

**Shawnee State University Children’s Learning Center**  
**Curriculum Protocol:**  
**Early Childhood Curriculum, Assessment and Program Evaluation**  
**Building an Effective, Accountable Preschool Program**

*Based on a Joint Position Statement of the National Association for the Education of Young Children (NAEYC), National Council of Accreditation of Teacher Education (NCATE), and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) for programs serving children birth through age 8*

**Curriculum:**

*The curriculum is thoughtfully planned, challenging, engaging, developmentally and individually appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all children.*

Indicators of Effectiveness	How our curriculum meets this indicator
Children are active and engaged.	<p>As a model site for university students majoring in early childhood education, education, pediatric allied health and social sciences, the CLC bases its practices on sound research and innovative program implementation. Teachers plan meaningful experiences to engage children’s minds and bodies in learning experiences throughout the day in interest areas, small- and large-group times, daily routines, and long-term studies.</p> <p><i>CLC Handbook, p. 4</i></p>
Philosophy is clear and shared by all.	<p>The CLC mission is a working family partnership. Recognizing parents as the most important teachers in their child’s lives is central to helping them reach their optimal potential. The philosophy, principles, policies, and practices are based on a humanistic view of children and childhood. That is all children are respected as individuals without regard to race, color, creed, gender, national origin, or disability. Curricular goals are organized according to the philosophical principles of ODE’s Office of Early Learning and School Readiness :</p> <p><b>Principle 1: All children are born ready to learn.</b>  <i>Translation: We provide a safe, nurturing, protective environment that is devoted to independent exploration and discovery.</i></p> <p><b>Principle 2: Relationships are influential.</b>  <i>Translation: Program goals are based on the belief that positive relationships with peers and responsive adults are vital to social growth and development.</i></p> <p><b>Principle 3: Communication is critical.</b>  <i>Translation: Children are provided a developmentally appropriate curriculum that emerges from each child’s interests</i></p>

	<p>and needs and encourages creativity, curiosity, and imagination.</p> <p><b>Principle 4: Environments matter.</b></p> <p><i>Translation:</i> Children are immersed in an inquiry-based environment that facilitates their intellectual, physical, aesthetic, and social/emotional development.</p> <p><i>CLC Handbook, p. 7</i></p>
Curriculum is evidence-based.	<p>Sound theory is foundational and curricular goals are developmentally, culturally, and linguistically relevant for 3-to 5-year old children, including those with special needs. It is grounded in the child development theory and research of Vygotsky, Gardner, Maslow, Erikson, Montessori, and Piaget, as well as research on brain development, and the acclaimed early childhood movement from Reggio Emilia, Italy, and is organized in four content areas:</p> <ul style="list-style-type: none"> <li>• <b>Content Area 1:</b> English Language Arts</li> <li>• <b>Content Area 2:</b> Mathematics</li> <li>• <b>Content Area 3:</b> Science</li> <li>• <b>Content Area 4:</b> Social Studies</li> </ul> <p><i>CLC Handbook, p. 27</i></p>
Valued content is learned through investigation and play and is focused on intentional teaching.	<p>Teachers use a range of instructional approaches, from child-initiated play to teacher directed instruction. They offer children opportunities to investigate the world around them and to learn through purposeful play. Brain-compatible learning, differentiated and integrated instruction are developmentally appropriate and focus on the whole child. On the basis of assessment information, teachers build on what children already know and teach them important concepts and skills in an intentional way during large-group, small-group, and individual instruction.</p> <p><i>CLC Handbook, p. 27</i></p>
Curriculum builds on prior learning and experience.	<p>Teachers find out what children know and can do through ongoing assessment: observing, conversing, and conversations with families. Benchmarks of progress are documented in each child’s portfolio which serves as a starting point for determining new concepts to be learned and scaffolding learning.</p> <p><i>CLC Handbook, p. 12</i></p>
Curriculum is comprehensive.	<p>The curriculum can best be described as “emergent literacy,” predicated on its integration with the other content areas, thus the curriculum is comprehensive and addresses all areas of development: social/emotional, physical, cognitive, and language. It also includes all subject-matter areas: literacy, math, science, social studies, the arts, and technology.</p> <p><i>CLC Handbook, p. 27</i></p>

Professional standards validate the curriculum's subject-matter content.	Content for the curriculum is based on national standards of various professional organizations: National Association for the Education of Young Children (NAEYC), International Reading Association (IRA), Ohio Department of Education Office of Early Education and Instruction. Curriculum content and practices are aligned with current research.  <i>CLC Handbook, p. 27</i>
The curriculum is likely to benefit children.	The curriculum meets the 198 nationally recognized criteria for high quality in ten program area. Curricular decisions are grounded in research-based practices and in their implementation result in positive child outcomes.  <i>CLC Handbook, p.4</i>

### **Curricular Support Materials:**

#### ***All children are born ready.***

- Learning to Read & Write.\* Neuman, Copple, & Bredekamp. NAEYC, 1999.
- Developmentally Appropriate Practices.\* Gestwick, Carol. Delmar, 1999.
- Starting Out Right\* Burns & Snow. National Research Council, 1999.

#### ***Relationships are Influential.***

- Ethics and Early Childhood Education.\* Freeman & Feeney. NAEYC, 1999.
- Love to Read- Early Literacy for African American Children. Bowman, Barbara. National Black Child Development Institute, 2002.

#### ***Communication is Critical.***

- Much More than ABC's. Schickendanz, Judith. NAEYC, 1999.
- Make Way for Literacy. Owocki, Gretchen. NAEYC, 2001.
- On Solid Ground. Tabuski, Sharon. Heineman, 2000.
- Children as Illustrators: Making Meaning Through Art & Language.\* Thompson, Susan. NAEYC, 2005.
- Ladders to Literacy. Syverson, O'Connor, Vadany. Brookes, 1998.

#### ***Environments Matter.***

- Young Investigators.\* Helm, Judy. NAEYC, 2001.
- Teaching with the Brain in Mind. Jensen, Eric. ASCD, 1998.
- Active for Life.\* Sanders, Stephen. NAEYC, 2000.
- Classroom Management in Pictures. Chang, Maris. Scholastic, 2004.
- A Picture is Worth 1000 Words. Seebaum, Matthew. RFT Publishing, 1999.
- The Young Child & Mathematics. Copley, Juanity. NAEYC, 2004.

*\* Note: Titles with asterisk are located in the Curriculum Box.*

### **Assessment:**

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods

*Curriculum Box.06*

*Adapted by C. Ferguson*

that are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families, and connected to specific beneficial purposes:

- 1) making sound decisions about teaching and learning,
- 2) identifying significant concerns that may require focused intervention for individual children, and
- 3) helping programs improve their educational and developmental interventions

<b>Indicators of Effectiveness</b>	<b>How our curricular assessments meet this indicator</b>
Ethical principles guide assessment practices.	Children are observed over time, and decisions are made based on broad-based, broad-band considerations.
Assessment instruments are used for their intended purposes.	The primary purpose of assessments is to guide curricular planning and instruction as well as gather reporting information for program planning and improvement.
Assessments are appropriate for the ages and other characteristics of children being assessed.	Assessments are strength-based and effective for all children including with disabilities and English as a second language learners.
What is assessed is developmentally and educationally significant.	Assessments are comprehensive, including social/emotional, physical, cognitive, and language developmental areas. Objectives related to content areas are included in the assessment. Developmental milestones correlate well with state early learning content standards.
Assessment evidence is used to understand and improve learning.	Information learned using developmental milestones enables teachers to guide children’s progress related to each objective. Teachers find out where a child is along the continuum and then provide appropriate activities to help a child progress.
Assessment evidence is gathered from realistic settings and situations that reflect children’s actual performance.	Assessment evidence is based on observation and documentation collected during day-to-day classroom activities rather than in a contrived testing situation.
Assessments use multiple sources of evidence gathering over time.	Documented observations and work samples, including examples of children’s writing, artwork, photographs, and audio and/or video clips are collected as part of everyday experiences over the course of the school year. This data, along with family input, helps teachers evaluate children’s progress at two checkpoints during the year.

Screening is always linked to follow-up.	Screening instruments are selected by local programs. However, teachers may use the data obtained through the use of developmental assessments as one source of information when determining a child's need for further diagnostic testing and evaluation by trained individuals.
Use of individually administered, norm-referenced tests is limited.	Developmental assessments are not norm-referenced tests. Norm-referenced testing is a decision made by the local programs to which are children are associated in multiple counties in Ohio or Kentucky.
Staff and families are knowledgeable about assessment.	Training on developmental milestones and developmental assessments is available for teachers and assistants. Teachers generate individual portfolios for family/school purposes.

### **Assessment Support Materials:**

- Observation Skills for Effective Teaching.\* Borich, Gary D. Pearson, 2003.
- Portfolio Assessment. DeFina, Allan. Scholastic, 1992.
- Using Observation in Early Childhood Education. Marion, Marian. Pearson, 2004.

### **Curriculum Box Contents**

- Curriculum Protocol
- National Standards  
NAEYC: Standards & Accreditation Criteria
- Ohio Partnership  
Early Learning Content Standards  
Guidance for Content Standard Implementation  
Treasure Chest for Principal-led Teams for At-Risk Learners  
Ohio Literacy Initiative
- Developmental Milestones
- Assessment
- Portfolio/Progress
- Lesson Plans
- Pacing Charts
- Curriculum Examined

### **For Discussion**

- How is the curriculum planned?
- Who is involved in the planning?
- Does the curriculum change each year?
- Is the curriculum tied to state standards?
- Is it considered an academic curriculum?
- Which of the “hundred languages” are most present in the curriculum in use?
- Does it integrate art?
- What topics are addressed?

