

Curriculum and Intervention in Early Childhood Services  
Fall 2010  
Assignments

Assignment One – Weekly Activities/Participation  
5 pts each 40% of final grade  
Due by 8 a.m. the Friday following the week assigned.

Each week there will be readings and one or more learning activities. Some weeks will also include audio or video presentations for you to listen to/watch.

Purpose – To encourage and support active participation in all course related activities, to give students opportunities to engage in critical thinking about the course content, and to improve communication skills across various technology applications.

General Description – A critical aspect of any learning experience is the active and sustained participation by the learner. Each week students will be assigned various tasks to complete as part of their participation in the course.

Additionally, students will be required to complete weekly reflections. Students must complete an online reflection of their thoughts, questions, and or comments related to the course content at a minimum of once a week. Reflections can occur prior to, during, or after weekly course activities. Reflections can elicit interaction and comments from other students or portray a personal perspective. If you want your reflection to be private (i.e. shared only with the instructor send it to me via email at shubbell@kent.edu). If you want your reflection, to be public (i.e. available to all classmates post it in your Amvonet blog.)

Assignment Two – Model/Approach Assignment  
10% of final grade  
Due September 24<sup>th</sup> 8 am

Purpose – To examine in-depth one approach or model for teaching in early childhood, to provide an anchor for our discussion of curriculum, to explore current practices in early childhood education, and to enhance collaboration skills.

General Description –

With a partner, choose a model or approach to early childhood education to study. Describe it. Give a brief history. How does it compare to our definitions of curriculum? How does it address the components of a curriculum framework? Select one of the following approaches or suggest one that you and your partner would like to study.

- Montessori
- Reggio Emilia
- Project-Based Approach
- High Scope
- Direct Instruction

Present your findings to the class using any means of expression you choose including on a wiki page, in a word document or pdf file, in a video, in a podcast. You must include at least 5 references, of which only two can be internet sources (i.e. web pages).

Assignment Three – Curriculum Framework Assignment  
25% of final grade  
Proposal Due October 1<sup>st</sup> 8 am Final Project Due December 10 at 8 am

Purpose – To allow students to explore a topic relevant to their practice in greater depth and detail and to provide students an opportunity to work independently on a project that will affect their current practices.

General Description – Pick one (1) of the following topics/projects **or** pick your own topic/project and have it approved by the instructor.

- Topic/Project One:
  - Focus A: Complete or revise the alignment process between your program’s written curriculum or a selected curriculum and your state’s standards for early learning for early intervention, preschool, or K-3. You can align at the indicator, category, or Big Idea Level. If you are outside of Ohio, contact the course instructor to explore alignment possibilities.

Your completed assignment must include a critique of the process and how you will use the resulting information to guide/change current or future work in the field. The critique must incorporate elements of critical thinking. **What to turn in?**

- Description of the process and product(s) you intend to submit for evaluation. If applicable, statement as to why revisions to the current alignment process are needed and how they will contribute to changes in practice – Due October 1<sup>st</sup>
  - Draft rubric of how your process/product(s) will be evaluated - Due October 1<sup>st</sup>
  - Completed alignment and any other products of choice.
  - Critique of the process and next steps
  - Final rubric with self evaluation ratings.
- Topic/Project Two: Document your process of transforming a classroom environment based on the characteristics that have been discussed during the class. Students must evaluate the environment prior to any changes, document decisions made when adjusting the environment and provide a rationale for the changes, and provide an evaluation of the environment after the changes have occurred. Documentation activities may include:
    - Videotaping classroom activities in the environment before and after changes have occurred and providing a critique of both the environment before and after
    - Capturing the environment before and after using digital pictures and providing a critique of both the environment
    - Creating a narrative to detail what was considered prior to changes being made, what changes were implemented, and what impact the changes have had on the classroom functioning

Whatever means of expression a student uses to document the environmental change process, students must use critical thinking skills to critique the process and focus both on changes in the physical and social environments. Students can create a written narrative of the process, create a website/wikispace/blog to describe the process, or propose a different presentation format for the choice project. Students can choose to carry out this activity in their own classroom or approach an early childhood program to participate. **What to turn in?**

- Description of the process and product(s) you intend to submit for evaluation - Due October 1<sup>st</sup>
  - Draft rubric of how your process/product(s) will be evaluated - Due October 1<sup>st</sup>
  - Documentation and Critique of the process
  - Final rubric with self evaluation ratings.
- *Topic/Project Three:* Work with a team of early childhood professionals program (including, but not limited to other teachers, related service provides, administrators) and conduct a quality review of a program's adopted curriculum framework using the Curriculum Framework Rating Rubric. Talk with those that completed the review to understand their perspective of the current adopted curriculum framework, how the current curriculum framework has supported instructional planning and what if applicable, changes or improvements they would like to see within the curriculum. Students will consider recommendations for improving the program's curriculum based on the rating rubric results and discussions. Your completed assignment must include a critique of the process and how you will use the resulting information to guide/change current or future work in the field. The critique must incorporate elements of critical thinking. **What to turn in?**
    - Description of the process and product(s) you intend to submit for evaluation. If applicable, statement as to why revisions to the current adopted curriculum are needed and how they will contribute to changes in practice – Due October 1<sup>st</sup>
    - Draft rubric of how your process/product(s) will be evaluated - Due October 1<sup>st</sup>
    - Completed recommendations for improvement
    - Critique of the process and next steps
    - Final rubric with self evaluation ratings.

Each student is required to provide a brief description of the process and product(s) associated with their topic/project, create a grading rubric, and select a due date. The description, rubric, and due date in which the final product(s) will be submitted are **due by October 1<sup>st</sup> and must be submitted to the instructor**. Students will receive feedback and approval from the instructor and then may begin work on their project.

Several examples of rubrics are provided from other course assignments, but students are encouraged to search the Internet for additional examples and guidance.

Here is a brief article on the benefits of students participating in the development of how they will be evaluated (<http://www.interactiveclassroom.com/006%20-%20Creating%20Rubrics.pdf>).

Here are a few websites to help you develop your rubric.

[http://edweb.sdsu.edu/triton/july/rubrics/Rubric\\_Guidelines.html](http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Guidelines.html)

<http://rubistar.4teachers.org/index.php>

<http://school.discovery.com/schrockguide/assess.html>

All projects require a critical look at existing practices. The following websites provide more information regarding critical thinking:

<http://www.sc.maricopa.edu/assessment/Critical%20Thinking/ctelements.htm>

<http://wsuctproject.wsu.edu/ctr.htm>

<p>Assignment Four – Planning Tier 1 Instruction Assignment 25% of final grade Part 1 Due October 22<sup>nd</sup> 8 am      Part 2 Due November 19<sup>th</sup> 8 am</p>
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Purpose – To meet National Council for Accreditation for Teacher Education (NCATE) standards in working with diverse groups of young children and to better understand how to plan, implement, and evaluate activities to meet the needs of all young children.

General Description –

**Part 1**

To identify a setting serving children between the ages of birth and age eight and develop lesson/activity plans to meet specific outcomes for at least two children with different educational needs in a group setting. The following components must be included:

- A description of the class and your two target children.
- The Environmental Arrangement and a description of how it meets the needs of your target children.
- The Schedule and Routines and a description of how they meet the needs of your target children.
- Scope and Sequence source(s)

**Part 2**

Using the information you compiled for part one, create:

- Activities for a day (Detailed Plans)
- Activities for 2-3 weeks (Overview Plans)

Your plans must:

- Target a minimum of four (4) outcomes that are (a) aligned with your state’s infant/toddler guidelines, Head Start’s Outcome Framework, or state’s content standards; (b) for all learners; and (b) representative of the Big Ideas.
- For each of the four (4) outcomes, describe how the principles of universal design will be incorporated including multiple means of representation, engagement, and expression.
- When completing the activity plan ensure the activity (a) meets the needs of all learners, (b) incorporates the standards, and (d) includes family/community priorities and preferences.
- Select a conceptual organizer (e.g., project, book, unit) and develop an activity plan using either the form provided or one that you have designed.

Implement a component of your plan in your job or practicum setting. Write a reflection on the process of designing and implementing the lesson/activity for young children. Be sure to consider/evaluate the effectiveness of the lesson/activity.