

**Section IV Evidence for Meeting Standards**  
**Assessment 6b - Meaningful Curriculum for Infants and Toddlers**  
**Standards 1a, b, c, 2a, b, c, 4a, b, c, d, 5b, c, d and Tools 1, 2, 3, 4, 5, 6.**

**1. A brief description of the assessment:**

The Meaningful Curriculum for Infants and Toddlers provides an opportunity for the candidate to research, plan, develop, and present a meaningful curriculum for infants and toddlers using developmentally appropriate teaching strategies. In this assessment candidates, plan and develop a meaningful curriculum for infants and toddlers using developmentally effective and appropriate teaching strategies. Candidates provide a research based rationale with developmentally appropriate, effective strategies, and policies. Consider Developmentally Appropriate Practice, Individually Appropriate Practice, and Culturally Appropriate Practice within the curriculum. A detailed center lay-out, room arrangement, the philosophy of program, staffing patterns, schedule, safety, health, and nutrition policies, family involvement, and transition policies for children coming into and leaving the program, primary caregiver approach, and age groups are included. Demonstrated knowledge and application of ethical principles including the NAEYC's Code of Ethical Conduct and Rhode Island Licensing Standards are provided. In the curriculum, plan to promote positive outcomes for all children. Address issues of cultural diversity, cultural competence, and responsiveness to cultural and linguistic diversity.

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

This assessment specifically aligns with Standards 1a, b, c, 2a, b, c, 4a, b, c, d, 5b, c, d and Tools 1, 2, 3, 4, 5, 6. They are incorporated into the grading guide and embedded within the coursework. See Section IV, Assessment 6, attachment 5b & 5c. The Assessment provides evidence of the candidate's knowledge of infant-toddler development, care and education.

The assessment instrument (See attachment 5b) addresses the emphasis in NAEYC Standard 1 on using understanding of young children's characteristics and needs and the multiple influences on development and learning in the planning the curriculum(1a, b, c). Standard 2 is addressed by addressing family involvement and developmentally, individually, and culturally appropriate practices within the curriculum (2a,b,c). Standard 4 is addressed through the use of developmentally effective approaches, understanding content knowledge in the philosophy, policies, lay-out, and room arrangement to design and build a meaningful curriculum for infants and toddlers that promotes positive outcomes (4a, b, c, d). Standard 5 is addressed through the use of ethical standards and professional guidelines, learning about infant-toddler development, care, and education, and integrating knowledgeable and reflective perspectives on infant toddler care and education through the development of a comprehensive curriculum (5b, c, d).

Tools 1, 2,3, 4, 5, and 6 are addressed in the curriculum. Cultural competence is addressed through culturally appropriate practice in the curriculum (1). Knowledge and application of

ethical principles are addressed throughout the curriculum in policies, staffing patterns, transitions, etc. (2). Oral and written communication are addressed in the presentation of the curriculum (3). Mastery of relevant infant-toddler theory and research is addressed in the center lay-out, philosophy, staffing patterns, schedule, policies, family involvement, and transition policies (4). Skills in identifying and using professional resources are addressed throughout the development of the curriculum (5). Inquiry skills and knowledge of research methods are demonstrated through the use of a research based rationale with developmentally appropriate, effective strategies, and policies that consider developmentally appropriate practice, individually appropriate practice, and culturally appropriate practice within the curriculum(6).

### **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 candidates enrolled between 2006 -2009. Many 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 with children and families in diverse settings. Most of them have little experience with infants and toddlers in early care and education settings. The data of 7 exemplary and 1 acceptable ratings provide insight into the commitment and work of the candidates to infant-toddler development, care and education. It is a reflection of their interest, engagement, and commitment. The coursework embeds the Standards and Tools. In addition to matriculated graduate students, non-matriculated graduate students take many of the core courses for Rhode Island early childhood teacher certification requirements (ECED 502, 503, 505, and 512). Data for non-matriculated students is not included. ECED 503, Infants and Toddlers in Early Care and Education is offered twice a year in the Fall and Summer semesters.

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

The data provides observable evidence of candidates' planning of meaningful curriculum for infants and toddlers. This demonstrates the candidates understanding and application of the standards and tools related to research, plan, development, and presentation of an infant toddler curriculum that reflects developmentally appropriate and effective teaching strategies, policies, and ethical principles based on research. The evidence is observable in the class presentation, the written documents, and the grade. The data provide evidence of meeting the standards and tools cited with 7 exemplary (87.5%) and 1 acceptable (12.5%) over the course of four semesters.

### **5. Attachment of assessment documentation:**

- a. the assessment tool or description of the assignment  
See Assessment 6b, Attachment 5a, Meaningful Curriculum for Infants and Toddlers
- b. the scoring guide for the assessment  
See Assessment 6b, Attachment 5b, Meaningful Curriculum for Infants and Toddlers
- c. candidate data derived from assessment  
See Assessment 6b, Attachment 5c, Data for ECED 502 & 503

## **Attachment 5a, Meaningful Curriculum for Infants and Toddlers Description**

### **Meaningful Curriculum for Infants and Toddlers Description**

In this assessment candidates, plan and develop a meaningful curriculum for infants and toddlers using developmentally effective and appropriate teaching strategies. Candidates provide a research based rationale with developmentally appropriate, effective strategies, and policies. Consider Developmentally Appropriate Practice, Individually Appropriate Practice, and Culturally Appropriate Practice within the curriculum. A detailed center lay-out, room arrangement, the philosophy of program, staffing patterns, schedule, safety, health, and nutrition policies, family involvement, and transition policies for children coming into and leaving the program, primary caregiver approach, and age groups are included. Demonstrated knowledge and application of ethical principles including the NAEYC's Code of Ethical Conduct and Rhode Island Licensing Standards are provided. In the curriculum, plan to promote positive outcomes for all children. Address issues of cultural diversity, cultural competence, and responsiveness to cultural and linguistic diversity.

## **Attachment 5b, Meaningful Curriculum for Infants and Toddlers Grading Guide**

### **Meaningful Curriculum for Infants and Toddlers Grading Guide**

In this assessment candidates, plan and develop a meaningful curriculum for infants and toddlers using developmentally effective and appropriate teaching strategies. Candidates provide a research based rationale with developmentally appropriate, effective strategies, and policies. Consider Developmentally Appropriate Practice, Individually Appropriate Practice, and Culturally Appropriate Practice within the curriculum. A detailed center lay-out, room arrangement, the philosophy of program, staffing patterns, schedule, safety, health, and nutrition policies, family involvement, and transition policies for children coming into and leaving the program, primary caregiver approach, and age groups are included. Demonstrated knowledge and application of ethical principles including the NAEYC's Code of Ethical Conduct and Rhode Island Licensing Standards are provided. In the curriculum, plan to promote positive outcomes for all children. Address issues of cultural diversity, cultural competence, and responsiveness to cultural and linguistic diversity.

Include:

- center lay-out
- room arrangement
- the philosophy of program
- family involvement
- staffing patterns
- schedule
- policies
- transition policies for children coming into and leaving the program
- primary caregiver approach
- age groups

"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](http://www.naeyc.org)) **NAEYC Position Statement on Early Childhood Curriculum)**

**Meaningful Curriculum for Infants and Toddlers  
Grading Guide**

**Standards 1a, b, c, 2a, b, c, 4a, b, c, d, 5b, c, d  
Tools 1, 2, 3, 4, 5, 6, 9**

**Grading**

**14 - 15 Exceeds Expectations - All criteria met with many supporting details, research, developmentally, individually, and culturally appropriate strategies and practices.**

**12 - 13 Acceptable - Most criteria met with some supporting details, research, developmentally, individually, and culturally appropriate strategies and practices.**

**0 - 11 Unacceptable - Some criteria met with few details, little research, and few, if any developmentally, individually, or culturally strategies and appropriate practices.**

Attachment 5c, Data for Assessment 6 ECED 503

<b>ASSESSMENT 6 RATING OF ARTIFACTS</b>				
<b>ECED 503</b>				
<b>COURSE &amp; ASSIGNMENT</b>	<b>EXEMPLARY</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>	<b>TOTAL</b>
<b>ECED 503 Fall 2009</b>				
Review of Research 6a	2			2
Curriculum Project 6b	2			2
<b>ECED 503 Fall 2008</b>				
Review of Research 6a	3			3
Curriculum Project 6b	2	1		3
<b>ECED 503 Spring 2008</b>				
Review of Research 6a		1		1
Curriculum Project 6b	1			1
<b>ECED503 Summer 2007</b>				
Review of Research 6a	1	1		2
Curriculum Project 6b	2			2
<b>TOTAL</b>				
	13	3	0	16