Section IV Evidence for Meeting Standards
Assessment 3 Creative Curriculum
Standards 1a, c, 4a, b, c, d and Tools 1, 3, 4, 5, 6, 7, and 8

1. A brief description of the assessment:

A creative curriculum for a specific age group is planned, developed and presented in class.   It incorporates classroom learning centers in a classroom based upon a curriculum model(s). Examples of curriculum models include Reggio Emilia, Constructivist (Piaget), High Scope, Waldorf, Creative Curriculum, Developmental-Interactionist (Bank St. Model), Multiple Intelligences (Gardner), and, Sociocultural (Vygotsky).   A creative activity is planned for each learning center. The academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers are examined and explicated. The Creative Curriculum includes planning, implementing, and reflecting on creativity, play and inquiry within each learning center utilizing the Standards, Tools, and PAR model.

The design of the learning centers and the lay-out of the classroom are provided. Specific learning materials, equipment, and supplies in each learning center are described. A rationale for the curriculum and each learning center is provided. The creative curriculum is presented in class using a multiple intelligences approach. At least one creative activity and one developmentally appropriate, academically focused educational game is presented and done in class with classmates at the final class meeting. The Creative Curriculum is scored with the rubric.

2. A description of how this assessment specifically aligns with the standards:

This assessment specifically aligns with Standards 1a, c, 4a, b, c, d and Tools 1, 3, 4, 5, 6, 7, and 8. They are embedded within the coursework, the scoring guide description and the rubric. See Section IV, Assessment 3, attachment 5b & 5c, Creative Curriculum Scoring Guide and Rubric. The Assessment provides evidence of the candidate effectively planning a creative curriculum, classroom based instruction, designing learning centers, advocating for a teacher's role, and applying research on creativity, play, and inquiry using a curriculum model(s).
The assessment instrument (See attachment 5b) addresses the emphasis in NAEYC Standard 1 on using understanding of young children's characteristics and needs (e.g., 1a, 1c). The assessment also emphasizes creating environments using developmentally effective approaches, understanding content knowledge, and building meaningful curriculum for young children which includes strategies and tools, content areas, and promotes positive learning outcomes for all children (4a, 4b, 4c, 4d).

The Creative Curriculum Scoring Guide addresses the Tools 1,2,3,4,5,6, 7, and 8 through an emphasis on cultural competence by considering and responding to the needs of diverse cultures and linguistics of students, knowledge and application of ethical principles including NAEYC Code of Ethical Conduct and licensing standards, communication skills in presenting the curriculum and activities in class with a mastery of curriculum model theory and research, skills in using professional resources, inquiry skills and knowledge on curriculum models and teacher's professional roles , and skills in teaching and mentoring classmates. Professional knowledge,

skills and dispositions are demonstrated and observable in the written creative curriculum, its presentation in class, and the planning and implementation of the activities in class and in the paper.

3. A brief analysis of the data findings:

The M.Ed. in Early Childhood from 2007 -2009 is a program with between 7-10 matriculated students enrolled between 2007 -2009. Two of the matriculated graduate students are in an Individualized M.Ed. in Early Childhood Special Education.   In addition to matriculated graduate students, non-matriculated graduate students take many of the core courses to meet Rhode Island Early Childhood Teacher Certification requirements (ECED 502, 503, 505, and 512). Data for non-matriculated students is not included.

Most of the candidates are teachers with degrees in Early Childhood Education, others are teachers in Elementary Education and Special Education with a strong interest and/or experience in early childhood education. Of the 8 candidates in the three years, the success (8 exemplary) of the candidates in the data is a reflection of their engagement, interest and commitment. The hands-on , open-ended, constructivist nature of the Creative Curriculum combined with coursework that embeds the Standards and Tools lends itself to success. Presenting the curriculum and activities in class provides observable evidence of the students' effectiveness in planning, designing, advocating for the teacher's role, and applying research on creativity, play, and research using a curriculum model(s). As a final project in class, this assessment provides observable evidence of the candidates meeting the Standards and Tools. It reflects some of what they have learned in ECED 502, Curriculum, Developmental Play, and Programs.

4. An interpretation of how that data provides evidence for meeting standards:

The data provides observable evidence of candidates understanding of the needs and characteristics of young children through the creation of a meaningful, developmentally effective curriculum and learning environment. With 100% exceeding expectations on the 8 exemplary assessments in three years, the data provide evidence of meeting the standards cited and reflects on the candidates' understanding and application of content knowledge, developmentally appropriate strategies, tools, learning centers and content areas, activities, and promotion of positive learning outcomes for young children. The evidence was observable in the class presentation, the written documents, and the assessment rubric grade.

5. Attachment of assessment documentation:

a. the assessment tool or description of the assignment
See Assessment 3, Attachment 5a Creative Curriculum Scoring Guide and Description.

b. the scoring guide for the assessment
See Assessment 3, Attachment 5b, Creative Curriculum Rubric.

c. candidate data derived from assessment
See Assessment 3 Attachment 5c, Creative Curriculum Data Collection Matriculated Students

Attachment 5a
Description of the Assessment and Scoring Guide
Rhode Island College
ECED 502
Creative Curriculum Scoring Guide
Assessment 3

In this final project, you will develop a creative curriculum, for a specific age group, incorporating each learning center in a classroom based upon a curriculum model. Examples of curriculum models include Reggio Emilia, Constructivist (Piaget), High Scope, Waldorf, Creative Curriculum, Developmental-Interactionist (Bank St. Model), Multiple Intelligences (Gardner), and, Sociocultural (Vygotsky). Plan a creative activity for each learning center.

Examine and explicate the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers. Plan, implement, and reflect on creativity, play and inquiry within each learning center utilizing the PAR model.

Design the learning centers and provide the lay out of the classroom. Be specific about the learning materials, equipment, and supplies in each learning center. Apply knowledge and application of ethical (NAEYC Code of Ethical Conduct) and licensing standards.

Provide a rationale for the curriculum and each learning center. Be prepared to present your creative curriculum in class using a multiple intelligences approach. Present at least one creative activity and one developmentally appropriate academically focused educational game with your classmates as your students. Provide at least two pictures that illustrate adults' roles in children's play. These can be from a variety of different commercial sources such as advertisements, newspaper articles, the media, etc. Be prepared to discuss how these pictures can serve as role models.

According to the NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation, "curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Indicators of Effectiveness:

• **Children are active and engaged.** Children from babyhood through primary grades— and beyond—need to be cognitively, physically, socially, and artistically active. In their own ways, children of all ages and abilities can become interested and engaged, develop positive attitudes toward learning, and have their feelings of security, emotional competence, and linkages to family and community supported.

• **Goals are clear and shared by all.** Curriculum goals are clearly defined, shared, and understood by all "stakeholders" (for example, program administrators, teachers, and families).

The curriculum and related activities and teaching strategies are designed to help achieve these goals in a unified, coherent way.

• **Curriculum is evidence-based.** The curriculum is based on evidence that is developmentally, culturally, and linguistically relevant for the children who will experience the curriculum. It is organized around principles of child development and learning.

• **Valued content is learned through investigation, play, and focused, intentional teaching.** Children learn by exploring, thinking about, and inquiring about all sorts of phenomena. These experiences help children investigate "big ideas," those that are important at any age and are connected to later learning. Pedagogy or teaching strategies are tailored to children's ages, developmental capacities, language and culture, and abilities or disabilities.

• **Curriculum builds on prior learning and experiences.** The content and implementation of the curriculum builds on children's prior individual, age-related, and cultural learning, is inclusive of children with disabilities, and is supportive of background knowledge gained at home and in the community. The curriculum supports children whose home language is not English in building a solid base for later learning.

• **Curriculum is comprehensive.** The curriculum encompasses critical areas of development including children's physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognition and general knowledge; and subject matter areas such as science, mathematics, language, literacy, social studies, and the arts (more fully and explicitly for older children).

• **Professional standards validate the curriculum's subject-matter content.** When subject-specific curricula are adopted, they meet the standards of relevant professional organizations (for example, the American Alliance for Health, Physical Education, Recreation and Dance [AAHPERD], the National Association for Music Education [MENC]; the National Council of Teachers of English [NCTE]; the National Council of Teachers of Mathematics [NCTM]; the National Dance Education Organization [NDEO]; the National Science Teachers Association [NSTA]) and are reviewed and implemented so that they fit together coherently.

• **The curriculum is likely to benefit children.** Research and other evidence indicates that the curriculum, if implemented as intended, will likely have beneficial effects. These benefits include a wide range of outcomes. When evidence is not yet available, plans are developed to obtain this evidence."
(Downloaded from www.naeyc.org) NAEYC Position Statement on Early Childhood Curriculum)

ECED 502
Creative Curriculum Rubric
Attachment 5b, Creative Curriculum Rubric

Exceeds Expectations 28 - 30 Points	Meets Expectations 22 - 27.5 Points	Does Not Meet Expectations 0 - 21 Points
Design and develop a very creative curriculum model, for a specific age group, incorporating each learning center in a classroom based upon a specific curriculum model. Demonstrate an in-depth knowledge and thoughtful application of young children's developmental characteristics and needs to create a healthy, respectful, and challenging learning environment in a creative curriculum design. **Standards 1a, c,& 4b, 4c, 4d** **Tools 4, 5, 6** **6.5-7.5 Points**	Design and develop a creative curriculum model, for a specific age group, incorporating each learning center in a classroom based upon a specific curriculum model. Demonstrates knowledge and thoughtful application of young children's developmental characteristics and needs to create a healthy, respectful, and challenging learning environment in a creative curriculum design. **Standards 1a, c, &4b, 4c, 4d** **Tools 4, 5, 6** **5.5-7 Points**	Design and develop a creative curriculum model, for a specific age group, incorporating learning centers in a classroom based upon a specific curriculum model. Demonstrates some knowledge and application of young children's developmental characteristics and needs in a creative curriculum design. **Standards 1a, c, & 4b, 4c, 4d** **Tools 4, 5, 6** **0-5 Points**
Thoroughly examines and explicates the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers. Well developed plan, implementation, and reflection on creativity, play and inquiry within each learning center utilizing the PAR model. **Standards 1c, 4b,c,d Tool 4** **6.5 - 7.5 Points**	Examines and explicates the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers. Developed plan, implementation, and reflection on creativity, play and inquiry within each learning center utilizing the PAR model. **Standards 1c, 4b,c,d Tool 4** **5.5 - 7 Points**	Examines and explicates some of the academic focus of each area including the creative socio-dramatic play center, art area, manipulative, music, math/science, blocks, and language arts learning centers. Plan includes some implementation, and reflection on creativity, play and inquiry within each learning center utilizing the PAR model. **Standards 1c, 4b,c,d Tool 4** **0 - 5 Points**

Exceeds Expectations 28 - 30 Points	Meets Expectations 22 - 27.5 Points	Does Not Meet Expectations 0 - 21 Points
Well developed and designed learning centers and lay out of the classroom encourage creativity, development and learning. Specific details about learning materials, equipment, and supplies provided for each learning center. They consider and are highly responsive to the needs of diverse cultures and linguistics of students. Applies knowledge and application of ethical and licensing standards. **Standards 1a,b,c,&4a,b,c,d** **Tools 1, 4, 5, 6** **6.5 - 7.5 Points**	Developed learning centers and lay out of the classroom encourage creativity, development, and learning. Details provided about learning materials, equipment, and supplies for each learning center. They consider and are responsive to the needs of diverse cultures and linguistics of students. Applies some knowledge and application of ethical and licensing standards. **Standards 1a,b,c, &4a,b,c,d** **Tools 1, 4, 5, 6** **5.5 - 7 Points**	Learning centers and lay out of the classroom encourage some creativity, development, and learning. Some details about learning materials, equipment, and supplies provided for some learning centers. They consider diverse cultures and linguistics of students. Applies little knowledge and application of ethical and licensing standards. **Standards 1a,b,c, & 4a,b,c,d** **Tools 1, 4, 5, 6** **0 - 5 Points**
Provides a detailed rationale for the curriculum and each learning center. Creative curriculum presentation uses a multiple intelligences approach throughout. At least one creative activity is presented in class. An academically focused educational game that is appropriate for young children is presented. Two pictures or more illustrate adults' roles in children's play. **Standards 1a,b,c& 4b,c,d** **Tools 3, 4, 5, 6, 7, 8** **6.5- 7.5 Points**	Provides a rationale for the curriculum and each learning center. Creative curriculum presentation uses a multiple intelligences approach. At least one creative activity is presented in class. An educational game that is appropriate for young children is presented and included. A picture illustrates adults' roles in children's play. **Standards 1a,b,c, & 4b,c,d** **Tools 3, 4, 5, 6, 7, 8** **5.5- 7 Points**	Provides some rationale for the curriculum and each learning center. Creative curriculum presentation uses an approach. One activity is presented at the final meeting. A game that is appropriate for young children is presented. **Standards 1a,b,c,& 4b,c,d** **Tools 3, 4, 5, 6, 7, 8** **0- 5 Points**

Name _____   Score_____ Date _____

Attachment 5c, Creative Curriculum Data Collection Matriculated Students

RATING OF ASSESSMENT ARTIFACTS ECED 502 Assessment 3 Professional Knowledge, Skill, and Dispositions				
COURSE & ASSIGNMENT	**EXEMPLARY**	**ACCEPTABLE**	**UNACCEPTABLE**	**TOTAL**
ECED 502 Fall 2009				
Creative Curriculum	3			3
ECED 502 Fall 2008				
Creative Curriculum	1			1
ECED 502 Fall 2007				
Creative Curriculum	4			4
TOTAL	8	0	0	8