

Department of Early Childhood, Elementary, and Special Education
College of Education
Morehead State University, Morehead, KY40351-1689

**IECE 658 Interdisciplinary Early Childhood Education
Professional Assessment (hybrid course)**

INSTRUCTOR INFORMATION

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CATALOG DESCRIPTION

IECE 658. Interdisciplinary Early Childhood Education Continued Professional Assessment. **(3-0-3); II.**

Prerequisite: Admission to Graduate Program in IECE and prior certification in another area OR admission to the TEP program for initial certification in IECE. During this course, graduate students who are seeking teaching certification in the area of Interdisciplinary Early Childhood Education will complete a portfolio and other assessment requirements

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's)

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of IECE 658 courses, the candidates:

1. Will complete five of the ten required assessment tasks for the Teacher Performance Standards in the Interdisciplinary Early Childhood Education certification program.
2. Will organize into a professional presentation his or her portfolio entries, which have been completed through the training program. During IECE658, standards 3, 7, 8, and 9 will be addressed.
3. Will design a KTIP format lesson plan and videotape their instruction of themselves interacting with children in the birth through five-year-old range (Classroom setting is required for the completion of this assignment).
4. Will take the departmental multiple-choice exam (85% or higher score required for successful completion of the program).
5. Will successfully pass the state IECE certification exam and submit the test scores upon completion of the program. MSU candidates will be expected to meet this requirement prior to completing the certification program)

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: IECE [658] [Interdisciplinary Early Childhood Education Professional Assessment]					
Aligned with → Assessment → (point values)	Kentucky Teacher Standards (IECE KYS)	KERA	Education Professional Standards Board (EPSB)	NAEYC Standards	NCATE
[Portfolio, 80point] CFO: 1, 3 SLO: 2	3, 7, 8, 9	4	2	Standards 2, 5	4a
[Tasks, 75 point] CFO: 1, 4 SLO: 1	8, 9	4, 5	1, 3	Standards 1	4a
[Chapter tests, 24point] CFO: 1 SLO: 4		3		Standards 4c	4a
[KTIP Lesson plan, 70point] CFO: 4 SLO: 3	1, 4	2	4	Standard 4	1b
[Lesson Plan Instruction, 60 point] CFO: 3, 5 SLO: 3	3	2	4	Standard 4	1c.1g
[Department Exam, 140point] CFO: 1 SLO: 4					1a.4a
[KY PRAXIS, No				Standard 4c	1a

point value but critical for the completion of the program]					
CFO: 1 SLO: 5					

Assignment Descriptions:

The purpose of the professional assessment course is twofold. First, the goal is success for the candidate. The instructor will work with the candidate to overcome deficiencies revealed through the assessment process. Second, we are concerned that only the very best teachers receive certification and provide services in teaching situations with young children. Therefore, we will not recommend for certification anyone who has not met the standards described here.

Program: IECE [658] [Interdisciplinary Early Childhood Education Professional Assessment]	
Assessment (point value)	Description
[Portfolio, 80point]	<p>The portfolio will be judged based on appearance, organization, variety of entries, and depth of entries included. The candidate's best, original work should be included in the portfolio to represent experiences across the age groups (0-5) and learning contexts (infant-toddler, home-based, center-based, kindergarten, etc.) as reflected in the standards. The portfolio must have an average of 80%; and the remaining standards I-VI are addressed in IECE 657. Each standard must meet both of the following criteria: at least half of the benchmarks under each of the standards must be addressed AND at least three original entries must be included per benchmark. That means if you have a standard with 12 benchmarks (like standard II) then you must have at least 6 benchmarks and 18 entries for that standard. Original entries refer to work that is created by the candidate (not reproduced from another source). You may include your IECE 657 tasks as entries under the appropriate standard. Entries cannot be counted twice (that is, no single entry can be included under two or more standards or benchmarks)! Each entry must include a clear rationale that explains how this specific item clearly demonstrates competence in the standard. Rationales that include only a few sentences or simply restate the standards and benchmarks are NOT sufficient! Remember that your portfolio also should address the entire age range from birth through kindergarten. If you have questions about the portfolio entries or rationales, please ask them well in advance of due dates. Sample portfolios are available for your viewing.</p>
[Tasks, 75 point]	<p>More than the minimum total of five tasks may be assigned if the candidate demonstrates difficulties in any area. The instructor assigns these tasks and candidates must score 80% on each task. Half of the tasks (at least five) are completed in IECE 657 and the other half are completed in IECE 658.</p> <p>Task 1: A comprehensive <u>statement of family involvement</u> for a program serving families of infants, toddlers, and preschoolers (Use chapter 17 & 15 and at least 2 outside resources). Select <u>any two</u> none-traditional families and design five appropriate family involvement activities in power-point</p> <p>Task 2: Behavior Guidance strategies, including the social constructivists approach to</p>

	<p>learning and behavior. Criticize the example scenario and redesign the class expectations: Set limits/ Classroom rules, Supportive/encouraging environment, Use scaffolding to guide the above children's behaviors.</p> <p>Task 3 State the definition of Developmentally Appropriate Practice, role of a teacher, children's participation modes (what and how they are doing), and instructional variation. Take a total of 10 teaching material pictures (include 3 multicultural materials) in a variety of centers, and state what developmental domain each material helps and how it will be utilized in your class instruction (Rationale of your selection of the material), and Make connections to IECE Standards and Benchmarks.</p> <p>Task 4 Write a 2 page (minimum) overview explaining the role of computers in today's early childhood classroom. Include the positive and negative impacts computer use can have on child growth and development. Then, observe children using three different software programs in an early childhood classroom or classrooms, and provide a critical reflection on the impact of these software programs. Write a one page newsletter to families describing i) Guidelines for appropriate use of computers by young children in the home setting ii) The advantages of using high quality software programs iii) Suggested computer programs/activities for children to use at home</p> <p>Task 5 State what outdoor play means to young children. Select 10 outdoor equipments & describe the equipment features, ranking it in order of preference (5 for infants and toddlers, and the other 5 for preschoolers). Design the placement of that equipments with connections to IECE Standards and its Benchmarks. Design two simple activity utilizing any of the equipments described on your paper. Write a one page newsletter to families what outdoor play means to children and its advantage of parents engagement in the activity.</p>
[Chapter tests, 24point]	<p>Students will read the designated chapter(s) and visit the companion website for testing (chapters 1, 2, 3, 4, 5, 6, 9, 10, 11) www.prenhall.com/morrison.</p> <p>Students need to take the short multiple choice exam and submit the result to the instructor at m.shon@morehead-st.edu</p>
[KTIP Lesson plan, 70point]	<p>IECE KTIP lesson plan format and its corresponding instructional strategies as well as assessment will be demonstrated during orientation. Alignment of objective(s)-instructional method- assessment will be discussed in-depth. Students are required to design a lesson plan and submit it online for approval. (See the Evaluation form.)</p>
[Lesson Plan Instruction, 60 point]	<p>Upon the approval of the KTIP lesson plan, students are anticipated to locate an appropriate classroom setting for their own instruction and record their teaching in CD or DVD format. The video instruction should briefly demonstrate the introduction of the lesson, children's active engagement in the variety centers, and the teacher's engagements with children in the setting. (See the Evaluation plan)</p>
[Department Exam, 140point]	<p>The candidate will successfully complete the departmental multiple-choice test. The student must score at least 85% on the test. Candidates must take the departmental exam at least twice during semester until it is passed. Those who do not receive a score of 85% or higher with three</p>

	<p>maximum trial will have the opportunity to re-take the exam the following semester. The average score of all department exam attempts will be counted toward course letter grade. A grade of zero will be recorded if you never take the departmental exam during this course of IECE658, unless you filed the official department exam passing grade you have accomplished at IECE657 course!</p>
<p>[KY State IECE Praxis Exam, No point value but critical for the completion of the program]</p>	<p>MSU candidates will be required to take and pass the State IECE exam prior to completing certification! The Test at a Glance document for (0023) is available at www.ets.org/praxis/ky. http://www.ets.org/Media/Tests/PRAXIS/pdf/0023.pdf</p>

If you are finishing up all requirements for IECE certification, you are responsible to apply 'Application for non-degree/ program completion' and 'TC-1 Form' which will be found at <http://www.moreheadstate.edu/graduate/index.aspx?id=1332> (read the instruction for TC-1 form)

Required Textbooks:

1. **G.S. Morrison (2006) 10th edition. *Early Childhood Education Today*.** New York: Merrill Prentice Hall. This textbook will provide background information you may find helpful as you complete tasks and study for the departmental exam. It is highly recommended that you read this text in preparation for the exam.

OPTIONAL TEXTS:

2. Course Packet available at MSU Bookstore
3. *Publication Manual of the American Psychological Association (APA)* 5th edition. Although not required, the APA manual provides excellent citation guidelines.
- 4.

OTHER REQUIREMENTS AND POLICY

COMPLETION OF WORK: To pass the course, all assignments must be completed and submitted, even if the assignments are submitted after the grace period and receive zero credit.

LATE WORK POLICY: For full credit, assignments **must be submitted** by due date, unless otherwise approved by the instructor. A grace period of one week is permitted for late work with 20% automatic point reduction, and **No credit** will be given for late assignments except by special prior arrangement. No makeup will be given for any missed department tests.

PERSON-FIRST LANGUAGE: Students should use person-first language (i.e. "a child with autism" as opposed to "the autistic child") during class discussion and for all written assignments.

ASSESSMENT STRATEGIES:

90%-100%	= A*	*All assignments must be submitted to receive final grade.
80-89	= B	
70-79	= C	
60-69	= D	
0-59	= E	

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://www.moreheadstate.edu/advising/index.aspx?id=8311> (also, described at Eagle Handbook pp 39-40, 2009-2010 <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/2009-10%20Handbook%2080309.pdf?n=7091>)

Morehead State University expects academic honesty. Plagiarism and other forms of cheating are absolutely unacceptable in this course or any other MSU course. Plagiarism and other forms of cheating will not be tolerated and will result in a zero (0%) for that assignment and **may result in automatic failure of the course** at the instructor's discretion (see the MSU Student Handbook for policy and procedure).

Due to the nature of this class, it is acceptable and necessary to reference written materials (e.g., websites, articles, books, etc.) as resources for generating ideas or writing literature reviews. However, all ideas that are not your own (i.e., anything copied directly or adapted from another person, source, or website) must be cited appropriately using APA format. You must give the appropriate credit for the works you reference in this class. **You are not allowed to use or modify someone else's lesson plans, portfolio entries, tasks, portions of tasks, or any other assignment.**

Please ask your instructor for direction in appropriately citing sources used to avoid unintentional plagiarism. The MSU librarians can also be of assistance in this matter. Graduate students are expected to give appropriate credit for sources used and it is the student's responsibility to ask for assistance if he/she does not know how to use citation and referencing in APA format.

IECE657/ 658 Professional Assessment Ethics Statement

As a candidate for a certified school position in the Commonwealth of Kentucky, you are required to observe a rigorous code of ethical behaviors as outlined in the following code.

PROFESSIONAL CODE OF ETHICS FOR KENTUCKY SCHOOL CERTIFIED PERSONNEL

Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:
 - 1) To students:
 - a) Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
 - b) Shall respect the constitutional rights of all students;
 - c) Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
 - d) Shall not use professional relationships or authority with students for personal advantage;
 - e) Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
 - f) Shall not knowingly make false or malicious statements about students or colleagues;
 - g) Shall refrain from subjecting students to embarrassment or disparagement; and
 - h) Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual

jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

- 2) To parents:
 - a) Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
 - b) Shall endeavor to understand community cultures and diverse home environments of students;
 - c) Shall not knowingly distort or misrepresent facts concerning educational issues;
 - d) Shall distinguish between personal views and the views of the employing educational agency;
 - e) Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
 - f) Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
 - g) Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.
- 3) To the education profession:
 - a) Shall exemplify behaviors which maintain the dignity and integrity of the profession;
 - b) Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
 - c) Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
 - d) Shall not use coercive means or give special treatment in order to influence professional decisions;
 - e) Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
 - f) Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

ETHICAL COMPLIANCE:

I certify that I have read and understand the *Professional Code of Ethics for Kentucky School Certified Personnel*. As a candidate for certification and a practicing professional I affirm that I will observe the high standards of personnel and professional behavior outlined in the code. I understand that violations of this code can lead to my dismissal from the IECE program at Morehead State University and loss of teaching certification.

I freely make this statement without purpose of deception.

Student signature

date

ACADEMIC HONESTY STATEMENT: Consistent with the standards outlined in the *Code of Ethics* and in compliance with the University Policy on Academic Honesty IECE Program instructors have absolutely **NO** tolerance for academic dishonesty in any form. Documented occurrences will immediately result in a zero on the assignment and additional sanctions that may result in a failing grade for the course.

Academic Honesty Policy, *MSU 2006-2007 Graduate Catalog*, pp.17-18

All students at Morehead State University are required to abide by accepted standards of academic dishonesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources apparently.

I certify that all the work submitted for **IECE658, Professional Assessment**, is my own work. I have completed all of the assignments on my own without assistance from others. I have read and understand the university policy on plagiarism and academic dishonesty. I further understand that official sanctions will be imposed if there is any evidence of academic dishonesty in my work.

Student signature

date

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency .

Other Evaluation and Operational Guidelines

1. **MEMBERSHIPS IN PROFESSIONAL ORGANIZATION:** Candidates are encouraged to join the Kentucky Association for the Education of Young Children (KAECE), affiliation of the National Association for the Education of Young Children (NAEYC) and the Southern Early Childhood Association (SECA). Students are also encouraged to attend conferences.
2. **PROFESSIONAL COLLABORATION AND COOPERATION:** Students are expected to collaborate and cooperate with peers and professionals in the field. Students are expected to contribute time, efforts, and insights to projects and activities.

Course Calendar:

IECE 658 Sp2010 Course Calendar	
Friday, Jan 15 9:00am-11:50am	<ul style="list-style-type: none"> ☐ Course Orientation—Attendance Required for ALL students ☐ Enrollment on Bb ☐ Introduce 2 tasks, portfolio entry, IECE lesson plan, Dept Exam, copy right issue, and practicum requirements
Saturday, Jan., 22	<ul style="list-style-type: none"> Chapters 1 You and Early Childhood Education Chapter 2 Early childhood education today

	Multiple choice Exam due (Equivalent to Morrison Fundamental...Web chapter 1 &2)
Wednesday, Jan 27	<ul style="list-style-type: none"> ■ Lesson Plan for video tape teaching should be submitted via Bb. (Students will receive feedback on their lesson plan within a week with a note of approval or denial. Students are responsible to modify the lesson plan and get the finalized approval prior to her/his teaching.)
Saturday, Jan 30	IECE Department exam (10:00am-12:00pm) Dr. Mee Shon
Saturday, Feb 6	Chapter 3 Observing & assessing young children Multiple choice & Essay Due by midnight (Equivalent to Morrison Fundamental...Web chapter 6)
Saturday, Feb 13	Task #1 is due.
Saturday, Feb 20	Chapter 4 The past & present Multiple choice & Essay Due by midnight (Equivalent to Morrison Fundamental...Web chapter 3)
Friday, 2/26	IECE Department Exam (10:00am-12:00pm) Due date for video teaching (Videos must be CD/DVD format or VHS format; I cannot view 8mm or mini cassettes)
Saturday March 6	Chapter 5 Theories applied to teaching and learning Chapter 6 Early Childhood programs Multiple choice & Essay Due by midnight (Equivalent to Morrison Fundamental...Web chapter 4) Task #2 is due <ul style="list-style-type: none"> ■ Three tasks (Task # 8, 9, 10) will be assigned
Saturday, March 13	IECE PRAXIS EXAM www.ets.org/praxis/ky

March 15-19	MSU Spring Break
Saturday March 26	Task 3 is Due IECE Dept. Exam (10:00pm-12:00 pm) Chapter 9 Infants and Toddlers (Equivalent to Morrison Fundamental...Web chapter 7) Multiple choice & Essay Due by midnight
Friday, April 2	Initial Portfolio due date: Any portfolio submitted by this date will be reviewed for recommended revision.
Saturday April 10	Task #4 Due
Saturday April 17	<input checked="" type="checkbox"/> Chapter 10 The Preschool Years (Equivalent to Morrison Fundamental...Web chapter 8) Chapter 16 Children with Special Needs (Equivalent to Morrison Fundamental...Web chapter 11) Multiple choice & Essay Due by midnight <input checked="" type="checkbox"/> Department Exam Date (2:00-4:00pm)
Friday April 24	<input checked="" type="checkbox"/> Final portfolio submission with all required standards and revisions (Standards #3, 7, 8, 9) <i>Students, who are not able to meet this deadline, are responsible for any disadvantages occurred subsequently.</i>
Friday, April 30	Task # 5 is due
May 3-7	Final Week Contact the instructor via E-mail for your accomplishment for this course! Your completion letter will be sent by mail with your accomplishment for the course, IECE658. Please keep the copy as a proof. Keep in mind that NO IECE dept exam will be administered during summer since faculties will be out during summer.
Saturday May 8	MSU Commencement

Portfolio Evaluation Form

Date: _____ :Portfolio Author's Name: _____

Portfolio Components: Place a check mark by each of the items that the portfolio includes:

Table of Contents	
Appropriate number of entries using IECE Teacher Standards	
Rationale for each entry which explains how each addresses the benchmark in standard(s)	

Portfolio Appearance

Portfolio has a pleasing appearance	
Rationale for each entry is clear and concise	
Rationale for each entry, table of contents, and any captions, instructions, etc. are free of mechanical and grammatical errors	

Portfolio Evaluation

Place a 1, 2, 3, or 4 to the right of each standard below, assessing the author's ability to successfully demonstrate competency for each standard identified by the portfolio entries. Use the performance criteria for the IECE Teacher Performance Standards to guide you in your ratings. Support your rating by including a brief statement that explains your decision. **Include this "Typed & finished form" of evaluation form inside cover pocket of your portfolio for grading!!!**

Standards	Benchmarks addressed	Notes	ratings
Standard VI Collaborates and consults with others			
	3.		
	3.		
	3.		
Standard VII Engages in professional development			
	7.		
	7.		

	7.		
Standard VIII Supports families			
	8.		
	8.		
	8.		
Standard IX Technology			
	9.		
	9.		
	9.		
	9.		

IECE 658	Assessment Tasks
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The final score for assessment tasks will be the average of all task grades assigned during the semester. Points will be accumulated and converted into a percentage score. The number of tasks completed will be determined on an individual basis for each student.

A minimum of 10 tasks will be required. Others will be assigned if needed to strengthen areas of weakness.

	Date Assigned	Title of task	Points Earned
Task 1			
Task 2			
Task 3			
Task 4			
Task 5			

* Additional Pages will be used as necessary

Scoring Rubric for Assessment Tasks

Scoring Rubric for Assignments

100-90%	Exceed minimal expectations by showing depth of problem solving or creative solutions to the situation given.
89-80%	Product addresses, in detail, all of the various parts of the assignment described.
79-70%	Product lacks depth or comprehensiveness of elements described in the assignment.
69% & below	Product does not show effort in addressing all elements of the assignment.
0	Product has major weaknesses, including grammar, spelling, and lack of elements

An average score of 80% must be earned on each assessment task.

1. Content (IECE New Teacher Standard I)
Age Appropriate activities?
Lesson Plan clearly written?
Adequate materials/ experiences?
2. Implementation (IECE New Teacher Standard II, III)
Classroom atmosphere favorable? (IECE NTS II)

Appropriate management strategies? (IECE NTS III)
Learning outcomes clearly demonstrated? (IECE NTS IV)
3. Overall Evaluation

2009 Revised *Kentucky's Early Childhood Standards*:

COMMUNICATION (BIRTH TO 3)
Standard 1: Demonstrates communication skills in order to express self.
 Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.
 Benchmark 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.

Standard 2: Demonstrates listening and observing skills and responds to the



LANGUAGE ARTS (3S AND 4S)
Standard 1: Demonstrates general skills and strategies of the communication process.
 Benchmark 1.1: Uses nonverbal communication for a variety of purposes.
 Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.
 Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.

Standard 2: Demonstrates general skills and

communication of others.

Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.
Benchmark: 2.2: Responds to the verbal and nonverbal communication of others.

Standard 3: Demonstrates interest and engages in early literacy activities.

Benchmark 3.1: Demonstrates interest and engagement in print literacy materials.
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes.

► **strategies of the listening and observing process.**

Benchmark 2.1: Engages in active listening in a variety of situations.
Benchmark 2.2: Observes to gain information and understanding.

► **Standard 3: Demonstrates general skills and strategies of the reading process.**

Benchmark 3.1: Listens to and/or responds to reading materials with interest and enjoyment.
Benchmark 3.2: Shows interest and understanding of the basic concepts and conventions of print.
Benchmark 3.3: Demonstrates knowledge of the alphabet.
Benchmark 3.4: Demonstrates emergent phonemic/phonological awareness.
Benchmark 3.5: Draws meaning from pictures, print and text.
Benchmark 3.6: Tells and retells a story.

► **Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process.**

Benchmark 4.1: Understands that the purpose of writing is communication.
Benchmark 4.2: Produces marks, pictures and symbols that represent print and ideas.
Benchmark 4.3: Explores the physical aspects of writing.

COGNITIVE (BIRTH TO 3)

Standard 1: Explores the environment to gain information.

Benchmark 1.1: Demonstrates curiosity in the environment.
Benchmark 1.2: Responds to the environment.
Benchmark 1.3: Recalls information about the environment.
Benchmark 1.4: Recognizes characteristics of people and objects.

MATHEMATICS (3S AND 4S)

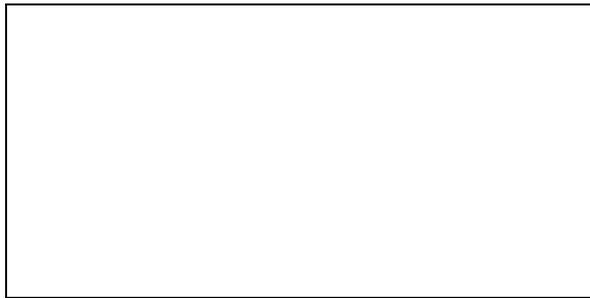
Standard 1: Demonstrates general skills and uses concepts of mathematics.

► Benchmark 1.1: Demonstrates an understanding of numbers and counting.
Benchmark 1.2: Recognizes and describes shapes and spatial relationships.
Benchmark 1.3: Uses the attributes of objects for comparison and patterning.
► Benchmark 1.4: Uses nonstandard and/or standard units to measure and describe.

SCIENCE (3S AND 4S)

► **Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity).**

► Benchmark 1.1: Explores features of the environment through manipulation.



Benchmark 1.2: Investigates simple scientific concepts.

▶ Benchmark 1.3: Uses a variety of tools to explore the environment.

Benchmark 1.4: Collects, describes and/or records information through a variety of means.

Benchmark 1.5: Makes and verifies predictions based on past experiences.

SOCIAL EMOTIONAL (BIRTH TO 3)

Standard 1: Demonstrates trust and engages in social relationships.
 Benchmark 1.1: Shows attachments and emotional connection towards others.
 Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others.

Standard 2: Demonstrates sense of self.
 Benchmark 2.1: Expresses and/or recognizes a variety of emotions.
 Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

▶ Benchmark 1.1: Demonstrates independent behavior.

▶ Benchmark 1.2: Shows social cooperation.

▶ Benchmark 1.3: Applies social problem solving skills.

SOCIAL STUDIES (3S AND 4S)

Standard 1: Demonstrates basic understanding of the world in which he/she lives.

▶ Benchmark 1.1: Differentiates between events that happen in the past, present and future.

▶ Benchmark 1.2: Uses environmental clues and tools to understand surroundings.

Benchmark 1.3: Shows an awareness of fundamental economic concepts.

Benchmark 1.4: Recognizes and/or follows rules within the home, school and community.

Benchmark 1.5: Demonstrates understanding of the roles and relationships within his/her family and/or community.

Benchmark 1.6: Knows that diversity exists in the world.

CREATIVE EXPRESSION (BIRTH TO 3)

Standard 1: Demonstrates interest and participates in various forms of creative expression.

Benchmark 1.1: Enjoys and engages in visual arts.

Benchmark 1.2: Enjoys and engages in movement and dance.

Benchmark 1.3: Enjoys and engages in music.

Benchmark 1.4: Enjoys and engages in pretend

ARTS AND HUMANITIES (3s and 4s)

Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences.

▶ Benchmark 1.1: Develops skills in and appreciation of visual arts.

▶ Benchmark 1.2: Develops skills in and appreciation of dance.

▶ Benchmark 1.3: Develops skills in and appreciation of music.

play and drama.

Benchmark 1.4: Develops skills in and appreciation of drama.

MOTOR (BIRTH TO 3)

Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines.

Benchmark 1.1: Moves with purpose and coordination.

Benchmark 1.2: Demonstrates balance and coordination.

Benchmark 1.3: Exhibits eye-hand coordination.

Benchmark 1.4: Controls small muscles in hands.

Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met.

HEALTH/MENTAL WELLNESS (3S AND 4S)

Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments.

Benchmark 1.1: Demonstrates independent behavior.

Benchmark 1.2: Show social cooperation.

Benchmark 1.3: Applies social problem solving skills.

Benchmark 1.4: Show a sense of purpose (future – hopefulness)

PHYSICAL DEVELOPMENT (3S AND 4S)

Standard 1: Demonstrates basic gross and fine motor development.

Benchmark 1.1: Performs a variety of locomotor skills with control and balance.

Benchmark 1.2: Performs a variety of non-locomotor skills with control and balance.

Benchmark 1.3: Combines a sequence of several motor skills with control and balance.

Benchmark 1.4: Performs fine motor tasks using eye-hand coordination.

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm>

2009 Revised Kentucky's Early Childhood Standards:

<http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm>

KY IECE Teacher Standards

IECE TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION: INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY: This course most heavily focuses on issues related to the following (for completed standards <http://www.kyepsb.net/teacherprep/iecestandards.asp>)

Standard 1: Designs/Plans Instruction

The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals

- 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences
- 1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities
- 1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments
- 1.5 Incorporates knowledge of multiple disciplines and strategies from team members
- 1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)

Standard 2: Creates/Maintains Environments

The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals
- 2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments
- 2.3 Maintains a healthy and safe environment
- 2.4 Provides developmentally and individually appropriate indoor and outdoor environments
- 2.5 Creates environments that recognize and value diversity as a strength in children and families
- 2.6 Adapts environments to support children with special needs and disabilities
- 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment
- 2.8 Facilitates positive interaction between children and adults
- 2.9 Uses positive guidance techniques to foster children's self-regulation
- 2.10 Uses responsive techniques to nurture appropriate social interaction and social competence
- 2.11 Functions within legal, ethical, and professional guidelines
- 2.12 Applies adult learning principles in supervising and training adults

Standard 3: Implements Instruction

The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals
- 3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments
- 3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities
- 3.4 Uses instructional strategies that meet the unique needs of each child
- 3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns
- 3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child
- 3.7 Provides guidance, learning cues, and positive feedback to children
- 3.8 Manages antecedent and consequent conditions to foster self-management behaviors

Standard 4: Assesses & Communicates Learning Results

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

Performance Criteria:

- 4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs
- 4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child
- 4.3 Actively involves families and other team members in the assessment process
- 4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress
- 4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP
- 4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode

Standard 5: Reflects/Evaluates Professional Practices

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 5.1 Engages in ongoing self-reflection to improve professional practices
- 5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection

- 5.3 Applies professional ethics, practices and legal mandates in early childhood settings
- 5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments
- 5.5 Participates in program evaluation efforts to improve child learning and development
- 5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance

Standard 6: Collaborates with Colleagues/Families/Others

The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Performance Criteria:

- 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings
- 6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child
- 6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child
- 6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings
- 6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers
- 6.6 Provides ongoing constructive feedback to team members about professional practices
- 6.7 Collaborates with families and other team members to support successful transition to next setting

Standard 7: Engages in Professional Development

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

Performance Criteria:

- 7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth
- 7.2 Develops a professional growth plan
- 7.3 Documents professional growth and performance
- 7.4 Demonstrates professional growth through identification with and active participation in professional organizations
- 7.5 Critically reviews and applies research and recommended practices
- 7.6 Seeks support and expertise of others to improve professional practice
- 7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services.

Standard 8: Supports Families

The IECE educator supports families through family-centered services that promote independence and self-determination.

Performance Criteria:

The extent to which the IECE educator:

- 8.1 Assists families in articulating resources, priorities, and concerns
- 8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences
- 8.3 Implements a continuum of family-centered services which support child development
- 8.4 Informs families of program objectives, procedures, and legal rights
- 8.5 Applies adult learning principles to parent education activities
- 8.6 Promotes family participation in adult education opportunities and school and community activities
- 8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development
- 8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate.

Standard 9: Demonstrates Implementation of Technology

The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

Performance Criteria:

The extent to which the IECE educator:

- 9.1 Operates a multimedia computer and peripherals to install and use a variety of software
- 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication
- 9.3 Demonstrates knowledge of the use of technology in business, industry, and society
- 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations
- 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras
- 9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support

instruction

- 9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction
- 9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs
- 9.9 Designs lessons that use technology to address diverse needs and learning styles of children
- 9.10 Practices equitable and legal use of computers and technology in professional activities
- 9.11 Facilitates the lifelong learning of self and others through the use of technology
- 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation
- 9.13 Applies research-based instructional practices that use computers and other technology
- 9.14 Uses computers and other technology for individual, small group, and large group learning activities
- 9.15 Uses technology to support multiple assessments of children's learning
involve parents in the assessment and evaluation process.

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