

PROJECT P<sup>2</sup>ECE: PREPARING PARAPROFESSIONALS  
FOR EARLY CHILDHOOD EDUCATION

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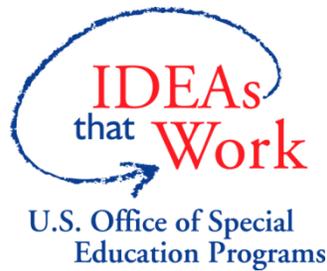
ECE 220: Curriculum Methods Techniques

# Bank of Resources

PREPARING PARAPROFESSIONALS FOR EARLY CHILDHOOD EDUCATION

## ECE 220: Bank of Resources

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## Acknowledgements

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An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 220: Curriculum Method Techniques** course syllabus, course outline and resources, which were later collated as the **ECE 220: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for icebreakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE 220 course, and contributing resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Suzanne Adams, University of Colorado Denver
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We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

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# Introduction to the Bank of Resources

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 220 – Curriculum Method Techniques* at the Colorado Community College. The course provides an introduction to Early Childhood Education. It includes the eight key areas of professional knowledge focusing on age's birth through age eight: Child Growth and Development; Health, Nutrition and Safety; Developmentally Appropriate Practices; Guidance; Family and Community Relationships; Diversity; Professionalism; Administration and Supervision.

## What is BoR?

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) Reading Materials, (b) Icebreakers and Assignments, (c) Websites, and (d) Videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

## Who can use BoR?

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

## How do I use BoR?

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

# **ECE 220: Curriculum Methods Techniques**

Recommended Syllabus & Bank of Resources

## **Recommended Syllabus**

Course Title (short): Curriculum Methods Techniques	
Course Title (long): Curriculum Development: Methods and Techniques	
Minimum Credit: 3	Day/Time:
Maximum Credit:	Instructor:
Status Notes: Prefix change, Course title change	Office:
Origin Notes: ACC	Phone:
Section:	E-mail:
Location:	Office Hours:
	Required Textbook:

### **COURSE DESCRIPTION**

Provides an overview of early childhood curriculum development, includes processes for planning and implementing developmentally appropriate environments, materials and experiences, and quality in early childhood programs. Focuses on age's birth through age 8.

### **COURSE COMPETENCIES & OBJECTIVES**

- A. Describe the historical and philosophical foundations of curriculum and their impact on different approaches today.
- B. Compare and contrast different curricula/approaches to learning.
- C. Identify the characteristics of developmentally and culturally appropriate learning approaches.
- D. Identify the factors affecting the planning of early childhood curricula including biological and social environments.
- E. Observe and assess individual children's learning and development to plan developmentally and culturally appropriate learning activities.
- F. Define and identify teachable moments and explain their importance in enriching and individualizing learning.
- G. Design, develop and evaluate activities/lessons in all learning areas.
- H. Research and develop a resource list.
- I. Develop artifacts for E-portfolio.
- J. Identify evidence-based practices in early childhood including children with special needs.

### **TOPICAL OUTLINE**

- A. Create a Caring Community of Learners
  - a. Home and culture
  - b. Children's needs, interests and strengths
  - c. Meaningful relationships
  - d. Individual, small groups, large groups

- B. Teach to Enhance Development and Learning
  - a. Developmentally Appropriate Practices
  - b. Teacher Decision Making
    - i. Intentional Teaching
    - ii. Teachable Moments
  - c. Authentic Play
  
- C. Construct Appropriate Curriculum
  - a. History and Foundations of Curriculum
  - b. Philosophy of Curriculum Models
    - i. High/Scope
    - ii. Creative Curriculum
    - iii. Montessori
    - iv. Reggio Emilia
    - v. Storybook Journey
    - vi. Project approach
    - vii. Waldorf
    - viii. Other
  - c. Approaches
    - i. Theme-based
    - ii. Emergent-based
  
- D. Culturally Inclusive Curriculum
  
- E. Physical Environment
  - a. Indoor
  - b. Outdoor
  
- F. Inclusive Approach
  
- G. Creating appropriate activities/lessons for all children
  - a. Differentiation
  
- H. Assess Children's Learning and Development
  - a. Observation\
  - b. Authentic assessment
    - i. Tools
    - ii. Techniques
    - iii. Technology
  
- I. Establish Reciprocal Relationships
  - a. Children and families
  - b. Team Process
    - i. Teamwork
    - ii. Communication
  - c. Community partnerships and collaborations

## PARAPROFESSIONAL STANDARDS ADDRESSED

1. ECP1K2: Basic understanding of historical, philosophical foundations, and policies guiding services for young children both with and without exceptional needs.
2. ECP2K4: Young children develop and learn at varying rates.
3. ECP2K5: Impact of exceptionality and related care on development and learning of young children.
4. ECP3K1: Impact of cultural, social and physical environments on development and learning of young children in all developmental domains.
5. ECP3K2: Impact of a young child's ability, needs and characteristics on development and learning in all developmental domains.
6. ECP3S1: Implement and document learning experiences and strategies that respect the diversity of young children and their families.
7. ECP4K1: Develop an understanding of evidence-based practices in early childhood including children with special needs.
8. ECP4K2: Develop an understanding of the role of responsive adult-child relationships as related to implementing instruction.
9. ECP4S1: Demonstrate proficiency in supporting skills in all domains.
10. ECP5S3: Support a stimulus-rich indoor and outdoor environment and adaptations of the physical environment to provide optimal learning opportunities.
11. ECP5S5: Establish and maintain positive relationships with young children and their families.
12. ECP6K7: Impact of language delays on cognitive, social emotional, behavior, adaptive, play, temperament, and learning needs.
13. ECP7K3: Understand the role of national, state and local curricula standards.
14. ECP7S1: Follow written plans for intervention with young children, seeking clarification as needed.
15. ECP7S2: Prepare and organize activities to support learning of young children in the natural environment.
16. ECP7S4: Use individualized intervention strategies appropriate to the abilities and needs of the young children.
17. ECP7S5: Use developmentally and ability appropriate strategies, technology, activities and materials for young children.
18. ECP7S6: Make culturally responsive adaptations for the unique developmental and learning needs of all children.
19. EIP8S2: Assist in collecting and providing objective, accurate information for the supervisor as a member of the early childhood team.

## ASSIGNMENTS & ASSESSEMENT OF ASSIGNMENTS

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc., that accompany each assignment. See [Bank of Resources](#) for suggestions.

- 1.
- 2.
- 3.

4.

**GRADING**

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

- 94% to 100% – A
- 90% to 93% – A-
- 87% to 89% – B+
- 83% to 86% – B
- 80% to 82% – B-
- 75% to 79% – C
- 74 and below – F

**COURSE OUTLINE**

Faculty will list the schedule of topics/requirements in this area. See **Bank of Resources** for suggestions.

Week	Dates	Topics	Activities/Reading	Graded Assignment Due
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

**LOCATIONS OFFERED**

Institution Name	Acronym
Arapahoe Community College	ACC
Community College of Aurora	CCA
Colorado Community College System	CCCS

**ECE 220 BANK OF RESOURCES  
PROJECT P2ECE**

Community College of Denver	CCD
Colorado Northwestern CC	CNCC
Front Range Community College	FRCC
Lamar Community College	LCC
Morgan Community College	MCC
Northeastern Junior College	NJC
Otero Junior College	OJC
Pueblo Community College	PCC
Pikes Peak Community College	PPCC
Red Rocks Community College	RRCC
Trinidad State Junior College	TSJC

**STUDENT ETHICS & POLICY INFORMATION**

*Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.*

## Bank of Resources

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

*Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.*

Competency A: Historical and philosophical foundations of curriculum and their impact on different approaches today.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>A Timeline of Special Education in the United States  <a href="http://www.tiki-toki.com/timeline/entry/46133/The-History-of-Special-Education/#vars!date=1993-06-28_06:34:46">http://www.tiki-toki.com/timeline/entry/46133/The-History-of-Special-Education/#vars!date=1993-06-28_06:34:46</a></p>	<p><b>Icebreaker A1:</b> Questions for thought: What distinguishes early childhood education from other levels of education? What have been the basic themes in early childhood throughout history?</p> <p><a href="#"><u>Assignment A2: Timeline Activity</u></a></p>	<p>A timeline of Special Education in the United States  <a href="http://www.tiki-toki.com/timeline/entry/46133/The-History-of-Special-Education/#vars!date=1993-06-28_06:34:46">http://www.tiki-toki.com/timeline/entry/46133/The-History-of-Special-Education/#vars!date=1993-06-28_06:34:46!</a></p>	<p>Froebel’s Kindergarten Gifts: A history of Early Childhood Education  <a href="http://www.youtube.com/watch?v=LNBzmCKLNdU">http://www.youtube.com/watch?v=LNBzmCKLNdU</a></p> <p>Celebrating 35 Years of IDEA  <a href="http://www.youtube.com/watch?v=DUn6luZQaXE">http://www.youtube.com/watch?v=DUn6luZQaXE</a>  <i>So Many Ways to Learn:</i>  <a href="http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn_SA.asp">http://www2.cde.state.co.us/media/ResultsMatter/RMSeries/SoManyWaysToLearn_SA.asp</a></p> <p>Head Start Center for Inclusion  <a href="http://depts.washington.edu/hscenter/videos">http://depts.washington.edu/hscenter/videos</a></p>

<b>Competency B: Different curricula/approaches to learning.</b>			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Jones, E. (2012). The emergence of emergent curriculum. <i>Young Children</i>, 67(2), 66. Retrieved from <a href="https://www.naeyc.org/yc/files/yc/file/201203/Heritage_v67n2_0312.pdf">https://www.naeyc.org/yc/files/yc/file/201203/Heritage_v67n2_0312.pdf</a></p>	<p><b>Icebreaker B1:</b> Research suggests that there are fewer discipline problems when children learn through the plan-do-review sequence of High/Scope. Why do you think this is?</p> <p><b>Assignment B2:</b> Consider what accommodations you might need to make to the curricula in your assignment to include everyone in the learning community. Think specifically if you had a child needing high stimulation in the classroom? Of if they had a visual impairment?</p> <p><a href="#"><u>Assignment B3: Aligning Curriculum Approaches and Personal Beliefs</u></a></p>	<p>Different Approaches to Teaching: Comparing Preschool Programs <a href="http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367">http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=367</a></p>	<p>Five Year olds Pilot Their own Learning: Video on Project-based learning. <a href="http://www.youtube.com/watch?v=eyucHMifto">http://www.youtube.com/watch?v=eyucHMifto</a></p> <p>Embedded Learning Opportunities Series: <a href="http://depts.washington.edu/hscenter/elo-elo">http://depts.washington.edu/hscenter/elo - elo</a></p> <p>Teaching Strategies: Direct Instruction <a href="http://www.ecetp.pdp.albany.edu/video/Continuum_of_Teaching_Behaviors_Strategy-Direct.shtm">http://www.ecetp.pdp.albany.edu/video/Continuum_of_Teaching_Behaviors_Strategy-Direct.shtm</a></p>

**Competency C: Characteristics of developmentally and culturally appropriate learning approaches.**

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Redepenning, S., &amp; Mundl, J. (2013). The importance of play for children with disabilities. Retrieved from <a href="http://www.couragecenter.org/images/documents/the%20importance%20of%20play%20PDF.pdf">http://www.couragecenter.org/images/documents/the%20importance%20of%20play%20PDF.pdf</a></p> <p>DEC Recommended Practices <a href="http://www.dec-spced.org/recommendedpractices">http://www.dec-spced.org/recommendedpractices</a></p>	<p><b>Ice Breaker C1:</b> If an appropriate curriculum is <i>child centered</i> or <i>child initiated</i>, doesn't this conflict with the idea that a teacher plans experiences and guides the child's learning?</p> <p><b>Assignment C2:</b> Write a defense of play as a hallmark of early childhood philosophy and curriculum. Write the paper as if the intended audience was parents of young children with and without special needs in an inclusive classroom.</p> <p><a href="#"><u>Assignment C3: Similarities and Differences</u></a></p>	<p>National Association for the Education of Young Children (NAEYC) <a href="http://www.naeyc.org">www.naeyc.org</a></p> <p>American Academy of Pediatrics <a href="http://www.aap.org">www.aap.org</a></p> <p><a href="http://www.nncc.org">www.nncc.org</a> Information on many facets of developmentally appropriate practice.</p>	<p>Developmentally Appropriate Practice and Play <a href="http://www.naeyc.org/tyc/next/video/dap">http://www.naeyc.org/tyc/next/video/dap</a></p>

**Competency D: Factors affecting the planning of early childhood curricula including biological and social environments.**

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Developmental Assets (See attachment F.) Sandall, S. R. (2003). Play modifications for children with disabilities.</p>	<p><a href="#"><u>Assignment D1: Influence Diagram</u></a></p>	<p>Embedded Learning Opportunities <a href="http://depts.washington.edu/hscenter/elo">http://depts.washington.edu/hscenter/elo</a></p>	<p>High Scope Preschool Curriculum <a href="http://www.highscope.org/Content.asp?ContentId=584">http://www.highscope.org/Content.asp?ContentId=584</a></p>

<p>Retrieved from <a href="https://www.naeyc.org/files/yc/file/200305/PlayModifications_Sandall_1.pdf">https://www.naeyc.org/files/yc/file/200305/PlayModifications_Sandall_1.pdf</a></p>		<p>Evidence Based Practices to Support Inclusion <a href="http://connect.fpg.unc.edu/sites/connect.fpg.unc.edu/files/resources/CONNECT-NCaeyc-EBP-Inclusion-9-2011.pdf">http://connect.fpg.unc.edu/sites/connect.fpg.unc.edu/files/resources/CONNECT-NCaeyc-EBP-Inclusion-9-2011.pdf</a></p>	<p>Creating Bright Futures: Including Infants and Toddlers with Disabilities <a href="http://ncoe.pointinspace.com/trainingmaterials/searchvideos_results.lasso">http://ncoe.pointinspace.com/trainingmaterials/searchvideos_results.lasso</a> Pretend Play Center in the Early Childhood Classroom <a href="http://www.youtube.com/watch?v=oh2agWaSSkU">http://www.youtube.com/watch?v=oh2agWaSSkU</a>  Head Start Center for Inclusion Videos: <a href="http://depts.washington.edu/hsceniter/videos">http://depts.washington.edu/hsceniter/videos</a></p>
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**Competency E: Individual children’s learning and development to plan developmentally and culturally appropriate learning activities**

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Division for Early Childhood (2007). Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation, pp. 10-19. Missoula, MT: Author. Retrieved from <a href="http://www.decsped.org/About_DEC/P">http://www.decsped.org/About_DEC/P</a></p>	<p><b>Icebreaker E1:</b> Discuss “What is the difference between fact and inference?” <b><u>Assignment E2: Child Observation</u></b>  Portfolio Design and Poster Session Design a portfolio to be used in early intervention, preschool, kindergarten, or primary grades. Include a description of the types</p>	<p>National Association for the Education of Young Children: Quality Benchmarks for Cultural Competence Project <a href="https://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf">https://www.naeyc.org/files/naeyc/file/policy/state/QBCC_Tool.pdf</a></p>	<p>Results Matter Video Library - Practicing Observation, Documentation and Assessment Skills - See more at: <a href="http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#topls">http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticingObservation.htm#topls</a>  <a href="http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top">http://www.cde.state.co.us/resultsmatter/RMVideoSeries_EarlyIntervention.htm#top</a></p>

<p><a href="#">osition Statements and Papers</a></p> <p>Forman, G., &amp; Hall, E. (2005). Wondering with children: The importance of observation in early education. Retrieved from <a href="http://ecrp.uiuc.edu/v7n2/forman.html">http://ecrp.uiuc.edu/v7n2/forman.html</a></p> <p>National Association for the Education of Young Children. (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to through Age 8. Retrieved from <a href="http://www.naeyc.org/files/naeyc/file/positions/PS DAP.pdf">http://www.naeyc.org/files/naeyc/file/positions/PS DAP.pdf</a></p>	<p>of assessment strategies you would use (e.g., observation, interviews, developmental checklists, work samples, performance examples, teacher-designed assessments, portfolio conferencing, etc.). Include samples of forms you would use (e.g., observation forms, checklists, rating scales, rubrics, etc.). Prepare to present your portfolio on week 15 of the semester. Bring to class the type of container you will use and create a poster that contains examples of some of the assessment strategies you suggest for the specified age group and adaptations made for children with special needs</p> <p><a href="#">Assignment E2: Child Observation.</a></p>		<p>Head Start center for Inclusion Videos: <a href="http://depts.washington.edu/hscenr/videos">http://depts.washington.edu/hscenr/videos</a></p>
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**Competency F: Teachable moments and explain their importance in enriching and individualizing learning.**

Readings	Ice Breakers and Assignments	Websites	Video Clips
The Intentional Teacher: Choosing the Best	<b>Ice Breaker F1:</b> Show video clip of a teachable moment and	Center for Prevention and Early Intervention Policy	Teachable Moments

<p>Strategies for Young Children's Learning <a href="https://www.naeyc.org/store/files/store/TOC/165_0.pdf">https://www.naeyc.org/store/files/store/TOC/165_0.pdf</a></p> <p>The Plan: Building on Children's Interests <a href="https://www.naeyc.org/files/yc/file/200603/SeitzBTJ.pdf">https://www.naeyc.org/files/yc/file/200603/SeitzBTJ.pdf</a></p>	<p>ask students what they noticed about the actions of the teacher.</p> <p><b><u><a href="#">Assignment F2: Classroom Scenarios</a></u></b></p>	<p><a href="http://www.cpeip.fsu.edu/">http://www.cpeip.fsu.edu/</a></p> <p>Teach Preschool: Teachable Moments <a href="http://www.teachpreschool.org/2009/05/teachable-moments/">http://www.teachpreschool.org/2009/05/teachable-moments/</a></p> <p>CSEFL: Family Tools <a href="http://csefel.vanderbilt.edu/resources/family.html">http://csefel.vanderbilt.edu/resources/family.html</a></p> <p>Embedded Interventions: <a href="http://community.fpg.unc.edu/connect-modules/learners/module-1">http://community.fpg.unc.edu/connect-modules/learners/module-1</a></p>	<p><a href="http://aplaceofourown.org/watch_video.php?type=field&amp;id=101&amp;pos=0">http://aplaceofourown.org/watch_video.php?type=field&amp;id=101&amp;pos=0</a> Teachable Moments</p> <p>Teachable Moments: The Grocery Store <a href="http://www.youtube.com/watch?v=ZtFlrBqBIVw">http://www.youtube.com/watch?v=ZtFlrBqBIVw</a></p> <p>Head Start center for Inclusion Videos: <a href="http://depts.washington.edu/hscenter/videos">http://depts.washington.edu/hscenter/videos</a></p>
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**Competency G: Activities/lessons in all learning areas.**

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Moore, K. &amp; Snyder, P. (2013). Embedded learning opportunities: Head Start inclusion learning module. Retrieved at <a href="http://depts.washington.edu/hscenter/elo">http://depts.washington.edu/hscenter/elo</a></p>	<p><b><u><a href="#">Assignment G1: Linking Assessment Data to Instruction</a></u></b></p>	<p><a href="http://www.eclkc.ohs.acf.hhs.gov/hslc/eecd/h/eecd">www.eclkc.ohs.acf.hhs.gov/hslc/eecd/h/eecd</a></p> <p>Head Start Early Childhood Knowledge and Learning Center <a href="http://nichey.org/">http://nichey.org/</a></p> <p>National Dissemination Center for Children with Disabilities See other websites listed below.</p>	<p>Strategies for Including Children with Disabilities <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/video%20presentations/strategiesforinl.htm">Http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/video%20presentations/strategiesforinl.htm</a></p> <p>Universal Design for Learning: Inclusive Childcare <a href="http://webapp.northampton.edu/streamingvideo/bicc.wmv">http://webapp.northampton.edu/streamingvideo/bicc.wmv</a></p>

Competency H: Resource list.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>NAEYC's Family Engagement Resource List <a href="http://www.naeyc.org/files/naeyc/file/ecprofessional/Tool%20Kit%20Resource%20List_for%20Web%20May%202010_1.pdf">http://www.naeyc.org/files/naeyc/file/ecprofessional/Tool%20Kit%20Resource%20List_for%20Web%20May%202010_1.pdf</a></p> <p>Child Care and Early Education Research Connections <a href="http://www.researchconnections.org/childcare/resources/21230/pdf">http://www.researchconnections.org/childcare/resources/21230/pdf</a></p>	<p><b>Ice Breaker H1:</b> Brainstorm resources and how you can go about searching for resource to support you as a teacher.</p> <p><b>Assignment H2:</b> <a href="#">Collecting Resources</a></p>	<p>Early Childhood Today: Links and Resources <a href="http://teacher.scholastic.com/products/ect/resources.htm">http://teacher.scholastic.com/products/ect/resources.htm</a></p> <p>Early Childhood Teacher Tools <a href="http://www.earlychildhoodteacher.org/teacher-tools/">http://www.earlychildhoodteacher.org/teacher-tools/</a></p>	<p>Resource Galore <a href="https://www.youtube.com/watch?v=h3tFJw5onYo">https://www.youtube.com/watch?v=h3tFJw5onYo</a></p>
Competency I: Artifacts for E-portfolio			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>“Look What I Did!” Why Portfolio-Based Assessment Works <a href="http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495">http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=495</a></p> <p>Authentic Assessment and Early Childhood</p>	<p><b>Ice Breaker II:</b> <a href="#">E-Portfolio Discussion</a></p>		<p>Results Matter Video Library- Using Technology for Authentic Assessment <a href="https://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology">https://www.cde.state.co.us/resultsmatter/RMVideoSeries_UsingTechnology</a></p> <p>E-Portfolios Introduction to Early Childhood Education</p>

<p>Education-an Update and Resources <a href="http://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/lp_spring-12_1-6_lr.pdf">http://ec.thecenterweb.org/sites/ec.thecenterweb.org/files/uploads/lp_spring-12_1-6_lr.pdf</a></p>			<p><a href="https://www.youtube.com/watch?v=Th-5I-QKJK4">https://www.youtube.com/watch?v=Th-5I-QKJK4</a></p>
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**Competency J: Evidence-based practices in early childhood including children with special needs**

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>DEC Recommended Practices <a href="http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf">http://dec.membershipsoftware.org/files/Recommended%20Practices/DEC%202014%20Recommended%20Practices.pdf</a></p>	<p><a href="#">Assignment J1: Translating Evidence-based Practices into the Classroom</a></p>	<p>NAEYC’s Developmentally Appropriate Practices <a href="http://www.naeyc.org/DAP">http://www.naeyc.org/DAP</a></p>	<p>Inclusion Rocks: <a href="http://www.teachertube.com/viewVideo.php?video_id=159535">http://www.teachertube.com/viewVideo.php?video_id=159535</a></p> <p>Full inclusion of a child with Down syndrome into a regular first grade classroom: <a href="http://www.youtube.com/watch?v=PGIZkV1LMpQ">http://www.youtube.com/watch?v=PGIZkV1LMpQ</a></p> <p>Getting Started: Inclusion In Childcare <a href="http://ncoe.pointinspace.com/trainingmaterials/searchvideos_results.lasso">http://ncoe.pointinspace.com/trainingmaterials/searchvideos_results.lasso</a></p> <p>Example of peer support: <a href="http://vizedhtmlcontent.next.college.com/CurrentCourse/CONNECT-Video1-11.mp4">http://vizedhtmlcontent.next.college.com/CurrentCourse/CONNECT-Video1-11.mp4</a></p>

# **Selected Examples of Assignments**

**Competency A: Historical and philosophical foundations of curriculum and their impact on different approaches today.**

**Assignment A2: Timeline Activity**

**Part 1:** Create timeline depicting the history of early childhood education. What people and/or events do you personally feel have made the most significant contributions to early childhood education?

**Part 2:** Below the early childhood education timeline, create a timeline of the major events in special education history. How has advocacy for young children with special needs developed over time?

**Competency B: Different curricula/approaches to learning.**

**Assignment B3: Aligning Curriculum Approaches and Personal Beliefs**

**Part 1:** Read about the various curriculum approaches including Reggio Emilia, High/Scope, Waldorf, and Montessori.

**Part 2:** Write a few paragraphs about which theory-based body of knowledge most closely coincides with your personal beliefs as it pertains to how children learn, grow and develop. Give specific examples of how the curriculum approach aligns with your personal beliefs.

**Competency C: Characteristics of developmentally and culturally appropriate learning approaches.**

**Assignment C3: Similarities and Differences**

Familiarize yourself with the NAEYC Developmentally Appropriate Practices and DEC Recommended Practices. What is similar and what is different between the NAEYC's Developmentally Appropriate Practices and DEC's Recommended Practices? How can these practices guide your teaching?

Similarities	
Differences	
NAEYC Developmentally Appropriate Practices	DEC Recommended Practices

How do these practices guide your teaching?

**Competency D: Factors affecting the planning of early childhood curricula including biological and social environments.**

**Assignment D1: Influence Diagram**

**Part 1:** Draw a diagram that shows the various activities, resources, and social environments that influence you. These can include (but are not limited to) school, work, family, social groups, and resource centers.

**Part 2:** How do these various systems influence a child's development?

**Competency E: Individual children’s learning and development to plan developmentally and culturally appropriate learning activities.**

**Assignment E2: Child Observation**

Select a child for observation aged 1-8. Conduct three observations of that child, each focusing on a different domain of development (language, motor, social, emotional, or cognitive). Use a different type of observation for each (anecdotal records, running records, time sampling, or event sampling).  
Portfolio Design and Poster Session

Design a portfolio to be used in early intervention, preschool, kindergarten, or primary grades. Include a description of the types of assessment strategies you would use (e.g., observation, interviews, developmental checklists, work samples, performance examples, teacher-designed assessments, portfolio conferencing, etc.). Include samples of forms you would use (e.g., observation forms, checklists, rating scales, rubrics, etc.). Prepare to present your portfolio on week 15 of the semester. Bring to class the type of container you will use and create a poster that contains examples of some of the assessment strategies you suggest for the specified age group and adaptations made for children with special needs.

**Competency F: Teachable moments and explain their importance in enriching and individualizing learning.**

**Assignment F2: Classroom Scenarios**

Describe how you would respond to the following teachable moments:

- Two children are arguing and fighting
- A child spills a cup of milk
- A child throws paper towels on the floor instead of the wastebasket
- A group of children are noticing a bug crawling across the floor

Would your responses be different for a child with challenging behavior?

If a child in a wheel chair joins the classroom. How can you make this into a teachable moment?

How would you assist parents to address these moments in the home?

Teachable Moments: Taking a Teaching Perspective...

- Arguing and Fighting: A teachable perspective will view arguing and fighting as an opportunity to teach kindness and respect.
- Spilling a cup of milk: A teachable perspective will view a mishap like this as an opportunity to teach how to hold a cup with two hands or where to set the glass.
- Throwing paper towels on the floor: A teaching perspective will view this as an opportunity to teach children how to use just one paper towel and how to take care of their world by throwing trash in its proper place.
- Noticing a bug crawling across the floor: A teaching perspective will view this as an opportunity to explore and discover more about bugs.

**Competency G: Activities/lessons in all learning areas.**

**Assignment G1: Linking Assessment Data to Instruction**

For this assignment, you will work in teams of three. Using case studies for three “target children” and a simulated class summary “snapshot” report for Teaching Strategies GOLD fall checkpoint, you will complete an in-class exercise:

1. Summarize individual needs of the three target children: strengths, interests, learning style, areas of concern/needs, and next steps—planned learning outcomes. See worksheet in [Attachment A](#).
2. Select study topic/curriculum theme based on the specific needs of the three target children and the group.
3. Select 4-5 specific learning objectives to focus on during this curriculum unit.
4. Complete a curriculum web to embed learning opportunities throughout the unit designed to promote mastery of your learning objectives. See curriculum web format [Attachment B](#).
5. Write two lesson plans based on your designated learning objectives. See lesson plan format [Attachment C](#).

**Attachment A: Target Child Worksheet: Linking Assessment Data to Instruction**

Target Child	Interests and strengths Learning style	Areas of concern/need Developmental gaps	Next steps: Planned learning outcomes (includes GOLD objectives & IEP goals)
Child A			
Child B			
Child C			

### Attachment B: Curriculum Planning Web

Language and Literacy	Art/Sensory	Cognitive/Mathematics
Music and Movement	Theme:	Health and Nutrition
Science/Discovery	Social/Emotional	Physical

**Targeted objectives for the week/unit:**


## Attachment C: Preschool/Primary Lesson Planning Form

### Lesson Title

### Curriculum Content Area or Developmental Domain

(Examples: Literacy—phonological awareness; Math—measurement; Physical Development; Social/Emotional)

Colorado Academic Standard Addressed: (Address a maximum of 3 standards.)

Learning objectives: (Observable and measurable description of student learning linked to standards addressed—what the children will be able to say or do as a result of participating in this lesson. List a maximum of 3 objectives.)

Setting: (Describe the situation in which the lesson will be taught—location, setup, and the number of children and adults)

Materials and preparation: (Identify the materials needed—visual aids and equipment for teachers and materials used by children; tasks to complete prior to actual presentation of lesson/activity)

Activity procedure—Describe how the lesson/activity will be presented:

- 1) Introduction—motivational question or statement intended to pique student interest
- 2) Procedure—step-by-step sequence of how the lesson proceeds including how the teacher will support and interact with children during the lesson [modeling, scaffolding, and verbal interactions], how teacher will promote active engagement [and reduce or eliminate children waiting], and how children will practice/apply skill or learning
- 3) Closure—how teacher will summarize what has been experienced and discovered in the learning activity
- 4) Cleanup—describe procedures for cleanup
- 5) Transition—statement/activity to move children in an orderly fashion to the next activity

Adaptations for specific children: (Differentiated instruction—varying instructional strategies to meet individual needs of learners. Describe variations in presentation, materials used, or child responses based on individual needs of specific children, including target child with IEP—accommodations or modifications)

Assessment: (Describe methods/evidence used to assess whether children achieved the learning objectives—needs to align directly with learning objectives; describe how assessment will be documented—how you will record evidence to monitor progress and use assessment for future planning)

Follow-up/ extensions: (Describe how you extend the lesson and maintain interest in the topic by integrating into other subject areas, learning centers, future classroom activities, or home activities)

**Competency H: Resource File**  
**Assignment H2: Collecting Resources**

Collect resources to develop a resource file. Look for helpful readings, websites, and videos under the following categories that you can refer back to.

**Developmentally Appropriate Practices**

**Supporting Young Children with Special Needs**

**Lesson Plan/Activity Ideas**

**Working with Families**

**Community Resources**

**Competency I: Artifacts for E-portfolio**  
**Assignment I1: E-Portfolio Discussion**

What are the advantages of an e-portfolio?

How you would use technology to create one?

How would you use an e-portfolio to better support the children in your classroom?

**Competency J: Evidence-based practices in early childhood including children with special needs.**

**Assignment J1: Translating Evidence-based Practices into the Classroom**

Using the DEC Recommended Practices and NAEYC Developmentally Appropriate Practices, list how you would use these evidence-based practices in the classroom in the following three areas.

DEC Recommended Practices

[http://dec.membershipsoftware.org/files/Recommended%20Practices/RP%20Glossary%20FINAL%20Format%206\\_10\\_15%20.pdf](http://dec.membershipsoftware.org/files/Recommended%20Practices/RP%20Glossary%20FINAL%20Format%206_10_15%20.pdf)

NAEYC Developmentally Appropriate Practices

<http://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>

**Learning Environment**

What materials would you use? What centers would you set up? How would you set up the environment so that it is accessible to all children?

**Instruction**

How would you choose topics for lesson plans? How do you make activities and materials accessible to children with diverse needs?

**Family Partnerships**

What strategies would you use to work with families to further their learning and development?