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The Research and Curriculum Unit, located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators, while applying knowledge and educational

research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Mr. William Harold Jones, Chair
Mr. Charles McClelland, Vice Chair
Ms. Kami Bumgarner
Mr. Howell "Hal" N. Gage
Dr. O. Wayne Gann
Mr. Claude Hartley
Ms. Martha "Jackie" Murphy
Ms. Rosetta Richards
Dr. Sue Matheson

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Dr. Ester Howard, Early Childhood Institute, Mississippi State University
Ms. Carol Jones, Aiken Village Preschool, Mississippi State University

Standards

Standards in the *Early Childhood Education Curriculum Framework and Supporting Materials* are based on the following:

The **National Association for the Education of Young Children (NAEYC)** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Since 1985, NAEYC has offered a national, voluntary accreditation system to set professional standards for early childhood education programs and to help families identify high-quality programs. Today, NAEYC accreditation represents the mark of quality in early childhood education. Over 7,000 child-care programs, preschools, early learning centers, and other center- or school-based early childhood education programs are currently NAEYC-accredited. These programs provide high-quality care and education to nearly 1 million young children in the United States, its territories, and programs affiliated with the United States Department of Defense. The following NAEYC standards are incorporated throughout the Early Childhood Education curriculum: 1) Promoting Child Development and Learning; 2) Building Family and Community Relationships; 3) Observing, Documenting, and Assessing; 4) Teaching and Learning; and 5) Becoming a Professional.

The **Child Development Associate credential (CDA)** is a national credential awarded to early childhood professionals who have shown they have met the beginning level competencies needed for working with young children. It is a significant accomplishment and an option for starting a successful career in early childhood education. The CDA credential is administered by the Council for Professional Recognition in Washington, DC. It is the source for information about the credential, the application, and how to earn it. The following CDA credential standards are incorporated throughout the Early Childhood Education curriculum: 1) To establish and maintain a safe, healthy learning environment; 2) To advance physical and intellectual competence; 3) To support social and emotional development and provide positive guidance; 4) To establish positive and productive relationships; 5) To ensure a well-run, purposeful program responsive to participant needs; and 6) To maintain a commitment to professionalism.

Applied Academic Credit Benchmarks
Comprehensive Health
The Comprehensive Health Framework for grades 9 through 12 is dedicated to student achievement in all dimensions of health, including but not limited to community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention.

21st Century Skills and Information and Communication Technologies Literacy Standards

In defining 21st century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and Information and Communication Technology (ICT) literacy.

National Educational Technology Standards for Students

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ACT College Readiness Standards

The College Readiness Standards are sets of statements intended to help students understand what is expected of them in preparation for the ACT. These standards are integrated into teaching and assessment strategies throughout the curriculum framework.

Preface

Secondary vocational–technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Early Childhood Education Research Synopsis

Introduction

The Early Childhood Education Curriculum prepares students for future success in the field of early childhood education by improving academic and technology skills, improving employability skills, and articulating courses to community colleges. The rigorous and relevant 2-year program is based on state and national standards, CDA (Child Development Associate) competency standards, NAEYC (National Association for the Education of Young Children) standards, and 21st century workforce skills. The course is a 2-year program offering 4 Carnegie units of credit. The industry of early childhood education is preparing for changes due to high rates of teacher retirement, national and state initiatives and requirements, and the new focus on the field of early childhood education. The course allows for core academic subjects to be integrated into the curriculum, which are vital to students' success. Research projects that early childhood teacher qualifications will increase, from the previous 2006 minimum standard of CDA, to an associate degree by 2010, with additional work toward a baccalaureate degree by 2020. This curriculum provides students with the background and experience needed to obtain a CDA credential within the summer after graduation.

Needs of the Future Workforce and Benefits to the Economy

Quality early childhood education programs benefit our future society and economy. Research shows that preschool education is a sound economic investment, due to the fact that every dollar invested in early education saves taxpayers costs in the future. It is an investment that pays great returns.

Employment

According to the Occupational Employment and Wage Estimates panel in May 2007, there were over 29,700 workers in the occupations of preschool teachers, child-care workers, and teacher assistants in the state of Mississippi. Job opportunities are expected to increase in each of these areas on average of 26.66% until 2014. This average promises to increase as large portions of the Early Childhood workforce near retirement age and leave the profession. Child-care providers will be needed to provide quality child care in community child-care centers, homes, family settings, religious settings, and private or public center settings. Preschool teachers, as well as teacher assistants, will be needed to provide developmentally appropriate instruction in various school settings, such as Head Start. Individuals will also be needed to develop and analyze ongoing research in the field of Early Childhood.

The Early Childhood curriculum is intended to prepare students for future success in the occupational and educational field of Early Childhood. Students gain employability skills, demonstrate occupational skill proficiently, and master competencies set forth by the curriculum. The curriculum also provides for the articulation of specified courses to local community colleges. The curriculum is written in accordance with state standards and national standards (CDA and NAEYC), preparing students for an expansive workforce.

Industry Job Date – Employment Projections for 2006–2016 for Mississippi

	Occupation Title	Employment 2006	Projected Employment 2016	Change 2006–2016 Number	Change 2006–2016 Percent	Total Projected Avg. Annual Job Openings
	Child-Care Workers	14,940	16,990	2,050	13.7%	640
	Preschool Teachers	3,740	4,790	1,050	28.1%	150
	Teacher Assistants	14,000	16,200	2,200	15.7%	470

Note: Compiled by Mississippi Department of Employment Security and Labor Market Information Department

Perkins IV Requirements

The Perkins Career and Technical Education Improvement Act of 2005 requires career–technical programs to prepare students for high-skill, high-wage, or high-demand careers in current and emerging occupations. The Early Childhood Education curriculum meets the Perkins IV requirements by articulating specified courses with a postsecondary institution. This curriculum offers a program of study at the secondary and postsecondary levels that is intended to prepare students for occupations in the field of Early Childhood Education. The program of study includes topics such as the following: Child Development, The Learning Environment, Management and Administration, Children's Health and Safety, Professionalism and Career Development, Child Observation, Assessment, and Guidance Techniques, History, and Trends of Early Childhood Education and Characteristics of Quality Child-Care Programs. The Early Childhood Education curriculum also focuses on academic skills in English/literacy proficiency, biology, health, and mathematics, as well as occupational skills. Along with academic and occupational skills, the curriculum focuses on a positive networking relationship with industry. Additionally, the Early Childhood Education curriculum encourages the use of technology for students as well as teachers during the implementation of the written curriculum. Students will be assessed using an assessment tool, the Mississippi Career Planning Assessment System 2 (MS-CPAS 2), near the end of the second year in the Early Childhood Education program.

Perkins Information – Occupational Employment and Wage Estimates for Mississippi 2007

Occupation	Employment	Avg. Hourly	Avg. Annual	Entry Hourly	Entry Annual	Experienced Hourly	Experienced Annual
Child-Care Worker	6,380	$7.35	$15,280	$6.39	$13,280	$7.83	$16,280
Preschool Teacher	3,280	$10.40	$21,630	$6.54	$13,600	$12.33	$25,640
Teacher Assistant	12,760	N/A	$15,230	N/A	$13,440	N/A	$16,130

Note: Amounts produced in cooperation with the U.S. Bureau of Labor Statistics

Carl Perkins IV Requirements	Early Childhood Curriculum
Program of Study	Yes
Aligned to Careers	Yes
Standards and Content	Yes
Continuous Improvement	Yes
Alignment and Articulation	Yes
Accountability and Assessment	Yes

Entrepreneurship and Free Enterprise

Summary of Skills

Occupational	Academic	Employability
MSDH Records Management	Economics (Supply/Demand)	Effective Communication Skills
Program Management	Mathematics (Budget Information)	Work Ethics
State and Local Codes/Certification	Reading Comprehension Skills	Professional Development
Positive Community Interaction	Business and Technology	Membership in Professional Organizations
Leadership Skills	Science (Child Development)	Leadership and Responsibility

Workforce Learning

The curriculum for Early Childhood Education combines effective classroom instruction with hands-on training or internships in local community child-care centers. Students are provided opportunities and are required to apply instructional competencies to authentic field experiences, where they will demonstrate skills and knowledge previously learned in the classroom. Learning strategies include field trips, career preparation - paid and unpaid, internships (weekly experience assisting in an educational setting), and experience in assisting or job shadowing a professional in an early childhood occupation on average of two times per week in a preschool or elementary classroom. When arranging field experiences, course instructors will adhere to Section 5-6 (rules for students) in the Mississippi State Department of Health handbook entitled Regulations Governing Licensure of Child-Care Facilities.

Pathway Map

Upon completion of the 2-year program and high school graduation, students may enter the workforce, or continue education at a postsecondary institution and then enter the workforce, or continue education at a postsecondary institution and then continue at an institution of higher learning (IHL), or continue education at an institution of higher learning (IHL). Students who choose to enter the workforce after graduation have the

opportunity to gain employment as child-care providers or as teacher assistants. Students who choose to attend a postsecondary institution may enter a child-care technical program. After completion of the postsecondary program, students may enter the workforce as child-care providers, teacher assistants, or preschool teachers; however, students may also choose to further their education at an institution of higher learning (IHL). These students can major in early childhood education, elementary education, or child development. Course articulation agreements have been made between the secondary and postsecondary levels and between the postsecondary and institution of higher learning (IHL) levels.

Curriculum Content

Summary of Standards

The Early Childhood Education curriculum reflects state and national standards. The curriculum aligns with the National Association for the Education of Young Children (NAEYC) standards, the Child Development Associate (CDA) credential standards, ACT College Readiness Standards, National Educational Technology Standards (NETS), and 21st Century Skills Standards.

The National Association for the Education of Young Children (NAEYC) has set forth early childhood program standards, which are seamlessly integrated throughout the Early Childhood Education curriculum. The NAEYC standards are nationally recognized and embraced by all stakeholders in the early childhood community. The NAEYC, which is the largest organization in the early childhood field, also offers a prestigious certification for child-care centers and associates degree programs. The core values in the program standards include relationships, curriculum, teaching, assessment, health, community relationships, families, teachers, physical environment, leadership, and management. People who work with children should maintain highest standards of ethical and professional conduct. These standards are reflected in the NAEYC Code of Ethical Conduct, which establishes guidelines of responsible behavior for students to follow, in regards to relationships with children, families, colleagues, and the community. By following these best practices, students will exude this code of ethics, which proves beneficial in any workplace environment.

The Child Development Associate credential (CDA) standards are also integrated into the curriculum. The CDA credential is a national credential that is awarded to a quality caregiver who works with children from birth to age 5 years. The CDA credential is awarded by the Council for Professional Recognition in Washington, DC. In order to attain the CDA credential, an applicant must complete 480 hours of fieldwork, complete 120 hours of education course work, and receive a final evaluation. The six statements of skill that follow are called Competency Goals, and they establish the framework for the CDA credential:

1. To establish and maintain a safe, healthy learning environment
2. To advance physical and intellectual competence
3. To support social and emotional development and provide positive guidance
4. To establish positive and productive relationships with families
5. To ensure a well-run, purposeful program responsive to participant needs
6. To maintain a commitment to professionalism

After graduating from high school and gaining 120 hours of formal training, students may apply for the certification. These standards are widely recognized by secondary and postsecondary early childhood technical programs, child-care centers, and the United States Department of Education. The CDA standards provide a mechanism for high school graduates to enter the workforce, with or without postsecondary training, to become highly qualified in the field of early childhood education and services.

Integration of the 21st Century Skills in the Early Childhood Education curriculum provides students with the knowledge and tools necessary to be successful in the modern workforce or in continuing education. During the integration of these 21st Century Skills, students will become meaningfully engaged in relevant activities that require critical-thinking skills, integration of academic subjects, use of technology, and effective communication skills.

Additionally, ACT College Readiness Standards are addressed in the curriculum. Reading, English, Math, and Science standards provide opportunities for instructors to work with academic teachers and provide additional training for students in these areas. Along with 21st Century Skills, ACT standards will be seamlessly integrated into the curriculum by providing instruction in a meaningful method. By integrating literacy standards (reading, speaking, listening, and writing) into the curriculum, students will be more equipped to enter the 21st century workforce or more prepared to enter a postsecondary institution.

Research shows that the use of technology in the classroom has a positive effect on student learning and achievement by way of increasing students' motivation to learn, as well as encouraging collaborative learning, critical-thinking, and problem-solving skills. Technology also can be used as a tool for analysis, synthesis, and evaluation of information. Due to this movement into the information-technology age in education, the National Educational Technology Standards for Students will be incorporated into the curriculum.

Industry Certifications

The American Red Cross First Aid and Adult/Child CPR certifications with AED are required certifications that may be earned over the 2 years of course work. According to the Mississippi State Department of Health guidelines, a minimum of one caregiver, in a facility that provides care for school age children or that facilitates children on field trips, must have a valid certification in CPR and first aid certification, and all caregivers in summer day camps are required to have certifications. (See Section XXIII., 23-6, A & B in MSDH regulations.) Many preschool centers require staff to have the certifications as well.

Applied Academic Credit

The Early Childhood Services and Education curriculum is written to align with the Comprehensive Health Framework for grades 9–12. The Comprehensive Health Framework supplies students with ½ credits that are required before graduation. By allowing the Comprehensive Health credit, students will be able to obtain credit needed toward graduation, along with the current elective credit. This course includes community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention. The following chart displays the correlation between the Early Childhood Services and Education Curriculum and the Comprehensive Health Curriculum.

Major Topic Table

Health	Early Childhood	Skills
Disease Prevention and Control	Health and Safety of Young Children	a. Demonstrate procedures for proper cleaning and sanitizing of facilities. b. Describe the role immunizations play in the prevention of illness. c. Identify and follow safety procedures set forth by the MSDH regulations. d. Describe the transmission, symptoms, treatment, and prevention of communicable and noncommunicable diseases.
Human Growth and Development	Human Growth and Development	a. Describe the stages of prenatal development and

		birth defects as related to each stage of development. b. Discuss the areas of development from birth to adolescent.
Nutrition	Children's Health and Safety	a. Discuss the importance of nutrition in physical and intellectual development. b. Explain the food guide pyramid and daily requirements. c. Discuss and prepare nutritious meals and snacks.
Safety and First Aid	Children's Health and Safety	a. Discuss responsibilities of caregivers for safety. b. Practice appropriate responses to emergency situations, including first-aid and CPR. c. Discuss types of child abuse, prevention, and reporting processes.
Family Life, Mental Health, Community/ Environmental Health	Children's Health and Safety	a. Discuss the impact of crisis on the emotional well-being of children to include divorce, separation, remarriage, blended families, illness, and death.

Academic Infusion

Mathematics

In order to successfully complete the Early Childhood Services and Education curriculum, students must master basic mathematics computation and applied mathematics skills, pertaining to the following: addition, subtraction, multiplication, division, percentages and decimals, fractions, integers; and algebraic operations, numeration, data interpretation, measurement, geometry, and estimation.

Science

Science is integrated throughout the entire curriculum. These skills are necessary for the student to understand in order to be successful in the area of Early Childhood. Science concepts pertaining to nutrition, human growth and development, scientific process, microbiology, biology, autonomy, and psychology play an essential role in the curriculum.

Communication and Language Arts

Students must understand and demonstrate effective communication skills in order to enter the 21st workforce and become successful in the field of Early Childhood. Reading, writing, speaking, and listening are essential skills that are incorporated into everyday activities. Students will communicate with their peers, instructors, parents, professionals, and children throughout the 2-year program; therefore, quality writing skills, proper grammar, correct spelling, and reading comprehension skills will be required.

21st Century Literacy Skills

21st Century Literacy Skills will be integrated through various forms of media. Students will be required to use technology literacy throughout secondary and postsecondary education, workforce training, and throughout life; therefore, the integration of these skills is essential for each student to become successful in the future workforce. Students will be required to research information using the Internet to create presentations, complete assigned lessons, and utilize multiple forms of media throughout the learning process.

Best Practices

Innovative Instructional Technologies

Students in today's society are immersed in technology. Teachers will incorporate the use of technology, which will provide a learning environment that will stimulate student interaction; therefore, students will be actively involved in the learning process. Each classroom should have access to a television set with VCR/DVD combo, multiple computers with access to the Internet, SMART Board (whiteboard), or Promethean board with projector, laptop, digital video camera, and digital camera. Using this equipment will allow teachers to make use of communication tools on the Internet, create and model various presentations, and present online scenarios to students for in-depth study. Also, by using "clickers" (components of the SMART Board) as a classroom assessment method, students will be able to have instant feedback on assignments.

Differentiated Instruction

Differentiated instruction is a method of instruction that appreciates the various education and experience backgrounds of students. According to Tomlinson (1995), there are four characteristics that form instruction and learning in a differentiated classroom:

1. Instruction is focused on concepts and driven by principles.
2. Assessment of student readiness and growth is built into the curriculum.
3. Students work in a variety of patterns.
4. Students actively explore the content, and teachers guide that exploration.

The curriculum can be broken down into three elements: content, process, and products. These elements can be differentiated in order to accommodate students' learning styles in the classroom. Content can be differentiated by providing several different vehicles for introducing information, such as using outside resources, Internet resources, videos, or sensory experiences. The process is considered the "how" of the curriculum. Process can be differentiated by using flexible grouping. The product is the assessment part of the curriculum. This element can be differentiated to meet the needs of the students by allowing students to self-select products. The overall goal for the differentiated instruction method is to amplify individual student development and success.

The Early Childhood Services and Education curriculum is written to allow teachers the flexibility to create a differentiated classroom. Teachers are encouraged to incorporate technology, which greatly expands resources to reach and teach all types of learners. The curriculum also provides various methods for content presentation, hands-on activities, and assessment tools.

Career and Technical Education Student Organizations

The student organization affiliated with the Early Childhood Education curriculum is Family, Career, and Community Leaders of America (FCCLA). FCCLA is affiliated at the state and national levels. Students are required to explore the benefits of joining FCCLA through the written curriculum; however, they are not required to join. FCCLA is an exemplary student organization that provides students with opportunities to compete on the state and national levels. It also encourages active interaction with the local community in the form of service learning and service projects. Students who participate in FCCLA competitions have the opportunity to gain leadership scholarships to postsecondary institutions.

Cooperative Learning

Cooperative learning is a powerful method of instruction in a diverse classroom. Because of the new emphasis of teamwork in the workplace, the use of cooperative learning in the classroom prepares students for the workforce environment. Cooperative learning is a way of organizing instruction that involves students working in small groups together to reach a common goal. This method allows students to learn from each other and improves and enhances interpersonal skills, social skills, communication skills, and problem-solving skills. Cooperative learning enhances trust building, decision making, and conflict management. Kagan (1994) suggests three principles of cooperative learning: simultaneous interaction, positive interdependence, and individual accountability. The cooperative learning method can easily be applied into the Early Childhood Education classroom by utilizing the flexible grouping methods discussed in differentiated instruction.

Dynamic Instruction/Assessment

Dynamic instruction is re-teaching content that students did not comprehend in a different method. Identification of the content that needs to be re-taught is accomplished through data analysis of assessment. Dynamic instruction is considered to be a best practice for instruction because it ensures student success in the classroom.

Field Experience/Lab Experience

Field experience is an extension of understanding competencies taught in the Early Childhood Education classroom. A key component of each of the NAEYC standards is hands-on skills practice. The NAEYC stresses the importance of teachers' collaboration with high-quality sites in order for students to further develop and refine skills. Internships provide a link to all types of students in regards to knowledge, skills, and professional dispositions. Field experiences should encompass ongoing and increasingly more complex involvement with children in a variety of settings (ex. public or private centers, preschools, Head Start). Thus, supervised internships in high-quality, accredited, or licensed centers are keys to students' success, knowledge, and skills.

Resources

Association of Career and Technical Education
1410 King Street
Alexandria, VA 22314
(800) 826-9972
http://www.acteonline.org

Child Care Food Program Agency
Bureau of Child Nutrition
State Department of Education
500 Greymont Avenue, Suite F
P. O. Box 771
Jackson, Mississippi 39205-0771
Phone: (601) 354-7015
Fax: (601) 354-7595

Child Care Licensing Agency
Mississippi State Department of Health
570 East Woodrow Wilson Drive
P. O. Box 1700
Jackson, MS 39215-1700
Phone: (601) 576-7613
Toll Free: (800) 227-7308
Fax: (601) 576-7813
Mississippi Daycare Listings

Child Care Subsidy Agency
Mississippi Department of Human Services
Office for Children and Youth
750 North State Street
Jackson, MS 39202
Phone: (601) 359-4555
Toll Free: (800) 877-7882
Fax: (601) 359-4422

Mississippi Building Blocks
403 B Towne Center Blvd., Ste C
Ridgeland, MS 39157
(601) 898-1400
http://www.msbuildingblocks.ms

Mississippi State Department of Health
Child Care Facilities Licensure
P. O. Box 1700
Jackson, MS 39215
Phone: (601) 576-7613
http://www.msdh.state.ms.us

Mississippi State University Early Childhood Institute
46 Blackjack Road
P. O. Box 6013
Miss. State, MS 39762
(662) 325-4836

National Association for the Education of Young Children
1509 16th Street, NW
Washington, DC 20036-1426
(800) 424-2460
http://www.naeyc.org

Early Childhood Education Executive Summary

Program Description

Early Childhood is a pathway in the Human Science, Art, and Humanities career cluster. This is a two year high school program (offering 4 Carnegie units of credit), which includes classroom and hands-on experiences that help to prepare students for employment or continuing education in the early childhood education field. In the course of study, emphasis is placed on students' personal and professional preparation for careers or education in the field, history and trends of early childhood education, children's health and safety, child development, and child guidance and observation. Emphasis is also placed on career and professional development, characteristics of high quality early childhood centers, management and administration in quality child care programs, and the learning environment. Membership is encouraged in the student organization, FCCLA (Family, Career, and Community Leaders of America), which provides activities for leadership and the application of competencies through participating in competitive events. Skills developed through the course of study assist students in meeting requirements for the CDA (Child Development Associate credential).

Industry Certification

This curriculum is based on state and national standards, CDA (Child Development Associate) standards, NAEYC (National Association for the Education of Young Children) standards, as well as 21st century workforce skills. The curriculum combines effective classroom instruction with hands-on training or internships in local child care sites. Due to the growing information-technology age in education, the National Educational Technology Standards for Students are incorporated into the curriculum.

Assessment

Students will be assessed using the Early Childhood Education MS-CPAS2 test. The MS-CPAS2 blueprint can be found at http://info.rcu.msstate.edu/services/curriculum.asp. If there are questions regarding assessment of this program, please contact the STEM instructional design specialist at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

Year I-

1. "C" averages in Biology (if applicable) and English from the previous school year
2. Application and/or Interview process
3. Discipline Review (No more than three referrals from the previous school year: severity of infractions to be determined according to the Mississippi Discipline Codes)
4. 90% attendance rate

Year 2-

1. Early Childhood Education I ("C" or better grade in Year I)
2. Work ethic review
3. Discipline review
4. Attendance review

Proposed Applied Academic Credit

Applied Health content from the curriculum was aligned to the 2006 Mississippi Comprehensive Health Framework or the 2008 Family and Individual Health Framework (Family and Consumer Science course). It is proposed that upon the completion of this program, students will earn 1/2 comprehensive or family health credit that can be used for graduation requirements.

The applied academic credit has ***not*** been approved by the Mississippi Commission on School Accreditation or by the State Board of Education. If there are questions regarding applied academic credit, please contact the Coordinator of Workforce Education at the Research and Curriculum Unit at 662.325.2510.

Licensure Requirements

The 970 licensure endorsement is required for instructors in the Early Childhood program. The requirements for the 970 licensure endorsement are the following:

1. Currently valid Mississippi Educator License with endorsement in #321-Vocational Home Economics/Family and Consumer Sciences or #322-Home Economics/Family and Consumer Sciences.
2. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).
3. Applicant must complete the individualized Professional Development Plan (PDP) requirements of the VIP or REP prior to the expiration date of the 3-year vocational license.
4. Applicant must possess and maintain American Red Cross Lay Responder First Aid, CPR, and AED Instructor certification.
5. Applicant must successfully complete an MDE-approved computer literacy certification exam.
5. Applicant must successfully complete a certification for an online learning workshop, module, or course that is approved by the MDE.
7. Applicant must successfully complete a Early Childhood certification workshop, module, or course that is approved by the MDE.

Note: If the applicant meets all requirements listed above, that applicant will be issued a 970 endorsement-a 5-year license. If the applicant does not meet all requirements, the applicant will be issued a 3-year endorsement (license), and all requirements stated above must be satisfied prior to the ending date of that license.

Professional Learning

The professional learning itinerary for the middle school or individual pathways can be found at http://redesign.rcu.msstate.edu. If you have specific questions about the content of each training

session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Specialist.

Course Outline

This curriculum framework is divided into four one-Carnegie-unit courses as outlined below. The first two courses are comprised of units from Early Childhood year 1. The last two courses are comprised of units from Early Childhood year 2.

Option 1 – Four One-Carnegie-Unit Courses

Course Description: Fundamentals and Stages of Child Development
This course is an introduction to personal and professional preparation and careers in the field of early childhood education. Other topics covered are the history and trends of education. The majority of hours in this course are spent on child development, ranging from birth throughout the adolescent years. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: Children's Health, Safety, and Guidance
Much of this course relates to topics which include protecting children's health and safety. Students are introduced to MSDH Guidelines and Regulations Governing Child Care Facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: The Learning Environment
This course is a continuation of year one in regards to students continuing to develop educational, career, and professional plans in the area of early childhood. The major topic of this course includes curriculum planning and scheduling in an early childhood program. Students will develop age appropriate activities and create lesson plans that encompass all areas of child development. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: Management of a Quality Child Care Program
This course includes topics related to state licensing requirements for child care facilities, management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record-keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Fundamentals and Stages of Child Development (One Carnegie Unit) - Course Code: 996202

Unit		Title	Hours
1		Orientation, Personal and Professional Preparation	20
2		Child Development: Infants-Middle Childhood Years	80
3		History and Trends of Early Childhood Education	20
			120

Children's Health, Safety, and Guidance (One Carnegie Unit) - Course Code: 996203

Unit		Title	Hours
4		Health and Safety	80
5		Observation, Assessment, and Guidance	40
			120

The Learning Environment (One Carnegie Unit) - Course Code: 996204

Unit		Title	Hours
6		Career Development and Professionalism	40
7		The Learning Environment	80
			120

Management of a Quality Child Care Program (One Carnegie Unit) - Course Code: 996205

Unit		Title	Hours
8		Characteristics of Quality Child Care Programs	40
9		Management and Administration	80
			120

Option 2 – Two Two-Carnegie-Unit Courses

Course Description: Early Childhood I

This year long course begins with an introduction to personal and professional preparation for continued education, training, and careers in early childhood. Major topics of study in this course are stages of child development, ranging from birth through age twelve, and children's health and safety. Students are introduced to MSDH Guidelines and Regulations Governing Child Care Facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: Early Childhood II

This course focuses on curriculum planning and the development of age appropriate activities and lesson plans that encompass all areas of child development, and administration and management techniques needed in order to operate a successful, quality child care facility. Other major topics covered in this course are related to state licensing requirements for child care facilities, management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record-keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Students will continue to develop educational, career, and professional plans in the area of early childhood. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Early Childhood I (Two Carnegie Units) - Course Code: 996200

Unit		Title	Hours
1		Orientation, Personal and Professional Preparation	20
2		Child Development: Infants-Middle Childhood Years	80
3		History and Trends of Early Childhood Education	20
4		Health and Safety	80
5		Observation, Assessment, and Guidance	40
			240

Early Childhood II (Two Carnegie Units) - Course Code: 996201

Unit		Title	Hours
6		Career Development and Professionalism	40
7		The Learning Environment	80
8		Characteristics of Quality Child Care Programs	40
9		Management and Administration	80
			240

Using This Document

Unit Number and Title

Suggested Time on Task
An estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

Competencies and Suggested Objectives
A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Suggested Teaching Strategies
This section of each unit indicates research-based strategies that can be used to enable students to master each competency. Emphasis has been placed on strategies that reflect active learning methodologies. Teachers should feel free to modify or enhance these suggestions based on needs of their students and resources available in order to provide optimum learning experiences for their students.

Suggested Assessment Strategies
This section indicates research-based strategies that can be used to measure student mastery. Examples of suggested strategies could include rubrics, class participation, reflection, and journaling. Again, teachers should feel free to modify or enhance these suggested assessment strategies based on local needs and resources.

References
A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Early Childhood Education

Unit 1: Orientation, Personal, and Professional Preparation — 20 Hours

Competency 1: Examine and research educational, occupational, and leadership opportunities in Early Childhood. (DOK 3) NAEYC2, NAEYC5, CDA1, CDA2, CDA4, CDA6

Suggested Enduring Understandings

1. Students will understand educational opportunities and career options in the field of early childhood.
2. Students will understand procedures that must be followed to maintain a safe and healthy classroom and lab environment.
3. Students will understand benefits of membership in a student organization that provides opportunities for career exploration, personal growth, leadership, community service, and scholarships.
4. Students will understand that technology is essential in current academic and workplace settings.

Suggested Essential Questions

1. What educational levels are required for obtaining different jobs in the field?
2. Why is a safe and healthy environment needed?
3. What are the benefits of joining a student organization?
4. Why are technology skills important?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify career trends, workplace options, and opportunities that are available in Early Childhood. (DOK1) HS6	a. Lead students in a discussion and Internet, news media, and textbook search to explore current trends, careers, and salaries in the field of early childhood. Have students to select three of these careers and write the job outlook, salary range, and job duties for each. Have students create a bulletin board with illustrations and titles displaying various careers in the field. Suggested **vocabulary words** for this unit are the following: Nanny, au pair, Child Development Associate (CDA), early childhood, prekindergarten, licensing specialist, entrepreneur, ethics, National Association for the Education of Young Children (NAEYC), Head Start, Family, Career, and Community Leaders of America (FCCLA), lab school, custodial care, parent cooperative, accreditation, custodial care, family child-care homes, child-care centers, Montessori method, etc. Refer to *Working With Young Children*, chapters 1 and 2. E1, E2, E3, E4, E5, E6, M1, R1, R2, R3, W1, W2, CS2, CS3, CS4, CS5, T1, T2	a. Bulletin Board Rubric Teacher Observation Vocabulary Quiz
b. Research education	b. Have students explore educational opportunities in	b. Guest Speaker

	and training requirements for various career paths in Early Childhood. (DOK 3) HS1	the field by conducting an Internet search to locate educational and training requirements for early childhood careers (ex. the CDA credential, associate's degree, bachelor's degree). Have students develop educational plans and write yearly goals for themselves for the future. Have students share their interests and goals with the class and write a journal entry in regards to their goals. Encourage students (who plan to attend college) to begin the process for taking the ACT test and to begin exploring college entry requirements. Invite different guest speakers to the classroom to make presentations to the students relating to their interests in educational plans and career choices (ex. CDA, child-care center director, guidance counselor, Head Start teacher, etc.). Have students to prepare questions ahead of time for the speakers to answer. E1, E2, E3, E4, E5, E6, R1, R2, W1, W2, CS2, CS4, T2, T3, T4	Evaluation Form Journal Assessment Rubric
c.	Compile safety information regarding emergency information, evacuation procedure, lab equipment use and procedure, and other classroom procedures according to school and classroom policies. (DOK 4) HS1, HS2, HS3, HS5, HS6	c. Have students and parents sign a contract committing to meeting lab and field trip safety requirements. Provide students with copies of the Sample Disposition Rating Scale, and explain that they will be evaluated by the teacher and their supervising teacher(s) using this tool during field experiences throughout the course. Have students demonstrate proper use and practice safety while operating classroom equipment (ex. paper cutters, Ellison cutter, laminator, etc.). Assess students by giving a written safety quiz to ensure their understanding of the safety rules and procedures. E1, E2, E3, E4, E5, E6, R1, R2, CS2, CS4,	c. Checklist Sample Disposition Rating Scale Safety Quiz (Teachers will customize quiz for their own classroom settings.)
d.	Identify leadership opportunities in the school and community through membership in FCCLA. (DOK 1) HS6	d. Divide students into groups to explore the FCCLA Web site, www.fcclainc.org, and research benefits, requirements, and opportunities of membership in FCCLA. Encourage students to brainstorm about **service learning projects** that the class may develop throughout the school year. Students can enter the **service project** in Star Event competitive events later in the year at the state **FCCLA** meeting. Lead students in a role-play activity in which they encourage peers to join. Have students brainstorm ideas for future competitive events. E1, E4, E5, E6, R1, R2, CS1, CS2, CS3, CS4, CS5, T2, T3, T4,	d. Role-Play or Skit Assessment Rubric
e.	Create Blackboard log-ins and passwords, and navigate throughout the site to	e. Demonstrate how to use the Blackboard system, and allow students to explore and navigate the site. Have students to reply to a Discussion Board prompt (about their first days of class or an	e. Discussion Board Checklist

become familiar with its use. (DOK 1)	interesting fact about their childhood) and reply to others using the Blackboard site (http://www.rcu.blackboard.com). E1, E2, E3, E4, E5, E6, R1, W1, CS2, CS4, T2, T3, T5	

Competency 2: Analyze knowledge, skills, and dispositions needed to work in the teaching profession. (DOK 3) NAEYC1, NAEYC2, NAEYC3, NAEYC4, NAEYC5, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand preferred characteristics of individuals who work in the Early Childhood field.
2. Students will understand state mandated requirements for those who work in the Early Childhood field.
3. Students will understand that professionalism, ethical conduct, and confidentiality are traits that are expected of individuals in the field.

Suggested Essential Questions

1. What personal characteristics and skills must one have to work in the field?
2. What are the Mississippi regulations for people who work in child-care facilities?
3. Why is it important to conduct myself in professional manner?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate the personal characteristics, roles, and functions of individuals as professionals working in the early childhood education field. (DOK 3) HS7	a. Play the Ball Toss game. Have students toss the ball to each other. The student who catches it must explain a characteristic of a child-care worker, teacher, or director, and tell why it is important in the caregiver's role. Using the text *Working With Young Children*, have students locate and list characteristics that persons would need in working with young children. Have students illustrate these characteristics using markers, crayons, and bulletin board paper or large Post-It notes to mount on the classroom wall as a visual display. Lead students in a "race" to see who can list desirable characteristics of child-care workers or careers in early childhood within the fastest time. Have students divide into two teams, and instruct each team leader to list the alphabet vertically down a sheet of paper. Have students race to see who can fill each letter with a preferable characteristic or career of a person who works with children. Ex. A=awesome, B=book author, C=creative, etc. The team who comes up with 26 first is the "winner." Instruct students to research the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment, and write a journal entry in regards to those standards set forth in the code of ethics for	a. Class Participation Rubric Journal Assessment Rubric

		professionalism (http://www.naeyc.org). E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2, T3	
b.	Locate information in the Mississippi State Department of Health publication, Regulations Governing Licensure of Child-Care Facilities, and understand requirements for students, volunteers, and caregiver assistants regarding fingerprinting and background checks.(DOK 1) HS1, HS2, HS3, HS5,HS7	b. Lead students in a Scavenger Hunt. Use the Scavenger Hunt worksheet located in the rubric section of this unit. Have students compete or race to locate information in the quickest and most accurate way using the licensure book. Review the field experience time chart with students, and explain time documentation. Remind students that they may not be left alone in a classroom with children while on field experience. Explain the process of background checks and fingerprinting. Obtain a sample background check form and fingerprint form from a local child-care center director to show students. Have students complete a journal entry stating one fact that they learned from the licensure book. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, W1, W2, CS2, CS4, T1, T2 Obtain hard copies of the publication from the following: Miss. State Dept. of Health, Child Care Facilities Licensure P. O. Box 1700 Jackson, MS 39215 Ph. 601-576-7613 http://www.mdhs.state.ms.us Mississippi Department of Health	b. Scavenger Hunt Worksheet Journal Entry Rubric

GRASPS Scenarios—What Would You Do?

Scenario 1: A friend wants to open a child-care center with you. Your friend believes that all you will need to do all day is let the children play with toys. You want to provide a high-quality, educational setting for the children. How will you explain your stance on providing a quality program for the community to your friend?

Scenario 2: Many of your family members and friends know that you are great with children, and they are encouraging you to open a child-care center. How can you find out whether your town really needs a center? Where would you start in considering this venture? Who would you survey to check if there's a need for a child-care center? What kinds of questions would you ask and to whom?

Scenario 3: You have decided to open a center. Your task is to develop a questionnaire to hand out in the community to survey needs of parents, type of care they prefer, hours of operation (would they need full-time or part-time care), and factors that parents believe are important when choosing care (ex. proximity to their homes). Develop a "sample questionnaire" that you would give to parents to assess their needs.

Early Childhood Electronic Portfolio Checklist

STUDENT NAME: _____

This record is intended to serve as a method of noting student achievement of the criteria in each unit. It can be duplicated for each student and serve as a cumulative record of criteria achieved in the course.

In the blank before each criterion, place the date on which the student mastered the criteria.

Unit 1: Orientation, Personal, and Professional Preparation

	1	**Blackboard login created**
	2	**Discussion board reply (ongoing)**
	3	**Journal entry (ongoing)**

Unit 2: Child Development: Infants - Middle Childhood

	1	**Parent newsletter - infants**
	2	**Infant toy and equipment list**
	3	**Brochure – 1–3-yr-olds cognitive skills**
	4	**Preschooler file folder game**
	5	**Parent newsletter - adolescents**
	6	**Pictures of students' participation in this unit**

Unit 3: History and Trends of Early Childhood Education

	1	**Written report on trends and needs of child care**
	2	**Graphic on MCCQSS-five star rating system**
	3	**Pictures of an NAEYC center or Head Start center**
	4	**PowerPoint presentation**

Unit 4: Health and Safety

	1	**Red Cross certifications**
	2	**Informative immunization brochure**
	3	**Child-care menu planner**

	4	**Children's books for bibliotherapy**
	5	**Pictures of students participation in unit**

Unit 5: Observation, Assessment, and Guidance

	1	**Observation samples-anecdotal record**
	2	**Early learning guide developmental checklist**
	3	**List of children's books on guidance and behavior topics**
	4	**Pictures of child-care center's room layout for purpose of guidance**

Unit 6: Career Development and Professionalism

	1	**Updated resume**
	2	**Philosophy statement**
	3	**Writing samples (business letter, e-mail, or thank-you note)**
	4	**FCCLA ad**

Unit 7: The Learning Environment

	1	**Storybook checklist**
	2	**Three daily schedules - infant, toddler, and preschooler**
	3	**Block plan**
	4	**Daily lesson plan**
	5	**Pictures of furniture, equipment, and room arrangement**

Unit 8: Characteristics of Quality Child-Care Programs

	1	**Discussion board post on rating scale**
	2	**Pictures of an NAEYC accredited child-care center**

Unit 9: Management and Administration

	1	**Advertisement of child-care center (flier, brochure, etc.)**
	2	**Parent newsletter**

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC2 Building Family and Community Relationships
NAEYC4 Teaching and Learning
NAEYC5 Becoming a Professional

CDA (Child Development Associate credential) Standards

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA4 To establish positive and productive relationships with families
CDA5 To ensure a well-run, purposeful program responsive to participant needs
CDA6 To maintain a commitment to professionalism

MS Academic Standards- Comprehensive Health

HS1 Comprehend concepts related to health promotion and disease prevention.
HS2 Demonstrate the ability to obtain valid health information.
HS3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
HS5 Demonstrate the ability to use interpersonal communication skills to enhance health.
HS6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships

R4 Meaning of Words
W1 Expressing Judgments
W2 Focusing on the Topic

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Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Scavenger Hunt Worksheet

Locate the page numbers in the *MSDH Regulations Governing Licensure of Child Care Facilities* handbook where you would find information regarding topics below. Race with your classmates to see who can uncover the answers in the shortest amount of time. Good luck!

Topic	Page #
Definition of a volunteer	
Definition of a director designee	
Information about a probational license	
Fire department certificate of inspection	
Parental access	
Confidentiality of records and information	
Rest periods	
Window and door openings	
Cribs	
Infant toys	
Cubbies and hooks	
Kitchen details	
Prohibited behavior of parents, caregivers, or child	
First aid supply	
Summer day camp programs	
Child abuse and neglect reporting statutes	
Rules for feeding infants	
Cleaning and disinfecting procedures	
Hand washing procedure	
Swimming or water activities	
Trash removal	
Nutritional standards	
Diaper changing procedure	

Name: _____

Date: _____

Period: _____

Bulletin Board Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The bulletin board includes all required content elements as well as additional information.	All required content elements are included on the bulletin board.	All but one of the required content elements are included on the bulletin board.	Several required content elements were missing.	
Labels	All items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Almost all items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Many items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The bulletin board is exceptionally attractive in terms of design, layout, and neatness.	The bulletin board is attractive in terms of design, layout, and neatness.	The bulletin board is acceptably attractive though it may be a bit messy.	The bulletin board is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the bulletin board.	There are one to two grammatical or mechanical mistakes on the bulletin board.	There are three to four grammatical or mechanical mistakes on the bulletin board.	There are more than four grammatical or mechanical mistakes on the bulletin board.	
				Total Score	

Name: _____

Date: _____

Period: _____

Field Experience
Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	**Good 3 Points**	**Average 2 Points**	**Needs Improvement 1 Point**	**Score**
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Journal Assessment Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE
Writing quality	There are a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There are a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Name: _____

Date: _____

Period: _____

Sample Dispositions Rating Scale – Early Childhood

Directions: Use the Appraisal Scale to rate each Characteristic (Disposition). Explanations in Written Comments section may provide clarification.

Appraisal Scale:

0=not seen 1=poor 2=fair 3=good 4=excellent

Characteristic (Disposition)	Rating	Written Comments
Flexibility:	0=not seen 1=poor 2=fair 3=good 4=excellent	**Notes**
1.1 Responds promptly and effectively to unexpected occurrences in the classroom 1.2 Adapts willingly to change and contributes positively to the needs of the workplace		
Poise and Confidence:		
2.1 Handles self professionally in actions and speech 2.2 Realistically appraises own abilities		
Maturity and Judgment:		
3.1 Consults with teachers and administrators as needed and acts independently within the scope of training 3.2 Avoids personalizing conflict in emotionally charged situations 3.3 Knows safety measures and how to assist in handling emergencies		
Attendance and Participation:		
4.1 Attends all expected classes, meetings, and trainings required		

4.2 Contributes to meetings		
Punctuality:		
5.1 Arrives to all expected classes, meetings, and trainings required on or before start time 5.2 Completes assignments on/before due date(s)		
Dependability:		
6.1 Behaves in a manner that contributes positively to the environment 6.2 Shows responsibility		
Sensitivity:		
7.1 Demonstrates compassion toward others 7.2 Maintains confidentiality of sensitive information 7.3 Effectively demonstrates acceptance of diversity		
Enthusiasm:		
8.1 Generates excitement, passion, and interest within students 8.2 Motivates self to perform well		
Grooming and Appearance:		
9.1 Appears well groomed, attending to both neatness and personal hygiene 9.2 Selects attire that is not distracting to students		
Attitude:		
10.1 Conveys a positive (helpful, upbeat) disposition in the workplace 10.2 Takes responsibility for emotional states and behavior and adjusts when needed 10.3 Hears and responds appropriately to feedback from peers and supervisors		

without becoming defensive		
Initiative:		
11.1 Is proactive and anticipates what action that a situation calls for and responds appropriately 11.2 Consults with others when necessary		
Creativity:		
12.1 Shows creativity 12.2 Recognizes and uses personal talents		
Resourcefulness:		
13.1 Uses materials appropriately in the classroom and other professional settings 13.2 Responds with flexibility		
Collaboration:		
14.2 Works effectively with other students 14.3 Collaborates appropriately with teachers and administrators		

My signature below indicates that I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Student's Signature_____

Date_____

Name: _____

Date: _____

Period: _____

Early Childhood Student Orientation Documents Returned Checklist

- ☐ Acceptable Use Policy
- ☐ Student Responsibility Contract
- ☐ Code of Conduct and Dress for Field Experience
- ☐ Classroom Management Rules Policy
- ☐ FCCLA Student Association Membership Information

Name: _____

Date: _____

Period: _____

Scenarios—What Would You Do?

Scenario 1: A friend wants to open a child-care center with you. Your friend believes that all you will need to do all day is let the children play with toys. You want to provide a high-quality, educational setting for the children. How will you explain your stance on providing a quality program for the community to your friend?

Scenario 2: Many of your family members and friends know that you are great with children, and they are encouraging you to open a child-care center. How can you find out whether your town really needs a center? Where would you start in considering this venture? Who would you survey to check if there's a need for a child care center? What kinds of questions would you ask and to whom?

Scenario 3: You have decided to open a center. Your task is to develop a questionnaire to hand out in the community to survey needs of parents, type of care they prefer, hours of operation (would they need full-time or part-time care), and factors that parents believe are important when choosing care (ex. proximity to their homes). Develop a "sample questionnaire" that you would give to parents to assess their needs.

Name: _____

Date: _____

Period: _____

Discussion Board Post Checklist

_____/20 points	Student has all required elements in the post. (20 points)
_____/20 points	Student stayed on topic. (20 points)
_____/20 points	Post is formatted correctly. (20 points)
_____/20 points	Student used correct grammar, punctuation, and spelling. (20 points)
_____/10 points	Post is interesting and informative. (10 points)
_____/10 points	Post is free of slang and inappropriate language. (10 points)

_____/100 possible points

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Early Childhood Education

Unit 2: Child Development: Infants - Middle Childhood — 80 Hours

Competency 1: Examine the physical, cognitive, social, and emotional development of infants from birth to 1 year of age. (DOK 3) NAEYC1, NAEYC2, NAEYC4, CDA1, CDA2, CDA3, CDA4

Suggested Enduring Understandings

1. Students will understand the progression of development (physically, cognitively, socially, and emotionally) during the first year of life.

Suggested Essential Questions

1. What types of changes occur during a child's first year of life?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explore brain development from birth to 1 year of age. (DOK 3) HS1, HS3	a. Show the video, "The First Twelve Months" by InJoy, "Infancy: Beginnings in Cognition and Language," (or other video from your school resource library), and lead a discussion about infants' capabilities of early learning. Show the PowerPoint presentation on infant development, and utilize the blackboard accompaniment resources to *Working With Young Children*, Chapter 5. Have students respond to another's post on the discussion board about a fact they learned about changes in brain development in infants. Lead the discussion about object permanence, and ask students to conduct an Internet search for information about these studies. Take students on field experience to observe in an infant room. Then have students to duplicate some experiments during this supervised field experience (ex. hiding a toy underneath a blanket or dropping a toy off of a high chair). Have students return to class and reply to two others on a discussion board about their observations of the children's responses. **Grasps -** You are the director of a child-care center and must develop a parent communication log for teachers and caregivers in the infant room. The log is a diary of each infant's daily activities so that the parents may see what their baby did during a particular day (ex. amount of formula taken and the times; times and types of diaper changes; baby's temperament, such as tired, irritable, happy, fussy, active, passive), sleep or napping times, and so forth. You must create a document with all information that a parent would find necessary and useful. Suggested **vocabulary words** for this complete unit are the following: development, infant, toddler, preschooler, physical	a. Video Summary Rubric Discussion Board Checklist Field Experience Time Chart Case Study Assessment Rubric Vocabulary Quiz

			development, cognitive/intellectual development, social development, emotional development, cephalocaudal principle, proximodistal principle, maturation, synapses, sensorimotor stage, preoperational stage, concrete operations stage, multiple intelligences, object permanence, reflex, motor sequence, temperament, attachment, separation anxiety, expressive language, telegraphic speech, fine motor skills, gross motor skills, self-help skills, articulation, rote, early childhood, middle childhood, adolescence, moral development, and so forth. E1, E2, E3, E4, E6, S1, S2, S3, W1, W5, CS3, CS5,T3,	
b.	Describe characteristics of physical development during the first year of life. (DOK1) HS1, HS7	b.	Have students conduct an Internet search for information about the traits of a child during the first year of life. Students may refer to the text *Working With Young Children* to acquire information also. Have students use the information to create an illustrated time line by making a collage on a poster using pictures from magazines. The collage should illustrate characteristics of a child's physical development from birth to age 1 year. Have students to include the child's age in weeks or months for these characteristics to be expected or developed. E1, M1, M2, R1, R2, R3, S1, S2, W1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4	b.	Poster Assessment Rubric
c.	Identify activities to encourage physical development from birth to 1 year of age. (DOK 1) HS1, HS7	c.	Divide students into groups to survey toy catalogs, educational equipment catalogs, and parenting magazines to locate appropriate toys to aid in an infant's hand-eye coordination and motor development (fine and gross motor). Have students share their findings with the class and identify which items promote fine motor skills or gross motor skills. To extend the lesson, take a field trip to a retail store to identify types of toys or accessories that might contribute to an infant's physical development. Have students to observe infants in a local child-care facility and write a journal about their observations in regards to activities, toys, or equipment used to promote physical development. Take pictures of the students assisting with the children and performing activities that help to promote physical development. Include pictures in electronic portfolio. S1, CS1, CS3,	c.	Participation Rubric Journal Assessment Rubric Electronic Portfolio
d.	List cognitive skills that infants acquire from birth to 1year of age. (DOK 1) HS1, HS7	d.	Have students assume the role of a director or lead teacher in which they will have to write a newsletter or child-care center bulletin that summarizes cognitive development during the first year. Allow students to use the textbook *Working with Young Children* or other resources in the classroom. Instruct each student to include the "sample newsletter" document in his or her electronic portfolio. Arrange to take students to visit a local child-care center to observe interactions among babies and caregivers. Post documentation of field experience in time chart. E1, E2, E3, E4, E5, E6, R1, R2, S1, W1, W2, W3, CS1, CS2, CS3, CS4, CS5, T1, T2, T3,	d.	Newsletter Rubric Electronic Portfolio Checklist Field Experience Time Chart
e.	Examine social development	e.	Allow the class to divide into five small groups, and allow each group to select an age from these five categories: 1–2 months of age, 3–4 months of age, 5–6 months of age, 7–9 months of age,	e.	Class Participation Rubric

	during the first year of life. (DOK3) HS1, HS7		and 10–12 months of age. Explain socialization and terms such as temperament (passive and irritable) and attachment. Have students to illustrate a graphic, cartoon, or drawing that represents social development for their selected age. Allow students to use classroom texts, early childhood magazines, or Internet Web sites: http://www.pediatricbehavior.com/ChildDev/Infantsocialdev.htm http://www.nncc.org http://www.pbs.org/wholechild/abc/socail.html Have students tell their peers what they discovered about social development at these different ages over the first year of life. If a teacher has a set of simulation babies, then students might participate in role-playing activities and use the simulation babies to demonstrate social characteristics or expectations of the child's first year of life. Have students to role-play activities such as peekaboo, This Little Pig Went to Market, finger plays, exercise, or songs to engage a baby in socialization. R1, R2, R3, S1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3	
f.	Explore Erikson's Psychosocial Theory of Human Development as related to infancy. (DOK 3) HS1, HS4,	f.	Use the Smart Board or other electronic media to display, and lead students in a discussion about Erikson's concepts. Have students design a graphic organizer chart reproducing the concepts. Refer to http://www.teachervision.com to obtain various templates to represent Erikson's theory. Have students locate, print, and cut out the chart, Erikson's Psychosocial Stages Summary Chart, at the following Web site: http://psychology.about.com/library/bl_psychosocial_summary.htm Each student will have 32 pieces or slips of paper cut from the chart. Have students take the pieces and work to reassemble the chart in its correct form like putting together a puzzle. Have students paste completed puzzle on poster board to place in classroom. R1, R2, S1, CS1, CS2, CS3, CS4, T1, T2, T3, T4, T5	f.	Graphic Organizer Chart Class Participation Rubric
g.	Determine activities to encourage social development from birth to 1 year of age. (DOK3) HS1, HS7	g.	Display a selection of toys and play materials intended for infant use. Have each student select an item, explain, and demonstrate how its use might enhance a child's social development. Have students complete a journal entry about which activity or toy they liked the best. Lead students in a finger play and/or song that would be appropriate for infants and that would promote social development and interaction. Then have students choose a partner to look through classroom resource books or the Internet to find finger plays or songs appropriate for this age group. Have students demonstrate and teach other classmates. Arrange to take students to visit a local child-care center to observe interactions among babies and caregivers. Have students post documentation of field experience in time charts and pictures in electronic portfolios. R1, S1, W1, W2, W3, CS1, CS2, CS3, CS4, CS5, T1,	g.	Demonstration Rubric Journal Assessment Rubric Electronic Portfolio Field Experience Time Chart

			T2,	
h.	Describe emotional development during the first year of life. (DOK 1) HS1	h.	Lead students in a discussion about separation anxiety, attachment, imitation, and object permanence. Find and show video clip examples from http://www.youtube.com. Have students research studies on infants who did not form relationships or attachments to others (ex. Fail To Thrive concept referred to in *Working With Young Children*). Have students give an oral report on their findings, telling how the children's lack of bonding affected their behavior and social development throughout life. Take students to observe this age group in a local child-care center facility, and have them write a journal entry on their observations of infants' emotional development. E1, E2, E3, E4, E5, E6, R1, R2, R3, S1, S2W1, W2, W5, CS2, CS4, T1, T2,	h.	Teacher Observation Presentation Assessment Rubric Journal Assessment Rubric
i.	Determine activities to encourage emotional development from birth to 1 year of age. (DOK 3) HS1, HS7	i.	Have students role-play what a caregiver might do to encourage emotional development or handle situations. Scenarios might be handling a situation in which a child shows anger or frustration, using puppets to model appropriate behavior, providing empathy for a child's fear or concerns, handling separation anxiety, and so forth. R1, R2, S1, S2, CS2, CS5	i.	Role-Play Rubric
j.	Select activities, toys, and equipment to promote development from birth to one year of age. (DOK3) HS1, HS7	j.	Take students to visit a children's book store and/or toy store to identify equipment suitable for babies age 1 and under. Return to class, and write a discussion board post about one item, and explain which developmental domain the item corresponds with. Instruct students to use the Internet and classroom resource books to explore activities, (finger plays, songs, games, like peekaboo), which a caregiver could use to promote development in babies age 1 and under. Internet sites to explore might be http://www.babiestoday.com/articles/activities-and-games/baby-games-for-motor-and-cognitive-skills-36/ http://baby-todler-play.suite101,com/article.dfm/activities_for_your-one_month_old Have the students give an oral report on their findings to share with their peers. Have students prepare a document listing these books, toys, equipment, and activities. Have students to place document into electronic portfolios. E1, R1, R2, R3, S1, S2, S3, W1, W2, CS2, CS4, T1, T2	j.	Discussion Board post Presentation Assessment Rubric Electronic Portfolio Checklist

Competency 2: Examine the physical, cognitive, social, and emotional characteristics of toddlers from 1 to 3 years of age. (DOK 3) NAEYC1, NAEYC2, NAEYC4, CDA1, CDA2, CDA3, CDA4

Suggested Enduring Understandings

1. Students will understand how children develop physically, cognitively, socially, and emotionally during ages 1 to 3.

Suggested Essential Questions

1. What types of changes occur during the ages of 1 to 3 years?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe characteristics of physical development from 1 to 3 years of age. (DOK 1) HS1, HS7	a. Have students pair up to read Chapter 6 in the text *Working with Young Children* and then list physical characteristics of this age group. Then lead students in a Magazine Scavenger Hunt/Race to find pictures of 1–3-year-old children actively participating in various types physical activities. Give students a target number of pictures to find in old magazines to cut out and glue on a poster board within a certain time limit. After the winner is declared, have students discuss their posters with the class. Extend the lesson, and have students label which pictures involve gross motor or fine motor skills. R1, R2, R3, R4, R5, S1, CS1, CS3, CS4	a. Poster Assessment Rubric
b. List cognitive skills that toddlers acquire from 1 to 3 years of age. (DOK1) HS1, HS7	b. Discuss and review skills that toddlers should develop in the first 3 years of life. Ask students to survey toy catalogs, book collections, and other educational equipment in catalogs and on the Internet to develop a list of appropriate items that would aid in cognitive development. Have students list the concepts (ex. math, language development, etc.) that the items would promote development in. Have students to save their lists to keep in their portfolios. Tell students to assume that they are the director or lead teacher in a toddler classroom. Divide students into small groups to create a brochure that explains cognitive development and skills to parents of children at the center. Encourage students to explore adding graphics to enhance the appeal of the newsletter. E1, E2, E3, E4, E5, E6, R1, S1, W1, W2, W3, W4, CS1, T1, T2, T3, T4	b. Electronic Portfolio Entry Brochure or Newsletter Rubric
c. Research Piaget's Theory of Cognitive Development. (DOK1) HS1, HS4	c. Have students think, pair, and share by reading in textbooks or on the Internet about Piaget's first two stages of cognitive development: sensorimotor (birth–2 years) and pre-operational (2–7 years). Suggested Web site: http://www.learningandteaching.info/learning/piaget.htm Observe differences in toddlers in a child-care center in regards to their abilities and limitations. Return to class, and write a journal entry about this observation. E1, E2, E3, E4, E5, E6, R1, R2, S1, W1, CS2, T1, T2	c. Class Participation Rubric Journal Assessment Rubric
d. Explore Erikson's Psychosocial Theory of Human Development as related to toddlers. (DOK3) HS1, HS4	d. Use the Smart Board or other electronic media to display pictures of toddlers and lead students in a discussion about Erikson's concepts of development. Have students design a graphic organizer chart that illustrates these major ideas or concepts. Refer to the Web site <http://www.teachervision.com> to obtain various templates to use to represent Erikson's theory. R1, R2, S1, S2, W1, CS2, T1, T2, T3	d. Graphic Organizer Chart
e. Investigate social development from 1 to 3	e. Facilitate students in researching social characteristics of toddlers, using classroom resources, texts, or the Internet. A possible reference Web site is <http://www.nncc.org>. Discuss how toddlers	e. Discussion Board Checklist

	years of age. (DOK3) HS1, HS7	want to become independent and the importance of self-help skills, the need for attention, and temper tantrums during this age. Respond to two others in a discussion board post relating to social characteristics of toddlers. Have students create a class collage poster (for fun) by bringing in photographs or pictures of themselves at this age. Have students tell about themselves and what each picture represents in terms of social development. Have students visit a child-care center to observe toddlers interacting with others. Tell students to post a journal entry about what they observed about the toddlers' behaviors with regards to parallel play, imaginary friends, resistance to discipline, sharing, solitary play, and so forth. S1, W1, W2, W3, W4, CS3, T1, T2, T3	Class Participation Rubric Journal Assessment Rubric
f.	Describe emotional development from 1 to 3 years of age. (DOK1) HS1, HS7	f. Have students interview child-care teachers at their field experience location in order to obtain insight about challenges and considerations in working with toddlers and their wide range of emotions. Invite a child psychologist to speak to the class about children's emotional development. Take students to a children's library to find books designed to help young children with expressing their feelings in positive ways. Have students write a summary or report on one of these books. Have students volunteer to read books aloud and compete in a class storytelling contest. To extend the lesson, have students to participate in the **FCCLA Storybook Reading Competition Star Events/Occupational Events** category for storytelling or storybook. For occupational events guidelines and instructions, visit the following Web site: http://www.mde.k12.ms.us/vocational/FCCLA/index.htm E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, W1, W2, W3, W4, W5, CS1, CS2, T2,	f. Guest Speaker Evaluation Form Written Report Assessment Rubric FCCLA Star Event Manual and Occupational Proficiency Events Guidelines and Rubrics
g.	Identify specific behaviors exhibited by toddlers to include but not limited to the following: biting, temper tantrums, potty training, hitting, playing, eating, and sharing. (DOK 1) HS1	g. Invite a child-care director, teacher, psychologist, or other professional to speak to the class about toddlers' behaviors. Have students develop a list of questions for the speaker beforehand. Discuss methods of handling situations that are most appropriate for the child and all those involved. Have students write an "Exit Card" (using blank index cards) in order to be dismissed from class about what they learned from the speaker. Have students role-play scenarios in which they (in the role of a child-care worker) might have to encourage children or intervene with toddlers with regard to situations like biting, temper tantrums, potty training, hitting, playing, eating, and sharing., S1, W1, W2, CS1, CS2, CS4,	g. Exit Card Role-Play or Skit Assessment Rubric

h. Select activities, toys, and equipment to promote all areas of development in children ages 1 to 3 years old. (DOK 3) HS1, HS7	h. Have students divide into teams to participate in an "Activity Search." Allow students to research and find activities and pictures of toys and equipment that would promote development in 1 to 3 year olds. Instruct students to use classroom resource books, catalogs, and the Internet to compile a list of these items. Have each team report on one of their favorite things from their list. Possible Web sites: www.nncc.org/Curriculum/playactivities.html http://www.leapsandbounds.com http://www.csndaycarefurniture.com Book: *The Giant Encyclopedia of Preschool Activities for Three Year Olds* Have students observe in a local child-care center and post a journal entry about activities, toys, or equipment that they especially liked and the domains of development that the toy helped to promote. R1, R2, S1, S2, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2, T4,	h. Class Participation Rubric Journal Assessment Rubric

Competency 3: Summarize the physical, cognitive, social, and emotional characteristics of preschoolers from 3 to 5 years of age. (DOK 3) NAEYC1, NAEYC2, NAEYC4, CDA1, CDA2, CDA3, CDA4

Suggested Enduring Understandings

1. Students will understand how children develop physically, cognitively, socially, and emotionally during the ages of 3 to 5 years.

Suggested Essential Questions

1. What types of changes occur during the ages of 3 to 5 years?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe characteristics of physical development from 3 to 5 years of age. (DOK 1) HS1, HS7	a. Have students to refer to the text *Working with Young Children*, chapters 6 and 7, to label and illustrate a physical development time line on a big wall chart made from bulletin board paper. Allow students to cut pictures from old magazines or catalogs for illustrations or print pictures from the Internet. Have students include a variety of pictures of both fine motor and gross motor skills. Encourage students to bring in their own growth charts from their childhood baby books or medical records to observe physical changes. Have them chart their growth in height on graph paper if they have their records. To extend the lesson, allow students to bring in photos of themselves during childhood, and have the students try to identify their classmates. The teacher can also have students create a bulletin board entitled "Guess Who?" and have a contest to see which other teachers can correctly identify the most students. M1, M2, M3, R1, S1, CS1,	a. Group Work Assessment Rubric Bulletin Board Assessment Rubric

b.	Develop activities to encourage physical development from 3 to 5 years of age. (DOK 4) HS1, HS7	b. Have students use classroom and Internet resources to locate examples of 3- to 5-year-old appropriate activities that involve the use of fine and gross motor physical skills. Facilitate a role-play, and instruct students that they will each lead the class in participating in these activities as if they were the "preschool teacher" and the remainder act as "preschoolers." To extend the lesson, arrange for students to lead children with these activities during field experience. Take photographs of the activity to place in portfolios. R1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3	b. Role-Play or Skit Assessment Rubric
c.	List cognitive skills that preschoolers acquire from 3 to 5 years of age. (DOK1) HS1, HS7	c. Have students read and locate information in the text *Working with Young Children*, chapters 6 and 7, or the Internet to determine cognitive or intellectual milestones of development in preschoolers. After a discussion, have each student write intellectual milestones for this age group on a small sticky note to place on a big wall chart cut out and shaped like a "brain." Students could sketch the "brain" on a big sheet of bulletin board paper beforehand. E1, E2, R1, R2, S1, W1, CS1, CS2, CS3, CS4, CS5, T1, T2,	c. Class Participation Rubric
d.	Explore language acquisition/ development and the use of phonological awareness in teaching literacy to preschoolers. (DOK3) HS1, HS4	d. Invite an early childhood literacy teacher, librarian, speech pathologist, pediatrician, or other professional to speak to the class about the importance of integrating language experiences into the early childhood curriculum. Have students prepare questions beforehand in regards to literacy and language development. Introduce Zaner-Bloser manuscript writing. Refer to Chapter 20 in *Working With Young Children*. Incorporate storytelling or storybook reading into classroom activities in order for students to be prepared to read to children during field experience. Instruct students to follow correct methods of introducing the book title, author, and illustrator, to use inflection in their voice and expression, and to reinforce the story with questions during or afterwards. Use FCCLA criteria for effective storybook reading. Have students participate in **FCCLA Occupational Proficiency Events** in storytelling or storybook reading. For occupational events guidelines and instructions, visit the Web site: http://www.mde.k12.ms.us/vocational/FCCLA/index.htm. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, CS3, T1, T2, T3	d. Guest Speaker Evaluation Form Storybook and Storytelling Rubrics- located in FCCLA Occupational Proficiency Events Manual (Web site located in resources following this unit)
e.	Compile activities to encourage language development in preschoolers. (DOK 4) HS1, HS7	e. Have students create file folder activities/games for preschoolers that would reinforce letter recognition. Lead students in using flannel boards, props, or puppets to encourage language. Allow students to take the games and use the activities with children on field experience. Have students participate in FCCLA event: "Student Made Learning Game." Students may use this as a service project activity as well. For occupational events guidelines and instructions, visit the Web site: http://www.mde.k12.ms.us/vocational/FCCLA/index.htm. Have students read storybooks to children during field experience, and take pictures with them to place in their portfolios. (Ongoing-	e. Project Rubric **or** FCCLA Student Made Learning Game rubric located in FCCLA Occupational Proficiency Events Manual Electronic Portfolio

		Have students continue to add book titles to their storybook reading lists to keep in portfolios.) Helpful Web sites: http://www.asha.org (American Speech, Language, and Hearing Assoc.) http://www.reading.org (International Reading Association) http://www.cbcbooks.org (The Children's Book Council) Take students on a field trip to hear a professional storyteller at a nearby library. Have students return to class and write a journal entry about the event. E1, E2, E3, E4, E5, E6, R1, R2, R3, CS2 T1, T2, T3	Checklist Journal Assessment Rubric
f.	Research the cognitive stage according to Piaget's Theory of Cognitive Development. (DOK 2) HS1, HS4	f. Have students use classroom resources and the Internet to locate an article and write a summary on Piaget's theory. Have students explain how teachers and caregivers can apply the information to determine expectations for a child's cognitive development. Possible resources include: text, *Working With Young Children*, and the following Web sites: http://www.learningandteaching.info/learning/piaget.htm <http:www.youtube.com/watch?v=9yhXjJVFA14> <http://www.contexts.org/socioimages/2009/09/15/piagets-stages-of-cognitive-development-experiments-with-kids> E1, E2, E3, E4, E5, E6 R1, R2, R3 S1, S2, W1, W2, W3, CS2, T1, T2, T3, T4	f. Article Summary Rubric
g.	Explore Erikson's Psychosocial Theory of Human Development and Maslow's Hierarchy of Needs. (DOK 3) HS1, HS4	g. Use the jigsaw strategy, and assign articles for the students to read related to Erikson's and Maslow's theories. Have students write in main ideas on a jigsaw checklist. Then have students regroup to tell what they found in their reading. Facilitate large group discussion. Have students list key factors related to these theories on large post-it notes to hang on the classroom wall. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, S1, W1, CS1, CS2, CS3, CS4	g. Class Participation Rubric
h.	Examine social development from 3 to 5 years of age. (DOK 3) HS1, HS7	h. Have students "Think, Pair, and Share" about early memories of childhood friends. Have them recall and share who these friends were and where they formed the relationships (ex. neighbors, preschool friends, etc.). Show short clips from You Tube, or show a video about social development of preschoolers from the audiovisual resource collection at your school ("Age Appropriate Play," Vol. 3, by InJoy). Project preschoolers' social characteristics on a Smart Board, or use the Blackboard and PowerPoint accompanying resources to *Working With Young Children* (Chapter 7). Have students reply to a discussion board post on the video. R1, R2, S1, W1, CS2, CS3, CS4, CS5, T1,	h. Video Summary Rubric Discussion Board Checklist
i.	Develop activities to encourage social and emotional development	i. Using classroom resources and the Internet, have students locate at least five activities that would be appropriate in promoting social and emotional development in preschoolers. Then have each student share and teach the class their favorite activity out of the five. Assign students to lead preschoolers in an activity during field experience, to document in their time charts, and to place pictures	i. Electronic Portfolio Class Participation Rubric

	from 3 to 5 years of age. (DOK 4) HS1, HS7	in portfolios. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, W3, CS1, CS2, CS3, CS4, CS5, T1, T2,	Field Experience Time Chart
j.	Investigate emotional development from 3 to 5 years of age. (DOK 3) HS1, HS7	j. Have students interview a caregiver, teacher, or child-care director about differences in expressions of emotions (fear, jealousy, anger, and sadness) between 3 year olds and 5 year olds. Tell students to write a journal entry about something they learned about emotional development from the speaker. Have students role-play various situations in which a teacher might have to comfort a child who is sad (ex. due to loss of a pet). One student would act as the "child," and another student would act as the "teacher." Have remaining students observe and evaluate the "teacher's" effectiveness in meeting the "child's" needs. E1, E2, E3, E4, E5, E6, S1,, W1, , CS1, CS2, CS3, CS4, CS5, T1, T2,	j. Journal Assessment Rubric Role-Play or Skit Assessment Rubric
k.	Select toys and equipment to promote all areas of development from 3 to 5 years of age. (DOK 3) HS1, HS7	k. Take students to a local toy or department store to locate toys or equipment that would promote each of the domains of development. Have students chart eight items and determine the type of development each helps to promote. If students do not have retail stores nearby, then have them peruse catalogs (also available on the Internet) to develop lists of the toys and equipment and developmental domains that each represent. W1,CS1, CS2, CS3, CS4, CS5,	k. Group Work Rubric

Competency 4: Examine the physical, cognitive, social, and emotional characteristics of children from age 6 through adolescence. (DOK 3) NAEYC1, NAEYC2, NAEYC4, CDA1, CDA2, CDA3, CDA4

Suggested Enduring Understandings

1. Students will understand characteristics of children and types of developmentally appropriate activities for curriculum planning for age 6 years through adolescence.

Suggested Essential Questions

1. How do children develop during this age?
2. What types of interesting and educational activities can a teacher develop for school age children?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe characteristics of physical, cognitive, social, and emotional development from age 6 through adolescence. (DOK 1) HS1, HS2, HS3, HS4, HS7	a. Invite a child psychologist, pediatrician, social worker, or other professional as a guest speaker. Have students prepare questions beforehand. Have students read in *Working With Young Children* (Chapter 8) to find information on developmental milestones of this age group. Have students note key points and then create a PowerPoint that describes these developmental characteristics of age 6 years through adolescence. The early childhood teacher could integrate this assignment with computer graphics, allied health, or business computer technology students. E1, E2, E3, E4, E5, E6, M1, R1, R2, S1, W1, W2,CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4	a. Guest Speaker Evaluation Form Presentation Assessment Rubric

			Grasps-You are the new teacher at the Boys and Girls Club after school program. Your task is to develop a fun, educational activity that 10 to 12 year olds would enjoy. What are their interests? Write your plan on the "After School Program of Activities" worksheet included in this unit's rubric section. Instruct students to explore the Web site http://www.keepkidshealthy.com/growhtcharts and graph physical changes during this age range.	After School Program of Activities worksheet
b.	Develop activities to encourage physical, cognitive, social, and emotional development from age 6 through adolescence.(DOK 4) HS1, HS2, HS3, HS4, HS7	b.	Have students write one of each of the following subject areas on a large post-it note or bulletin board paper and post to classroom wall: Science, Math, Language, Arts and Crafts, Music, and Hobbies. Then have students use classroom books or the Internet to search for fun, educational, and interesting activities and the equipment or supplies needed to teach each activity. Allow students to practice teach the activities to the class to work out any problems. Lastly, have students lead children in these activities during field experience. Using the "Types of Development Observation Record" worksheet located in rubric section, observe children in activities on field experience, and determine which areas of development are promoted by participation in the activities observed. Consider using the activities above as a **service learning project** in which students mentor school age children and plan and lead activities in an after school program (ex. collaborating with Boys and Girls Club). Inquire with the school principal about mentor training that might be available in other types of after school programs. Enter the project as an **FCCLA Star Events** competitive event or project. http://www.fcclainc.org Research the MSDH regulation guidelines in regards to after school programs or regulations regarding care of school age children. E1, E2, E3, E4, E5, E6, M1, M2,R1, R2, R3, S1, S2, W1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3	b. Class Participation Rubric FCCLA Star Events Rubric Types of Development Observation Record worksheet
c.	Explain moral development during this age range. (DOK 3) HS1, HS2, HS3, HS4, HS7	c.	Have students brainstorm and create a graphic organizer chart or word web of special interest clubs and activities that are available to school age children and that meet after school (ex. scouting, 4-H, team sports, martial arts, drama, music lessons, dance lessons, and gymnastics). Use Chapter 30 in *Working With Young Children* and utilize PowerPoints and Blackboard resources that accompany the chapter on Programs for School Age Children. Have students list the moral benefits (teamwork, honesty, compassion, etc.) through participation in these types of	c. Newsletter Rubric

activities. Have students create an informative mock newsletter for parents about "after school activities," and have them include a brief mission statement or purpose of the activity or club, the cost to participate, location and times of meetings, and a "contact person" for each club listed.

Service project suggestion: Have students facilitate and implement a project in which they would lead school age children in an actual project, such as collecting and distributing items to homeless shelters, to nursing homes, or to the humane society or performing chores such as raking leaves, mowing grass, weeding flower beds, or picking up sticks for shut-ins or the elderly.

Lesson extension in regards to moral development: Have students debate the topic of your school's computer and Internet usage. Discuss why rules are important in making sure all students are protected. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, W3, W4, CS2, CS4, T1, T2, T3, T4

Competency 5: Survey inclusion and techniques to meet the developmental needs of special needs and culturally diverse children. (DOK 1) NAEYC1, NAEYC2, NAEYC4,CDA1, CDA2, CDA3, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand the role of the teacher while working with children who have special needs.
2. The students will understand types of disabilities and accommodations of children with special needs.

Suggested Essential Questions

1. What types of disabilities might a teacher encounter when working with children?
2. What are ways a teacher can accommodate a child with special needs?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Define the Individuals with Disabilities Education Act (IDEA). (DOK 1) HS1, HS2, HS7	a. Have students use the text or Internet to define IDEA. The suggested Web site to explore the IDEA is <http://idea.ed.gov/>. Create a Blackboard discussion forum for students to post the definition. Additional references: *Working With Young Children* (Chapter 31) http://www.mde.k12.ms.us E1, E2, E3, E4, E5, E6, R1, W1, CS2, T1, T2, T3, T4	a. Discussion Board Checklist
b. Examine an Individualized Educational Plan (IEP). (DOK 3) HS1,	b. Invite a special education teacher, Head Start teacher, or guest speaker with a background in working with children with disabilities. Have students prepare questions before the speaker arrives about identification of special needs children, intervention, and plans available for these children. Distribute copies of IEPs	b. Guest Speaker Evaluation Form

	HS2, HS7		(with student identification removed for confidentiality purposes), and have students look over them to become familiar with IEPs. E1, E2, E3, E4, E5, E6, R1, R2, R3, S1, CS2, CS4	
c.	Research types of physical, cognitive, and behavioral disabilities (including but not limited to hearing, speaking, speech, language, vision, and mental or emotional disorders). (DOK 1) HS1, HS2, HS7	c.	Utilize blackboard and PowerPoint resources that accompany Chapter 31 in *Working With Young Children*. Have students read and explore types of children's physical and learning disabilities in the aforementioned chapter and text or using the Internet. Refer to the special education section of the following Mississippi Department of Education Web site: http://www.mde.k12.ms.us/special_education. Then have students select one disability that interests them and write a report on it. Have students include what the symptoms and early indicators might be, what age that the disorder might occur, and types of treatments available. Students may present an oral report to teach others in the class and also include visuals to show students any symptoms or signs of the type of disability they researched. E1, E2, E3, E4, E5, E6, R1, R2, R3, S1, W1, W2, W3, W4, W5, CS2, CS4, T1, T2, T3, T4, T5	c. Presentation Assessment Rubric
d.	Describe how the Americans with Disabilities Act affects children, parents, and employees. (DOK 1) HS1, HS2, HS4, HS7	d.	Have students research the Americans With Disabilities Act at the following Web site: <http://www.ada.gov>. Instruct students to read the section "Commonly Asked Questions about Child Care Centers and the ADA" and then compare it to Section xx. in the *MSDH Regulations Governing Licensure of Child Care Facilities*. Discuss facility adaptation, individual activity planning, and staffing for those with special needs. Take students on field experience in a center or school that cares for special needs children. Instruct students to observe factors such as wheelchair accessibility (ramps), doorways, doorknobs, furniture, restroom facilities, and so forth. Have students return to the classroom to write a journal entry on what they observed and their thoughts about the accommodations available for the disabled. Post field trip documentation to a time chart. E1, E2, E3, E4, E5, E6, R1, R2, CS1, CS2, T1, T2, T3	d. Journal Assessment Rubric Field Experience Time Chart
e.	Investigate accommodations for children with special needs. (DOK 3) HS1, HS2, HS4, HS7	e.	Have a special education teacher, counselor, therapist, or professional speak to the class about various treatments, techniques, and accommodations that are made available for special needs children. Conduct an **integration activity** (or field trip) with the Allied Health class in which students read, research, think, pair, and share or explore topics together about children's physical disabilities, behavioral disabilities, or learning disabilities (ex. prosthetics, drug therapies for ADD or ADHD, epilepsy, diabetes, asthma, spina bifida, muscular dystrophy, cerebral palsy, speech, hearing, or vision	e. Class Participation

	disorders, etc.). The teachers might arrange an integration activity field trip (with the Allied Health students and Early Childhood students) to a pediatric office or area hospital that employs a child life specialist. Additional resource book: *How to Handle Hard-to-Handle Preschoolers* Web site: http://www.asha.org (American Speech, Language, and Hearing Association) E1, E2, E3, E4, E5, E6, R1, R2, R3,S1, S2, S3, CS1, CS2, CS3, T1, T2, T3, T4

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC2 Building Family and Community Relationships
NAEYC4 Teaching and Learning

CDA (Child Development Associate credential) Standards

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA4 To establish positive and productive relationships with families

MS Academic Standards- Comprehensive Health

HS1 Comprehend concepts related to health promotion and disease prevention.
HS2 Demonstrate the ability to obtain valid health information.
HS3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
HS4 Analyze the influence of culture, media, technology, and other factors on health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words
S2 Scientific Investigation
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas

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Multimedia

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Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Types of Development-Observation Record

Name_____ Date_____

Location_____ Age of Child_____

During field experience, observe, identify, and notate children's activities in each of the domains of development. ***(Ex. Physical dev. = walked on a balance beam, social dev. = shared a toy)***

Physical Development	*Cognitive Development*	*Social Development*	*Emotional Development*

Name: _____

Date: _____

Period: _____

Erikson's Psychosocial Theory of Human Development

Directions: List the eight stages of Erikson's theory, and summarize the meaning of each.

Stages	*Summary*
1	
2	
3	
4	
5	
6	
7	
8	

Name: _____

Date: _____

Period: _____

Brochure Assessment Rubric

CATEGORY	20	18	16	14
Content /Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness and organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The formatting and organization of material are confusing to the reader.

Name: _____

Date: _____

Period: _____

Bulletin Board Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The bulletin board includes all required content elements as well as additional information.	All required content elements are included on the bulletin board.	All but one of the required content elements are included on the bulletin board.	Several required content elements were missing.	
Labels	All items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Almost all items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Many items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The bulletin board is exceptionally attractive in terms of design, layout, and neatness.	The bulletin board is attractive in terms of design, layout, and neatness.	The bulletin board is acceptably attractive though it may be a bit messy.	The bulletin board is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the bulletin board.	There are one to two grammatical or mechanical mistakes on the bulletin board.	There are three to four grammatical or mechanical mistakes on the bulletin board.	There are more than four grammatical or mechanical mistakes on the bulletin board.	
				Total Score	

Name: _____

Date: _____

Period: _____

Case Study Assessment Rubric

	Excellent **4 Points**	**Accomplished** **3 Points**	**Needs Improvement** **2 Points**	**Unsatisfactory** **1 Point**	**Score**
Comprehension	Shows complete understanding of the issues and grasps implications beyond the immediate issue	Asks for more details to clarify understanding of the issue	Shows partial understanding of the issue but does not ask for clarification	Resists attempts to get clarification	
Strategizing	Develops realistic strategies that provide a satisfactory conclusion	Chooses appropriate strategies that may satisfy	Shows evidence of strategy that may or may not satisfy	Needs assistance to choose a strategy	
Innovation	Devises more than one resolution to the problem	Offers a solution	Offers a solution with a limited point of view	Shows some understanding of the problem	
Communication	Convincingly communicates resolution	Explains solution so others can understand	Conveys an opinion	Unsure of how to explain	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Field Experience

Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Group Work Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Group discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				Total Score	

Name: _____

Date: _____

Period: _____

Portfolio Assessment Rubric

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual appeal						
Cover page						
Table of contents						
Letter of introduction						
Letter of recommendation						
Resume						
Content						
					TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	**Good 3 Points**	**Average 2 Points**	**Needs Improvement 1 Point**	**Score**
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Name: _____

Date: _____

Period: _____

VIDEO SUMMARY

1. Briefly discuss three things you learned from this video.

2. Tell how you feel this video will help you as you go through your class.

3. What do you feel was the most important thing in this video? Why?

4. What do you feel was the least important thing in this video? Why?

5. On the back of this paper, draw a picture that represents what the video was about.

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Journal Assessment Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE
Writing quality	There are a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There are a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Name: _____

Date: _____

Period: _____

Group Work Assessment Rubric

	Highly Successful 3 points	Meeting Success 2 points	Experiencing Difficulty 1 point	Score
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Project Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Name: _____

Date: _____

Period: _____

Sample Dispositions Rating Scale – Early Childhood

Directions: Use the Appraisal Scale to rate each Characteristic (Disposition). Explanations in Written Comments section may provide clarification.

Appraisal Scale: 0=not seen 1=poor 2=fair 3=good 4=excellent

Characteristic (Disposition)	Rating	Written Comments
Flexibility:	0=not seen 1=poor 2=fair 3=good 4=excellent	**Notes**
1.1 Responds promptly and effectively to unexpected occurrences in the classroom		
1.2 Adapts willingly to change and contributes positively to the needs of the workplace		
Poise and Confidence:		
2.1 Handles self professionally in actions and speech 2.2 Realistically appraises own abilities		
Maturity and Judgment:		
3.1 Consults with teachers and administrators as needed and acts independently within the scope of training 3.2 Avoids personalizing conflict in emotionally charged situations		

3.3 Knows safety measures and how to assist in handling emergencies		
Attendance and Participation:		
4.1 Attends all expected classes, meetings, and trainings required 4.2 Contributes to meetings		
Punctuality:		
5.1 Arrives to all expected classes, meetings, and trainings required on or before start time 5.2 Completes assignments on/before due date(s)		
Dependability:		
6.1 Behaves in a manner that contributes positively to the environment 6.2 Shows responsibility		
Sensitivity:		
7.1 Demonstrates compassion toward others 7.2 Maintains confidentiality of sensitive information 7.3 Effectively demonstrates acceptance of diversity		
Enthusiasm:		
8.1 Generates excitement, passion, and		

interest within students 8.2 Motivates self to perform well		
Grooming and Appearance:		
9.2 Appears well groomed, attending to both neatness and personal hygiene 9.2 Selects attire that is not distracting to students		
Attitude:		
10.1 Conveys a positive (helpful, upbeat) disposition in the workplace 10.2 Takes responsibility for emotional states and behavior and adjusts when needed 10.4 Hears and responds appropriately to feedback from peers and supervisors without becoming defensive		
Initiative:		
11.1 Is proactive and anticipates what a situation calls for and responds appropriately 11.2 Consults with others when necessary		
Creativity:		
12.1 Is inventive 12.2 Recognizes and uses personal talents		
Resourcefulness:		
13.1 Uses materials appropriately in the		

classroom and other professional settings 13.2 Responds with flexibility		
Collaboration:		
15.2 Works effectively with other students 15.3 Collaborates appropriately with teachers and administrators		

My signature below indicates that I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Student's Signature_____ Date_____

Name: _____

Date: _____

Period: _____

Article Summary Rubric

3 Points	2 Points	1 Point	0 Points	Score
Main points are summarized accurately and thoroughly.	Some main points are summarized.	Most main points are not addressed.	No summary is provided.	
Summary is well organized.	Summary shows some degree of organization.	Summary lacks any organization.		
Opinions are stated clearly.	Opinion(s) evident but not clearly stated	Opinion does not make sense.	Not addressed	
Neat, legible, and no grammar, spelling, or usage errors	Some spelling, grammar, and usage errors	Many errors in spelling, grammar, and usage		
Copy of the article is provided.	No copy of the article is provided.			
Reference and citation are provided using correct style.	Reference and citation are provided but using incorrect style.	No reference or citation is provided.		
			Total Score	

Name: _____

Date: _____

Period: _____

Newsletter Rubric

	5 Points	3–4 Points	2 Points	0–1 Point	TOTAL
Content research	Complete and correct historical content; free from grammatical errors; two complete pages	Mostly complete content; few to no grammatical errors; one complete page and one incomplete page	Somewhat complete content; some grammatical errors; one complete page	Incomplete content; many grammatical errors; one incomplete page	
Cooperative efforts	On topic; group cooperation; always on task	Little off topic talking; group cooperation; works well together; mostly on task	Some off topic talking; some cooperation; some off task behavior	Constant off topic talking; little to no cooperation; off task	
Layout and design	Both pages eye appealing; appropriate use of all graphics and layout is clean and font is readable; creative title	Two mostly complete pages; correct use of graphics; layout and font are somewhat appropriate; somewhat creative title	One page eye appealing; second page incomplete; graphics inserted haphazardly; good title	Incomplete layout on all pages; no graphics; poor, non-creative title	
Knowledge of software	Mastered the necessary components to complete project; can teach others	Requires minimal help from the instructor; can teach others with some assistance	Requires more assistance from the instructor; can teach others with some assistance	Requires constant assistance from instructor	
				Total	

Scale of Grades - Cumulative Points

17–20 Points ..... A

12–16 Points ..... B

8–11 Points C

4–7 Points ..... D

0–3 Points ..... F

Name: _____

Date: _____

Period: _____

Scenarios—What Would You Do?

Scenario 1:

Scenario 2:

Scenario 3:

Scenario 4:

Name: _____

Date: _____

Period: _____

Discussion Board Post Checklist

_____/20 points	Student has all required elements in the post. (20 points)
_____/20 points	Student stayed on topic. (20 points)
_____/20 points	Post is formatted correctly. (20 points)
_____/20 points	Student used correct grammar, punctuation, and spelling. (20 points)
_____/10 points	Post is interesting and informative. (10 points)
_____/10 points	Post is free of slang and inappropriate language. (10 points)

_____/100 possible points

Name: _____

Date: _____

Period: _____

Project Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Early Childhood Education

Unit 3: History and Trends of Early Childhood Education — 20 Hours

Competency 1: Understand the history and evolution of early childhood education. (DOK 2) NAEYC4, NAEYC5, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand that many theorists and historical events have contributed to the evolution of early childhood education.

Suggested Essential Questions

1. Who were some of the leaders and their beliefs throughout history that impacted early childhood?
2. What effect does society have on needs and types of child-care services?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Recognize the contributions of leaders and theorists throughout the history of early childhood education (suggested: Jean-Jacques Rousseau, Johann Pestalozzi, Friedrich Froebel, Sigmund Freud, John Dewey, Maria Montessori, Elizabeth Palmer Peabody, Patty Smith Hill, Erik Erikson, Jean Piaget, B.F. Skinner, Lev Vygotsky, and/or Howard Gardner). (DOK 1) HS4	a. Have students work in groups and use the Internet and textbooks to create a factual and pictorial time line of contributions or events that these theorists contributed toward in the field of early childhood education. Have students post a journal entry about one theorist's contribution in the field. Suggested **vocabulary words** for this unit: Montessori method, Smart Start, No Child Left Behind, Head Start, Miss. Child Care Quality Step Program, NAEYC, CDA, etc. (Some terms may have been covered in other units.) E1, E2, E3, R1, R2, R3, R4, W1, W2, CS1, CS2, CS3, CS4, CS5, T1 T2	a. Group Work Rubric Journal Entry Rubric Vocabulary Quiz
b. Determine historical events that influenced early childhood programs and initiatives throughout history in America. (DOK 3) HS4	b. Divide students into groups to research and create a PowerPoint on a topic of their choice related to events that shaped early childhood education (ex. Head Start, Smart Start, No Child Left Behind, Montessori Methods, NAEYC, CDA, Miss. Child Care Quality Step Program, etc.). Students will share their PowerPoints with the class. E1, E2, E3, E4, E5, E6, R1, R2, W1, W2, W5, CS1, CS2, CS3, CS4, CS5, T1, T2, T3, T4, T5,	b. Presentation Assessment Rubric

Competency 2: Examine programs, initiatives, and accreditations that influenced early childhood education. (DOK 3) NAEYC1, NAEYC2, NAEYC3, NAEYC4, NAEYC5 CDA2, CDA3, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand that various programs, initiatives, and accreditations influence early childhood education.

Suggested Essential Questions

1. What are the contributions of current programs or initiatives?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Summarize contributions of Head Start, Smart Start, and No Child Left Behind. (DOK 3) HS4, HS7	a. The teacher will lead a discussion regarding the history of these milestones in early childhood education and the legislation and accountability process. Have students divide into three groups to conduct an Internet search on Head Start, Smart Start, and No Child Left Behind. Have students share their findings with others. The following is a Web site for reference: http://www.acf.hhs.gov/programs/ohs/ Students should participate and document time for field experience and take photographs at a local Head Start center. E1, E2, E3, E4, , R1, R2, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2	a. Electronic Portfolio Checklist (Include photos from field experience at Head Start.) Field Experience Time Chart
b. Probe factors of the National Association for the Education of Young Children (NAEYC) accreditation. (DOK 3) HS1, HS3, HS4,HS7	b. Have students explore the NAEYC Web site (http://www.naeyc.org). Divide students into five groups to each summarize one of the NAEYC standards shown below and to present an oral report about in class. 1 Promoting Child Development and Learning 2 Building Family and Community Relationships 3 Observing, Documenting, and Assessing 4 Teaching and Learning 5 Becoming a Professional Participate in field experience at an NAEYC accredited child-care center and take photographs. Interview the director about the NAEYC accreditation process. Have students document field experience on Time Chart. E1, E2, E3, E4, E5, E6, R1, R2, CS1, CS2, CS3, CS4, CS5, T1, T3, T5	b. Presentation Assessment Rubric Field Experience Time Chart
c. Outline requirements for obtaining the Child Development Associate (CDA) credential. (DOK 1) HS1, HS2, HS3, HS5, HS6, HS7	c. Have students create a K-W-L chart about requirements of a CDA. Then invite a guest speaker (CDA, child-care center director, instructor, or other early childhood professional) to talk to the class about CDA requirements. After the presentation, have students write something that they learned on	c. "Exit Cards" Guest Speaker Evaluation Form

	a blank index card to be used as their "Exit Card" or pass to leave class. Explain that the CDA credential is administered by the Council for Professional Recognition in Washington, DC. The CDA standards are the following: 1. To establish and maintain a safe, healthy learning environment 2. To advance physical and intellectual competence 3. To support social and emotional development and provide positive guidance 4. To establish positive and productive relationships 5. To ensure a well-run, purposeful program responsive to participant needs 6. To maintain a commitment to professionalism E3, E4, W5, CS1, CS2, CS3, CS4, CS5,	
d. Cite goals of the Mississippi Child Care Quality Step Program. (DOK 1) HS1, HS2, HS4, HS7	d. Provide students with a copy of The Mississippi Child Care Quality Step System (MCCQSS) from the Early Childhood Institute at MSU. Explain that this is a voluntary program and a method in which to assess, improve, and communicate the level of quality in licensed child-care centers and early childhood educational settings in Mississippi. This system is part of the state's quality improvement continuum, which offers incentives and consists of five components: Administrative Policy, Professional Development, Learning Environments, Parent Involvement, and Evaluation. Have students explore the Web site http://www.qualitystep.msstate.edu and create a graphic organizer listing all the criteria needed in order to earn stars in the MCCQSP ranking. E1, E2, E3, E4, E5, E6, R1, R2, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2, T3,	d. Class Participation Rubric Electronic Portfolio checklist Give a written test on the unit Five Star Graphics worksheet

Competency 3: Recognize social and societal trends of early childhood education. (DOK 2) NAEYC1, NAEYC2, NAEYC4, CDA2, CDA3, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand that societal trends affect child-care needs and services.

Suggested Essential Questions

1. What effect does society have on needs and types of child care services?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Describe types of child care, including but not limited to: parent cooperatives, lab schools, public and	a. Have students compare and contrast various types of child care and illustrate this on large wall chart or big post-it notes. Have students list advantages of each type on the charts and then determine which are found in the community. Arrange students to	a. Discussion Board Checklist

	private center based programs, family child care, in home child care, nanny, au pair, Christian or church based child care, and so forth. (DOK 1) HS1, HS4	visit as many of the local types of child-care centers as possible in the area. Have students reply to a discussion board post in regards to the types of local child care that is available for parents. E1, E2, E3, E4, E5, E6, W1, W2, CS1, CS2, CS3, CS4, CS5	
b.	Determine trends in society that have led to a growing need for child-care services. (DOK 3) HS4, HS7	b. Lead a discussion about trends in society including the changing family, economy, society, the changing workplace, and needs for different types of child care. Have students locate, read, pair, and share articles found on this topic in their research. Instruct students to summarize articles related to trends and needs of the changing family and write a report. Use magazines like *Early Childhood* or *Instructor* or the Internet. Extend the lesson by having students observe a center that is well-known for its cultural diversity in enrollment. E1, E2, E3, E4, E5, E6, , R1, R2, R3, R4, W1, W2, W3, CS1, CS2, CS3, CS4	b. Article Summary Rubric

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC4 Teaching and Learning
NAEYC5 Becoming a Professional

CDA (Child Development Associate credential) Standards

CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA4 To establish positive and productive relationships with families
CDA5 To ensure a well-run, purposeful program responsive to participant needs
CDA6 To maintain a commitment to professionalism

MS Academic Standards- Comprehensive Health

HS1 Comprehend concepts related to health promotion and disease prevention.
HS4 Analyze the influence of culture, media, technology, and other factors on health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position

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Jackman, H. (2009). *Early education curriculum*. Clifton Park, NY: Thomson Learning.

National Association for the Education of Young Children. (2009). Retrieved November 22, 2009, from http://www.naeyc.org

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United States Department of Health and Human Services. (2009). *Administration for children and families*. Retrieved December 14, 2009, from http://www.acf.hhs.gov/programs/ohs

Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

What's In Your Stars?

Mississippi Child-Care Quality Step System

Research the MCCQSS rating system, and fill in the stars below with goals that a director could strive for in order to reach a 5 star rating.

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Discussion Board Post Checklist

_____/20 points	Student has all required elements in the post. (20 points)
_____/20 points	Student stayed on topic. (20 points)
_____/20 points	Post is formatted correctly. (20 points)
_____/20 points	Student used correct grammar, punctuation, and spelling. (20 points)
_____/10 points	Post is interesting and informative. (10 points)
_____/10 points	Post is free of slang and inappropriate language. (10 points)

_____/100 possible points

Name: _____

Date: _____

Period: _____

Journal Assessment Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There are a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There are a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Name: _____

Date: _____

Period: _____

Field Experience

Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Group Work Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Group discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				Total Score	

Name: _____

Date: _____

Period: _____

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Early Childhood Education

Unit 4: Health and Safety — 80 Hours

Competency 1: Explain the responsibilities of caregivers for protecting children's health and safety. (DOK 3) NAEYC1, NAEYC2, NAEYC4, CDA1, CDA2, CDA3, CDA4

Suggested Enduring Understandings

1. Students will understand that caregivers have responsibilities to maintain safe, healthy learning environments.
2. Students will understand the state regulations and requirements for child-care facilities set forth by the MSDH regarding children's health and safety.

Suggested Essential Questions

1. What are the responsibilities of caregivers in regards to protecting children?
2. What types of issues are governed by the MSDH in regards to health and safety?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Demonstrate proper sanitation practices of caregivers according to the MSDH regulation guidelines (with emphasis on hand washing, diapering, and feeding). (DOK 2) HS1, HS2, HS3, HS4, HS5, HS7	a. After reviewing the MSDH regulations, have students find a partner to participate in role-play. Tell students that they have been hired as caregivers in a center. Have them to each demonstrate the proper techniques to wash hands, diaper, and feed children. Use simulation babies if your program has this resource. When students are accurate in these practices, have them participate in field experience in an infant room to obtain hands on training under the classroom teacher's supervision. Have students participate in a hand-washing experiment using a GloGerm kit. Kits may be purchased with complete lesson plans and activities that are educational and fun for students. www.glogerm.com Suggested **vocabulary words** for the complete unit are the following: Immunization, isolation room, ratio, neglect, emetic, physical abuse, emotional abuse, sexual abuse, incest, molestation, privacy law, nutrition, malnutrition, diabetes, insulin, anaphylactic shock, communicable diseases, universal precautions, food-borne illness, asthma, epilepsy, human immunodeficiency virus (HIV), acquired immunodeficiency syndrome (AIDS), etc. **Grasps**-You have been hired as a director in an accredited child-care center. You must develop a sample menu for the kitchen staff. Your task is to develop a menu for 1 week with healthy, nutritious meals and two daily snacks, using "My	a. Role-Play or Skit Assessment Rubric Teacher Observation Vocabulary Quiz

		Pyramid" and the MSDH regulations as criteria for guidelines. (Have students type the menus in a document in a chart table format and include in their electronic portfolios.) Refer to Appendix A-I in MSDH Regulation publication to instruct students about standard procedures regarding abuse, communicable disease identification and reporting procedures, cleaning and disinfecting, nutrition, and other health and safety regulations. R1, R2, W1, CS1, CS2, CS3, CS4, CS5, S1, S2, S3	
b.	Demonstrate the procedures for proper cleaning and sanitizing of equipment and facilities according to the MSDH regulation guidelines. (DOK 2) HS1, HS2, HS3, HS4, HS5, HS7	b. After reviewing the MSDH guidelines with students, direct them in demonstrating correct procedures for cleaning and sanitizing equipment. Have students measure and mix ratios of one part bleach to four parts water into spray bottles and simulate cleaning the equipment or volunteer to clean the toys and equipment in the lab or at a child-care facility during field experience. Take students to visit an accredited child-care facility and interview the director about cleaning procedures and products. Have students document time on field experience time chart and post a journal entry about proper sanitization procedures of toys and equipment. E1, E2, M1, R1, R2, S1, S2, W1, W2, CS1, CS2,	b. Class Participation Rubric Field Experience Time Chart
c.	Investigate responsibilities of caregivers for safety according to the MSDH regulation guidelines, including but not limited to topics such as adult to child ratio, food safety precautions, handling emergencies, universal precautions, safety hazards, equipment specifications, and so forth. (DOK 3) HS1, HS2, HS3, HS4, HS5, HS6, HS7	c. Facilitate the "Jigsaw" strategy for students to research and discuss in small groups. Assign each small group a topic in this objective, and have them read and develop key aspects from their topics. Have students jot down information that is important and facilitate a large group discussion on key items. **Grasps**-You are an assistant director of a child-care center that has received low evaluations regarding safety and health issues. You have been told to lead a staff meeting and give an oral report to remind employees of the center's rules in the following areas: food safety precautions, handling emergencies, universal precautions, and indoor and outdoor safety hazards. What are key reminders that you will include in your safety speech? (Have students practice speaking skills and give an oral report.) Refer to MSDH guidelines publication. E1, E2, M1, M2, R1, R2, S1, S2, W1, W2 CS1, CS2,	c. Class Participation Rubric
d.	Demonstrate appropriate responses to emergency situations to	d. Have students write a journal entry on the blackboard about a time in which they were involved in an emergency situation. Ask them to write about their feelings and what they remember about how someone took charge and handled the emergency.	d. Journal Assessment Rubric Role-Play or Skit

	include fire drills, hurricane drills/evacuation, tornado drills, lockdown emergencies, and natural disasters. (DOK 2) HS1, HS2, HS3, HS4, HS5, HS6, HS7	After reading excerpts regarding emergency procedures from three different child-care centers' employee handbooks, lead students in comparing and contrasting the center's emergency procedures, and have them discuss the differences. Present scenarios and have students role-play and act out proper procedures for leading children in each of these emergencies (fire drills, hurricane drills/evacuation, tornado drills, lockdown emergencies, and natural disasters.) E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, T1, T2,	Assessment Rubric
e.	Complete and obtain the American Red Cross Certification in First Aid and Infant and Child CPR. (DOK 3) HS1, HS2, HS3, HS4, HS5, HS6, HS7	e. Lead students in obtaining the American Red Cross certifications in order to handle emergencies that might arise in their jobs as caregivers or volunteers in a child-care center. www.instructorscorner.org/RedCross/Index.aspx www.redcross.org M1, R1, R2, S1, S2, S3, W1, CS1, CS2, CS3, CS4, CS5	e. Refer to American Red Cross manual for all tests

Competency 2: Recognize factors contributing to children's physical health. (DOK 1) NAEYC1, NAEYC2, NAEYC3, NAEYC4, CDA1, CDA2

Suggested Enduring Understandings

1. Students will understand that there are many factors that contribute to children's physical health, including diet, exercise, and protection from disease.

Suggested Essential Questions

1. What factors are important to consider in promoting children's physical health and well-being?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Research and identify childhood diseases, including signs and symptoms, incubation periods, and preventative measures. (DOK 1) HS1, HS2, HS3, HS4, HS5, HS7	a. Have students reply to three other students on the discussion board in regards to their worst childhood illness or communicable disease. Graph each of their responses to determine the most common childhood illness. Allow students to research on the Internet and then create a poster with information and graphics (pictures) of various common childhood diseases, along with symptoms and incubation periods. Resource books and Web sites: *MSDH Rule and Regulations Governing Child Care Facilities, Working With Young Children* Chapter 13-chart of communicable diseases *Caring For Our Children* National Health & Safety Performance Standards: Guidelines for Out of Home Child	a. Discussion Board Checklist Poster Assessment Rubric

		Care http://www.aap.org (American Academy of Pediatrics) E1, E2, R1, R2, R3, S1, S2, S3, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2, T3,	
b.	Know types of immunizations that Mississippi requires for enrollment in a child-care facility and kindergarten. (DOK 1) HS1, HS2, HS3, HS4, HS7	b. Have students brainstorm diseases and symptoms that immunizations help to prevent. Invite a nurse to speak to the class about immunizations and how and when they are administered. Have students assume the job of a child-care center director. Tell students that they must create a brochure (using technology) for parents who are considering enrollment of their children. Have students develop an informative brochure including immunization requirements, which would be necessary for enrollment. Have students place brochure in their electronic portfolios. Refer to MSDH guidelines and *Working With Young Children*, Chapter 13. E1, M1, R1, R2, R3, S1, W1, W2, W4, CS1, CS2, CS3, T1, T2,	b. Guest Speaker Evaluation Form Brochure Assessment Rubric Electronic Portfolio Assessment Rubric
c.	Cite the recommended time periods for indoor and outdoor play, exercise, and napping, according to the MSDH regulation guidelines throughout the early childhood years. (DOK 1) HS1, HS2, HS4, HS7	c. Divide students into four groups, and assign groups to select one of these topics (recommended time periods for indoor play, outdoor play, exercise, and napping) to research in the MSDH regulation guidelines publication and write key points to remember on the handout. Then have students return to the large group to teach peers about the topic that they researched. Have groups fill in the worksheets as each group "teaches" its topic. E1, E3, E4, E5, E6, M1, R1, CS1, CS2, CS3, CS4, CS5,	c. "What Does the Handbook Say?" worksheet
d.	Relate the importance of good nutrition and exercise for increased overall health in children and adults. (DOK 2) HS1, HS2, HS3, HS4, HS5, HS6, HS7	d. Have students explore "My Pyramid," the USDA food guide pyramid, and research the benefits and importance of good nutrition. Have students illustrate a giant sized pyramid on large sheets of butcher paper and post on the classroom wall. Use the Web site www.mypyramid.gov for students to reference. For fun, have them enter their food intake to determine the exercise needed to burn those calories. Have students keep a food diary for a few days and record their good and bad eating habits and how to make a plan to improve. Discuss the topic of childhood obesity and diabetes and the need for education about nutrition and exercise beginning in early life. To extend the lesson, have students use the Internet to research ways to prevent food borne illness and determine procedures for safe handling and storage of foods. Write a journal entry with regards to safe handling and storage of foods and/or the importance of planning healthy menus. The teacher may refer to the MSU Extension Web site: http://msucares.com/health/food_safety/#safety. E1, E2, E3,	d. Class Participation Rubric Project Assessment Rubric E Portfolio Journal Entry Rubric

E4,E6, M1, M7, R1, R2, S1, S2, S3, W1, CS1, CS2, CS3, CS4, CS5, T1, T2, T3,

Competency 3: Describe factors contributing to children's mental and emotional health. (DOK3) NAEYC1, NAEYC2, NAEYC4, CDA1,CDA2, CDA3, CDA4

Suggested Enduring Understandings

1. Students will understand that children's behavior and performance can be related to stress in their lives.
2. Students will understand that there are available resources and techniques to help children cope with emotions and mental health issues.

Suggested Essential Questions

1. What stressors can cause a child to act out?
2. In what ways can a caregiver help children with emotional problems?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Examine the impact of stress and its relation to the emotional well-being of children to include divorce, separation, remarriage, blended families, illness, death, and natural disasters. (DOK 3) HS3, HS4, HS6, HS7	a. Lead students in researching signs of distress and behaviors exhibited in children. Instruct students to read the following article at the MSU Extension Web site: http://msucares.com/home_family/familylife/disaster_links.html Have students as a group list these signs of distress (behaviors) on a large wall chart. Write "Signs of Stress in Children" in a circle in the middle, and have students branch out with smaller circles writing warning signs in each. Discuss as students each contribute to the drawing. E1, R1, R2, W1, CS2, CS4, T1, T2, T3,	a. Class Participation Rubric
b. Create a list of children's literature that can be used as bibliotherapy tools. (DOK 3) HS1, HS4, HS7	b. Have students brainstorm books that might help children deal with sensitive issues. Use *Cloudy With a Chance of Meatballs* as an example of how this could be used to discuss a flood disaster or *Love You Forever* in dealing with old age or death. Take students on a field trip to the library to locate children's books that deal with sensitive issues in regards to children's emotional and mental well-being (ex. divorce, separation, remarriage, blended families, illness, death, and natural disasters). Have students write a list of titles, topics, and authors to compile a master list of books that could be helpful when dealing with these issues in a classroom. Post in electronic portfolio for future reference. E1, E2, E3, R1, R2, R3, R4, R5, W1, W2, W5, CS4, CS5, T1, T2	b. Children's Literature List Electronic Portfolio
c. Investigate types of child abuse, prevention, and the	c. Have students conduct an Internet search at the Mississippi Department of Human Services Web site: http://www.mdhs.state.ms.us/fcs_prot.html.	c. Class Participation Rubric

	reporting process. (DOK 3) HS1, HS2, HS4, HS5, HS6, HS7	Have students list indicators of different types of abuse (emotional/verbal, sexual, physical, and neglect) on a wall chart. Discuss the reporting process that is also found on the Web site shown above. Invite a guest speaker (nurse, pediatrician, Department of Health employee, counselor, etc.) to speak to the class and bring photographs about child abuse prevention. Have students compile a list of questions beforehand so that they will be more prepared. Extend the lesson by having students read and write a book review or summary about abuse (sample book might be *A Child Called It* by David Pelzer). Have students develop a **service project** to coincide with **Blue Ribbon Week** (to prevent child abuse) in which they might hand out ribbons in the community or in schools to promote child abuse awareness. The project may also be used for **FCCLA Star Event** competition and recognition as a chapter service project. Take pictures to put in newspaper and to post in electronic portfolios. E1, E2, E3, E4, R1, R2, R3, R4, R5, , W1, W2, W3, CS1, CS2, CS3, CS4, CS5, T1, T2, T3,	Guest Speaker Evaluation Form FCCLA Star Events Manual
d.	Identify methods and sources to help children and families cope with stress factors, such as handling negativism, thumb sucking, fear, biting, tattling, body exploration, and inappropriate behaviors. (DOK 1) HS3, HS4, HS5, HS6, HS7	d. Have students role-play children's games such as London Bridge or Duck, Duck Goose and/or sing children's songs. Then have them draw a picture about a "disaster" or an unpleasant event that happened at their house. Discuss how playing games and singing help people to feel better and how drawing might help children in dealing with their emotions. Have students use the Internet or the resources below to explore and note techniques and intervention strategies used in handling children who are disruptive or who bully others. Have students write a report about coping methods and strategies. Refer to resource books: 1. ***How To Handle Hard-To-Handle Preschoolers*** 2. ***Good Kids, Difficult Behavior*** 3. ***A Practical Guide to Solving Preschool Behavior Problems*** Use the MSU Extension Web site as an additional resource: http://www.msucares.com/home_family/familylife/children_disaster.pdf. Refer to the section, "Preschool and Elementary Activities." E1, E2, E3, E4, E5, E6, , R1, R2, R3, R4, R5, , W1, W2, W3, W4, W5, CS2, CS4, T1, T2, T3, T4	d. Written Report Assessment Rubric

e.	Demonstrate ways to promote children's self-esteem, trust, and emotional well-being. (DOK 2) HS1, HS3, HS5, HS7	e.	Have students practice giving praise and model giving positive messages to peers in the early childhood class and to children on field experience. Have students read a book (from their bibliotherapy lists in their portfolios) to a group of children during field experience, and observe their reactions. Web site resource: http://www.reading.org (International Reading Association) Have students brainstorm ideas (on ways to develop children's self-esteem and trust) and then develop a class **service project** for children in an area child-care center. Suggestions might be to perform a puppet show or have a health fair booth that focuses on themes like trust, self-esteem, or other positive mental health issues. Consult a child life specialist, pediatrician, mental health professional, and so forth to obtain ideas for projects and needs in the community. Facilitate students toward developing this project to use for **FCCLA Star Events competition and recognition.** Refer to FCCLA Web site: http://www.fcclainc.org. Have students take pictures for publication in the local newspaper and school Web site and for electronic portfolios. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS3, CS5, T1, T2, T3	e.	Field Experience Time Chart Electronic Portfolio Checklist FCCLA Star Events Manual

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC2 Building Family and Community Relationships
NAEYC4 Teaching and Learning

CDA (Child Development Associate credential) Standards

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA4 To establish positive and productive relationships with families

MS Academic Standards- Comprehensive Health

HS1 Comprehend concepts related to health promotion and disease prevention.
HS2 Demonstrate the ability to obtain valid health information.
HS3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
HS4 Analyze the influence of culture, media, technology, and other factors on health.
HS5 Demonstrate the ability to use interpersonal communication skills to enhance health.
HS6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M7 Measurement
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words

R5 Generalizations and Conclusions
S1 Interpretation of Data
S2 Scientific Investigation
S3 Evaluation of Models, Inferences, and Experimental Results
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

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Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

What Does the Handbook Say?

Select a topic related to health or safety and research licensing standards that must be met in order to operate legally as a Mississippi child-care facility.

Your health or safety topic:_____

On which page(s) did you find the requirements for this topic? _____

Paraphrase the requirement (write in your own words):_____

_____

_____

_____

Imagine that you are the director of a center. What challenges do you think you might face in meeting these standards?_____

_____

_____

What could occur if this rule is not followed?

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Brochure Assessment Rubric

CATEGORY	20	18	16	14
Content /Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness and organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Name: _____

Date: _____

Period: _____

Field Experience

Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Portfolio Assessment Rubric

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual appeal						
Cover page						
Table of contents						
Letter of introduction						
Letter of recommendation						
Resume						
Content						
					TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	**Good 3 Points**	**Average 2 Points**	**Needs Improvement 1 Point**	**Score**
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Name: _____

Date: _____

Period: _____

Written Report Assessment Rubric

	Exemplary **4 Points**	**Accomplished** **3 Points**	**Developing** **2 Points**	**Beginning** **1 Point**	**Score**
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Journal Assessment Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There are a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There are a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Name: _____

Date: _____

Period: _____

Group Work Assessment Rubric

	Highly Successful **3 points**	**Meeting Success** **2 points**	**Experiencing Difficulty** **1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Project Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Name: _____

Date: _____

Period: _____

Scenarios—What Would You Do?

Scenario 1: You are a lead teacher in a 4-year-old child-care classroom. Juan has recently come to the United States from Honduras and is enrolled in your class, but he can hardly speak English and is very shy. What can you do to make Juan more comfortable and help with his language? What are some books that you could read to help him?

Scenario 2: You are a kindergarten teacher and one of your most well-behaved students Dana has been absent for several days. Dana has recently lost her grandfather after a long illness, and she seems sad most of the day. Dana's mother is concerned, and she would like your help. What types of things can you do to help Dana overcome these feelings of sadness? What types of materials or books can you read to the class to help Dana?

Scenario 3: You are the director of a local child-care center, and it is your responsibility to make sure that parents understand required immunizations that are necessary for enrollment. Where will you look to find the latest information on vaccines? Keeping in mind the language and cultural differences in your community, how and/or who would you recommend for parents to use for obtaining the shots?

Scenario 4: You are an employee at Head Start, and you want to include the topic child abuse awareness at the next open house in order to teach children and parents. What are things you can do, and where will you go to locate materials on the subject? Who might come to help co-present the topic?

Name: _____

Date: _____

Period: _____

Discussion Board Post Checklist

_____/20 points	Student has all required elements in the post. (20 points)
_____/20 points	Student stayed on topic. (20 points)
_____/20 points	Post is formatted correctly. (20 points)
_____/20 points	Student used correct grammar, punctuation, and spelling. (20 points)
_____/10 points	Post is interesting and informative. (10 points)
_____/10 points	Post is free of slang and inappropriate language. (10 points)

_____/100 possible points

Early Childhood Education

Unit 5: Observation, Assessment, and Guidance — 40 Hours

Competency 1: Investigate the importance of observing and assessing children in a child-care setting. (DOK 4) NAEYC1, NAEYC3, NAEYC4, CDA1, CDA2, CDA3, CDA5

Suggested Enduring Understandings

1. Students will understand that data from various observation and assessment tools are useful to teachers about children's development.

Suggested Essential Questions

1. What can a teacher, director, and/or parent learn about a child's development or progress from these various assessments?
2. Why is it important to assess children at different stages?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify types of observation and assessment tools utilized in a child-care setting (including but not limited to checklists, anecdotal records, rating scales, participation charts, samples of children's work, portfolios, photographs, videotapes, etc.). (DOK 3) HS7	a. Provide copies of sample assessment tools from Chapter 3 in *Working with Young Children* and in the Observation Guide that comes with the text book. Lead a discussion about what kinds of interpretations about children can be made from each sample assessment tool. Arrange to take students on field trips to interview child-care center directors or teachers about which types of different observation and assessment tools they prefer. Obtain samples of those centers' assessment tools with the directors' approvals. During field experience, have each student write an anecdotal record of his or her observation of a child. Locate and use other assessment tools from the Observation Guide accompanying *Working With Young Children*. Remind students to only write objectively. Also, have students photograph the child (with permission) and include in the electronic portfolio. Have students include copies of sample assessments, observation tools, and the anecdotal records in their portfolios. **Grasps**-You are the director in a center, and you must present a staff meeting about positive guidance techniques. Where will you look to find information to share with your staff? What will you present to the staff to encourage positive behavior in the children who attend your center? What will you say to the staff and the parents about your guidance techniques?	a. Field Experience Time Chart Electronic Portfolio Checklist Vocabulary quiz

	Suggested **vocabulary words** for the unit: initial assessment, ongoing assessment, guidance, indirect guidance, direct guidance, checklists, anecdotal records, rating scales, participation charts, portfolios, I-messages, praising, affirming, prompting, persuading, suggesting, redirecting, ignoring, modeling, and so forth E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2, T3	
b. Determine the importance of assessments, both initial and ongoing assessments. (DOK 3) HS7	b. Divide students into small groups to Think, Pair, and Share. Provide actual assessments for students to review. (Remove elements of identification to protect confidentiality of children.) Have students contrast initial and ongoing assessments and discuss the progress (or lack of progress) of the children. Tell students to report their findings to the class. Use transparencies, "Authentic Assessment" and "Assessment is an Ongoing Process" from *Working With Young Children* Chapter 3 to jump start class discussion. Have students reply to a discussion board post In regards to assessment. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, CS3, CS4, CS5, T1	b. Discussion Board Checklist
c. Explore the assessment tools found in the Mississippi Early Learning Guidelines publication. (DOK 3)	c. Provide students with copies of pages 2–10 from the Mississippi Early Learning Guidelines Introduction. Lead a discussion, and have students compare and contrast the different types of checklists included in the publication. Instruct students how to complete an initial assessment using one of the checklists. With permission from a center's teacher and/or director at a field experience site, instruct students to observe a child and practice completing an initial assessment using one of the checklists from the Mississippi ELG publication. Have students place a copy in their electronic portfolios. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T5	c. Developmental Checklists from Mississippi Early Learning Guideline publication Electronic Portfolio Checklist

Competency 2: Identify goals of effective guidance. (DOK 1) NAEYC1, NAEYC3, NAEYC4, CDA1, CDA2, CDA3, CDA5

Suggested Enduring Understandings

1. Students will understand guidance techniques involved in guiding children's behavior.

Suggested Essential Questions

1. What are management techniques that a teacher can use to promote positive behavior in children?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explore positive child guidance methods and positive classroom management techniques. H7	a. Have students play a game in which they race to write how many ways to say or show "Good Job." Split students into two teams, and have teams each choose one member to be the scribe or the writer (ex. show thumbs up, give a high five, or say super). The winner is the team that writes the most ways within a set time limit (2–3 minutes). Have students review, compare, and contrast written discipline policies of at least three different centers, preschools, or kindergartens. Instruct students to identify strategies for guiding behavior and write a journal entry about one technique that they might use in the future. Lead students in a discussion about the importance of being consistent, firm, and fair. Have students select a child to observe on field experience. Instruct students to write a brief summary or report on the child's behavior or social skills and specific guidance techniques or interventions used by the teacher. Have students place the writing sample in their electronic portfolios. Additional reference book: *How to Handle Hard-to-Handle Preschoolers* E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, W3, W4, W5, CS1, CS2, CS3,CS5, T1	a. Class Participation Rubric Journal Assessment Rubric Electronic Portfolio Checklist
b. Describe principles of direct and indirect guidance.	b. Have students conduct an Internet search for professional articles on direct and indirect guidance. Use the NAEYC Web site http://www.naeyc.org or the National Child Care Information Center Web site http://www.nccic.org. Ask students to write a brief summary on two different articles and share their findings with the class. During field experience, have students observe a teacher's physical and verbal actions in guiding behavior. Have students return to class and illustrate the teachers' behaviors by drawing a mural on bulletin board paper. Remind students that direct guidance includes facial expressions like smiling, frowning, surprised eye gestures, and verbal expressions as in praising a child for good behavior. Take students on field experience, and have them	b. Article Summary Rubric Electronic Portfolio Checklist

		sketch the physical layout and equipment used in a classroom. Have students list how these items influenced behavior and served as tools for indirect guidance. Have students take photographs of the classroom and equipment if possible to place in their electronic portfolios. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS1, CS2, CS3, CS4, CS5, T1, T2, T5	
c. Demonstrate positive classroom management and guidance skills (ex. Giving I-messages, praising, affirming, prompting, persuading, suggesting, redirecting, ignoring, modeling, listening, encouraging, warning, use of time-out, rules, and consequences).	c.	Have students role-play situations in which three teachers are having a conversation while children are misbehaving or trying to get the teachers' attention. Ask students to critique or complement and discuss the teachers' roles in guiding the children's behavior. Have students develop a list of children's books that deal with guidance problems (ex: manners, feelings, jealousy, sadness, etc.). Have students place list in their electronic portfolios. Refer to the book *Essentials for Child Development Associates Working With Young Children*. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, R5, W1, W2, W3, W4, W5, CS1, CS2, CS3, CS5, T1, T2	c. Role-Play or Skit Assessment Rubric Teacher Observation Electronic Portfolio Checklist Unit Test or Quiz

CDA - Child Development Associate
MSDH - Mississippi State Department of Health
ELG - Early Learning Guidelines
NAEYC - National Association for the Education of Young Children
MCCQSS - Mississippi Child Care Quality Step System

Suggested Lab Hours for 1st year students:

1st 9 weeks: 1 to 2 hours per week after mandatory 1-hour orientation
2nd 9 weeks: 1 to 2 hours per week
3rd 9 weeks: 2 to 3 hours per week
4th 9 weeks: 2 to 3 hours per week

*Each instructor will need a copy of the following:

MSDH Regulations Governing Licensure of Child Care Facilities Guidelines book (address below)

Mississippi State Department of Health, Child Care Facilities Licensure
P. O. Box 1700
Jackson, MS 39215
Ph. 601-576-7613
http://www.msdh.state.ms.us

Mississippi Early Learning Guidelines (Complete Curricula for 3 and 4 Year Olds) by Dr. Lynn Darling

Mississippi State University Early Childhood Institute
P. O. Box 6013
Miss. State, MS 39762
662-325-4836
http://www.earlychildhood.msstate.edu

Earn Your Stars, Mississippi Child Care Quality Step System

Mississippi State University Early Childhood Institute
P. O. Box 6013
Miss. State, MS 39762
662-325-4836
http://www.earlychildhood.msstate.edu

ITERS and ECERS books

Infant/Toddler Environment Rating Scale ISBN# 0-8077-4640-1 (Copyright 2006)
By Thelma Harms, Richard Clifford, and Debby Cryer
Published by Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

Early Childhood Environment Rating Scale ISBN# 0-8077-4549-9 (Copyright 2005)
By Thelma Harms, Richard Clifford, and Debby Cryer
Published by Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC3 Observing, Documenting, and Assessing
NAEYC4 Teaching and Learning

CDA (Child Development Associate credential) Standards

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA5 To ensure a well-run, purposeful program responsive to participant needs

MS Academic Standards- Comprehensive Health

HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T5 Digital Citizenship

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words
R5 Generalizations and Conclusions
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

References

Applebaum, M. (2009). *How to handle hard to handle preschoolers*. Thousand Oaks, CA: Corwin Press.

Darling, L. (2008). *Using the Mississippi early learning guidelines: Complete curricula for three and four year olds*. Mississippi State, MS: Mississippi State University Early Childhood Institute.

Day, C. B. (2006). *Essentials for child development associates working with young children*. Washington, DC: Council for Professional Recognition.

Herr, J. (2008). *Working with young children*. Tinley Park, IL: Goodheart-Wilcox.

Mississippi Department of Education Research and Curriculum Unit. (2009). Retrieved December 1, 2009, from http://rcu.blackboard.com/webapps/portal/frameset.jsp

National Association for the Education of Young Children. (2009). Retrieved December 6, 2009, from http://www.naeyc.org

National Child Care Information and Technical Assistance Center. (2009). Retrieved Dec. 13, 2009, from http://www.nccic.org

Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Brochure Assessment Rubric

CATEGORY	20	18	16	14
Content /Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness and organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Name: _____

Date: _____

Period: _____

Field Experience

Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Portfolio Assessment Rubric

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual appeal						
Cover page						
Table of contents						
Letter of introduction						
Letter of recommendation						
Resume						
Content						
					TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Presentation Assessment Rubric

	Exemplary **4 points**	**Accomplished** **3 points**	**Developing** **2 points**	**Beginning** **1 point**	**Score**
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	**Good 3 Points**	**Average 2 Points**	**Needs Improvement 1 Point**	**Score**
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Name: _____

Date: _____

Period: _____

Written Report Assessment Rubric

	Exemplary **4 Points**	**Accomplished** **3 Points**	**Developing** **2 Points**	**Beginning** **1 Point**	**Score**
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence.	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Journal Assessment Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There are a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There are a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Name: _____

Date: _____

Period: _____

Group Work Assessment Rubric

	Highly Successful **3 points**	**Meeting Success** **2 points**	**Experiencing Difficulty** **1 point**	**Score**
Sharing	Shared ideas with others	Occasionally shared ideas with others	Seldom shared ideas with others	
Listening	Always listened to peers	Occasionally listened to peers	Ignored ideas of peers	
Respecting	Interacted with, encouraged, and supported ideas of others	Occasionally encouraged and supported others	Seldom encouraged and supported others	
Participating	Shared task equally with group members	Did most of the task	Did very little of the task	
			TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Project Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Name: _____

Date: _____

Period: _____

Scenarios—What Would You Do?

Scenario 1:

Scenario 2:

Scenario 3:

Scenario 4:

Name: _____

Date: _____

Period: _____

Discussion Board Post Checklist

_____/20 points	Student has all required elements in the post. (20 points)
_____/20 points	Student stayed on topic. (20 points)
_____/20 points	Post is formatted correctly. (20 points)
_____/20 points	Student used correct grammar, punctuation, and spelling. (20 points)
_____/10 points	Post is interesting and informative. (10 points)
_____/10 points	Post is free of slang and inappropriate language. (10 points)

_____/100

Early Childhood Education

Unit 6: Career Development and Professionalism — 40 Hours

Competency 1: Investigate occupational, educational, and leadership opportunities in the field of Early Childhood. (DOK 3) NAEYC2, NAEYC5, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand the purpose of having an updated resume and portfolio.
2. Students will understand that there are professional and student organizations available to provide leadership opportunities.
3. Students will understand that quality communication skills and interviewing skills are necessary in the workplace.
4. Students will understand the importance of attitude, appearance, and work ethic in the role of a competent caregiver.
5. Students will understand the importance of accepting diversity in the workplace and in the field of early childhood.

Suggested Essential Questions

1. What types of job opportunities are available in early childhood?
2. What type of education will I need for this field of study?
3. How is a CDA credential earned?
4. What should I include in a portfolio?
5. What are effective interviewing skills?
6. What skills or professional organizations would be beneficial in a job search or career?
7. What should I know about diversity in the workplace?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Update educational, career, and leadership plans and opportunities related to early childhood to include workforce opportunities, certifications, postsecondary educational options, and IHL educational options. (DOK 2)	a. Have students update their resumes from previous semesters and use the Internet and local newspapers to research jobs in the field of early childhood. Have students go to the following Bureau of Labor and Statistics Occupational Outlook Web site http://www.bls.gov/oco/. Here they may explore training, education, earnings, job prospects, working conditions, and job duties. Have students select one position and list the training, education, earnings, job prospects, working conditions, and job duties of the one job they chose. Review correct methods in filling out job applications (correct spelling, legible handwriting, format of education, and previous jobs). Using their resumes, have students fill out a mock job application. Have students research on the Internet for their first choice of either a community college or university that they might like to attend and review the enrollment requirements. Have students make a list	a. Electronic Portfolio Checklist Class Participation Rubric Vocabulary Quiz Case Study Assessment Rubric

			of the items that they need to complete an enrollment application for the college of their choice. Discuss the differences between an associate's degree and a bachelor's degree program. If students obtained any certifications over the summer, then have them scan and place their certifications in their electronic portfolios. Have students draw themselves (using large pieces of bulletin board paper or post-it notes and markers or crayons) as the way they see themselves in 5–6 years. Ex. If they see themselves as graduating from college, then have them perhaps draw a person with a robe and graduation cap or as a teacher sitting at a desk with an apple on it. Discuss goal setting and planning for life after high school. Have students explore scholarships that are available through the guidance counselor's office. **Grasps-**You are an Early Childhood Education student approaching graduation and have decided to continue your education in the field. Research a specific early childhood profession, notate a plan for college, set yearly goals, and create a teaching portfolio with projects, resumes, membership certificates, certification, philosophy, work samples, and so forth. What will you write, and what will you put in your professional portfolio? Suggested **Vocabulary words** for the unit: resume, portfolio, cover letter, application, interview, networking, confidentiality, associate's degree, bachelors degree, masters degree, active listening skills, interpersonal skills, body language, attire, diversity, code of ethics, etc. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, ,W1, W2, CS2, CS3, CS5, T1, T2	
b.	Research professional organizations (NAEYC, SECA, MECA, and area child-care director networks). (DOK 1)HS7	b.	Lead a discussion, and have students research advantages of belonging to professional organizations, and invite a guest speaker for follow-up. Web sites: http://www.naeyc.org http://www.msearlychildhoodassociation.org http://www.acei.org http://www.southernearlychildhood.org Have students review the latest issues of professional journals and create an informative bulletin board that displays the names, acronyms, and missions of various professional organizations relating to early childhood professionals. Publication references:	b. Guest Speaker Evaluation Form Bulletin Board Rubric

			http://www.earlychildhoodnews.com http://www.naeyc.org (Early Childhood Research Quarterly by NAEYC) E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS2, CS5,T2, T3,	
c.	Prepare a professional portfolio to include your philosophy of early childhood education, resume, work samples, and other documentation ongoing (ex. CPAS test scores, photographs, lesson plans or activities, menus, daily schedules, observation records, etc.). (DOK 4)HS6, HS7	c.	Provide samples of philosophy statements to students, and have them write their own personal philosophy statements. Have students scan and include the documents in their electronic portfolios. Have students bring in documentation of work outside the classroom (ex. scouting, church work, volunteer work, school clubs, awards, memberships, Red Cross certifications, etc.) and scan or photograph items for student portfolios. Invite your principal or other professional to speak to the class about the importance of a professional portfolio and how it can help students with a job search. The teacher may also **integrate** with the Business Technology or Computer Graphics teacher to have students in the two classes work together in developing their portfolios in a more artistic or graphic design. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, , W1, W2, W3, W4, , CS2, CS5 T2, T3	c.	Electronic Portfolio Checklist
d.	Demonstrate effective job-seeking skills needed for the interviewing process. (DOK 2)	d.	Allow students to participate in a fun, cooperative learning activity. Divide students into small groups, and instruct them to cut and paste pictures from magazines to create posters of "What Not To Wear" and "What To Wear" for job interviews. Have the groups share their posters with classmates. This could also be used as an **integration activity** with the Business Technology class. Discuss body language and proper dress, and then project pictures (on Smart Board) of effective body language techniques that are helpful during a job interview (ex. hand-shaking, being invited to sit down, posture, eye contact, etc.). Use these in the activity below. Students will participate in mock interviews. Ask the building principal, director, or counselor to role-play in the mock interview. Video tape the interview. E1, E2, E3, E4, E5, E6, CS1, CS2, CS3, CS4, CS5,	d.	Poster Assessment Rubric Role-Play or Skit Assessment Rubric Interview Video Checklist
e.	Practice appropriate behaviors in relation to individual, family, community, career, and workplace settings to include attitude, appearance, and work ethic. (DOK	e.	Divide students into four groups for a cooperative learning activity. Have each group of students read and summarize one of the areas in the NAEYC Code of Ethical Conduct pertaining to relationships with children, families, colleagues, and community or society. Have groups present their summaries to classmates. Provide copies of personnel handbooks from area	e.	Class Participation Rubric Poster Assessment Rubric Role-Play or Skit

	2) HS3, HS5, HS6, HS7		centers, and have students compare and contrast the various rules and expectations for employees. Give students a choice for an assignment. Have students illustrate appropriate behaviors in the workplace on a poster or demonstrate the appropriate workplace behaviors by role-playing. Have students model and excel in behaviors that are becoming to a child-care worker. Use Sample Disposition Rating Scale evaluations for students to look over to determine their own weaknesses and areas to improve upon. Participate in and document field experience opportunities in local child-care centers. Additional reference book: *Essentials for Child Development Associates Working With Young Children* E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, CS3, CS5	Assessment Rubric Sample Disposition Rating Scale Field Experience Time Chart
f.	Exemplify effective communication techniques to include clear and logical verbal and nonverbal communication, writing skills, listening skills, and speaking skills. (DOK 2) HS5	f.	Review forms of effective communication skills and their importance in the workplace. Have students practice public speaking skills by having them prepare a 1- to 2-minute introduction of themselves to the class. Have students make short speeches to the class at intervals throughout the year in order for them to develop confidence in public speaking skills. Have students conduct an Internet search on active listening skills and how it is important when working with others. Have students practice letter writing and e-mailing in order to improve writing skills. Include proper ways of salutations and closure. **Integrate** with the Business Computer Technology class for these types of communication activities. Lead students in a communication activity. Using two people, place a type of visual barrier on a tabletop between the two students. (A flannel board or folded poster will work.) Provide students with the same size and number (around 12–15) of building blocks. (Assorted sizes that are used in child-care block centers will do. Colorful ones that are sold in child-care supply catalogs may be used as well.) Assign one student to give verbal directions to the other student in placing the blocks on the table in a way that matches his or hers. For instance, the direction "giver" may say, "Place your longest horizontal block on its side. Then place the small square block on top of the first block" and so forth. The "receiver" of the information cannot speak or	f.	Class Participation Rubric

		ask questions. After 12 or so blocks have been placed, then they can remove the barrier to see if their structures match. Usually the two structures do not match because the directions given were unclear. This is an interesting activity and proves that information must be given clearly and concisely in order to be received accurately. Have students practice using quality writing skills by correctly formatting and writing e-mails, thank-you notes, and other documents to field experience supervising teachers, principals, guest speakers, and so forth. For fun, have an accountability system or point system in which students have to give up points if they use improper grammar when speaking out in the class. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, W1, W2, W3, CS2, CS3, CS4, CS5, T1, T2,	
g.	Apply leadership and team skills in the school, community, and workplace through membership and projects in FCCLA and other avenues of community service. (DOK 4) HS5, HS7	g. Have students design a newsletter, newspaper article, flier, Web page, or brochure to encourage membership in FCCLA. Refer to the following Web site: <http://www.fcclainc.org>. Have students brainstorm ideas for **service projects**. (There are suggested service projects randomly throughout this curriculum.) Encourage students to take photographs throughout the year at field experience and in the community as they volunteer and participate in working with children. Have students write an article to accompany the pictures, and then have them published in the local newspaper or school paper. Have students scan and place the photos or articles in their electronic portfolios. E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, CS1, CS2, CS3, CS4, CS5, T1, T2, T3,	g. Brochure, Newsletter, or Presentation Rubric Electronic Portfolio Checklist FCCLA Star Events Project Rubrics
h.	Determine the importance of demonstrating respect for individuals' differences, including sensitivity to gender, age, and cultural diversity. (DOK 3) HS4, HS5, HS7	h. Have students divide into small groups to make a K-W-L chart in regards to "diversity" in the workplace. Allow students to research the terms "diversity" and "stereotyping" on the Internet and then return to their groups to share what they discovered. Lead students in acting out scenarios where they might have to show respect for various differences like gender, race, culture, or heritage. Remind students that they will encounter diversity in dealing with children, parents, and adults in the workplace or other professional settings. Have students research articles on stereotyping and complete a journal entry on how to best handle diversity in the workplace.	h. Scenarios What Would You Do? Worksheet Journal Assessment Rubric

Use activities and lesson plans found at the "Diversity Council" Web site: http://www.diversitycouncil.org/hsActivities.shtml.

Additional Resource:
Teaching Young Children in Multicultural Classrooms E1, E2, E3, E4, E5, E6, R1, R2, W1, W2, , CS3, CS5, T1, T2, T3, T4

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC2 Building Family and Community Relationships
NAEYC5 Becoming a Professional

CDA (Child Development Associate credential) Standards

CDA4 To establish positive and productive relationships with families
CDA5 To ensure a well-run, purposeful program responsive to participant needs
CDA6 To maintain a commitment to professionalism

MS Academic Standards- Comprehensive Health

HS3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
HS5 Demonstrate the ability to use interpersonal communication skills to enhance health.
HS6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T5 Digital Citizenship

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words
W1 Expressing Judgments
W2 Focusing on the Topic

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Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Scenarios—What Would You Do?

Scenario 1: You are the director at a Head Start center in a rural area. A Caucasian woman has been recently hired to become a lead teacher, but the majority of lead teachers and most of the children enrolled are African American. What can you do to make the staff become more comfortable and professional at the center?

Scenario 2: Keisha's mother has asked to bring Christmas ornaments with the baby Jesus painted on them to all of the kindergarteners at their public school open house night. She wants to also lead a prayer with the children, parents, and teachers after she reads the Christmas story from the Bible. What should the teacher do?

Scenario 3: Jarquez's mother dropped him off at the child-care center. She was dressed in a long robe and head veil due to her Muslim religion. The other children and assistant teacher made fun of Jarquez's mother and him. What should the lead teacher do?

Scenario 4: You are the teacher of a 4-year-old class, and Mikey's mother, of Asian descent, notices that there are no pictures or books of children who look Asian. She begins to question why there are no toys, pictures, or books about Asian culture. How would you answer and then remedy the situation?

Name: _____

Date: _____

Period: _____

Field Experience

Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Interview Assessment Rubric

	Excellent 4 Points	Good 3 Points	Needs Improvement 2 Points	Unacceptable 1 Point	Score
Body language **Displays confidence**					
Eye contact **Maintains good eye contact with interviewer**					
Introduction **Provides a self-introduction**					
Handshakes **Extends hand and shakes firmly**					
Dress **Dresses appropriately for an interview, business attire**					
Language **Concise and grammatically correct**					
Questions **Asks appropriate questions, demonstrates a knowledge of the business**					
Closure **Responds appropriately**					
				TOTAL	

Name: _____

Date: _____

Period: _____

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Name: _____

Date: _____

Period: _____

Portfolio Assessment Rubric

	Excellent 5 Points	Good 4 Points	Needs Some Improvement 3 Points	Needs Much Improvement 2 Points	Unsatisfactory 1 Point	Score
Visual appeal						
Cover page						
Table of contents						
Letter of introduction						
Letter of recommendation						
Resume						
Content						
					TOTAL	

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Bulletin Board Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The bulletin board includes all required content elements as well as additional information.	All required content elements are included on the bulletin board.	All but one of the required content elements are included on the bulletin board.	Several required content elements were missing.	
Labels	All items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Almost all items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Many items of importance on the bulletin board are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items were labeled.	
Attractiveness	The bulletin board is exceptionally attractive in terms of design, layout, and neatness.	The bulletin board is attractive in terms of design, layout, and neatness.	The bulletin board is acceptably attractive though it may be a bit messy.	The bulletin board is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the bulletin board.	There are one to two grammatical or mechanical mistakes on the bulletin board.	There are three to four grammatical or mechanical mistakes on the bulletin board.	There are more than four grammatical or mechanical mistakes on the bulletin board.	
				Total Score	

Name: _____

Date: _____

Period: _____

Business Letter Assessment Rubric

	Excellent **4 Points**	**Proficient** **3 Points**	**Needs Improvement** **2 points**	**Unsatisfactory** **1 Point**	**Score**
Layout/Design	Creatively designed, easily read, excellent business letter	Attractive, easy to read, good business letter	Appears busy or boring, difficult to read, needs improvement	Unattractive or inappropriate, very difficult to read, not acceptable	
Information, style, audience, and tone	Accurate and complete information and very well written and presented	Well written and interesting to read	Some information provided but limited or inaccurate	Poorly written, inaccurate, or incomplete	
Accurate parts	Complete with all required parts	Some elements missing	Most elements missing or out of place	Proper form for letter not used	
Grammar, punctuation, and wording	Excellent presentation, style, grammar, and punctuation	Fair presentation, style, grammar, and punctuation	Missing information and inaccurate punctuation and/or grammar	Poor grammar, punctuation, and wording	
Following directions and guidelines	Always on task and always followed directions	Followed directions with some guidance	Required a good bit of extra guidance	Did not follow directions and did not ask for extra help	
				Total	

Comments:

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent **4 Points**	**Good** **3 Points**	**Average** **2 Points**	**Needs Improvement** **1 Point**	**Score**
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning 1 point	Developing 2 points	Accomplished 3 points	Exemplary 4 points	Score
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Sample Dispositions Rating Scale Early Childhood

Directions: Use the Appraisal Scale to rate each Characteristic (Disposition). Explanations in Written Comments section may provide clarification.

Appraisal Scale: 0=not seen 1=poor 2=fair 3=good 4=excellent

Characteristic (Disposition)	Rating	Written Comments
Flexibility:	0=not seen 1=poor 2=fair 3=good 4=excellent	**Notes**
1.1 Responds promptly and effectively to unexpected occurrences in the classroom		
1.2 Adapts willingly to change and contributes positively to the needs of the workplace		
Poise and Confidence:		
2.1 Handles self professionally in actions and speech 2.2 Realistically appraises own abilities		
Maturity and Judgment:		
3.1 Consults with teachers and administrators as needed and acts independently within the scope of training 3.2 Avoids personalizing conflict in emotionally charged situations		

3.3 Knows safety measures and how to assist in handling emergencies		
Attendance and Participation:		
4.1 Attends all expected classes, meetings, and trainings required 4.2 Contributes to meetings		
Punctuality:		
5.1 Arrives to all expected classes, meetings, and trainings required on or before start time 5.2 Completes assignments on/before due date(s)		
Dependability:		
6.1 Behaves in a manner that contributes positively to the environment 6.2 Shows responsibility		
Sensitivity:		
7.1 Demonstrates compassion toward others 7.2 Maintains confidentiality of sensitive information 7.3 Effectively demonstrates acceptance of diversity		
Enthusiasm:		
8.1 Generates excitement, passion, and		

interest within students 8.2 Motivates self to perform well		
Grooming and Appearance:		
9.3 Appears well groomed, attending to both neatness and personal hygiene 9.2 Selects attire that is not distracting to students		
Attitude:		
10.1 Conveys a positive (helpful, upbeat) disposition in the workplace 10.2 Takes responsibility for emotional states and behavior and adjusts when needed 10.5 Hears and responds appropriately to feedback from peers and supervisors without becoming defensive		
Initiative:		
11.1 Is proactive and anticipates what a situation calls for and responds appropriately 11.2 Consults with others when necessary		
Creativity:		
12.1 Is inventive 12.2 Recognizes and uses personal talents		
Resourcefulness:		
13.1 Uses materials appropriately in the		

classroom and other professional settings 13.2 Responds with flexibility		
Collaboration:		
15.2 Works effectively with other students 15.3 Collaborates appropriately with teachers and administrators		

My signature below indicates that I understand that I must exhibit these dispositions consistently throughout the program in order to be recommended as having satisfactorily met all the requirements of my program.

Student's Signature_____ Date_____

Name: _____

Date: _____

Period: _____

Newsletter Rubric

	5 Points	3–4 Points	2 Points	0–1 Point	TOTAL
Content research	Complete and correct content; free from grammatical errors; two complete pages	Mostly complete content; few to no grammatical errors; one complete page and one incomplete page	Somewhat complete content; some grammatical errors; one complete page	Incomplete content; many grammatical errors; one incomplete page	
Cooperative efforts	No off topic talking; group cooperation; always on task	Little off topic talking; group cooperation; works well together; mostly on task	Some off topic talking; some cooperation; some off task behavior	Constant off topic talking; little to no cooperation; off task	
Layout and design	Both pages eye appealing; appropriate use of all graphics and layout is clean and font is readable; creative title	Two mostly complete pages; correct use of graphics; layout and font are somewhat appropriate; somewhat creative title	One page eye appealing; second page incomplete; graphics inserted haphazardly; good title	Incomplete layout on all pages; no graphics; poor, non-creative title	
Knowledge of software	Mastered the necessary components to complete project; can teach others	Requires minimal help from the instructor; can teach others with some assistance	Requires more assistance from the instructor; can teach others with some assistance	Requires constant assistance from instructor	
				Total	

Scale of Grades - Cumulative Points

17–20 Points ..... A

12–16 Points ..... B

8–11 Points C

4–7 Points ..... D

0–3 Points ..... F

Name: _____

Date: _____

Period: _____

Interview Video Checklist

Rate yourself from 1 to 5, with 1 being the lowest and 5 being the highest, using the following indicators.

_____Makes eye contact with interviewer(s)

_____Answers questions with full sentences

_____Answers questions succinctly without getting off topic

_____Presents self professionally (body posture, clothing, etc.)

_____Refers to resume or portfolio when answering questions

_____Brings extra copies of resume and portfolio to interview

_____Successfully outlines strengths without appearing boastful

---

_____/35

Key

30–35: You've got the job!

25–29: You're one of the top candidates.

20–24: You looked pretty good. Maybe if no one else applies, you will get the job.

15–19: You are not in consideration for the job.

7–14: You must improve your interviewing skills if you want a job.

Name: _____

Date: _____

Period: _____

Brochure Assessment Rubric

CATEGORY	20	18	16	14
Content /Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.

Early Childhood Education

Unit 7: The Learning Environment — 80 Hours

Competency 1: Describe daily routines for infants, toddlers, and preschool age children in a child-care setting. (DOK 1) NAEYC1, NAEYC2, NAEYC3,NAEYC4, CDA1, CDA4

Suggested Enduring Understandings

1. Students will understand the importance of maintaining a daily schedule.
2. Students will understand the use of transitions.

Suggested Essential Questions

1. How do children and teachers benefit from schedules and routines?
2. What is a transition?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Discuss the importance of a daily schedule. (DOK 1) HS1, HS7	a. Have students brainstorm their own personal daily routines both at home and at school. Emphasize the fact that adults do not enjoy being disrupted or getting out of their personal routines. Discuss why children need structure, responsibility, and routines in order for them to feel more secure. Use PowerPoint and blackboard resources that accompany *Working With Young Children*, Chapter 17. Have students use the MSDH regulations publication and read Section IX to examine the recommended times for children's daily activities. Provide samples of schedules from area centers and preschools to students. Have students note differences and similarities of routines and schedules. Have students interview their supervising teachers during field experience to discuss benefits of routines and schedules. Use *Working With Young Children* Chapter 17 and Teacher Resource Book for students to complete the "Daily Routines Puzzle" activity. Additional reference book: *Essentials for Child Development Associates Working With Young Children* Suggested **vocabulary words** for unit: routines, transitions, auditory signals, dawdling, pica, program goals, curriculum, direct learning experience, indirect learning experience, field sensitive, field independent, theme, spiral curriculum, block plan, lesson plan, flowchart, traffic pattern, etc. E1, E2, E3, E4, E5,	a. Class Participation Rubric Teacher Observation

	E6, R1, R3, R4, W1, CS1	
b. Develop a daily time schedule for each of the following age groups: infants, toddlers, and preschoolers, who are enrolled in a child-care setting, including time slots allocated for eating, napping, indoor and outdoor play, toileting, hand washing, center times, free play, transitions, and educational time. (DOK 4) HS1, HS7	b. Students should already have an idea of scheduling from the previous activities above (exploring schedules from area centers). During field experience, have students observe the children, interview the teacher, and then document how much time the teachers allow for daily activities (eating, napping, indoor and outdoor play, toileting, hand washing, center times, free play, transitions, and educational time). Upon returning to class, assign students to write daily schedules for each of the following age groups: infants, toddlers, and preschoolers. Place copy of each in portfolio. Refer to *Essentials for Child Development Associates Working With Young Children*, pages 148–149. *Working With Young Children* Chapter 17 E1, E2, E3, E4, E5, E6, M1, R1, W1, CS2,	b. Project Rubric
c. Demonstrate the use of effective transitions that could be used in a child-care setting. (DOK 2)	c. Upon arrival, lead students in a type of auditory or visual transition like a "Good Morning" song that signals them to come to group time or have a seat. Have students observe transitions that their supervising teachers use during field experience. When they return to class from field experience, have students share types of transitions they observed (visual, auditory, concrete, or novelty transitions) and then allow them to demonstrate one method that they particularly enjoyed by role-playing or acting out a skit with their classmates. Additional reference books: *Transition Time* *Essentials for Child Development Associates Working With Young Children* E1, E2, E3, E4, E5, E6, R1 CS3, CS5	c. Role-Play or Skit Assessment Rubric

Competency 2: Plan a thematic unit of study. (DOK 4) NAEYC1, NAEYC4, CDA1, CDA2, CDA3

Suggested Enduring Understandings

1. Students will understand that the philosophy and goals of a program help to form a foundation for the curriculum.
2. Students will understand that many activities can be planned to teach one thematic unit.
3. Students will understand the differences between block plans and lesson plans.
4. Students will understand how technology and literature are used in curriculum planning.

Suggested Essential Questions

1. What are program goals?
2. Why are themes important in planning the curriculum?
3. How does a block plan differ from a lesson plan?
4. What software is available to enhance early learning?

Suggested Performance	Suggested Teaching Strategies	Suggested Assessment

Indicators		Strategies
a. Explore program goals and factors to consider when planning a curriculum. (DOK 3) HS4, HS6, HS7	a. Visit several local child-care centers and area preschools to obtain copies of their handbooks. Have students Think-Pair-Share to locate program goals, mission statements, or center philosophies in the handbooks. Have students compare these items and program goals of the various centers by discussing and creating a Venn diagram on a big wall chart. Have students list the similarities of various centers' goals. Remind students of how the environment also contributes to meeting program goals and to include those similarities on the Venn diagram. *Working With Young Children* Chapter 18 E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, CS1 **Grasps:** You are on the committee to revise the toddler daily schedule in order to meet the ECERS guidelines in order to promote children's social, self-help, and intellectual skills. Your task is to lead the committee in developing a schedule that meets the children's physical and psychological needs. Health and safety are important considerations, and a successful result will be that the schedule meets the guidelines. **Grasps:** Your job as a preschool teacher at an NAEYC and five star accredited child-care center is to develop a theme based lesson that meets the children's developmental needs. You must plan and teach activities that encourage concept learning, problem solving, and creativity, while being fun and using materials that are age appropriate. You will select a theme, create a flowchart of activities, and develop a block plan and ultimately a lesson plan. You will need to also show adaptations for a special needs student. Plan activities for science, math, language, music, art, social studies, music, and a field trip, if possible.	a. Group Work Rubric
b. Relate the importance of literature in the effective child-care curriculum. (DOK 3) HS5, HS7	b. Have students prepare questions and interview an early childhood teacher about his/her use of storytelling and books in helping children with language development, emotional and social development, and relaxation techniques. Have students research in books or at the Web site below to locate storybooks that contribute to following routines such as napping, hand washing, toileting, and so forth. For example, during field experience, have students read books that help promote a calming atmosphere for nap time. Have students practice using inflection that would help comfort and soothe children in falling asleep. Have students find at least one book	b. Electronic Portfolio Checklist Children's Literature Checklist

	for each of the daily routines a teacher would encounter and place a listing of these in their electronic portfolios for future reference. Remind students to avoid stereotyping and to include multicultural literature, while considering age and developmental levels of children. Web site resource: http://www.nea.org/readacross Have students investigate the use of flannel boards, props, cassettes, CDs, DVDs, and computer technology that might be used to enhance literature or storytelling. Allow students to videotape themselves to evaluate their own storytelling performances. Students may choose to post their videos on the Read Across America Web site companion site, School Tube, which showcases student and educator videos from around the country. E1, E2, E3, E4, E5, E6, R1, R2, R3, R4, CS1, CS2, CS3, T1, T2, T3	
c. Compile a list of developmentally appropriate themes for each of the following age groups: infants, toddlers, and preschool age children. (DOK 4) HS6	c. Have a student volunteer define the term "theme." Divide students into three groups, and assign each group one of the following ages: infants, toddlers, and preschoolers. Have students brainstorm themes that would be appropriate, educational, interesting, and fun for their age group. Tell each group to write and illustrate its theme possibilities on a big post-it note to mount on the classroom wall. Lead the students in a discussion about theme appropriateness according to age, interests, educational value, and time of year or holidays. Refer to *Working With Young Children* Chapter 18 for students to find lists of suggested themes. Have students explore and list monthly themes published in the *Mississippi Early Learning Guidelines*. If students do not have hard copies available, then the teacher may refer to the Web site located in the resources following this unit. E1, E2, E3, E4, E5, E6, R1, S1, S2, CS1, CS2, CS3, CS4, CS5, T1, T3, T5	c. Class Participation Rubric
d. Develop and illustrate a web or flowchart connecting activities to a themed unit of lessons. (DOK 4) HS5, HS7	d. Use text and teacher resources accompanying *Working with Young Children*. Show students examples from this material of how activities and objectives are created from themes. Text uses "apples" and "dogs" as examples of themes from which to base learning activities. Explain how the curriculum may "spiral" and that activities may integrate more than one subject area (ex. reading a book about Johnny Appleseed incorporates language, as well as social studies. Painting with halved apples may incorporate art and math, as a teacher leads children in counting the seeds or teaching a concept about fractions.).	d. Flowchart Worksheet

		Have students select an age group and theme in which to plan learning activities around. Have students use the flowchart worksheet or create their own web. E1, E2, E3, E4, E5, E6, R1 W1, CS2, CS3	
e.	Plan and demonstrate theme based learning activities in each of the following areas: language (storytelling, writing, play, or puppetry), art, math, science, social studies, music or movement, food experiences, field trip experiences, and computer technology. (DOK 4) HS5	e. Using the *Mississippi Early Learning Guidelines for Three and Four Year Olds* and other classroom resources as references, have students divide into small groups of three or four to develop learning activities based on a theme of their choice. Have students plan and obtain the materials necessary to teach the activities. Arrange for students to practice teach these activities and evaluate their effectiveness in meeting guidelines of age appropriateness, educational values, and interest in the activities. Allow for students to self evaluate themselves and peer evaluate, as well, in order to identify what they could improve upon if they were to teach these activities to children. E1, E2, E3, E4, E5, E6, R1 W1,CS2, CS3, CS4	e. Teaching Age Appropriate Lessons Demonstration Evaluation
f.	Write a "block" formatted lesson plan based on a theme. (DOK 4)	f. Introduce students to the preparation of a block plan by showing samples found in the *Mississippi Early Learning Guides* publication and in *Working With Young Children*. During field experience in local centers, have students obtain a weekly or monthly block plan and return to class to report the themes that were being taught in the children's classrooms. Explain that block plans are not as detailed compared to lesson plans. Have students select a theme and develop a 1-week block plan using word processing on the computer. Print or scan the block plan to include in the electronic portfolio. E1, E2, E3, E4, E5, E6, R1, CS2, CS4	f. Project Assessment Rubric Electronic Portfolio
g.	Create a "daily lesson plan" to include goals, motivation or introduction, learning objectives, procedures, materials, closure/transition, and evaluation. (DOK 4)	g. Instruct students to research the Web site www.perpetualpreschool.com for a variety of resources related to curriculum planning and teaching tips. Use the text *Working With Young Children* to explain the components of a lesson plan (Chapter 18-sample lesson plan). Students should already know the terminology of the parts of a lesson plan from vocabulary words above. Ask students to survey the lesson plans of field experience teachers from several preschool classrooms. Prompt students to answer questions. Ex. Do the lesson plans have all required information? Are lesson plans only required for large and small group activities? Could you conduct the lesson? Have students write a theme based lesson plan using classroom resources, *Working With Young Children*, *Mississippi Early Learning Guide*,	g. Project Rubric Lesson Plan Observation Checklist

	and/or the Internet. Use Lesson Plan Observation Checklist for guideline. E1, E2, E3, E4, E5, E6, R1,W1, W2, CS2, CS4 T1, T2	
h. Explore how technology is used in preschool settings. (DOK 3) HS4	h. During field experience, have students survey types of software programs used with the children and determine which areas of the curriculum this technology enhances in the learning process. Have students interview the teacher or director about types of educational software that are available. Lead an Internet search to find companies that specialize in educational software programs for preschoolers. Have students write a journal entry about what they observed at the local centers and on the Internet in regards to technology use in preschool settings. E1, E2, E3, E4, E5, E6, W1, CS2, CS4, T2	h. Journal Assessment Rubric

Competency 3: Explore types of equipment and arrangement of physical space that help to promote learning. (DOK 3) NAEYC1, NAEYC5, CDA1,CDA2, CDA3, CDA5

Suggested Enduring Understandings

1. Students will understand that the arrangement of indoor and outdoor equipment and furnishings can help to enhance learning experiences.
2. Students will understand licensure guidelines that govern types of equipment and furnishings.

Suggested Essential Questions

1. What is the best way to arrange a classroom to promote learning?
2. What is an effective way to design a playground and arrange outdoor equipment?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explore ways in which room arrangement, furniture, and equipment are utilized as teaching or learning tools in the environment. (DOK 3) HS1, HS3	a. Lead a discussion about classroom layout, traffic patterns, and placement of furniture. Display pictures on the Smart Board or Elmo that show effective use of furnishings, paint colors, shelving, cubbies, chairs, storage units, and so forth. Refer to *Working with Young Children* in which additional pictures are shown in Chapter 9. During field experiences, have students interview the teachers or directors about classroom layout and furnishings. Have students take photographs to place in their electronic portfolios. Have students explore educational equipment catalogs to locate equipment that helps to promote learning. Possible Web sites include the following: http://www.csndaycarefurniture.com http://www.childcaredepot.com/productCat0.ivnu http://www.detailedplaypro.com/early-childhood-play.htm Using the Internet, have students research the effects of color on learning performance and post a journal entry. Instruct students to diagram or draw a classroom, showing furniture arrangement for each age group: infants, toddlers, and preschoolers to include areas designated for learning centers or other activities (ex. blocks, art, dramatic play,	a. Electronic Portfolio Checklist Journal Assessment Rubric

			language, sensory tables, science, computer or technology, music, napping, eating, etc.). Have students place illustrations in electronic portfolios. E1, E2, E3, E4, E5, E6, R1 W1, W2, CS2, CS4, T1, T2	
b.	Illustrate effective ways to use outdoor space and equipment to enhance learning and physical activity. (DOK 2) HS1, HS3	b.	Review safety standards for outdoor equipment that are found in MSDH guidelines-Appendix D. Discuss stationery equipment and proper placement of outdoor equipment, according to state licensure (ex. swing sets, slides, fencing, groundcover or surfacing materials, storage units, etc.). Have students observe the outdoor space and play equipment during field experience at local centers. Have students complete a poster project in which they illustrate a playground with a bike path, playground equipment, and storage shed. Allow them to use markers, paints, and crayons and to cut pictures from educational or outdoor playground equipment catalogs. Hang the illustrations in the classroom, and have students "present" their playgrounds to their classmates. As a community **service project** or **FCCLA** competitive event, students could "adopt" a child-care center and implement a landscaping project like planting a flower garden. E1, E2, E3, E4, E5, E6, R1, W1, CS1, CS2, CS3,	b.	Poster Assessment Rubric FCCLA Star Events Manual Rubric
c.	Compare and contrast area child-care centers in regards to facility design or layout including office, classrooms, restrooms, isolation room, rest areas, security, lighting, toys and equipment, flooring, wall and window treatments, and so forth. (DOK 3) HS1, HS4	c.	Arrange for students to tour at least two centers. Before the visits, have students create a checklist to use in determining whether state requirements are being met. Refer to MSDH guidelines for reference. Suggested items to observe are clear exits, proper number of doors or fire extinguishers, appropriate floor coverings, and space requirements. Have students notate their observations and return to class to discuss their findings and compare them with others. E1, E2, E3, E4, E5, E6, R1, W1, CS2,	c.	Class Participation Rubric

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC2 Building Family and Community Relationships
NAEYC3 Observing, Documenting, and Assessing
NAEYC4 Teaching and Learning
NAEYC5 Becoming a Professional

CDA (Child Development Associate credential) Standards

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA4 To establish positive and productive relationships with families
CDA5 To ensure a well-run, purposeful program responsive to participant needs

MS Academic Standards- Comprehensive Health

HS1 Comprehend concepts related to health promotion and disease prevention.
HS3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
HS4 Analyze the influence of culture, media, technology, and other factors on health.
HS5 Demonstrate the ability to use interpersonal communication skills to enhance health.
HS6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships

R4 Meaning of Words
S1 Interpretation of Data
S2 Scientific Investigation
W1 Expressing Judgments

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Multimedia

ABC News/Prentice Hall Video Library. (Producer). *The first three years of life*. Current Issues in Early Childhood Education.

InJoy Video and Goodheart –Willcox. (Producer). *Age appropriate play: The first four years* [DVD] Vols. 1–3, Boulder, CO.

Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Children's Literature Checklist

Name_____

Directions: Select one children's book to analyze, and write in your answers about each of the following.

Title of book: _____ Author:_____

Main topic: _____

Are there any stereotypes according to group, race, or sex? If so, what types?

Are the illustrations helpful in relaying the message in the story?

Is there a main character or hero? If so, describe him or her.

What is the copyright date?

Are there any words that you do not know the definitions of? If so, what are the words?

What age group would be most interested in this book?

What are the effects on a child's self-image after reading the book?

Name: _____

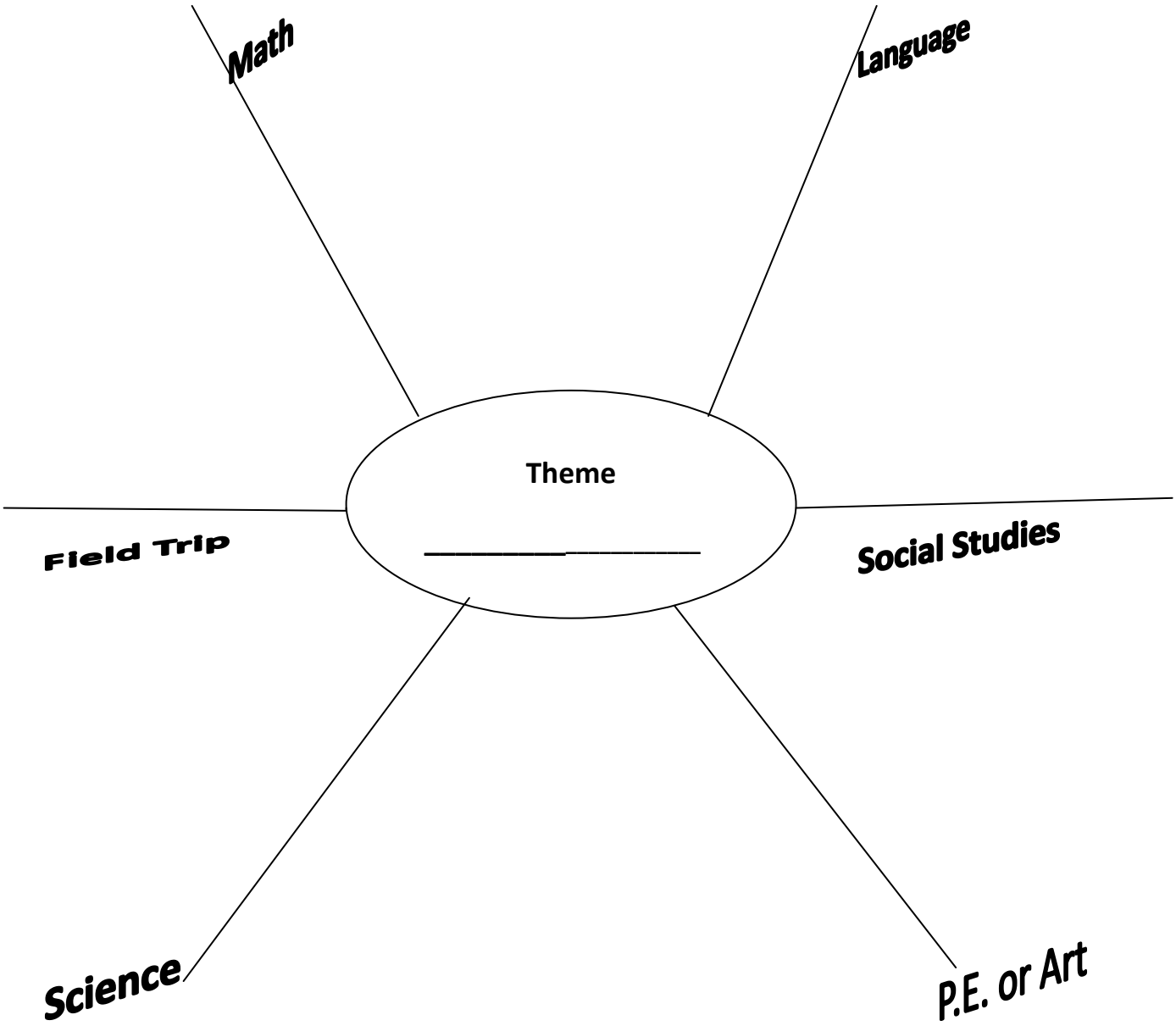
Date: _____

Period: _____

FLOWCHART WORKSHEET

Theme Based Lesson Learning Activities

Directions: Fill in activities on the lines that are related to your selected theme.



Name: _____

Date: _____

Period: _____

Teaching Age Appropriate Lessons
Demonstration Evaluation

Rate the student's teaching demonstration on the following scale:
1=poor 2=fair 3=good 4=excellent

	Self	**Peer**	**Teacher**
Teamwork skills			
Activity was organized and prepared with materials to teach the activity.			
Activity was age appropriate.			
Activity had educational value.			
Activity was interesting.			
Activity was related to theme.			
Instructions were clear.			
Voice/appearance was professional.			

Score:_____/96 possible____

Comments:_____

_____

_____

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Name: _____

Date: _____

Period: _____

LESSON PLAN OBSERVATION CHECKLIST

- ❑ Objective or goals

- ❑ Theme/Unit

- ❑ Materials listed

- ❑ Procedure

- ❑ Evaluation

Comments:

Name: _____

Date: _____

Period: _____

Project Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Clarity					
Required content					
Visual aids					
Grammar/Spelling					
Technical					
Knowledge gained					
				Total Score	

Name: _____

Date: _____

Period: _____

Group Work Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Group discussions	Rarely contributed to discussions of the group	Contributed good effort to discussions of the group	Contributed great effort to discussions of the group	Contributed exceptional effort to discussions of the group	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other group members	Seldom assisted other group members	Occasionally assisted other group members	Assisted other group members	
Listening	Ignored ideas of group members	Seldom listened to ideas of group members	Occasionally listened to ideas of group members	Always listened to ideas of group members	
				Total Score	

Name: _____

Date: _____

Period: _____

Field Experience

Documentation of Time Chart

Date	Activity	Signature	Total Hours

Name: _____

Date: _____

Period: _____

Presentation Assessment Rubric

	Exemplary 4 points	Accomplished 3 points	Developing 2 points	Beginning 1 point	Score
Content	Clear, appropriate, and correct	Mostly clear, appropriate, and correct	Somewhat confusing, incorrect, or flawed	Confusing, incorrect, or flawed	
Clarity	Logical, interesting sequence	Logical sequence	Unclear sequence	No sequence	
Presentation	Clear voice and precise pronunciation	Clear voice and mostly correct pronunciation	Low voice and incorrect pronunciation	Mumbling and incorrect pronunciation	
Visual aids	Attractive, accurate, grammatically correct	Adequate, mostly accurate, few grammatical errors	Poorly planned, somewhat accurate, some grammatical errors	Weak, inaccurate, many grammatical errors	
Length	Appropriate length	Slightly too long or short	Moderately too long or short	Extremely too long or short	
Eye contact	Maintains eye contact, seldom looking at notes	Maintains eye contact most of time but frequently returns to notes	Occasionally uses eye contact but reads most of information	No eye contact because reading information	

Name: _____

Date: _____

Period: _____

Poster Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Required content	The poster includes all required content elements as well as additional information.	All required content elements are included on the poster.	All but one of the required content elements are included on the poster.	Several required content elements are missing.	
Labels	All items of importance on the poster are clearly labeled with labels that are easy to read.	Almost all items of importance on the poster are clearly labeled with labels that are easy to read.	Many items of importance on the poster are clearly labeled with labels that are easy to read.	Labels are too small to read, or no important items are labeled.	
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed.	
Grammar	There are no grammatical or mechanical mistakes on the poster.	There are one to two grammatical or mechanical mistakes on the poster.	There are three to four grammatical or mechanical mistakes on the poster.	There are more than four grammatical or mechanical mistakes on the poster.	
				TOTAL	

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Early Childhood Education

Unit 8: Characteristics of Quality Child-Care Programs — 40 Hours

Competency 1: Explain components of quality child-care programs. (DOK 3) NAEYC1, NAEYC2, NAEYC3, NAEYC4 NAEYC5, CDA1, CDA2, CDA3, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. The students will understand methods to maintain licensure and improve center operations and accreditation.

Suggested Essential Questions

1. What are ways a center director or owner can improve in operating the facility and improving accreditation?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Investigate and outline requirements set forth by the MSDH regarding licensure of child-care facilities. (DOK 3) HS1, HS2, HS3, HS5, HS7	a. Divide sections of the MSDH booklet, and have students split into small groups to outline sections and report back to tell the others. Have students locate information in the MSDH licensure booklet using the licensure worksheets, "What Does the Handbook Say?" located in this unit's rubric section. Show a video from your local resource library or use the following Web site for obtaining videos regarding high quality child care. Web site for additional resource: http://www.childcareaware.org **Grasps:** You are the parent of a 3-year-old girl. Your challenge is to place your daughter in a quality child-care program. You must convince your child's grandmother that your daughter will benefit from the child-care experience. Your challenge involves finding a center of high quality that meets your needs. You plan to develop interview questions and checklists to ask the director in order to reassure grandmother that the center is reputable and of high quality. You will use the NAEYC accreditation process, the Child Care Quality Step System, ITERS, and ECERS as guidelines for creating a questionnaire that will provide criteria to base your questions and final decision. A successful result will be that you select and defend your choice of a quality center for your daughter. Write questions that you would ask the director of the center, and be prepared to explain the answers you would hope for in order to find high-quality care for your child. (Use scenario worksheet located in the rubric section to write answers.)	a. Class Participation Rubric "What Does the Handbook Say?" licensure worksheets

			Grasps: You are the director of an NAEYC/three star accredited child-care center and working to obtain a fourth star. Your task is to increase parental communication and involvement. You need to convince your staff the importance of involving parents. Your challenge is to maintain an open, friendly, cooperative relationship with each child's family. You must direct your staff in creating ways to communicate and involve parents in order to reach the next star rating. Criteria for the task are listed in CDA competency goal 4. Suggested **vocabulary words**: accreditation, ITERS, ECERS, Mississippi Child Care Quality Step System, in kind service, publicly sponsored programs, privately sponsored programs, etc. E1, E2, E3, E4, E5, E6, M1, M2, R1, R2, R3, R4, S1, CS1, CS2, CS3, CS4, T1	
b.	Review the NAEYC accreditation process. (DOK 1) HS1, HS2, HS3	b.	Have students research using the Internet at the NAEYC Web site: http://www.naeyc.org/academy/interested/whyaccreditation. Have students locate benefits of NAEYC accreditation, NAEYC standards and criteria, and the steps in earning the certification. Divide students in groups to each research one or two of the 10 categories of center operations accomplished by NAEYC accreditation: evaluation process, curriculum, administration, health and safety, physical environment, staff qualification and development, staff-children interactions, staff-parent interactions, staffing patterns, nutrition, and food services. Have students share their findings and discuss their importance in the accreditation process (http://www.naeyc.org/academy/primary/standardsintro). Have students post a journal entry about their findings. See Chapter 2 in *Working With Young Children* for reference. Possible **service project**: Visit a local center that is accredited by NAEYC, and volunteer to prepare for an evaluation (cleaning, labeling, or organizing toys). Have the director prepare a list of chores or things that students may volunteer to help accomplish before the accreditation team visits. Interview the director to know what is involved in the process of accreditation. E1, E2, E3, E4, E5, E6, , R1, R2, W1, CS2, CS3, CS4, T3	b.	Journal Assessment Rubric
c.	Interpret goals of the Mississippi Child Care Quality Step System (a five star rating system) developed for licensed early childhood facilities in Mississippi. (DOK	c.	Provide students with copies of the MCCQSS document, or research on the MSU Early Childhood Institute Web site: http://www.earlychildhood.msstate.edu/earnyourstars-sb/index.htm. Have students divide into five groups (representing each star ranking) to read and summarize the criteria for their group's ranking. Have students compare, contrast, and discuss the process and five different ratings. Have students place a written summary of the MCCQSS in the electronic portfolio. Go on field experience to a child-care center that	c.	Class Participation Rubric Guest Speaker Evaluation Form Electronic Portfolio

	2)	participates in the MCCQSS. Take photographs of the center to place in the electronic portfolio. Invite a guest speaker from the Early Childhood Institute or a center director who participates in the rating system to come and speak to the class. E1, E2, E3, E4, E5, E6, M1 R1, W1, W2, CS1, CS2, CS3, T1, T2, T3	
d.	Examine the ITERS and ECERS rating scale system. (DOK 3) HS1, HS3, HS4	d. Provide students with hard copies of the ITERS and ECERS rating scale booklets (see resources that follow) or refer to the following Web site: http://www.fpg.unc.edu/~ECERS/. Have students locate the seven subscales and quality indicators. Give students an overview of the scoring method/scale, and lead a discussion in regards to the items that are scored (ex. space, furnishings, personal care routines, language, activities, interactions, program structure, parents, and staff). Have students respond to at least two others on discussion board posts in regards to the objective. E1, E2, E3, E4, E5, E6, M1, M2, R1, R2, W1,W2, CS2, CS3, T1, T2	d. Discussion Board Rubric

Standards

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NAEYC2 Building Family and Community Relationships
NAEYC3 Observing, Documenting, and Assessing
NAEYC4 Teaching and Learning
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CDA4 To establish positive and productive relationships with families
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HS2 Demonstrate the ability to obtain valid health information.
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HS4 Analyze the influence of culture, media, technology, and other factors on health.
HS5 Demonstrate the ability to use interpersonal communication skills to enhance health.
HS6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

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CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
R1 Main Ideas and Author's Approach
R2 Supporting Details

R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words
S1 Interpretation of Data
W1 Expressing Judgments

References

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Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

What Does the Handbook Say?

Mississippi Licensure Rules and Regulations

Child Records:
In case of an emergency when a parent cannot be reached, at least ____ (#) persons should be listed as contacts.

The date of withdrawal from a facility and the _____ for withdrawal should be in a child's record.
_____ authorization is required before photographing a child, taking a child on a field trip, and obtaining medical treatment.

Individual child records are _____ and cannot be disclosed or released without prior written authorization from a parent.

Abuse:
Any employee who suspects or sees evidence of child abuse must report it immediately to _____.

Infants and Toddlers:
A facility shall provide (to the parents) daily reports that include the following four things:
1)
2)
3)
4)

Ratio:
The minimum ratio of caregiver staff to children present at all times is the following:

Age of Children	Number of children to caregiver staff
Less than 1 year	____
1 year	____
2 years	____
3 years	____
4 years	____
5–9 years	____
10–12 years	____

Rest:
For children under age 6, rest should be a minimum of
_____ _____ but not exceeding _____ _____.

An infant shall not be placed on his _____ for sleeping unless written permission is on record.

Rest periods are not required for what age child?_____

Outdoors:
The minimum time of outdoor activity in a full-time child-care facility is _____ for infants and _____ for all other ages.

In which months are sun safe practices necessary? _____ to _____

What times are sun safe practices necessary during the above months?
_____ to _____

Infant and Toddler Activities:
Infants and toddlers shall be free to _____, _____, _____, and _____ as they are physically able.

What should caregivers do for infants who cannot move about the room?

Equipment and Toys:
List six appropriate toys that an infant may use:
1)
2)
3)
4)
5)
6)

List eight age-appropriate toys that should be available to toddlers:
1)
2)
3)
4)
5)
6)
7)
8)

List seven age-appropriate toys that should be available to preschoolers:
1)
2)
3)
4)
5)
6)
7)

The daily activity schedule for preschoolers should provide opportunities for activities such as what?
1)
2)
3)
4)
5)
6)

Playground Equipment:
Playground equipment for climbing and swings should both be set in _____ footings.
_____should have soft and flexible seats.

All playground equipment should be sturdy, safe, and free of
_____ _____.

Should playground equipment be age appropriate? Yes or No

All pieces of playground equipment shall be designed to guard against _____ or situations that may cause _____by being made too large for a child's head to get stuck in or too small for a child's head to fit into.

Other:
1. Paint on toys and equipment should be _____ free.
   Hooks for clothes should be placed where the children's clothes do not _____those of another child.

   High chairs must have a wide _____ and a T-shaped _____ _____.

   A _____ space should be provided for a sick or injured child until he or she is picked up by his or her parent.

   What type of flooring is prohibited in the kitchen area? _____

A facility must have a _____ available at all times. (Hint: communication tool)
Fire extinguishers shall be serviced how often?_____

If a facility is heated with gas heat, then _____ _____ monitors shall be placed throughout the facility.

Indoor square footage:
The designated area for children's activities shall contain a minimum of _____ square feet of usable space per child.

True or False: Before a new facility opens or an established center changes ownership, it must be measured or re-measured for correct indoor square footage.

Beginning with Page 33, answer the following questions.

True or False and Fill in the Blanks

(T/F) ____1. Children are allowed in the kitchen area.
(T/F) ____2. The kitchen area must be totally enclosed.
(T/F) ____3. Child-care facilities with 50 or more children enrolled must have a separate freezer for storing frozen foods.
4. What is the minimum square footage for a kitchen in a center with 101 children enrolled? _____

What temperature range must the center's environment be maintained at? _____ to _____

When should filters be changed on central air and heat units?_____

The playground fence should be a minimum of _____ feet high.

Soil in outdoor playground areas shall be free of _____.

The playground should be arranged or laid out so that the staff can adequately _____ all children at all times.

Garbage and trash must be removed from the facility center how often?_____

Garbage must be removed from the grounds how often?_____

Pest control contractors (exterminators) must be _____by the state.

Health, Hygiene, and Safety:
Employees with health problems will be told to stay at home until they:
1)
2)

A child with a serious contagious condition will be _____and _____.

If a child needs a sponge or tub bath or shower to ensure bodily cleanliness, then it is acceptable for the caregiver to do so. Yes or No

Infant and toddler toys and equipment must be cleaned daily with a _____ _____.

All vehicles used in transporting a child must have a _____ _____ _____ equipped according to the standards of the American _____ _____.

Is it acceptable for a facility to have a pet? Yes or No

What is a pet that is not acceptable in the facility?_____

How often are disaster drills required to be done? _____

Nutrition and Meals
What is the minimum number of minutes allowed for snack time?

What is the minimum number of minutes allowed for lunch time?

Can the children eat standing up?

Can the children share food?

In a facility that is open 40 hours or more a week, how many times can a parent bring in a sack lunch for his or her child?_____

Discipline and Guidance
1. List eight behaviors that are not allowed by parents, caregivers, or other children in a child-care setting:
    1)
    2)
    3)
    4)
    5)
    6)
    7)

8)

2. Can a caregiver restrain a child or give him or her medicine other than doctor prescribed prescriptions? Yes or No

3. When children are placed in time-out, what are two things that are not acceptable?

Diapering:
Can the sink used for preparing bottles, food, and washing cups be used for washing hands after diapering?

When a parent wants to begin potty training at home, he or she must also consult with the caregiver. True or False

Rest Periods:
1. Linens and bed coverings must be changed every _____ _____ at a minimum.

Feeding of Infants and Toddlers:
After baby food is poured onto a feeding dish for a feeding, can it be put back in a jar and stored, or should it be discarded?

What is not allowed to use for warming bottles and baby food?

Swimming and Water Activities:
1. The depth of wading pools should only ____ _____.
2. For toddlers playing in wading pools, what are three requirements?
   1)
   2)
   3)

Other:
Are there rules in place for children with special needs?
Are there rules in place for facilities that provide night care?
Are there rules for summer day camp and school age programs?

Hearings, Emergency Suspensions, and Legalities
Give one reason a license could be denied, refused to renew, suspended, or revoked._____
_____

Any person who operates, owns, or manages a facility without a license will be guilty of a _____ and have to pay a _____.

Class I violations are fined $500 and them $1,000. List the three Class I violations:

1)
2)
3)

4. How many Class II violations does it take to suspend a license?
5. List three Class II violations that you think are most common to occur in local facilities we may have visited.

1)
2)
3)

Name: _____

Date: _____

Period: _____

Journal Assessment Rubric

CATEGORY	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	SCORE:
Writing quality	There are a strong writing style and ability to express concepts learned. Excellent spelling, grammar, syntax, spelling, etc.	There are a good writing style and ability to express concepts learned. Very good grammar, syntax, spelling, etc.	There is a writing style that conveys meaning adequately. Some minor grammatical, syntax, and spelling errors	There is difficulty in expressing concepts. There is limited syntax. There are noticeable grammatical and spelling mistakes.	
Content	Clear and complete description of the activity is recorded. All major points are documented.	Very good description of the activity is recorded. Most major points are documented.	Good description of the activity is recorded. Some major points have been omitted.	Limited description of the activity is recorded. Very few major points are documented.	
Insight and understanding	Definite insights into the implications of the activity are recorded. Awareness of complexity of issues and situations is present.	Some insight into the issue or situation is recorded. Some sense of complexity is present.	Insight is present from a more simplistic standpoint.	Only limited insight into the issue or situation is recorded.	
Application	Content of the activity is connected to the student's personal life and goals.	Content of the activity is connected to the field of agriculture.	Content of the activity is related to life in general.	Only limited connections are made between the content of the activity and the surrounding world.	
				Total Score	

Comments:

Name: _____

Date: _____

Period: _____

Discussion Board Post Checklist

_____/20 points	Student has all required elements in the post. (20 points)
_____/20 points	Student stayed on topic. (20 points)
_____/20 points	Post is formatted correctly. (20 points)
_____/20 points	Student used correct grammar, punctuation, and spelling. (20 points)
_____/10 points	Post is interesting and informative. (10 points)
_____/10 points	Post is free of slang and inappropriate language. (10 points)

_____/100 possible points

Name: _____

Date: _____

Period: _____

Guest Speaker Evaluation Form

Student Name: _____

Date: _____

Name of Speaker: _____

1. List five main ideas expressed in the presentation.

1. _____
2. _____
3. _____
4. _____
5. _____

2. Write a brief summary relating the topics of the presentation to your life.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Date: _____

Period: _____

Class Participation Rubric

	Beginning **1 point**	**Developing** **2 points**	**Accomplished** **3 points**	**Exemplary** **4 points**	**Score**
Class discussions	Rarely contributed to discussions of the class	Contributed good effort to discussions of the class	Contributed great effort to discussions of the class	Contributed exceptional effort to discussions of the class	
On-task behavior	Exhibited on-task behavior inconsistently	Exhibited on-task behavior some of the time	Exhibited on-task behavior most of the time	Exhibited on-task behavior consistently	
Helping others	Did not assist other class members	Seldom assisted other class members	Occasionally assisted other class members	Assisted other class members	
Listening	Ignored ideas of class members	Seldom listened to ideas of class members	Occasionally listened to ideas of class members	Always listened to ideas of class members	
				TOTAL	

Comments:

Early Childhood Education

Unit 9: Management and Administration — 80 Hours

Competency 1: Explain the purpose of licensing and other regulations affecting child-care services. (DOK 3) NAEYC1, NAEYC2, NAEYC3, NAEYC4, NAYC5, CDA1, CDA2, CDA3, CDA4, CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand rules and procedures that are set in place for managing a successful child-care center.
2. Students will understand that the MSDH governs all aspects of licensed child-care centers in the state.

Suggested Essential Questions

1. Why do child-care providers need to understand and apply the MSDH licensure guidelines?
2. What types of things are subject to be governed by licensure regulations?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Explore aspects of child care that are subject to licensing requirements, including but not limited to indoor and outdoor square footage, training or education of employees, ratio of adults to children, maximum group size, equipment, facility structure and safety, zoning codes, criminal background checks and fingerprinting of staff, health exams, and immunization status of children and staff. (DOK 1) HS1, HS2, HS3, HS5, HS7	a. Have students make a K-W-L chart about what they think licensure covers. Ask students what could occur if there were no laws or guidelines governing child-care facilities. Have students fill in the "K" and "W" portions of their K-W-L charts in one color of ink (either blue or black). Then divide students into groups, and assign different areas for them to read in the *MSDH Regulations Governing Licensure of Child Care Facilities* publication. Have students tell others about what they discovered. Have students select a different color of ink (red or green) to write in what they learned under the "L" portion of the worksheet. **Grasps-**A woman and ambitious, new child-care center director just purchased a house to start up a child-care center. They did not get a home inspection or think to measure the square footage of the rooms inside to accommodate their expected budget. As soon as they made application for a license, they had to go through an inspection in which numerous electrical, plumbing, and other square footage modifications had to be done. What should they have done before they purchased the house? **Grasps**-Write a job description for a head teacher who is responsible for supervising the total program of the classroom. The description will be placed in the personnel handbook. Include all aspects of the position.	a. K-W-L on MSDH Licensure Laws Teacher created test on licensure laws and guidelines Case Study Vocabulary Quiz

Suggested **vocabulary words**: (refer to pages 1–7 of MSDH guidelines publication for clarity of some of the following definitions)

licensing agency, temporary license, regular license, probational license, restricted license, director, operator, service staff, volunteer, agency representative, advisory board, zoning codes, ratio, accessibility, fluorescent lighting, resilient flooring, Incandescent lighting, usable space, caregiver, criminal record, child abuse central registry check, director designee, Dept. of Human Services, budget, fixed expenses, variable expenses, optional expenses, etc. E1, E2, E3, E4, E5, E6, M1, M2, R1, R2, R3, S1, W1, CS1, CS2, CS3

Competency 2: Summarize sound business and operating procedures that are necessary for a successful, productive child-care center. (DOK 3) NAEYC5 CDA5, CDA6

Suggested Enduring Understandings

1. Students will understand sources of income and types of expenses involved in managing a child-care center.
2. Students will understand ways to market a center.
3. Students will understand that there are legal and liability concerns in operating a center.

Suggested Essential Questions

1. What are the sources of income for a center?
2. What types of expenses would a director or owner encounter in running a center?
3. How can one advertise or market a center?
4. What are legalities of operating a center?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify sources of income for a program. (DOK 1)	a. Survey local child-care centers to discover which are publicly or privately sponsored or profit or not for profit and ways that each operate in regards to budgeting and marketing. Have students prepare questions regarding sources of funding and then interview directors at two different types of centers (ex. Head Start, religious based center, “for profit” private child-care center owner, etc.). Students should prepare questions about tuition costs, private or public funded, charitable or foundation supported, fund-raising activities, and in-kind support. Have students write a brief summary of their interview. Have students research the Internet or early childhood magazines or publications for types of grants available (ex. Child Care and Development Block Grant) and write a brief summary on their	a. Written Summary Rubric

		findings. E1, E2, E3, E4, E5, E6, M1, M2, M3, R1, R2, R3, R4, W1, W2, CS4, T2	
b.	Explore types of expenses (fixed, variable, and optional expenditures) that may be involved in operating a program, including but not limited to mortgage or rent, salaries, utilities, insurance, food, maintenance, repairs, purchasing, indoor and outdoor equipment and supplies, field trip costs, transportation, and so forth. (DOK 3) HS6	b. Have students brainstorm and write a list of "expenses" on a large "Post It" note to place on the wall. Remind students of "start up" costs also. Explain the concepts of "fixed expenses" that occur monthly (rent or insurance), "variable expenditures" that occur monthly but may vary (electric or phone), and "optional expenditures" that are nonessential (play equipment or software). These terms should already be defined from the above objective and list of vocabulary words. After students have an understanding of these types of expenses, have them partner with another student and estimate monthly (and then yearly, if desired) expenses for running a center based on enrollment of 45 children. Provide students with calculators and budget worksheets to figure whether they might make a profit. Have students report back to others with their outcomes. **Grasps-**A benefactor left a one-time donation of $12,000 to your child-care program. You need a new computer software program for bookkeeping and administrative work, but you also want to update and purchase new playground equipment. What factors will you consider when making the decision on how best to spend the money? E1, E2, E3, E4, E5, E6, M1, M2, M3, R1, R2, CS2, CS3, CS4	b. Child-Care Center Budget Worksheet Case Study
c.	Investigate liability and legal concerns in operating a program such as local, state, and federal regulations. (DOK 3) HS1, HS2, HS3, HS5, HS7	c. Ask students to brainstorm about any other regulations, laws, or governing agencies (besides MSDH) that might be involved in owning or managing a child-care facility. Explain to students that there are many more regulations that govern child-care facilities and operations, besides the MSDH guidelines. Assign students any of the following various topics to research in regards to compliance with local laws (zoning, fire, and safety codes), liability insurance for lawsuits, property loss, accidents or injury, disability, workmen's compensation, bonding, and federal laws regarding civil rights, disabilities (covered in earlier objective), I-9 Illegal Aliens Act, Department of Labor Fair Wage and Standards Act, Right To Know Act, Family Medical Leave Act, and OSHA (Occupational Safety and Health Act). Have students present an oral report to the class on their selected topic. Invite a guest from the fire department, zoning department, or a lawyer to speak to the class about regulations that must be met when operating a center. E1, E2, E3, E4, E5, E6, R1, R2, W1, W2, CS2, T3	c. Presentation Rubric

d. Explore ways to market and advertise a child-care program. (DOK 3) HS7	d. Ask students to define what the following terms mean: public relations, first impressions, and marketing. Lead a discussion about these important factors in regards to marketing a program. **Grasps-**Lead students in an **Integration** activity with the Business Computer Technology class, Computer Graphics class, or the Marketing and Economics class, in which they will pair with another student to create a flier, newsletter, brochure, newspaper ad, radio or TV ad, or Web page to market and advertise "their child-care center." Have students create a name, an address, a phone number, and other essential information (ex. ages of children, hours of operation, teaching philosophy, which students previously wrote, etc.) that parents would need in order to enroll their children in the child-care program. Have students share their finished products with the class. *This activity will probably take more than one class period to complete. Have students place their projects in their portfolios. Take pictures of the integration activity to put in the school paper or local newspaper. E1, E2, E3, E4, E5, E6, W1, W2, W3, W4, W5, CS1, CS3, CS4, T1, T2, T4	d. Rubrics that correspond to the students' selections (ex. Brochure, Newsletter, Presentation, etc.) Electronic Portfolio Checklist

Competency 3: Analyze the role of a director. (DOK 4) NAEYC1, NAEYC2, NAEYC3, NAEYC4, NAEYC5, CDA1, CDA2, CDA3, CDA4, CDA5,CDA6

Suggested Enduring Understandings

1. Students will understand that the director must possess skills in many different areas.
2. Students will understand moral and ethical expectations of staff that are recommended by the NAEYC.
3. Students will understand that information provided in handbooks is helpful and necessary for staff, parents, and children.

Suggested Essential Questions

1. What types of skills should a center director have?
2. What are the NAEYC standards for conduct?
3. What information should I include in parent and staff handbooks?

Suggested Performance Indicators	Suggested Teaching Strategies	Suggested Assessment Strategies
a. Identify skills and responsibilities needed in areas of communication, leadership, management, supervision,	a. Have students trace outlines of each other on large sheets of bulletin board paper while lying on the floor. Instruct students to take their own body outline and write skills inside the body area that they would need in order to be a center director. Hang the illustrations on the classroom wall, and	a. Class Participation Rubric Role-Play or Skit Assessment Rubric

	administrative tasks, such as record keeping, evaluation of staff, time management, inventory, use of technology, and networking. (DOK 1) HS5, HS7		discuss the items that the students derived. Have students write definitions and discuss interpersonal skills, empathy, active listening, conflict resolution, time management skills, and networking. Have students participate in various role-play and skits in which they will act out the behavior of a director in various situations (ex. Giving an open house speech at the beginning of the preschool year, hiring or firing an employee, correcting an employee who has been excessively late for work, calling the licensure office about a background check question, ending a parent conference that has run over time into another impatient parent's time slot, etc.). Reference: *Child Care Administration* text book **Grasps**-You are a newly hired director at a five star NAEYC accredited child-care facility. Your task is to develop an evaluation system to grade your teachers using NAEYC, ITERS, and ECERS criteria. You are to create a document with a rating scale for this evaluation and you must consider all aspects of the job. What types of things will you evaluate? To what degree will you evaluate the staff? E1, E2, E3, E4, E5, E6, M1, R1, R2, R3, R4, W1, CS4, T2	
b.	Outline moral and ethical characteristics stated in the NAEYC Code of Ethical Conduct and Statement of Commitment. (DOK 1) HS7	b.	Divide students into four groups to read and summarize the NAEYC Principles from the Code of Ethical Conduct. Refer to the text *Working With Young Children* or the NAEYC Web site http://www.naeyc.org. Have students determine key points from their reading to share with the class. Have students create an informative bulletin board relating to ethics in the workplace and at school. E1, E2, E3, E4, E5, E6, R1, R2, R3, W1, W2, CS3, T2, T4	b. Class Participation Rubric Bulletin Board Assessment Rubric
c.	Recognize the importance of developing written rules in handbooks for parents and staff/ personnel. (DOK 1) HS7	c.	Tell students that as a center director, they would be responsible for developing handbooks and guidelines for their employees, staff, and parents. Discuss what might happen if there were no written rules or expectations for parents, staff, or children. Have students compare and contrast components of the handbooks. Have students write a paper about components that they would use for their handbooks and the justification for the rules if they owned or managed a center. E1, E2, E3, E4, E5, E6, R1, R2, W1, W2, W3, W4, W5, W6, CS2, T1, T3, T4, T5	c. Written Report Rubric
d.	Formulate strategies to involve parents in the child-care program.	d.	Instruct students to role-play a parent/teacher meeting. Consider how the teacher would prefer the room arrangement for the mock conference, and	d. Role-Play or Skit Assessment Rubric

(DOK 3) HS7	plan to discuss issues like possible cultural differences or a child's behavioral problems that the teacher must discuss with the parent. Plan a "mock" beginning of the year picnic. Have students develop invitations for the parents and a menu. Have students identify other things that might help to make the parents feel welcome and a topic or theme for the event. Have students create a parent newsletter for a mock preschool class. Include colorful graphics and items of importance (upcoming events, field trips, themed units, etc.). Have students place their parent newsletters in electronic portfolios for future reference. Have students develop a list of phone numbers and contacts for service agencies and other organizations in the community in case they might have to refer a parent. E1, E2, E3, E4, E5, E6, R1, W1, W2, CS4, T2	Newsletter Rubric Electronic Portfolio Checklist

Special Notes:

CDA - Child Development Associate
ELG - Early Learning Guidelines
ECERS - Early Childhood Environment Rating Scale
ITERS - Infant/Toddler Environment Rating Scale
MSDH - Mississippi State Department of Health
MCCQSS - Mississippi Child Care Quality Step System

Suggested Lab Hours for 2nd year students:

1st nine weeks: 1 to 2 hours per week
2nd nine weeks: 2 to 3 hours per week
3rd nine weeks: 2 to 3 hours per week
4th nine weeks: 2 to 3 hours per week

Standards

National Industry Standards

NAEYC (National Association for the Education of Young Children) Standards

NAEYC1 Promoting Child Development and Learning
NAEYC2 Building Family and Community Relationships
NAEYC3 Observing, Documenting, and Assessing
NAEYC4 Teaching and Learning
NAEYC5 Becoming a Professional

CDA (Child Development Associate credential) Standards

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA4 To establish positive and productive relationships with families
CDA5 To ensure a well-run, purposeful program responsive to participant needs
CDA6 To maintain a commitment to professionalism

MS Academic Standards- Comprehensive Health

HS1 Comprehend concepts related to health promotion and disease prevention.
HS2 Demonstrate the ability to obtain valid health information.
HS3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
HS5 Demonstrate the ability to use interpersonal communication skills to enhance health.
HS6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HS7 Demonstrate the ability to advocate for personal, family, and community health.

21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability

National Educational Technology Standards

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship

ACT College Readiness Standards

E1 Topic Development in Terms of Purpose and Focus
E2 Organization, Unity, and Coherence
E3 Word Choice in Terms of Style, Tone, Clarity, and Economy
E4 Sentence Structure and Formation
E5 Conventions of Usage
E6 Conventions of Punctuation
M1 Basic Operations and Applications
M2 Probability, Statistics, and Data Analysis
M3 Numbers: Concepts and Properties

R1 Main Ideas and Author's Approach
R2 Supporting Details
R3 Sequential, Comparative, and Cause–Effect Relationships
R4 Meaning of Words
W1 Expressing Judgments
W2 Focusing on the Topic
W3 Developing a Position
W4 Organizing Ideas
W5 Using Language

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Suggested Rubrics and Checklists

Name: _____

Date: _____

Period: _____

Budgeting for a Child-Care Center

Directions: Estimate monthly expenses for the following items:

Rent or mortgage	***$_____***
Salaries	***$_____***
Teaching staff	
Kitchen staff	
Custodial staff	
Furniture/equipment	***$_____***
Insurance	***$_____***
Utilities	***$_____***
Electric	
Phone	
Gas	
TV	
Food services	***$_____***
Field trips	***$_____***
Transportation	***$_____***
Supplies	***$_____***
Total	***$_____***

To extend the activity, calculate the monthly expenses into yearly expenses.

Name: _____

Date: _____

Period: _____

Brochure Assessment Rubric

CATEGORY	20	18	16	14
Content /Accuracy	All facts in the brochure are accurate.	90–99% of the facts in the brochure are accurate.	80–89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Spelling	No spelling errors occur.	No more than three spelling errors occur.	No more than six spelling errors occur.	Several spelling errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of 95–100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 85–94% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 75–84% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Knowledge gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness and organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Name: _____

Date: _____

Period: _____

Role-Play or Skit Assessment Rubric

	Excellent 4 Points	Good 3 Points	Average 2 Points	Needs Improvement 1 Point	Score
Accuracy	All information was accurate.	Almost all information was accurate.	Most information was accurate.	Very little information was accurate.	
Role	Excellent character development; student contributed in a significant manner.	Good character development; student contributed in a cooperative manner.	Fair character development; student may have contributed.	Little or no character development; student did not contribute much at all.	
Knowledge gained	Can clearly explain several ways in which his or her character "saw" things differently than other characters and can explain why	Can clearly explain several ways in which his or her character "saw" things differently than other characters	Can clearly explain one way in which his or her character "saw" things differently than other characters	Cannot explain any way in which his or her character "saw" things differently than other characters	
Props	Used several props and showed considerable creativity	Used one or two appropriate props that made the presentation better	Used one or two props that made the presentation better	Used no props to make the presentation better	
Required elements	Included more information than required	Included all required information	Included most required information	Included less information than required	
				TOTAL	

Name: _____

Date: _____

Period: _____

Written Report Assessment Rubric

	Exemplary 4 Points	Accomplished 3 Points	Developing 2 Points	Beginning 1 Point	Score
Content	Clear thesis and focus that remain apparent	Thesis and focus that remain apparent	Addresses subject matter with minimal support	Does not focus on topic	
Grammar	Correct and effective use of grammar and mechanics	Occasional errors in use of grammar and mechanics	Problems in use of grammar and mechanics	Repeated errors in use of grammar and mechanics	
Organization	Ideas flow smoothly and logically with clarity and coherence	Logical order and appropriate sequencing of ideas with adequate transition	Some evidence of an organizational plan or strategy	Lacks organization	

Name: _____

Date: _____

Period: _____

Newsletter Rubric

Name: _____ Date: _____ Period: _____

	5 Points	3–4 Points	2 Points	0–1 Point	TOTAL
Content research	Complete and correct historic content; free from grammatical errors; two complete pages	Mostly complete content; few to no grammatical errors; one complete page and one incomplete page	Somewhat complete content; some grammatical errors; one complete page	Incomplete content; many grammatical errors; one incomplete page	
Cooperative efforts	On topic; group cooperation; always on task	Little off topic talking; group cooperation; works well together; mostly on task	Some off topic talking; some cooperation; some off task behavior	Constant off topic talking; little to no cooperation; off task	
Layout and design	Both pages eye appealing; appropriate use of all graphics and layout is clean and font is readable; creative title	Two mostly complete pages; correct use of graphics; layout and font are somewhat appropriate; somewhat creative title	One page eye appealing; second page incomplete; graphics inserted haphazardly; good title	Incomplete layout on all pages; no graphics; poor, non-creative title	
Knowledge of software	Mastered the necessary components to complete project; can teach others	Requires minimal help from the instructor; can teach others with some assistance	Requires more assistance from the instructor; can teach others with some assistance	Requires constant assistance from instructor	
				Total	

Scale of Grades - Cumulative Points

17–20 Points ..... A

12–16 Points ..... B

8–11 Points C

4–7 Points ..... D

0–3 Points ..... F

Student Competency Profile

Student Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Orientation, Personal, and Professional Preparation

_____ 1. Examine and research educational, occupational, and leadership opportunities in Early Childhood. (DOK 3)

_____ 2. Analyze knowledge, skills, and dispositions needed to work in the teaching profession. (DOK 3)

Unit 2: Child Development Infants Middle Childhood

_____ 1. Examine the physical, cognitive, social, and emotional development of infants from birth to 1 year of age. (DOK 3)

_____ 2. Examine the physical, cognitive, social, and emotional characteristics of toddlers from 1 to 3 years of age. (DOK 3)

_____ 3. Summarize the physical, cognitive, social, and emotional characteristics of preschoolers from 3 to 5 years of age. (DOK 3)

_____ 4. Examine the physical, cognitive, social, and emotional characteristics of children from age 6 through adolescence. (DOK 3)

_____ 5. Survey inclusion and techniques to meet the developmental needs of special needs and culturally diverse children. (DOK 1)

Unit 3: History and Trends of Early Childhood Education

_____ 1. Understand the history and evolution of early childhood education. (DOK 2)

_____ 2. Examine programs, initiatives, and accreditations that influenced early childhood education. (DOK 3)

_____ 3. Recognize social and societal trends of early childhood education. (DOK 2)

Unit 4: Health and Safety

_____ 1. Explain the responsibilities of caregivers for protecting children's health and safety. (DOK 3)

_____ 2. Recognize factors contributing to children's physical health. (DOK 1)

_____ 3. Describe factors contributing to children's mental and emotional health.(DOK3)

Unit 5: Observation, Assessment, and Guidance

_____ 1. Investigate the importance of observing and assessing children in a child-care setting. (DOK 4)

_____ 2. Identify goals of effective guidance. (DOK 1)

Unit 6: Career Development and Professionalism

_____ 1. Investigate occupational, educational, and leadership opportunities in the field of Early Childhood. (DOK 3)

Unit 7: The Learning Environment

_____ 1. Describe daily routines for infants, toddlers, and preschool age children in a child-care setting. (DOK 1)

2. Plan a thematic unit of study. (DOK 4)

3. Explore types of equipment and arrangement of physical space that help promote learning. (DOK 3)

Unit 8: Characteristics of Quality Child-Care Programs

1. Explain components of quality child-care programs. (DOK 3)

Unit 9: Management and Administration

1. Explain the purpose of licensing and other regulations affecting child-care services. (DOK 3)
2. Summarize sound business and operating procedures that are necessary for a successful, productive child-care center. (DOK 3)
3. Analyze the role of a director. (DOK 4)

Appendix A: 21st Century Skills Standards

CS1 Flexibility and Adaptability
CS2 Initiative and Self-Direction
CS3 Social and Cross-Cultural Skills
CS4 Productivity and Accountability
CS5 Leadership and Responsibility

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

CS 1 Flexibility and Adaptability

- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

CS 2 Initiative and Self-Direction

- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels toward a professional level
- Defining, prioritizing, and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

CS 3 Social and Cross-Cultural Skills

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

CS 4 Productivity and Accountability

- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

CS 5 Leadership and Responsibility

- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

Appendix B: MS Academic Standards

Comprehensive Health

The Comprehensive Health Framework for grades 9 through 12 is dedicated to student achievement in all dimensions of health, including, but not limited to, community/environmental health, consumer health, disease prevention and control, human growth and development, nutrition, family life, safety and first aid, personal health, mental health, and drug abuse prevention.

CH1 Comprehend concepts related to health promotion and disease prevention.
CH2 Demonstrate the ability to obtain valid health information.
CH3 Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
CH4 Analyze the influence of culture, media, technology, and other factors on health.
CH5 Demonstrate the ability to use interpersonal communication skills to enhance health.
CH6 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
CH7 Demonstrate the ability to advocate for personal, family, and community health.

Appendix C: ACT College Readiness Standards

English

E1 Topic Development in Terms of Purpose and Focus

- Identify the basic purpose or role of a specified phrase or sentence.
- Delete a clause or sentence because it is obviously irrelevant to the essay.
- Identify the central idea or main topic of a straightforward piece of writing.
- Determine relevancy when presented with a variety of sentence-level details.
- Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal.
- Delete material primarily because it disturbs the flow and development of the paragraph.
- Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement.
- Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material.
- Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.
- Determine whether a complex essay has accomplished a specific purpose.
- Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

E2 Organization, Unity, and Coherence

- Use conjunctive adverbs or phrases to show time relationship in simple narrative essays (e.g., *then, this time, etc*).
- Select the most logical place to add a sentence in a paragraph.
- Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response).
- Decide the most logical place to add a sentence in an essay.
- Add a sentence that introduces a simple paragraph.
- Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition).
- Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic.
- Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward.
- Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs.
- Rearrange sentences to improve the logic and coherence of a complex paragraph.
- Add a sentence to introduce or conclude a fairly complex paragraph.
- Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay.

E3 Word Choice in Terms of Style, Tone, Clarity, and Economy

- Revise sentences to correct awkward and confusing arrangements of sentence elements.
- Revise vague nouns and pronouns that create obvious logic problems.
- Delete obviously synonymous and wordy material in a sentence.
- Revise expressions that deviate from the style of an essay.
- Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”).

- Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.
- Determine the clearest and most logical conjunction to link clauses.
- Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.
- Identify and correct ambiguous pronoun references.
- Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.
- Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint").
- Correct vague and wordy or clumsy and confusing writing containing sophisticated language.
- Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.

E4 Sentence Structure and Formation

- Use conjunctions or punctuation to join simple clauses.
- Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences.
- Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences.
- Decide the appropriate verb tense and voice by considering the meaning of the entire sentence.
- Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers).
- Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems.
- Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence.
- Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
- Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
- Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses.

E5 Conventions of Usage

- Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives.
- Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject–verb and pronoun–antecedent agreement, and which preposition to use in simple contexts.
- Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.
- Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to).
- Ensure that a verb agrees with its subject when there is some text between the two.
- Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
- Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of.
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns who and whom.
- Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun).
- Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas.
- Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb.

E6 Conventions of Punctuation

- Delete commas that create basic sense problems (e.g., between verb and direct object).
- Provide appropriate punctuation in straightforward situations (e.g., items in a series).
- Delete commas that disturb the sentence flow (e.g., between modifier and modified element).
- Use commas to set off simple parenthetical phrases.
- Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause).
- Use punctuation to set off complex parenthetical phrases.
- Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by and).
- Use apostrophes to indicate simple possessive nouns.
- Recognize inappropriate uses of colons and semicolons.
- Use commas to set off a nonessential/ nonrestrictive appositive or clause.
- Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical).
- Use an apostrophe to show possession, especially with irregular plural nouns.
- Use a semicolon to indicate a relationship between closely related independent clauses.
- Use a colon to introduce an example or an elaboration.

Math

M1 Basic Operations & Applications

- Perform one-operation computation with whole numbers and decimals.
- Solve problems in one or two steps using whole numbers.
- Perform common conversions (e.g., inches to feet or hours to minutes).
- Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.
- Solve some routine two-step arithmetic problems.
- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.
- Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).
- Solve word problems containing several rates, proportions, or percentages.
- Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings).

M2 Probability, Statistics, & Data Analysis

- Calculate the average of a list of positive whole numbers.
- Perform a single computation using information from a table or chart.
- Calculate the average of a list of numbers.
- Calculate the average, given the number of data values and the sum of the data values.
- Read tables and graphs.
- Perform computations on data from tables and graphs.
- Use the relationship between the probability of an event and the probability of its complement.
- Calculate the missing data value, given the average and all data values but one.
- Translate from one representation of data to another (e.g., a bar graph to a circle graph).
- Determine the probability of a simple event.
- Exhibit knowledge of simple counting techniques*.
- Calculate the average, given the frequency counts of all the data values.
- Manipulate data from tables and graphs.

- Compute straightforward probabilities for common situations.
- Use Venn diagrams in counting.*
- Calculate or use a weighted average.
- Interpret and use information from figures, tables, and graphs.
- Apply counting techniques.
- Compute a probability when the event and/or sample space are not given or obvious.
- Distinguish between mean, median, and mode for a list of numbers.
- Analyze and draw conclusions based on information from figures, tables, and graphs.
- Exhibit knowledge of conditional and joint probability.

M3 Numbers: Concepts & Properties

- Recognize equivalent fractions and fractions in lowest terms.
- Recognize one-digit factors of a number.
- Identify a digit's place value.
- Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor.
- Find and use the least common multiple.
- Order fractions.
- Work with numerical factors.
- Work with scientific notation.
- Work with squares and square roots of numbers.
- Work problems involving positive integer exponents.*
- Work with cubes and cube roots of numbers.*
- Determine when an expression is undefined.*
- Exhibit some knowledge of the complex numbers.†
- Apply number properties involving prime factorization.
- Apply number properties involving even/odd numbers and factors/multiples.
- Apply number properties involving positive/negative numbers.
- Apply rules of exponents.
- Multiply two complex numbers.†
- Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers.
- Exhibit knowledge of logarithms and geometric sequences.
- Apply properties of complex numbers.

M4 Expressions, Equations, & Inequalities

- Exhibit knowledge of basic expressions (e.g., identify an expression for a total as b + g).
- Solve equations in the form x + a = b, where a and b are whole numbers or decimals.
- Substitute whole numbers for unknown quantities to evaluate expressions.
- Solve one-step equations having integer or decimal answers.
- Combine like terms (e.g., 2x + 5x).
- Evaluate algebraic expressions by substituting integers for unknown quantities.
- Add and subtract simple algebraic expressions.
- Solve routine first-degree equations.
- Perform straightforward word-to-symbol translations.
- Multiply two binomials.*
- Solve real-world problems using first-degree equations.
- Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions).
- Identify solutions to simple quadratic equations.
- Add, subtract, and multiply polynomials.*

- Factor simple quadratics (e.g., the difference of squares and perfect square trinomials).*
- Solve first-degree inequalities that do not require reversing the inequality sign.*
- Manipulate expressions and equations.
- Write expressions, equations, and inequalities for common algebra settings.
- Solve linear inequalities that require reversing the inequality sign.
- Solve absolute value equations.
- Solve quadratic equations.
- Find solutions to systems of linear equations.
- Write expressions that require planning and/or manipulating to accurately model a situation.
- Write equations and inequalities that require planning, manipulating, and/or solving.
- Solve simple absolute value inequalities.

M5 Graphical Representations

- Identify the location of a point with a positive coordinate on the number line.
- Locate points on the number line and in the first quadrant.
- Locate points in the coordinate plane.
- Comprehend the concept of length on the number line.*
- Exhibit knowledge of slope.*
- Identify the graph of a linear inequality on the number line.*
- Determine the slope of a line from points or equations.*
- Match linear graphs with their equations.*
- Find the midpoint of a line segment.*
- Interpret and use information from graphs in the coordinate plane.
- Match number line graphs with solution sets of linear inequalities.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).†
- Match number line graphs with solution sets of simple quadratic inequalities.
- Identify characteristics of graphs based on a set of conditions or on a general equation such as $y = ax2 + c$.
- Solve problems integrating multiple algebraic and/or geometric concepts.
- Analyze and draw conclusions based on information from graphs in the coordinate plane.

M6 Properties of Plane Figures

- Exhibit some knowledge of the angles associated with parallel lines.
- Find the measure of an angle using properties of parallel lines.
- Exhibit knowledge of basic angle properties and special sums of angle measures (e.g., 90°, 180°, and 360°).
- Use several angle properties to find an unknown angle measure.
- Recognize Pythagorean triples.*
- Use properties of isosceles triangles.*
- Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles.
- Use the Pythagorean theorem.
- Draw conclusions based on a set of conditions.
- Solve multistep geometry problems that involve integrating concepts, planning, visualization, and/or making connections with other content areas.
- Use relationships among angles, arcs, and distances in a circle.

M7 Measurement

- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure.
- Compute the perimeter of polygons when all side lengths are given.

- Compute the area of rectangles when whole number dimensions are given.
- Compute the area and perimeter of triangles and rectangles in simple problems.
- Use geometric formulas when all necessary information is given.
- Compute the area of triangles and rectangles when one or more additional simple steps are required.
- Compute the area and circumference of circles after identifying necessary information.
- Compute the perimeter of simple composite geometric figures with unknown side lengths.*
- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.
- Use scale factors to determine the magnitude of a size change.
- Compute the area of composite geometric figures when planning or visualization is required.

M8 Functions

- Evaluate quadratic functions, expressed in function notation, at integer values.
- Evaluate polynomial functions, expressed in function notation, at integer values.†
- Express the sine, cosine, and tangent of an angle in a right triangle as a ratio of given side lengths.†
- Evaluate composite functions at integer values.†
- Apply basic trigonometric ratios to solve right-triangle problems.†
- Write an expression for the composite of two simple functions.†
- Use trigonometric concepts and basic identities to solve problems.†
- Exhibit knowledge of unit circle trigonometry.†
- Match graphs of basic trigonometric functions with their equations.

Notes:

- Students who score in the 1–12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.
- Standards followed by an asterisk (*) apply to the PLAN and ACT Mathematics Tests only.
- Standards followed by a dagger (†) apply to the ACT Mathematics Test only.

Reading

R1 Main Ideas and Author's Approach

- Recognize a clear intent of an author or narrator in uncomplicated literary narratives.
- Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages.
- Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.
- Infer the main idea or purpose of straightforward paragraphs in more challenging passages.
- Summarize basic events and ideas in more challenging passages.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages.
- Infer the main idea or purpose of more challenging passages or their paragraphs.
- Summarize events and ideas in virtually any passage.
- Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.
- Identify clear main ideas or purposes of complex passages or their paragraphs.

R2 Supporting Details

- Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- Locate simple details at the sentence and paragraph level in uncomplicated passages.
- Recognize a clear function of a part of an uncomplicated passage.

- Locate important details in uncomplicated passages.
- Make simple inferences about how details are used in passages.
- Locate important details in more challenging passages.
- Locate and interpret minor or subtly stated details in uncomplicated passages.
- Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.
- Locate and interpret minor or subtly stated details in more challenging passages.
- Use details from different sections of some complex informational passages to support a specific point or argument.
- Locate and interpret details in complex passages.
- Understand the function of a part of a passage when the function is subtle or complex.

R3 Sequential, Comparative, and Cause-Effect Relationships

- Determine when (e.g., first, last, before, after) or if an event occurred in uncomplicated passages.
- Recognize clear cause–effect relationships described within a single sentence in a passage.
- Identify relationships between main characters in uncomplicated literary narratives.
- Recognize clear cause–effect relationships within a single paragraph in uncomplicated literary narratives.
- Order simple sequences of events in uncomplicated literary narratives.
- Identify clear relationships between people, ideas, and so on in uncomplicated passages.
- Identify clear cause–effect relationships in uncomplicated passages.
- Order sequences of events in uncomplicated passages.
- Understand relationships between people, ideas, and so on in uncomplicated passages.
- Identify clear relationships between characters, ideas, and so on in more challenging literary narratives.
- Understand implied or subtly stated cause–effect relationships in uncomplicated passages.
- Identify clear cause–effect relationships in more challenging passages.
- Order sequences of events in more challenging passages.
- Understand the dynamics between people, ideas, and so on in more challenging passages.
- Understand implied or subtly stated cause-effect relationships in more challenging passages.
- Order sequences of events in complex passages.
- Understand the subtleties in relationships between people, ideas, and so on in virtually any passage.
- Understand implied, subtle, or complex cause–effect relationships in virtually any passage.

R5 Meaning of Words

- Understand the implication of a familiar word or phrase and of simple descriptive language.
- Use context to understand basic figurative language.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages.
- Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.
- Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.
- Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.
- Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage.

R6 Generalizations and Conclusions

- Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.
- Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages.
- Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages.

- Draw simple generalizations and conclusions using details that support the main points of more challenging passages.
- Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives.
- Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.
- Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on.
- Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage.
- Understand and generalize about portions of a complex literary narrative.

Science

S1 Interpretation of Data

- Select a single piece of data (numerical or non-numerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram).
- Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels).
- Select two or more pieces of data from a simple data presentation.
- Understand basic scientific terminology.
- Find basic information in a brief body of text.
- Determine how the value of one variable changes as the value of another variable changes in a simple data presentation.
- Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram).
- Compare or combine data from a simple data presentation (e.g., order or sum data from a table).
- Translate information into a table, graph, or diagram.
- Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table).
- Compare or combine data from a complex data presentation.
- Interpolate between data points in a table or graph.
- Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- Identify and/or use a simple (e.g., linear) mathematical relationship between data.
- Analyze given information when presented with new, simple information.
- Compare or combine data from a simple data presentation with data from a complex data presentation.
- Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data.
- Extrapolate from data points in a table or graph.
- Compare or combine data from two or more complex data presentations.
- Analyze given information when presented with new, complex information.

S2 Scientific Investigation

- Understand the methods and tools used in a simple experiment.
- Understand the methods and tools used in a moderately complex experiment.
- Understand a simple experimental design.
- Identify a control in an experiment.
- Identify similarities and differences between experiments.
- Understand the methods and tools used in a complex experiment.
- Understand a complex experimental design.
- Predict the results of an additional trial or measurement in an experiment.
- Determine the experimental conditions that would produce specified results.
- Determine the hypothesis for an experiment.

- Identify an alternate method for testing a hypothesis.
- Understand precision and accuracy issues.
- Predict how modifying the design or methods of an experiment will affect results.
- Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results.

S3 Evaluation of Models, Inferences, and Experimental Results

- Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.
- Identify key issues or assumptions in a model.
- Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a simple hypothesis or conclusion and why.
- Identify strengths and weaknesses in one or more models.
- Identify similarities and differences between models.
- Determine which model(s) is (are) supported or weakened by new information.
- Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion.
- Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.
- Determine whether new information supports or weakens a model and why.
- Use new information to make a prediction based on a model.
- Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.
- Determine whether given information supports or contradicts a complex hypothesis or conclusion and why.

Writing

W1 Expressing Judgments

- Show a little understanding of the persuasive purpose of the task, but neglect to take or to maintain a position on the issue in the prompt,
- Show limited recognition of the complexity of the issue in the prompt,
- Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position,
- Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position,
- Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt,
- Show some recognition of the complexity of the issue in the prompt by doing the following:
    - Acknowledging counterarguments to the writer's position
    - Providing some response to counter-arguments to the writer's position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.
- Show recognition of the complexity of the issue in the prompt by doing the following:
    - Partially evaluating implications and/or complications of the issue, and/or
    - Posing and partially responding to counter-arguments to the writer's position
- Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion.
- Show understanding of the complexity of the issue in the prompt by doing the following:
    - Examining different perspectives, and/or
    - Evaluating implications or complications of the issue, and/or
    - Posing and fully discussing counter-arguments to the writer's position

W2 Focusing on the Topic

- Maintain a focus on the general topic in the prompt through most of the essay.

- Maintain a focus on the general topic in the prompt throughout the essay.
- Maintain a focus on the general topic in the prompt throughout the essay, and attempt a focus on the specific issue in the prompt.
- Present a thesis that establishes focus on the topic.
- Maintain a focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a thesis that establishes a focus on the writer's position on the issue.
- Maintain a clear focus on discussion of the specific topic and issue in the prompt throughout the essay.
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue.

W3 Developing a Position

- Offer a little development, with one or two ideas; if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas.
- Show little or no movement between general and specific ideas and examples.
- Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas.
- Show little movement between general and specific ideas and examples.
- Develop ideas by using some specific reasons, details, and examples.
- Show some movement between general and specific ideas and examples.
- Develop most ideas fully, using some specific and relevant reasons, details, and examples.
- Show clear movement between general and specific ideas and examples.
- Develop several ideas fully, using specific and relevant reasons, details, and examples.
- Show effective movement between general and specific ideas and examples.

W4 Organizing Ideas

- Provide a discernible organization with some logical grouping of ideas in parts of the essay.
- Use a few simple and obvious transitions.
- Present a discernible, though minimally developed, introduction and conclusion.
- Provide a simple organization with logical grouping of ideas in parts of the essay.
- Use some simple and obvious transitional words, though they may at times be inappropriate or misleading.
- Present a discernible, though underdeveloped, introduction and conclusion.
- Provide an adequate but simple organization with logical grouping of ideas in parts of the essay but with little evidence of logical progression of ideas.
- Use some simple and obvious, but appropriate, transitional words and phrases.
- Present a discernible introduction and conclusion with a little development.
- Provide unity and coherence throughout the essay, sometimes with a logical progression of ideas.
- Use relevant, though at times simple and obvious, transitional words and phrases to convey logical relationships between ideas.
- Present a somewhat developed introduction and conclusion.
- Provide unity and coherence throughout the essay, often with a logical progression of ideas.
- Use relevant transitional words, phrases, and sentences to convey logical relationships between ideas.
- Present a well-developed introduction and conclusion.

W5 Using Language

- Show limited control of language by doing the following:
    - Correctly employing some of the conventions of standard English grammar, usage, and mechanics but with distracting errors that sometimes significantly impede understanding
    - Using simple vocabulary
    - Using simple sentence structure
    - Correctly employing some of the conventions of standard English grammar, usage, and mechanics but with distracting errors that sometimes impede understanding

- Using simple but appropriate vocabulary
- Using a little sentence variety, though most sentences are simple in structure
- Correctly employing many of the conventions of standard English grammar, usage, and mechanics but with some distracting errors that may occasionally impede understanding
- Using appropriate vocabulary
- Using some varied kinds of sentence structures to vary pace
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding
- Using some precise and varied vocabulary
- Using several kinds of sentence structures to vary pace and to support meaning
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Using precise and varied vocabulary
- Using a variety of kinds of sentence structures to vary pace and to support meaning

Appendix D: National Industry Standards

The **National Association for the Education of Young Children (NAEYC)** is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8. NAEYC is committed to becoming an increasingly high performing and inclusive organization. Since 1985, NAEYC has offered a national, voluntary accreditation system to set professional standards for early childhood education programs and to help families identify high-quality programs. Today, NAEYC accreditation represents the mark of quality in early childhood education. Over 7,000 child-care programs, preschools, early learning centers, and other center- or school-based early childhood education programs are currently NAEYC-Accredited. These programs provide high-quality care and education to nearly one million young children in the United States, its territories, and programs affiliated with the United States Department of Defense. The following NAEYC standards are incorporated throughout the Early Childhood Education curriculum.

NAEYC1 Promoting Child Development and Learning
NAEYC2 Building Family and Community Relationships
NAEYC3 Observing, Documenting, and Assessing
NAEYC4 Teaching and Learning
NAEYC5 Becoming a Professional

The **Child Development Associate credential (CDA)** is a national credential awarded to early childhood professionals who have shown they have met the beginning level competencies needed for working with young children. It is a significant accomplishment and an option for starting a successful career in early childhood education. The CDA credential is administered by the Council for Professional Recognition in Washington, DC. It is the source for information about the credential, the application, and how to earn it. The following CDA credential standards are incorporated throughout the Early Childhood Education curriculum.

CDA1 To establish and maintain a safe, healthy learning environment
CDA2 To advance physical and intellectual competence
CDA3 To support social and emotional development and provide positive guidance
CDA4 To establish positive and productive relationships
CDA5 To ensure a well-run, purposeful program responsive to participant needs
CDA6 To maintain a commitment to professionalism

Appendix E: National Educational Technology Standards for Students

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes
b. Create original works as a means of personal or group expression
c. Use models and simulations to explore complex systems and issues
d. Identify trends and forecast possibilities

T2 Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
c. Develop cultural understanding and global awareness by engaging with learners of other cultures
d. Contribute to project teams to produce original works or solve problems

T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
d. Process data and report results

T4 Critical Thinking, Problem Solving, and Decision Making
Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation
b. Plan and manage activities to develop a solution or complete a project
c. Collect and analyze data to identify solutions and/or make informed decisions
d. Use multiple processes and diverse perspectives to explore alternative solutions

T5 Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology

b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
c. Demonstrate personal responsibility for lifelong learning
d. Exhibit leadership for digital citizenship

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems
b. Select and use applications effectively and productively
c. Troubleshoot systems and applications
d. Transfer current knowledge to learning of new technologies

Appendix F: Glossary

Unit 2- Child Development: Infants – Middle Childhood

Adolescence: a transitional stage of physical and mental human development that occurs between childhood and adulthood.

Articulation: how speech organs are involved in making a sound make contact.

Attachment: a bond, as of affection or loyalty; fond regard.

Cephalocaudal principal: developing from head to toe.

Cognitive/ intellectual development: how children develop skills, such as concentration, and the ability to learn, understand, recognize, and reason.

Concrete operational stage: occurring between the ages of 7 and 11; characterized by the appropriate use of logic.

Development: the process of growth.

Early Childhood: a stage in human development from birth to 6 years of age.

Emotional development: how children attain the ability to share and appropriately express their feelings.

Expressive language: communication of one's ideas, desires, or intentions to others, usually through speech, printed words, or signing.

Fine motor: the action involving the small muscles of the hands, as in handwriting, sewing, or knitting.

Gross motor: the action involving the large muscles of the body, as in walking, running, or swimming.

Infant: childbirth to 12 months.

Language development: process starting early in human life, when a person begins to acquire language by learning it as it is spoken and by mimicry.

Maturation: the emergence of personal and behavioral characteristics through growth processes.

Middle childhood: children that range from 7 to 8 years old.

Moral development: knowing right and wrong.

Motor sequence: order of new movements.

Multiple intelligences: Howard Gardner identifies seven different human intelligences that allow us to engage in learning and help us make sense of the world: (1) language, (2) logical-mathematical analysis, (3) spatial representation, (4) musical thinking, (5) the use of the body to solve problems or to make things, (6) an understanding of other individuals, and (7) an understanding of ourselves.

Object permanence: understanding that objects continue to exist even when they cannot be seen, heard, or touched.

Physical development: biological and psychological changes that occur in human beings between birth and the end of adolescence.

Preoperational stage: occurs between ages 2 and 6.

Preschooler: 3 years old until the child starts school.

Proximodistal principle: developing from the center outward.

Reflex: a normal, uncontrollable reaction of your body to something that you feel, see, or experience. Tests for reflexes include tapping the knee or the heel with a rubber hammer.

Rote: the process of memorizing using routine or repetition, often without full attention or comprehension.

Self-help skills: behaviors in which one can care for himself or herself in the areas of feeding, dressing, bathing, and toileting.

Sensorimotor stage: first stage of Piaget's theory, which lasts from birth to age 2 and is centered on the infant trying to make sense of the world.

Separation anxiety: a child's apprehension associated with separation from a parent or other caregiver.

Social development: how children interact with others and the world around them.

Synapses: how information moves from one neuron to another.

Telegraphic speech: words arranged in an order that makes sense, containing almost all nouns and verbs.

Temperament: manner of thinking, behaving, or reacting characteristic of a specific person.

Toddler: child between infancy and childhood; it usually begins between the ages of 12 and 18 months.

Unit 3 – History and Trends of Early Childhood Education

Accreditation: having a certification that states that a set of standards has been met.

Au pair: a person from a foreign country who lives with a family and provides child care in exchange for room, board, and transportation.

Child care center: full-day child care facilities that focus on basic nutritional, social, emotional, intellectual, and physical needs.

Child Development Associate Credential (CDA): a national credential that requires post-secondary courses in child care education and a minimum number of hours of child care experience.

Erikson: a psychologist who proposed a theory of psychosocial development. He believed development occurs through the life span.

Family Child Care: child care that is provided in a private home.

Freud: a psychoanalyst who believed that personality develops through senses of stages. His theories revolved around the idea that experiences in childhood profoundly affect adult life.

Gardner: the theory of Multiple Intelligence that emphasizes that there are different kinds of intelligence used by the human brain.

Head Start: a program developed by the federal government to strengthen the academic skill of children from low-income homes and designed mainly for four-and five-year-olds.

In-home child care: a person providing care for children in his or her home.

Laboratory school: schools located on a post-secondary or college campus with a primary purpose of training future teachers and serving as a study group for research.

Licensure: permission granted by an agency of government to an individual to engage in a given profession or occupation, once an applicant has met qualifications standards.

Montessori method: schools provide children freedom within limits by a rather structured approach, and a fixed method in which materials are presented.

MS Child Care Quality Step Program: voluntary rating system for licensed early childhood facilities in Mississippi.

Nanny: child care worker who usually provides care in the child's home and may receive food and housing in addition to wages.

National Association for the Education of Young Children (NAEYC): one of the most respected professional organizations for people who work with young children.

No Child Left Behind (NCLB): the latest federal legislation that enacts the theories of standards-based education reform, which is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education.

Parent Cooperatives: child care programs that are formed and run by parents who wish to take part in their children's preschool experience.

Piaget: a psychologist whose theory of cognitive development focuses on predictable thinking stages.

Private Sponsorship: child care programs sponsored by a house of worship, hospital, charitable organization, or an individual.

Professional Development: the systematic maintenance and broadening of the knowledge, skills, and personal qualities needed in working life.

Public Sponsorship: child care programs funded by the government, school district, and/or division of social services.

Skinner: behaviorist who argued that when a child's actions have positive results they will be repeated. Negative results will make the actions stop.

Smart Start: is a program that helps children from low- and middle-income families attend a public or non-public 4-year-old preschool program or 5-year-old kindergarten program of their choice.

Vygotsky: psychologist who believed that children learn through social and cultural experiences.

Unit 4 – Health and Safety

AIDS (Acquired immunodeficiency syndrome): a disease caused by the human immunodeficiency virus.

Anaphylactic shock: Extreme allergic reaction that causes shock symptoms and possibly death.

Asthma: chronic inflammatory disorder of the airways that causes labored breathing, gasping, coughing, and wheezing.

Communicable diseases: illnesses that can be passed on to other people.

Diabetes: a disease in which the body cannot properly control the level of sugar in the blood.

Emetic: a substance used for emergency poisonings that when swallowed will induce vomiting.

Emotional abuse: abuse of a child's self-concept through words or actions.

Epilepsy: a convulsive disorder caused by damage to the brain causing a person to have periodic seizures.

Foodborne illnesses: an illness caused by eating food that contains harmful bacteria, toxins, parasites, or viruses.

HIV (Human immunodeficiency virus): a virus that breaks down the body's immune system, eventually causing the disease AIDS.

Immunization: an injection of antigens given to a person to provide immunity from a certain disease.

Incest: sexual abuse by a relative.

Insulin: a hormone that is needed to keep sugar in the blood at a proper level.

Isolation room: special room or space to quarantine children who become sick or show signs of a communicable disease.

Malnutrition: lack of proper nutrients in the diet that happens when a nutrient is absent or lacking from the diet as a result of an unbalanced diet, poor food choices, or the body's ability to use certain nutrients properly.

Molestation: sexual contact made by someone outside the family with a child.

Neglect: form of child abuse in which the child is not given the basic needs of life, such as proper diet, medical care, shelter and/or clothing.

Nutrition: science of food and how the body uses foods taken in.

Physical abuse: most visible type of abuse, such as bites, burns, bruises, or other injuries.

Privacy law: designed to protect children, stating that a child's records cannot be given to anyone other than parents without the parents' permission.

Ratio: the minimum number of caregivers to each child.

Sexual Abuse: forcing a child to observe or engage in sexual activities with an adult.

Universal Precautions: (infection and control) processes practiced to prevent accidental exposure to any micro-organism that can cause death.

Unit 5- Observation, Assessment, and Guidance

Active listening: listening and then repeating what was said.

Anecdotal records: a written record to show the child's progress.

Checklist: a list of items used to show mastery.

Developmental milestones: a list of characteristics or skills considered normal for children in a certain age group.

Direct guidance: actions such as gestures that influence behavior.

Frequency count: a record kept on a particular behavior and the number of times it happened.

Guidance: actions used by an adult to help children develop socially acceptable behavior.

I Messages: statements of one's feelings about a problem without placing blame for it.

Ignore: when a child refuses to pay attention.

Indirect guidance: actions such as routines, names on tables, pictures of rules, organizing time and materials to promote desirable behavior in children.

Initial assessment: a test given to determine what the children know before something is taught.

Model: when someone demonstrates how to appropriately complete a task.

Objective observations: an observation that can be seen without using any personal opinions.

Ongoing assessment: a tool used to determine mastery over a period of time.

Participation charts: a chart used to determine the amount of time a child spends in a particular learning center. It can be used to track students and is used to guide children to less used centers.

Persuade – to influence someone's thoughts or actions; convince.

Portfolios: a collection that has examples of a person's best work.

Praise: expression of approval.

Prompt: to suggest, remind, or assist.

Rating scales: tool used to determine a child's level of performance.

Redirect: a positive way to move a child from an inappropriate activity to a more appropriate one; change direction of an action or activity.

Running record: detailed account of a behavior over a particular period of time.

Subjective observation: an observation telling why a person believes a behavior is occurring.

Suggest: to recommend or advise a plan or an action.

Unit 6 – Career Development and Professionalism

Active Listing Skills: skills used to comprehend what is being said.

Application: a form used to describe one's abilities and qualification, usually when applying for a job.

Aptitude: natural talent or potential for learning skill.

Associate's degree: a degree earned once courses of study has been earned or completed, usually at the end of a two year period after high school.

Attire: garments worn by an individual.

Bachelor's degree: a degree earned after successfully completing a four year course of study at a university.

Body Language: verbal/nonverbal actions.

Code of Ethics: oath or set of moral principles, determined by a professional organization for its members.

Confidentiality: privacy act involving sensitive personal materials.

Cover letter: letter of introduction when sending a résumé.

Diversity: variety.

Entrepreneurs: workers who are self-employed or own their own business.

Entry-level job: position for beginners in a field, requiring limited education and training.

Internship: job in which a person works for little or no pay while gaining work experience and receiving supervision.

Interpersonal skills: common traits/skills that comes naturally.

Interview: process by which a person meets a potential employer face to face.

Job shadowing: observing someone in his or her job.

Lifelong learner: person who is willing to learn new information and acquire new skills throughout his or her life.

Master's degree: degree earned upon completing least thirty hours beyond the bachelor's degree.

Networking: means of using the computer or others in the same field of study in order to share information.

Paraprofessional: worker with an education beyond high school that trained him or her for a certain field of work.

Portfolio: collection of materials that show a person's abilities, accomplishments, and progress over a period of time.

Professional: person with a position that requires at least a degree from a four-year college or technical school in a particular area of study.

Résumé: brief summary of a person's qualification, skills, and job experiences.

Service learning: school program in which students volunteer in their communities as a graduation requirement.

Work-based learning: school program that offers students the opportunity to combine in-school and on-the-job learning.

Unit 7 – The Learning Environment

Auditory signals: using sound to signal the change from one activity to another.

Block plan: overall view of the curriculum that is usually written out.

Curriculum: collection of concepts, experience, and materials designed to meet developmental needs for a group of children.

Dawdling: slowly eating/lack of interest in food sometimes used to get attention.

Direct learning experience: experience planned with a specific goal in mind.

Field independent: children who like to work by themselves. They are competitive children.

Field sensitive: children who are interactive with others, assisting, volunteering, and trying to gain attention.

Flow chart: map that outlines major concepts and ideas related to a theme; sequence of operations.

Indirect learning experience: experience that is on impulse or spontaneous.

Lesson plan: written plan showing specific actions and activities used to meet planned goals.

Pica: cravings for nonfood items, such as paper, soap, rags and toys.

Program Goals: broad statements of purpose that reflect the end result of the curriculum. They state what is important.

Routine: daily activities such as dressing, eating, napping, toileting, and changing activities.

Spiral curriculum: curriculum based on the fact that, as children grow, their circle of interest becomes larger.

Theme: topic or concept around which class activities are planned.

Traffic pattern: the way children move through the classroom according to arrangements.

Transitions: moving from one activity to another.

Unit 8 – Characteristics of Quality Child-Care Programs

Accreditation: a program that has been evaluated by an external body and met certain standards of quality to operate.

CDA (The Child Development Associate National Credentialing Program): provides performance-based training, assessment, and credentialing for participants.

Checking-in services: services that allow children to go to their homes after school and receive calls from caregivers to be sure there are no problems.

Child care center: facilities that provide a place for children while parents or guardians are at work or school.

Continuity of care: idea that states that children need to have one or two primary caregivers in their classroom who stay with them on a long-term basis.

Developmentally appropriate activities: equipment, activities, and guidance are carefully matched to the developmental characteristics and needs of each age group.

ECERS (Early Childhood Environment Rating Scale): an evaluation used for learning activities for programs working with children 2 ½ years to 5 years. The subscale's learning activity areas are fine motor; art; music and movement; blocks; sand and water play; dramatic play; nature and science; math and numbers; use of TV, video, and/or computer; and acceptance of diversity.

Family child care: provided in a private home.

Head Start programs: programs developed to meet the developmental needs of children from low-income homes. Also dental, medical, and mental health services are provided for children.

In-kind services: items or services received from another source without having to pay for them.

ITERS (Infant/Toddler Environment Rating Scale): evaluation used for learning activities for programs working with children birth to 2 years. Things that are evaluated are eye-hand coordination, art, blocks, active physical play, music and movement, pretend play, sand and water play, and cultural awareness.

Kindergartens: public and private elementary schools that enroll children in half-day or full-day programs to prepare children for elementary school.

Laboratory schools: schools located on secondary or postsecondary used to train future teachers.

MECA (The Mississippi Early Childhood Association): the largest state organization for early childhood professionals.

Mission statement: statement that gives the purpose of the organization.

Montessori schools: schools provide children with freedom within limits by a structured approach. These schools stress the theory that children learn best by being active and doing.

MS Child Care Quality Step Systems: a five star rating system developed for licensed early childhood facilities.

NAEYC (National Association for the Education of Young Children): the professional organization for early childhood education and child care in the United States.

National child care chains: corporation-operated child care centers that are often located in large cities and suburban areas. These child care centers are for-profit centers.

Parent cooperatives: child care programs formed by parents, so they can have more control over the learning environment; the teacher may experience a lack of control.

Privately sponsored programs: child care programs sponsored by a house of worship, hospital, charitable organization, or an individual.

Publicly Sponsored Programs: child care programs funded by the government, school district, and/or division of social services.

Referral: some companies provide a service that matches the parents' needs with specific child care centers.

School-age child care: before or after school care for children ages 5 to 10.

Unit 9 – Management and Administration

Accessibility: safe, easy access to and throughout the building.

Advisory board: board that can study issues and make recommendations, but cannot require that those recommendations be carried out.

Agency representative: authorized representative of the Mississippi State Department of Health.

Budget: projected spending plan based on expected income.

Caregiver: a person who provides direct care, supervision, and guidance to children in a child care facility, regardless of title or occupation.

Child Abuse Central Registry Check: an individual's name is checked against names in this storehouse of proven reports of abuse and neglect.

Criminal record: record of a person's criminal history.

Department of Human Services: agency responsible for providing public assistance programs to the populations it serves.

Director: any individual, designated by the operator, who has met minimum state requirements and who has on-site responsibility for the operation of a childcare facility. This person may or may not be the operator.

Director designee: any person designated to act as the director, having all responsibility and authority of a director, during the director's short-term absence and will not retain sole director authority for more than 24 total hours during a calendar week. The director designee must be at least 21 years of age, have a high school diploma or GED, and 4 years paid experience in a licensed childcare facility.

Fixed expenses: expenses to which a program is committed.

Fluorescent lighting: energy efficient lighting that gives off more wattage and can last almost seven times longer than other bulbs.

Incandescent lighting: light from the normal light bulbs found in homes, producing warm colors of the light spectrum and generating heat.

Licensing agency: Mississippi State Department of Health.

Operator: any person, acting individually or jointly with another person or persons, who establishes, owns, operates, conducts, or maintains a child care facility.

Optional expenses: expenditures for non-essential items or services.

Probational license: license issued at the licensing agency's discretion where violations may endanger the health or safety of the children, but only when such violations may be corrected within a specified period. Period of time may be no longer than six months.

Adult-to-child ratio: number of adults who must be in the classroom with the children.

Regular license: license issued by the licensing agency when all conditions and requirements for licensure have been met. The licensure period may not last more than a year.

Resilient flooring: refers primarily to linoleum, vinyl, or asphalt tile.

Restricted license: the licensing agency may issue any type of license with conditions/restrictions when, at its discretion, the health or the safety of the children requires such a conditional/restrictive statement on the license (i.e., bar certain individuals from the premise or other situations that endanger children).

Service staff: person who provides support services, such as cooking, cleaning, or driving a vehicle, but is not a caregiver.

Temporary license: license allowing the child care facility to operate pending the issuance of a regular license.

Usable space: in measuring facilities for square footage per child, usable space shall mean space measured on the inside, wall to wall dimensions.

Variable expenses: costs that are paid on a regular basis, but the amounts may vary.

Volunteer: person who is not an employee but who is at the facility or assists with children.

Zoning codes: rules that specify the types of land use that are permitted.