a reciprocal form for the family to fill out regarding the child's and family's preferences and characteristics.	Candidate's letter to the child case study's family includes reason for child study and description of academic background, and includes a reciprocal form for the family to fill out regarding the child's and family's preferences and characteristics, <i>but</i> does not give a description of Candidate's family.	Candidate's letter to the family includes the reason for the child study, and includes a reciprocal form for the family to fill out regarding the child's and family's preferences and characteristics, <i>but</i> does not include a description of the Candidate's academic and family background.	Candidate's Letter to the family is not submitted <i>or</i> does not include the reason for the child case study, <i>or</i> does not include a reciprocal form for the family to fill out regarding the child's and the family's preferences and characteristics.
Professionalism – Letter to Parent	Candidate's letter is grammatically correct and has no spelling errors or unprofessional language, such as slang or abbreviations.	Candidate's letter has no more than two to three grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate's letter has no more than four to six grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate's letter has seven or more grammar or spelling errors, or contains instances of unprofessional language, such as slang or abbreviations.
Photos of Child Study	Candidate includes 5 Photos of child studied and show child in a variety of activities.	Candidate includes 5 Photos of the child but show the child in the same or very similar activity.	Intentionally blank	Photos of child not included or less than 5 included.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
<p>NAEYC Standard 2a. Knowing about and understanding diverse family and community characteristics</p> <p>Family Description</p>	<p>Candidate collects information about the child case study's family through conversation, interviews, discussion with the child, and questionnaires and uses information to write paragraph about the child in the context of the family. Paragraph includes description of the child's nuclear and extended family and the language used in the home, and is complete without revealing privileged information, without bias or judgment (no red flag words used).</p>	<p>Candidate writes a paragraph about the child in the context of the family – includes description of the child's nuclear and extended family and the language used in the home, and does not reveal privileged information, but has no more than two instances of bias or judgment language, such as red flag words.</p>	<p>Candidate writes a paragraph about the child in the context of the family, including a description of the child's nuclear family and the language used in the home, and without revealing privileged information, <i>but</i> either does not include information about the extended family, <i>or</i> uses no more than three to four instances of bias or judgment language, such as red flag words.</p>	<p>Candidate writes a paragraph about the child in the context of the family <i>but</i> either does not discuss the child's nuclear family and language spoken at home; <i>or</i> it reveals privileged family information; <i>or</i> has more than four instances of bias or judgment language, such as red flag words; <i>or</i> paragraph not included.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
<p>NAEYC Standard 4d. Reflecting on own practice to promote positive outcomes for each child.</p> <p>The “Wondering Question”</p>	<p>After collecting preliminary assessment information about the child, Candidate writes a “Wondering Question” which includes at least one paragraph about the child’s actions that initially peaks the candidate’s curiosity about the child, gives the reason for selection, discusses what the candidate wishes to learn about the child, reflects on how these questions have been answered, and is at least a half a page long.</p>	<p>After collecting preliminary assessment information about the child, Candidate writes a “Wondering Question” which discusses at least four of the following and is at least a half a page long: the child’s actions that initially peak the Candidate’s curiosity about the child, the reasons for selection of the child, what the Candidate wishes to learn about the child, and reflection on how these questions have been answered.</p>	<p>After collecting preliminary assessment information about the child, Candidate writes a “Wondering Question” which discusses at least three of the following and is at least half a page long: the child’s actions that initially peak the Candidate’s curiosity about the child, the reasons for selection of the child, what the Candidate wishes to learn about or the child, and reflection on how these questions have been answered.</p>	<p>Candidate does not include a “Wondering Question,” or Candidate’s “Wondering Questions discusses less than three of the following: the child’s actions that initially peak the Candidate’s curiosity about the child, the reasons for selection of the child, what the Candidate wishes to learn about or the child, and reflection on how these questions have been answered.</p>
<p>NAEYC Standard 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>Article Summary</p>	<p>The Candidate summarizes a current article on the value of naturalistic or authentic assessment and preschool children, including a description of main points of article and the connection to the case study project, is at least one page long with no grammar or spelling errors. Article is included and was published within the last three years.</p>	<p>The Candidate summarizes a current article on the value of naturalistic or authentic assessment and preschool children, including a description of main points of article and the connection to the case study project, is at least one page long. The article is included with the summary but was not published within the last three years.</p>	<p>The Candidate summarizes a current article on the value of naturalistic or authentic assessment and preschool children, includes description of main points of article, is at least one page long, includes copy of article, but does not discuss the connection to the case study project.</p>	<p>The Candidate does not include a summary of an article on the value of naturalistic or authentic assessment and preschool children, OR a copy of article is not included with the summary.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
Professionalism – Article Summary	Candidate's summary is grammatically correct and has no spelling errors or unprofessional language, such as slang or abbreviations.	Candidate's summary has no more than two to three grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate's summary has no more than four to six grammar or spelling errors and contains no unprofessional language, such as slang or abbreviations.	Candidate's summary has seven or more grammar or spelling errors, or contains instances of unprofessional language, such as slang or abbreviations.
NAEYC Standard 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. Assessment Tools Used	Candidate describes at least nine assessment tools used to compile the case study. For each tool, Candidate explains how the tool is used, benefits of the tool's use, and Candidate's rationale and reasons for choosing the tool described in relation to the child studied.	Candidate describes at least eight assessment tools used to compile the case study and for each tool explains how the tool is used, benefits of the tool's use, and Candidate's rationale and reasons for choosing the tool selected, <i>or</i> Candidate describes at least nine tools and for each explains how the tool is used and the benefits of its use, but does not include the rationale for choosing them in relation to the child studied.	Candidate describes at least seven assessment tools used to compile the case study and for each tool explains how the tool is used, benefits of the tool's use, and Candidate's rationale and reasons for choosing the tool selected; <i>or</i> , Candidate lists nine assessment and describes why they were selected, but does not describe how the tool is used and/or the tool's benefits and uses.	Candidate's list of assessment tools includes a full description of how each of the tools are used, the benefits of their use, and the rationale for the Candidate choosing them, for six or fewer of the assessment tools.
Portfolio Evidence Sheet	Completed Portfolio Evidence Sheet included	Intentionally Blank	Intentionally Blank	Portfolio Evidence Sheet not included OR not completed in all areas

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
1b. Knowing and understanding the multiple influences on early development and learning Social/emotional Development Review	Candidate's review of the child's social/emotional development discusses at least three assessment tools and their findings regarding child's social/emotional development, and includes description of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings. Professional language used and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's social/emotional development discusses at least three assessment tools and their findings regarding child's social/emotional development, and includes description of at least five of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings. Professional language used and does contain not bias or judgment statements such as red flag words.	Candidate's review of the child's social/emotional development discusses at least two assessment tools and their findings regarding child's social/emotional development, and includes description of at least four of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings. Professional language used and does contain not bias or judgment statements such as red flag words.	Candidate's review of the child's social/emotional development discusses less than two assessment tools and their findings regarding child's social/emotional development; OR discusses three or fewer of the following: the child's play skills (both cognitive and social), peer interactions, relationships with adults, self-regulation, responsibility, ability to express feelings; OR summary includes multiple red flag words or unprofessional language such as slang, abbreviations, or personal opinion.
Professionalism – Social/emotional Development Review	Candidate's review of the child's social/emotional development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's social/emotional development is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review of the child's social/emotional development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's social/emotional development is not submitted; or, is not typed; or, is not at least one page long while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8. Physical Development Review	Candidate's review of child's physical development includes a discussion of child's height, weight, grooming, gross motor abilities, and fine motor abilities. Candidate's Review discusses at least three assessment tools and their findings to describe the child's physical development in support of analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of child's physical development includes a discussion of the child's gross motor abilities and fine motor abilities, but is missing either a description of the child's height and weight, or the child's grooming. Candidate's Review discusses at least three assessment tools and their findings to describe the child's physical development in support of analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of child's physical development includes a discussion of the child's gross motor abilities and fine motor abilities, but is missing a description of the child's height and weight and grooming. Candidate's Review discusses at least two assessment tools and their findings to describe the child's physical development in support of analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of child's physical development references less than two assessment tools and their findings to describe the child's physical development in support of analysis; OR fails to describe either the child's gross motor abilities or fine motor abilities; OR summary contains unprofessional language such as slang, abbreviations, or statements of bias or judgment such as use of red flag words.
Professionalism – Physical Development Review	Candidate's review of the child's physical development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's physical development is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review of the child's physical development is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review of the child's physical development is not submitted; or, is not typed; or, is not at least one page long while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1b. Knowing and understanding the multiple influences on early development and learning Language and Literacy Development Review	Candidate's review of the child's language and literacy development discusses all of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities. The Candidate's review discusses at least three language/literacy assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's language and literacy development discusses four of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities. The Candidate's review discusses at least three language/literacy assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's language and literacy development discusses three of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities. The Candidate's review discusses at least two language/literacy assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's language and literacy development discusses fewer than three of the following: child's speech and language checklist compared to developmental norms; analysis of child interview; language and literacy in terms of grammar, sentence structure, speech clarity, literacy skills, and writing skills; books the child enjoys; and listening skills in group activities; OR, the Candidate's review discusses at less than two language/literacy assessment tools and their findings to support analysis; OR Summary contains unprofessional language such as slang, abbreviations, or statements of bias/judgment such as use of red flag words.
Professionalism – Language/Literacy Development Review	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is not submitted; or, is not typed; or, is not at least one page long while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
NAEYC Standard 1b. Knowing and understanding the multiple influences on early development and learning Cognitive/Intellectual Development Review	Candidate's review of the child's cognitive development discusses all of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement. The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's cognitive development discusses at least five of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement. The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's cognitive development discusses at least four of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement. The Candidate's review discusses at least two assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.	Candidate's review of the child's cognitive development discusses only three or fewer of the following: Piaget's stages of development in relation to the child, curiosity/inquiry, persistence in learning, reasoning, problem-solving skills, and math development in terms of numeral representation, patterning, shapes, and measurement; OR Candidate's review discusses fewer than two assessment tools and their findings to support analysis; OR Summary contains unprofessional language such as slang, abbreviations, or statements of bias/judgment such as use of red flag words.
Professionalism – Cognitive Development Review	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.	Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.	Candidate's review is not submitted; or, not typed; or, not at least one page while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
<p>NAEYC Standard 1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.</p> <p>Creative/aesthetic Development Review</p>	<p>Candidate's review of the child's creative/aesthetic development includes discussion of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play</p> <p>The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words</p>	<p>Candidate's review of the child's creative/aesthetic development includes discussion of at least six examples of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play</p> <p>The Candidate's review discusses at least three assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words</p>	<p>Candidate's review of the child's creative/aesthetic development includes discussion of at least five examples of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play</p> <p>The Candidate's review discusses at least two assessment tools and their findings to support analysis. Summary uses professional language and does not contain bias or judgment statements such as red flag words.</p>	<p>Candidate's review of the child's creative/aesthetic development includes discussion four or fewer examples of child's development in: 2-dimensional art, with reference to work sample; 3-dimensional art, with reference to work sample; music/song and rhythm; creative movement/dance; creative dramatics; storytelling/puppetry; and dramatic play. OR, The Candidate's review discusses fewer than two assessment tools and their findings to support analysis. OR, Summary uses unprofessional language such as slang or abbreviations, and/or bias or judgment statements such as red flag words.</p>
<p>Professionalism – Cognitive Development Review</p>	<p>Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.</p>	<p>Candidate's review is typed, no more than double spaced, at least a page long and has no more than 2-3 spelling, grammar, or punctuation errors.</p>	<p>Candidate's review is typed, no more than double spaced, at least a page long and has no spelling, grammar, or punctuation errors.</p>	<p>Candidate's review is not submitted; or, not typed; or, not at least one page while no more than double-spaced; or, has more than 7 spelling, grammar, or punctuation errors.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
<p>NAEYC Standard 3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.</p> <p>Narrative Summary</p>	<p>Candidate's Narrative Summary includes a discussion of: brief description of child's strengths in all areas of development based upon child's assessments; objective information presented objectively; information stated positively; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family. Narrative Summary closes with the Candidate's best wishes, signature of Candidate, and date of summary.</p>	<p>Candidate's Narrative Summary includes a discussion of: brief description of child's strengths in all areas of development based upon child's assessments; objective information presented objectively; information stated positively; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family. Narrative Summary does not include a closing containing the Candidate's best wishes, signature of Candidate, and date of summary.</p>	<p>Candidate's Narrative Summary includes a discussion of: brief description of child's strengths in all areas of development based upon child's assessments; objective information presented objectively; information stated positively; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family. Narrative Summary does not include a closing containing the Candidate's best wishes, signature of Candidate, and date of summary.</p>	<p>Candidate's Narrative Summary includes a less than three of the following in the discussion: brief description of child's strengths in all areas of development based upon child's assessments; three recommendations for further development; learning opportunities &/or interventions to be provided or recommended; and respectful recommendations for family.</p>

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Appendix – Assessment Tools	Candidate’s Child Case Study is supported by appropriate assessment tools which have been fully completed and are error-free. Each assessment includes a brief summary of the tool’s use and the tool’s findings, and are included in the appendix for the reader’s review. Appendix includes at least the following nine assessment tools but may include more: <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample 	Candidate’s Child Case Study is supported by appropriate assessment tools which have been fully completed and are error-free. Each assessment includes a brief summary of the tool’s use and the tool’s findings, and are included in the appendix for the reader’s review. Appendix includes at least eight of the following assessment tools: <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample 	Candidate’s Child Case Study is supported by appropriate assessment tools which are included in the case study appendix. Tools have been partially completed or do not include a brief summary of the tool’s findings. At least seven of the following assessment tools are included: <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample 	Candidate’s Child Case Study is supported by six or fewer of the following assessment tools which have been fully completed and error-free, include a brief summary of the tool’s findings, and are included in the appendix. <ol style="list-style-type: none"> 1. Class list log 2. Anecdotal recording 3. Developmental checklist 4. Running record 5. Frequency count 6. Child interview (language sample) 7. Time sample 8. Rating scale 9. Work Sample

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing- 7 points- C	Does Not Meet- 0 points- D/F
Organization of information -	Candidate's Child Case Study meets all of the following criteria: <ul style="list-style-type: none"> - Professionally presented – includes labeled divider tabs - Typed - Professional language used throughout - No grammar, spelling, or usage errors are present - All assessment documents with summaries are included as an appendix 	Candidate's Child Case Study meets four of the following criteria: <ul style="list-style-type: none"> - Professionally presented – includes labeled divider tabs - Typed - Professional language used throughout - No grammar, spelling, or usage errors are present - All assessment documents with summaries are included as an appendix 	Candidate's Child Case Study meets three of the following criteria: <ul style="list-style-type: none"> - Professionally presented – includes labeled divider tabs - Typed - Professional language used throughout - No grammar, spelling, or usage errors are present - All assessment documents with summaries are included as an appendix 	Candidate's Child Case Study meets two or fewer of the following criteria: <ul style="list-style-type: none"> - Professionally presented – includes labeled divider tabs - Typed - Professional language used throughout - No grammar, spelling, or usage errors are present - All assessment documents with summaries are included as an appendix

ECTC 2403 Math & Science in Early Childhood
INSTRUCTIONS FOR MATH & SCIENCE LESSON PLAN and IMPLEMENTATION

Overview of Project:

- Select a TOPIC that is appropriate for preschoolers.
- Use the Lesson Plan Form to plan for the following things:
- TWO FINGERPLAYS related to your topic– one should be a counting fingerplay or use math in some way.
- TWO BOOKS related to your topic – one should involve MATH and one should involve SCIENCE.
- ONE MATH EXTENSION ACTIVITY.
- Changes you might make to the math center, including materials you would need.
- ONE SCIENCE EXTENSION ACTIVITY.
- Changes you might make to the science center, including materials you would need.
- CDELS for each of the two fingerplays and the two extension activities, for a total of four.
- A total of FOUR measurable objectives.
- Each activity planned for must include a domain, domain component, learning goal, and corresponding actions to observe in the children. Refer to page 13 of the Arkansas CDELS if you forget which parts are the domain, domain component, and the learning goal. You will use these items to write four measurable objectives to correspond with your planned activities.
- You will implement this lesson plan during your second observation at the same early childhood center you observed the first time. A Permission Form documenting the time, date, and center you observed in is required to be submitted with this assignment or it will not be accepted.
- As you implement your lesson plan you will make a video recording of your implementation to submit for your instructor's evaluation.

Detailed Form Instructions:

TITLE INFORMATION:

- Please indicate your name, observation site, the age group you are working with, and the topic focus for your lesson plan.

DOMAIN, DOMAIN COMPONENT, LEARNING GOAL, ACTIONS TO OBSERVE, and MEASURABLE OBJECTIVES (NAEYC 3a):

For each of your finger play selections and book extension activities, you will provide an appropriate CDELS learning goal, actions to observe, and measurable objectives. Example:

Domain: Emergent Literacy

Domain Component (number and statement): EL1. Engagement in Literacy
Experiences and Understanding of Stories and Books

Learning Goal (number and statement): EL 1.1 Shows interest in literacy experiences

Actions to observe: Preschooler participates by doing the hand motions with the
caregiver with no words, OR using the hand motions with words with the caregiver OR
may independently say the fingerplay, sing the song, or play with words in a rhyme
format, or incorporate the fingerplay into play.

WRITING A MEASURABLE OBJECTIVE (NAEYC 3a):

- You will not have to write a measurable objective for every part of your lesson plan, however you need to write at least FOUR. Using the CDELS and actions to observe that you listed already in your lesson plan, write one Measurable Objective for each of the following first fingerplay, second fingerplay, math book extension activity, and science book extension activity.
- Use the A-B-C-D format to write your measurable objectives.
 - Audience
 - Behavior
 - Condition
 - Degree
- You will combine (A) The audience with the (B) learning goal (the behavior you want to see) with the (C) actions you want to observe in the children (the condition) and (D) the number of times you want to observe in (the degree).

EXAMPLE – Using Learning Goal EL1.1: Shows interest in literacy experiences:

(A) The Preschooler will (B) show interest in literacy experiences (C) by participating in the fingerplay by singing the words, doing the hand motions, or both, as the fingerplay is said by the caregiver (D) 2 out of 3 times.

- You do NOT have to write the letters (A), (B), (C), and (D) in your measurable objective, just make sure those components are all there.
- The Writing Measurable Objectives PowerPoint is available for you to view on Blackboard if you need more information.

FINGERPLAYS (NAEYC 4b):

- Must select two *different* fingerplays, and they both must be related to the topic of your lesson plan. One of the two fingerplays should be a counting fingerplay or use math language in some way.
- For each fingerplay, you need to indicate a domain, domain component, learning goal with both the number and statement, as well as actions to observe in the children you are teaching. If you are unsure of the actions you can observe, look at the indicators on the CDELS chart for behaviors to look for. You will then use these to write a measurable objective.
- For each fingerplay, write the title of the fingerplay, along with the words and the corresponding actions. It is helpful to write a verse of words and indicate the action in parentheses afterwards.

BOOK READING SELECTIONS (NAEYC 5a):

- You will select two books to go with the topic you selected. One should be a math-related book and one a science-related book.
- List the book title and give a summary of each book.
- Make sure you list key points you are wanting the children to learn from each book. These might be concepts or vocabulary or a mix.
- Create a plan for introduction of each book- using a puppet, song, etc. Include **open-ended questions**. **(NAEYC 4b)**
- List **open-ended questions** to ask during each book (math and science) reading. **(NAEYC 4b)**
- List **open-ended questions** to ask as a follow-up after each book (math and science) reading. **(NAEYC 4b)**
- The open-ended questions you prepare for all three sections of each the math and science book should be age-appropriate, and related to the book read. **(NAEYC 4b)**

BOOK EXTENSIONS (NAEYC 5c):

- You will plan for two extension activities: one math activity, and one science activity.
- For each extension activity, list an applicable domain, domain component, learning goal, and corresponding actions to observe.
- Write a measurable objective for the activity.
- Give the name of the activity.
- Give the area of math or the area of science addressed. For instance, for your math activity, is it related to grouping, patterning, subitizing, counting, cardinality, comparing and ordering, shapes, geometry, etc. Look in Lessons 5 and 7 of your Participant Manual for reference. For your science activity, is it life science, earth science, physical science, etc. Look in Lessons 6 and 8 in your Participant Manual for reference. **(NAEYC 5b)**
- List the materials needed for each activity.
- Give a detailed description of each book extension activity and how to do it. Make sure your activities are developmentally appropriate!! **(NAEYC 5c)**

CHANGES TO THE ENVIRONMENT (NAEYC 1c):

In these sections, you will describe changes you will make to the math center and changes you will make to the science center, to go along with your planned topic. What will you be adding to or changing in the learning center to go with your selected topic? For instance, if your planned extension activity is a small-group activity or teacher-led activity, what are ways that you could make connections to that activity in the learning center that could stay there for the children to interact with? You will write this description after describing your extension activity. The changes you plan to make to the math and science centers are in addition to the extension activities you are planning; you cannot count the extension activity as the same thing as your changes to the learning centers. Your description should be detailed and include information such as the materials you would need to make the changes. Rearranging the furniture is not a topic-related change. You need to plan for this for both the math area and the science area.

IMPLEMENTATION OF LESSON PLAN (NAEYC 4c):

For the last part of this project, you will implement your lesson plan in an early childhood classroom. You will be implementing this in the same classroom in which you observed previously. You will video record your implementation. Your implementation and video should include the following:

- Introduction of your topic.
- Your first fingerplay.
- Discussion of the book you are going to read first.
- Read both books, including the discussion and open-ended questions that you have planned.
- Your second fingerplay.
- Describe both of your extension activities, describe how to do them, etc., show the children how to use materials if necessary.
- Have both extension activities ready for children to experience when you are done with the group time/book readings. Make sure you have all of the materials you need beforehand! Include clips in video.
- Have changes to the learning centers already made prior to the implementation of the book readings/fingerplays. Include clips of this in video.

Make sure the focus is on you, and no children's faces appear. During your lesson plan implementation, I will be looking for things such as: book reading techniques, positive behavior guidance, dialogue with children, etc. Positive behavior guidance techniques include: making eye contact with children; using children's names; allowing children to comment, ask questions, or give answers during dialogue and book reading; using a positive tone of voice; and allowing children the choice to join or leave the group time. **(NAEYC 4a)**

**ECTC 2403: Math & Science for Early Childhood
Development of a Math & Science Lesson Plan**

Student's Name _____ Observation Site: _____ Age group _____
Topic focus _____

Language Activity: Fingerplay.

Domain and Domain Component (number and statement): _____

Learning Goal (number and statement): _____

Actions to observe: _____

Measurable Objective (A-B-C-D format): _____

Finger play title and words/actions:

Math-Related Book

Book title:

Book Summary:

Key Points for children to learn:

Science-Related Book

Book title:

Book Summary:

Key Points for children to learn:

Open-ended Questions (plan for use during introduction of books, during book readings, and follow-up after readings):

Language Activity: Second Finger play

Domain and Domain Component (number and statement): _____

Learning Goal (number and statement): _____

Actions to observe: _____

Measurable Objective (A-B-C-D format): _____

Finger play title and words/actions:

Learning Extensions

1. Learning Activity: Math

Domain and Domain Component (number and statement): _____

Learning Goal (number and statement): _____

Actions to observe: _____

Measurable Objective (A-B-C-D format): _____

Name of Activity:

Math Area Addressed:

Materials Needed:

Description of Activity:

Topic-related Changes to the Math Center (including all necessary materials):

2. Learning Activity: Science

Domain and Domain Component (number and statement): _____

Learning Goal (number and statement): _____

Actions to observe: _____

Measurable Objective (A-B-C-D format): _____

Name of Activity:

Science Area Addressed:

Materials Needed:

Description of Activity:

Topic-related Changes to the Science Center (including all necessary materials):

Name _____ Date _____ Score _____/200

ECTC 2403: Math & Science in Early Childhood
Math & Science Lesson Plan and Implementation Project: NAEYC Key Assessment

Lesson Plan				
NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children Learning Goals selection	The four learning goals selected by the Candidate for the two finger plays and two book extensions include an accurate domain, number and statement for the learning goal; are appropriate for the age group selected; match the corresponding selected activity; and include a description of actions for the Candidate to observe related to the learning goal.	The four learning goals selected by the Candidate for the two finger plays and the two book extensions are appropriate for the age group selected; match the corresponding selected activity; and include a description of actions to observe related to the learning goal; but all four learning goals do not list an accurate domain, number, and statement.	The four learning goals selected by the Candidate for the two finger plays and the two book extensions include an accurate domain, number and statement for the learning goal; are appropriate for the age group selected; and match the corresponding selected activity; but do not include a description of actions to observe related to the learning goal.	The Candidate does not select four learning goals for the two finger plays and the two book extensions; or the learning goals selected do not match the corresponding activity.

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 3a. Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children Measurable objectives	The Candidate writes measurable objectives for two finger plays and two book extensions in correct format, including the target audience, the behavior, the condition, and the degree desired. The measurable objectives are written for four different domains and each match both selected learning goals and the planned activities.	The Candidate writes measurable objectives for two finger plays and two book extensions in correct format, including the target audience, the behavior, the condition, and the degree desired. The measurable objectives match both selected learning goals and the planned activities, but are written for three different domains.	The Candidate writes measurable objectives for two finger plays and two book extensions, and the measurable objectives match both selected learning goals and the planned activities; but the Candidate includes the incorrect behavior or condition, OR the learning goals are written for only two different domains.	The Candidate does not write measurable objectives for each of the two finger plays and two book extensions; OR the Candidate’s measurable objectives do not all correspond to the selected learning goals and planned activities.
NAEYC Standard 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology Finger plays	The Candidate plans two finger plays and at least one is a counting finger play. Each finger play selected is appropriate for the age group; includes the title, the words, and the corresponding motions for the finger play; and each is related to the lesson plan topic.	The Candidate plans two finger plays, but does not include at least one counting finger play. The finger plays are appropriate for the age group and include the title, the words, and the corresponding motions.	The Candidate plans two finger plays. Each finger play selected is related to the lesson plan topic and is appropriate for the age group. Either the title, the words, or the corresponding motions for one of the finger plays is not included.	The Candidate does not plan two finger plays that are both age appropriate and related to the topic.

<p>NAEYC Standard 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics, science, physical activity, physical education, health and safety; and social studies</p> <p>Book Selection- Math</p>	<p>The math book selected by the Candidate is math-themed; related to lesson plan topic focus; age appropriate; the story is summarized; and key points such as concepts and/or vocabulary are planned for the book reading.</p>	<p>The math book selected by the Candidate is math-themed, related to the lesson plan topic focus, and age appropriate. The Candidate includes key points such as concepts and/or vocabulary, but does not give a summary of the story, or the summary is not accurate.</p>	<p>The math book selected by the Candidate is math-themed, related to the lesson plan topic focus, and age appropriate. The Candidate summarizes the book but does not list key points for learning such as concepts and/or vocabulary.</p>	<p>The math book selected by the Candidate is not math-themed, or is not related to the lesson plan topic focus.</p>
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NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics, science, physical activity, physical education, health and safety; and social studies. Book Selection- Science	The science book selected by the Candidate is science-themed; related to lesson plan topic focus; age appropriate; the story is summarized; and key points such as concepts and/or vocabulary are planned for the book reading.	The science book selected by the Candidate is science-themed, related to the lesson plan topic focus, and age appropriate. The Candidate includes key points such as concepts and/or vocabulary, but does not give a summary of the story, or the summary is not accurate.	The science book selected by the Candidate is science-themed, related to the lesson plan topic focus, and age appropriate. The Candidate summarizes the book but does not list key points for learning such as concepts and/or vocabulary.	The science book selected by the Candidate is not science-themed, or is not related to the lesson plan topic focus.
NAEYC Standard 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology Math Book Reading Questions/Statements	The Candidate prepares open-ended questions to use for the introduction of the math book reading, during the math book reading, and following the math book reading. The prepared questions are all open-ended, age-appropriate, and related to the math book.	The Candidate prepares open-ended questions to use for the math book reading that are age-appropriate and related to the book. All open-ended questions are prepared for either before and during the book reading, or during and after the book reading.	The Candidate prepares open-ended questions to use for the math book reading that are age-appropriate and related to the book. Open-ended questions are only prepared for during the book reading.	The Candidate does not prepare questions to use during the math book reading at all; OR, questions are prepared but are not open-ended.

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology Science Book Reading Questions/Statements	The Candidate prepares open-ended questions to use for the introduction of the science book reading, during the science book reading, and following the science book reading. The prepared questions are all open-ended, age-appropriate, and related to the science book.	The Candidate prepares open-ended questions to use for the science book reading that are age-appropriate and related to the book. All open-ended questions are prepared for either before and during the book reading, or during and after the book reading.	The Candidate prepares open-ended questions to use for the science book reading that are age-appropriate and related to the book. Open-ended questions are only prepared for during the book reading.	The Candidate does not prepare questions to use during the science book reading at all; OR, questions are prepared but are not open-ended.
NAEYC Standard 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child Math Extension Activity	The Candidate designs and describes a math extension activity that is related to the lesson plan topic and appropriate for the age group. The Candidate's description includes clear step-by-step instructions for implementation of the activity for the reader of the lesson plan, and a full list of all materials needed.	The Candidate designs and describes a math extension activity that is related to the lesson plan topic and is appropriate for the age group. The Candidate's description includes step-by-step instructions and a full list of all materials needed, but is unclear about or missing no more than one step in the description, OR is missing no more than one of the materials needed for the activity.	The Candidate designs and describes a math extension activity that is age appropriate but is either not related to the lesson plan topic, OR the instructions or materials list is missing more than one item necessary for implementation.	The Candidate does not plan a math extension activity, OR, the activity described is not developmentally appropriate for the age group, OR both the instructions and materials needed for implementation are not described.

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
<p>NAEYC Standard 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</p> <p>Changes to Math Learning Center</p>	<p>The Candidate describes planned changes to Math Learning Center which are math-themed, related to selected lesson plan topic, age appropriate, and describe all necessary materials to implement. The changes extend the child’s learning in the topic area, and are planned in addition to the extension activity.</p>	<p>The Candidate describes changes to the Math Learning Center which are math-themed and related to the lesson plan topic. Planned changes extend the child’s learning in topic area and are in addition to the extension activity, however, Candidate’s list of materials is missing more than one item or is unclear to the reader.</p>	<p>The Candidate describes changes to the Math Learning Center which are math-themed, however, the planned changes are not related to the lesson plan topic or extend the child’s learning on that topic.</p>	<p>The Candidate does not describe changes to the Math Learning Center, or, simply restates planned extension activity, or planned changes are not math-related.</p>
<p>NAEYC Standard 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>Science Extension Activity</p>	<p>The Candidate designs and describes a science extension activity that is related to the lesson plan topic and appropriate for the age group. The Candidate’s description includes clear step-by-step instructions for implementation of the activity for the reader of the lesson plan, and a full list of all materials needed.</p>	<p>The Candidate designs and describes a science extension activity that is related to the lesson plan topic and is appropriate for the age group. The Candidate’s description includes step-by-step instructions and a full list of all materials needed, but is unclear about or missing no more than one step in the description, OR is missing no more than one of the materials needed for the activity.</p>	<p>The Candidate designs and describes a science extension activity that is age appropriate but is either not related to the lesson plan topic, OR the instructions or materials list is missing more than one item necessary for implementation.</p>	<p>The Candidate does not plan a science extension activity, OR, the activity described is not developmentally appropriate for the age group, OR both the instructions and materials needed for implementation are not described.</p>

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children Changes to Science Learning Center	The Candidate describes planned changes to Science Learning Center which are science-themed, related to selected lesson plan topic, age appropriate, and describe all necessary materials to implement. The changes extend the child’s learning in the topic area, and are planned in addition to the extension activity.	The Candidate describes changes to the Science Learning Center which are science-themed and related to the lesson plan topic. Planned changes extend the child’s learning in topic area and are in addition to the extension activity, however, Candidate’s list of materials is missing more than one item or is unclear to the reader.	The Candidate describes changes to the Science Learning Center which are science-themed, however, the planned changes are not related to the lesson plan topic or extend the child’s learning on that topic.	The Candidate does not describe changes to the Science Learning Center, or, simply restates planned extension activity, or planned changes are not science-related.
NAEYC Standard 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines Extension Activities – area of Math & Science	The Candidate’s planned math extension activity includes a correctly identified area of math that correlates to the planned activity, and the planned science extension activity includes a correctly identified area of science that correlates to the planned activity.	Intentionally Blank	Either the Candidate’s planned math extension activity or science extension activity does not include a correctly identified area of math or science that correlates to the activity planned.	The Candidate does not identify areas of math and science for the planned activities, or they are not accurately identified/correlated to the planned activities.
Mechanics				
Professionally Presented - Grammar, Spelling, Capitalization and Punctuation	Candidate makes 1-2 errors in grammar, spelling, capitalization or punctuation	Candidate makes 3-4 errors in grammar, spelling, capitalization or punctuation	Candidate makes 5-8 errors in grammar, spelling, capitalization or punctuation	Candidate makes more than 9 errors in grammar, spelling, capitalization or punctuation

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
Implementation				
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches Finger plays	Candidate demonstrates the use of two different finger plays, including one before the book readings and one after the book readings. The finger plays are quoted from memory and Candidate is not reading from notes, and the Candidate is using the motions to the finger play.	Candidate demonstrates two different finger plays, including motions and quoting from memory, but both are used either before or after book readings.	Candidate demonstrates only one finger play is demonstrated before or after book readings, or the Candidate is using notes to read the finger plays to the children.	Finger plays are not demonstrated.
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches. Reading book: Book Familiarity	Candidate reads both of two planned books from lesson plan and is thoroughly familiar with book content such as storyline and word pronunciation and meaning. Candidate explains vocabulary and answers student questions as needed.	Candidate reads both of the two planned books from the lesson plan, but is unfamiliar with content or has difficulty reading story, pronouncing words, or explaining content for one of the books.	Candidate reads only one of two planned books from lesson plan OR Candidate reads two planned books but is unfamiliar with book content or has difficulty reading story, pronouncing words, or explaining content for both books.	Candidate does not read planned books from lesson plan.
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches Reading Book: Pictures of Book and Voice Inflections	Candidate reads the books so that children can easily see pictures and print as book is read. The Candidate reads loud enough to be heard by children and the voices used are enthusiastic and match characters, mood and actions of the story.	Candidate reads the books so the children can see pictures and print as book is read, and hear as the Candidate reads, but the voices used by the Candidate are not enthusiastic or don't match characters, mood, and action of story.	Children are unable to see pictures and print as Candidate reads the books, but children are able to hear the story and voices used are enthusiastic and change to match characters, mood, and action of story.	Candidate does not read books to children OR children are unable to hear the story, OR children are unable to see pictures/print as book is read and voices are not enthusiastic and/or change to match characters, mood and action of story.

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches Dialogue with Audience- Open-ended questions	Candidate introduces lesson plan topic to children and asks open-ended questions and allows student discussion before, during, and after book reading.	Candidate introduces topic to children and asks open-ended questions before and after book reading but has little to no dialogue or open-ended questions during book reading.	Candidate has discussion with children before, during, or after book reading but does not use open-ended questions.	Candidate does not have any dialogue with children before, during, and after book reading.
NAEYC Standard 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children Positive connection behaviors	Candidate displays positive connection behaviors with children during lesson plan implementation, including making eye contact with children; using children's names; allowing children to comment, ask questions, or give answers during dialogue and book reading; using a positive tone of voice; and allowing children the choice to join or leave the group time.	Candidate displays positive connection behaviors with children during lesson plan implementation, including making eye contact with children; allowing children to comment, ask questions, or give answers during dialogue and book reading; using a positive tone of voice; and allowing children the choice to join or leave the group time; but Candidate is not using children's names.	Candidate does not display at least two of the following positive connection behaviors with children during lesson plan implementation: making eye contact with children; using children's names; allowing children to comment, ask questions, or give answers during dialogue and book reading; using a positive tone of voice; and allowing children the choice to join or leave the group time.	Candidate displays two or fewer positive connection behaviors with children during lesson plan implementation, such as: making eye contact with children; using children's names; allowing children to comment, ask questions, or give answers during dialogue and book reading; using a positive tone of voice; and allowing children the choice to join or leave the group time.

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches Lesson Plan Presentation	Candidate is prepared for presentation of the lesson plan with all necessary materials needed to implement book readings, learning center changes, and extension activities. Activities and changes to the learning centers are prepared prior to implementation.	Candidate is prepared for lesson plan with all necessary materials needed to implement book readings and both learning extension activities, but is missing items for planned learning center changes for either the math or the science learning centers. Activities and changes are prepared prior to implementation.	Candidate is prepared for presentation of lesson plan with necessary materials needed to implement both book readings and at least one extension activity and changes to one learning center, OR Candidate does not locate materials or set up extension activities or learning center changes until lesson plan implementation.	Candidate is not prepared for presentation of lesson plan with all materials necessary for both extension activities and/or changes to both learning centers.
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches Implementation of Extension Activity	Candidate fully implements both planned extension activities, including all necessary materials. Candidate implements planned changes to both math and science learning centers. Candidate allows children to select activities and children may decline to join.	Candidate fully implements one extension activity and is prepared with all necessary materials and partially implements second extension activity. Children are allowed to select activities and may decline to join.	Candidate fully implements one extension activity and at least describes second extension activity to the children. Children may decline to participate in planned activities.	Candidate implements one extension activity but does not at least describe second activity OR does not implement either planned extension activity OR forces all children to participate in planned activities.

ECTC 2803: Infant and Toddler Curriculum
Mobile Infant Activity Plans & Observation Instructions: NAEYC Key Assessment

Objective:

The purpose of this project is for Candidates to create developmentally appropriate activities that are appropriate for mobile infants (9 -18 months) and parent take-home involvement activities. Candidates will implement 3 planned activities during a 2.5-hour observation where the supporting teacher or director will evaluate.

Candidates will create one activity and one parent take-home involvement activity for each of the following areas from the Arkansas Child Development Early Learning Standards (CDELS) for a total of 10 activities:

- Cognitive
- Social-Emotional
- Physical
- Language Development/Emergent Literacy Activities
- Creativity & Aesthetics

Mobile Infant Activities:

Each activity Candidate create must be developmentally appropriate and include the following from the Arkansas Child Development Early Learning Standards (CDELS) **(NAEYC Standard 3b)**

- Accurate and appropriate domain
- Accurate and appropriate learning goal
- Accurate and appropriate strand
- Domain component, learning goal and strand supports planned activity

Candidates must create activities that are developmentally appropriate for mobile infants, meaningful and challenging. All planned activities should contain the following information:

(NAEYC Standard 5c)

- title of activity
- all materials needed to conduct the activity
- clear, detailed step-by-step instructions describing the activity
- scaffolding tips for support
- scaffolding tips for enrichment

Take-Home Parent Activities:

Candidates will create a developmentally appropriate, creative take-home activity for parents for each of the five domain areas. **(NAEYC Standard 2c)** The parent take-home activity handout should contain the following information:

- purpose of the activity
- What the children are learning from the activity
- Steps to implement the activity at home
- indicate an appropriate and accurate learning goal from CDELS (number & statement)

2.5 Hour Mobile Infant Observation:

Once Candidate has planned all five developmentally appropriate classroom activities and they have been approved by the instructor, Candidate will select three activities to implement at a licensed observation site with mobile infants (9 – 18 months). The observation cannot take place in a candidate's own classroom.

The supporting teacher and/or director will observe the Candidate conducting the three planned activities. They will complete the evaluation form located on the back of the permission form. They will be evaluating the following: **(NAEYC Standard 4c)**

- Candidate fully implements three developmentally appropriate activities and has all necessary materials prepared in advance
- Mobile infants are allowed flexibility to come and go during the activities

The supporting teacher and/or director will also evaluate positive connection behaviors during the activity implementation. They will be evaluating the following: **(NAEYC Standard 4a)**

- Candidate makes eye contact during activities
- Candidate uses children's names during activities
- Candidate uses a calm and encouraging tone of voice during activities

Candidates are required to submit the original permission and evaluation form (completed in blue ink) verifying three planned activities were completed with a mobile infant. **The permission and director/teacher interview form are required in order for the Candidate to receive credit for the project.**

Candidate Reflection:

Candidate will type a reflection paper that includes the following information from the observation experience: **(NAEYC Standard 4d)**

- describe the type of program where observation/implementation occurred
- describe the classroom, including the layout of the classroom, materials, furniture, learning centers, etc.
- include the age of the child(ren)
- include the teacher/child ratio
- provide a brief description of the activities chosen (3 out of the 5 planned)
- discuss what went well with each of the three activities implemented
- discuss what improvements you would make on all three activities after implementation
- share what you learned about the child/children involved in the three activities implemented (think of the connection to the planned learning goal)

Candidates should prepare professional activities plans, take-home parent activities, and a reflection paper that includes the following criteria:

- cover page
- typed template for activity plans
- typed take-home parent activities
- typed observation reflection
- typed, at least three pages in length
- 12-point Times New Roman, double-spaced
- 0-3 spelling/grammar errors

Mobile Infant Activity Plan

Example

Title of Activity: Star Builders

Domain: Cognitive

Domain Component: CD1. – Approaches to Learning

Learning Goal: CD1.1 – Shows curiosity and a willingness to try new things.

Strand: Exploration and Investigation

Materials Needed: Star builders

Detailed Step by Step Procedure

I will invite a few mobile infants to sit with me on the floor with the star builders. I will offer each toddler two star builders that I have previously connected and say, “Today we can play with these stars.” You have two stars. Here is a star. Next to this star is another star.” I will point to each star as I talk to the mobile infants and say “1, 2”. As the mobile infants explore the star builders I will comment on their actions. For example, “You took apart your stars” or “You are looking at your stars.” Or “You are banging your stars together.” If the mobile infants have not taken apart their stars, I will demonstrate and say, “You can take apart your two stars if you want to.” I will allow time for the mobile infants to examine and manipulate their stars. I will describe their exploration as they manipulate the stars. I will continue the activity until the mobile infants lose interest.

Scaffolding Tips for Support: If one or more of the mobile infants has difficulty separating their stars, I will offer to help by holding one star and encouraging them to pull on the other star. If necessary, I will demonstrate the concept of pull.

Scaffolding Tips for Enrichment: If one or more of the mobile infants can disconnect the two stars easily, I will offer additional stars to create a longer chain and encourage the mobile infants to explore other directions to connect the star builders.



UNIVERSITY OF ARKANSAS PULASKI TECHNICAL COLLEGE

Candidate _____ is enrolled in the Infant Toddler Curriculum course at the University of Arkansas Pulaski Technical College. The early childhood program at the UA-PTC has achieved NAEYC Associate Degree Accreditation. As a requirement of the course, the Candidate will be observing and conducting three developmentally appropriate activities in your mobile infant classroom.

All candidates observing in your child care program from UA-PTC must have with them a copy of their cleared maltreatment form, a clear criminal background check and their PTC identification badge. Please ask candidates to provide this documentation before they observe in your program. Candidates must adhere to any COVID-19 policies and procedures for your program. UA-PTC candidates are not allowed to be left alone in any classroom during an observation.

Please complete the documentation and evaluation of the activities below. Thank you for your cooperation, participation, and please contact me at tjohnston@uaptc.edu or 501-812-2817 with any questions.

Sincerely,

Traci A. Johnston, M.S.
Education Instructor

Name of Center _____ License # _____

Address of Center _____ City _____

Name of Supervising Director or Teacher _____

Date of observation _____ Time entered _____ Time Left _____

Please complete the evaluation on the following page.

Observation Evaluation

1. Please describe all three activities conducted by the Candidate.
2. Did you find all conducted activities were developmentally appropriate for mobile infants? If no, please provide specific examples.
3. Was the Candidate prepared in advance with all materials needed to conduct each activity? If not, please explain what was missing.
4. During all planned activities, does the Candidate allow the mobile infants flexibility to join or leave the activities? If no, please provide specific examples.
5. Did the Candidate make eye contact while interacting with the children? If no, please describe.

6. Did the Candidate use the children’s names during the planned activities? If no, please describe.
7. Did the candidate use an encouraging tone of voice during the planned activities? If no, please describe.
8. Please share any additional information that would be helpful to the student for implementing future activities with mobile infants.

Please complete the information below and sign to verify your evaluation. Again, your participation is greatly appreciated.

Teacher or Director’s Signature (verification of observation and evaluation comments)

Email Address: _____

Phone Number: _____

Name _____ Date _____ Score _____/200 _____

ECTC 2803: Infant and Toddler Curriculum
Mobile Infant Activity Plans & Observation- NAEYC Key Assessment

Cognitive Activity				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 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 Cognitive Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. Cognitive Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2c. Involving families and communities in young children's development and learning Cognitive Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Social Emotional Activity				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 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 Social Emotional Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. Social Emotional Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
<p>NAEYC Standard 2c. Involving families and communities in young children's development and learning</p> <p>Social Emotional Take-Home Parent Activity</p>	<p>Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)</p>	<p>Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)</p>	<p>Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity</p>	<p>Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home</p>

Physical Activity				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 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 Physical Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child Physical Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment appropriate.	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2c. Involving families and communities in young children's development and learning Physical Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Language Development/Emergent Literacy Activity				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 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 Language Development/Emergent Literacy Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. Language Development/Emergent Literacy Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2c. Involving families and communities in young children's development and learning Language Development/Emergent Literacy Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Creativity and Aesthetics Activity				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 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 Creativity and Aesthetics Activity Plan	Candidate provides an accurate and appropriate domain, learning goal and strand for the planned activity	Candidate provides an accurate and appropriate domain and learning goal, <i>but</i> strand is not appropriate/accurate for the planned activity	Candidate provides an accurate and appropriate domain and strand <i>but</i> learning goal is not appropriate/accurate for the planned activity	Candidate provides an inaccurate or inappropriate domain, <i>and/or</i> strand is not provided or incorrect <i>and/or</i> learning goal is not provided or incorrect
NAEYC Standard 5c. Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. Creativity and Aesthetics Activity Plan	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity includes a title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions, appropriate scaffolding tips for support, and appropriate scaffolding tips for enrichment	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides clear, detailed step-by-step instructions, appropriate scaffolding tips for support, appropriate scaffolding tips for enrichment <i>but</i> fails to include appropriate title for activity <i>and/or</i> all materials needed to conduct the activity	Candidate designs a developmentally appropriate activity that is meaningful and challenging, activity provides an appropriate title for planned activity, all materials needed to conduct the activity, clear, detailed step-by-step instructions <i>but</i> fails to provide appropriate scaffolding tips for enrichment <i>and/or</i> appropriate scaffolding tips for enrichment	Candidate fails to plan a developmentally appropriate that is meaningful and challenging activity for mobile infants <i>and/or</i> fails to provide clear, detailed step-by-step instructions to conduct the activity

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 2c. Involving families and communities in young children's development and learning Creativity and Aesthetics Take-Home Parent Activity	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional parent handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, what the child is learning from the activity and an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the purpose of the activity, steps to implement the activity at home, and what the child is learning from the activity, but fails to provide an appropriate learning goal (CDELS)	Candidate creates an at-home activity to extend the mobile infant's learning at home. A professional handout is created. The handout contains the steps to implement the activity at home, an appropriate learning goal (CDELS) <i>but</i> fails to provide the purpose of the activity <i>and/or</i> what the children are learning from the activity	Candidate fails to create a professional parent handout to involve families in their infant's development and learning <i>or</i> handout fails to provide a developmentally appropriate, creative activity to extend learning in the home <i>or</i> handout does not contain the steps to implement the activity at home

Observation				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches Observation: Director/Teacher Evaluation	Candidate fully implements three planned activities during observation and is prepared with all necessary materials. Mobile infants are allowed flexibility to join or leave the activity	Candidate fully implements two planned activities during observation and is prepared with all necessary materials and partially implements the third activity. Mobile infants are allowed flexibility to join or leave the activity	Candidate fully implements one activity during observation and is prepared with all necessary materials. Mobile infants are allowed flexibility to join or leave the activity	Candidate isn't prepared with all necessary materials to conduct all three activities <i>or</i> fails to allow flexibility to join or leave the activities
NAEYC Standard 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children Observation: Director/Teacher Evaluation	Candidate displays positive connection behaviors during activity implementation, including making eye contact with the infants, using children's names, and using a calm and encouraging tone of voice	Candidate displays positive connection behaviors during activity implementation, including using children's names, and using a calm and encouraging tone of voice but does not make eye contact with the infants	Candidate displays positive connection behaviors during activity implementation, including making eye contact with the infants, using a calm and encouraging tone of voice but does not use the children's names	Candidate displays positive connection behaviors during activity implementation, including making eye contact with the infants, using children's names, but does not use a calm and encouraging tone of voice

Reflection Paper				
NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
NAEYC Standard 4d. Reflecting on own practice to promote positive outcomes for each child. Reflection Paper	Candidate reflects and shares detailed information about the observation experience including the type of program where observation took place, description of the classroom, ages of the child(ren) observed, and the teacher child ratio	Candidate reflects and shares detailed information about the observation experience including the type of program where observation took place, description of the classroom, <i>but</i> fails to provide the ages of the child(ren) observed, <i>and/or</i> teacher child ratio	Candidate shares information about the observation experience including the type of program where observation took place, description of the classroom, ages of the child(ren) observed, and the teacher child ratio <i>but</i> fails to be reflective and detailed in descriptions <i>and/or</i> fails to share where the observation took place <i>and/or</i> provide a description of the classroom	Candidate fails to provide a reflection paper
NAEYC Standard 4d. Reflecting on own practice to promote positive outcomes for each child. Reflection Paper	Candidate provides a reflective description of the three planned activities conducted during the observation, shares what went well with each activity and what improvements need to be made for each activity, and shares what was learned about the child(ren) involved in the three planned activities	Candidate provides a reflective description of the three planned activities conducted during the observation, shares what went well with each activity and what improvements need to be made for each activity, <i>but</i> fails to share what was learned about the child(ren) involved in the three planned activities	Candidate shares what went well with each activity and what improvements need to be made for each activity, and shares what was learned about the child(ren) involved in the three planned activities <i>but</i> fails to provide reflective descriptions of the three planned activities conducted during the observation	Candidate fails to describe the three planned activities conducted during the observation <i>or</i> candidate fails to provide a reflection paper

NAEYC Standard	Target- 10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet - 0 points- D/F
Professionalism and Mechanics	Candidate typed activity plans on the required template, cover page, parent handout and reflection paper typed, reflection paper is at least three pages in length using a 12-point Times New Roman font, double-spaced <i>and/or</i> activity plans, parent handouts and reflection paper is free from grammar, spelling, and punctuation errors	Candidate typed activity plans on the required template, cover page, parent handout and reflection paper typed, reflection paper is 2 ½ pages in length <i>and/or</i> fails to use a 12-point Times New Roman font, double spaced <i>and/or</i> activity plans, parent handouts and reflection paper have 1-4 grammar, spelling, punctuation errors	Candidate typed activity plans on the required template, cover page, parent handout and reflection paper typed, reflection paper is less than two pages in length using a 12-point Times New Roman font, double-spaced <i>and/or</i> activity plans, parent handouts and reflection have 5-10 grammar, spelling, punctuation errors	Candidate fails to use required activity template <i>and/or</i> fails to type the template, cover page, parent handout or reflection <i>and/or</i> all parts have more than 10 grammar, spelling, and punctuation errors

**** The completed observation permission form and supporting teacher/director evaluation is required to receive credit for this project.**

ECTC 2903: Future Perspectives
Early Childhood Advocacy Project: NAEYC Key Assessment
Instructions

Advocacy is building support for an issue among audiences such as the general public, elected officials, the media, and key opinion leaders. The goal of early childhood advocacy is to improve the lives of children and families by influencing elected officials and policymakers.

Advocacy Research:

- Candidates will conduct advocacy research on an issue that is affecting children and families in central Arkansas. The problem being researched must be approved in advance by the course instructor. **(NAEYC Standard 6c)**
 - o Candidates will submit at least three reliable artifacts documenting their advocacy research. Each artifact must contain an APA citation. (Some examples might include research articles, brochures, newsletters, and web-sites- all from reputable sources.)

Advocacy Letter:

- Using the research collected, candidates will type a letter to their local legislator. If candidates do not know who their elected legislator is, they can go to <https://www.arkansashouse.org/learn/district-map>. The letter must contain the following information which will include their research on the issue:
 - o Include the name of your legislator (Dear Mr. or Mrs.)
 - o Identify yourself as a constituent and share your early childhood qualifications.
(NAEYC Standard 6a)
 - o Clearly define the issue. **(NAEYC Standard 6e)**
 - What is the issue?
 - Who is being affected by the issue?
 - Why does the issue need to be addressed at this time?
 - How are children, families, and the community being affected?
 - Provide factual and local data to emphasize how the problem is affecting our community. (Share at least three specific facts and/or local data)
 - o Share Potential Solutions **(NAEYC Standard 6e)**
 - Share practical solutions for the issue.
 - What evidence supports your solution(s)?
 - What are possible challenges in the implementation of solutions?
 - o Call to Action **(NAEYC Standard 6e)**
 - What are you asking the legislator to do to address the issue?
 - Provide at least two specific ways the legislator can get involved and make a difference. Be specific and suggest an immediate way to get involved.
 - o Closing
 - Conclude your letter with thanking them for their service and attention to the issue being discussed.
 - Include your contact information
 - Formally sign the letter
 - o Professionalism
 - The letter must be at least one full page in length (should not be longer than 1 ½ pages in length)
 - Times New Roman
 - 12-point font
 - Single-spaced
 - Free from any grammar, spelling and/or punctuation errors
- Candidates will not be required to mail/email their letters unless they choose too.

- Candidates are required to submit their letters in Blackboard. A printed and signed copy of the letter and the advocacy research will be submitted in class.

Reflection Paper:

- Candidates will prepare a reflection paper on the advocacy experience. Candidates will reflect on the following:
(NAEYC Standard 6a)
 - How did you choose your advocacy issue?
 - How did your research guide you in creating your letter to a legislator?
 - What challenges did you have with this project?
 - What other advocacy efforts would you be willing to try and implement? Describe them and share why those efforts might be successful?
 - What have you learned overall about early childhood advocacy from this project?
 - Describe how the NAEYC Code of Ethical Conduct can guide you in advocating for children and families.
(NAEYC Standard 6b)
 - Name at least 3 principles that would apply from the NAEYC Code of Ethical Conduct.
 - Include the number and statement of each code selected.
- The reflection paper should be professional and include the following:
 - At least one full page in length
 - Cover page (not included in the two-length requirement)
 - 12-point
 - Times New Roman font
 - Double-spaced
 - 0-3 grammar, spelling and/or punctuation errors

Name _____ Date _____ Score _____ / 120 _____

ECTC 2903: Future Perspectives
Early Childhood Advocacy Project: NAEYC Key Assessment

Advocacy Research				
NAEYC Standard	Target -10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet -0 points- D/F
NAEYC Standard 6c. Engaging in continuous, collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource. Advocacy Research	Candidates submits three reliable artifacts documenting advocacy research; each artifact is from a professional source (such as a research article, a professional journal, an agency brochure or newsletter, or a professional organization's website) and is related to an issue that affects children and families in central Arkansas. Each artifact contains an accurate APA citation to the professional source.	Candidates submit three reliable artifacts documenting advocacy research; each artifact is from a professional source (such as a research article, a professional journal, an agency brochure or newsletter, or a professional organization's website) and is related to an issue that affects children and families in central Arkansas, <i>but</i> artifacts do not contain accurate APA citations to the professional source used or APA citations to the source used at all.	Candidates submits three artifacts evidencing research, <i>but</i> they do not clearly document what advocacy research was conducted; <i>or</i> fewer than three artifacts have a clear relation to the advocacy issue selected by the Candidate.	Candidate submit less than three reliable artifacts documenting advocacy research.
Letter to Local Legislator				
NAEYC Standard 6a. Identifying and involving oneself with the early childhood field Letter to Local Legislator	Candidate prepares a letter that is addressed to their legislator and begins by identifying as a constituent and sharing their early childhood qualifications	Intentionally Blank	Candidate prepares a letter that is addressed to their legislator but does not include <i>either</i> identifying as a constituent <i>or</i> sharing their early childhood qualification	Candidate prepares a letter to their legislator, but they do not address the letter to their legislator, and they do not identify as a constituent or share their early childhood qualifications

NAEYC Standard	Target -10 points- A	Meets- 8 points- B	Progressing -7 points- C	Does Not Meet -0 points- D/F
NAEYC Standard 6e. Engaging in informed advocacy for young children and the early childhood profession Letter to Local Legislator: Defining the Issue	Candidate clearly defines the issue in the letter by addressing the following: What is the issue? Who is being affected by the issue? Why does the issue need to be addressed at this time? How are children, families, and the community being affected?	Candidate clearly defines the issue in the letter by addressing the following: What is the issue? Who is being affected by the issue? How are children, families, and the community being affected? Candidate fails to discuss why does the issue need to be addressed at this time.	Candidate defines the issue in the letter by addressing the following: What is the issue? Why does the issue need to be addressed at this time? How are children, families, and the community being affected? Candidate fails to discuss who is being affected by the issue.	Candidate defines the issue in the letter by addressing the following: Who is being affected by the issue? Why does the issue need to be addressed at this time? Candidate fails to address the issue <i>and/or</i> how children, families, and the community are being affected by the issue.
NAEYC Standard 6e. Engaging in informed advocacy for young children and the early childhood profession Letter to Local Legislator: Factual Data	Candidates provides three specific facts and/or local data to emphasize how the problem is affecting the community	Candidates provides two specific facts and/or local data to emphasize how the problem is affecting the community	Candidates provides one fact and/or local data to emphasize how the problem is affecting the community	Candidates does not provide specific facts and/or local data to emphasize how the problem is affecting the community
NAEYC Standard 6e. Engaging in informed advocacy for young children and the early childhood profession Letter to Local Legislator: Potential Solutions	Candidate shares potential and practical solutions for the issue in the letter which addresses the following: What evidence supports the solution(s)? What are possible challenges in the implementation of solutions?	Candidate shares potential and practical solutions for the issue in the letter which addresses the following: What are possible challenges in the implementation of solutions? Candidate fails to describe evidence that supports the solution(s).	Candidates share potential and practical solutions for the issue in the letter which addresses the following: Evidence that supports the solution(s), Candidate fails to describe possible challenges in the implementation of the solutions	Candidate does not share potential and practical solutions for the issue

NAEYC Standard 6e. Engaging in informed advocacy for young children and the early childhood profession Letter to Local Legislator: Call to Action	Candidate describes a call to action in the letter which addresses the following: What are you asking the legislator to do to address the issue? Provide two specific ways the legislator can get involved.	INTENTIONALLY BLANK	Candidate describes a call to action in the letter which addresses the following: What are you asking the legislator to do to address the issue? Candidate fails to provide two specific ways the legislator can get involved.	Candidate does not describe a call to action
Professional Appearance of Letter: Closing	Candidate thanks them for their service and attention to the issue, includes student contact information and formally signs the letter	Candidate thanks them for their service and attention to the issue, includes student contact information but fails to formally sign the letter	Candidate thanks them for their service and attention to the issue, formally sign the letter but fails to include contact information	Candidate does not thank the legislator for their service and attention to the issue
Professional Appearance of Letter	Letter is one page in length, single-spaced, 12 point, Times New Roman font and is free from any grammar, spelling and/punctuation errors	Letter meets 4/5 criteria: at least one page in length, single-spaced, 12 point, Times New Roman font and free from any grammar, spelling and/or punctuation errors	Letter meets 3/5 criteria: at least one page in length, single-spaced, 12 point, Times New Roman font and free from any grammar, spelling and/or punctuation errors	Letter meets 2/5 criteria: at least one page in length, single-spaced, 12 point, Times New Roman font and free from any grammar, spelling and/or punctuation errors
Reflection Paper				
NAEYC Standard 6a. Identifying and involving oneself with the early childhood field Reflection Paper	Candidates prepares a reflection paper that includes: How the candidate chose the advocacy issue? How the research guided the candidate in creating the letter to a legislator? What challenges were faced creating the letter?	Candidates prepares a reflection paper that includes: How the research guided the candidate in creating the letter to a legislator? What challenges were faced creating the letter? Candidate fails to address how the advocacy issue was chosen.	INTENTIONALLY BLANK	Candidates prepares a reflection paper that includes: How the candidate chose the advocacy issue? What challenges were faced creating the letter? Candidate fails to address how the research guided the candidate in creating the letter to a legislator.

NAEYC Standard	Target - 10 points – A	Meets - 8 points – B	Progressing - 7 points - C	Not Met- 0 – D/F
NAEYC Standard 6a. Identifying and involving oneself with the early childhood field Reflection Paper	Candidate prepares a reflection paper that includes: What other advocacy efforts would you be willing to try and implement? Share why those efforts might be successful? What have you learned overall about advocacy from this project?	Candidate prepares a reflection paper that includes: What other advocacy efforts would you be willing to try and implement? Share why those efforts might be successful? Candidate fails to share what have you learned overall about advocacy from this project?	INTENTIONALLY BLANK	Candidate prepares a reflection paper that includes: What has been learned overall about advocacy from this project? Candidate fails to share what other advocacy efforts would you be willing to try and implement? Share why those efforts might be successful?
NAEYC Standard 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines	Candidate describes how the NAEYC Code of Ethical Conduct guides advocacy; including 3 accurate principles that would apply from the Code (including the number and the statement)	Candidate describes how the NAEYC Code of Ethical Conduct guides advocacy; including 2 accurate principles that would apply from the Code (including the number and the statement)	Candidate describes how the NAEYC Code of Ethical Conduct guides advocacy; including 1 accurate principle that would apply from the Code (including the number and the statement)	Candidate does not describe how the NAEYC Code of Ethical Conduct guides advocacy; and/or does not include principles that would apply from the Code (including the number and the statement)
Professional Appearance of Reflection Paper	Paper is at least one page in length, includes a cover page, double-spaced, 12 point, Times New Roman font and 0-3 grammar, spelling and/punctuation errors	Paper meets 5/6 criteria: at least one page in length, includes a cover page, double-spaced, 12 point, Times New Roman font and 0-3 grammar, spelling and/punctuation errors	Paper meets 4/6 criteria: at least one page in length, includes a cover page, double-spaced, 12 point, Times New Roman font and 0-3 grammar, spelling and/punctuation errors	Paper meets 3 or less criteria: at least one page in length, includes a cover page, double-spaced, 12 point, Times New Roman font and 0-3 grammar, spelling and/punctuation errors