

Assignment Makeovers 2019

AAS

**Evolving National Context**

Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

*The Institute of Medicine’s seminal report supports building a workforce unified by the science of child development and early learning and the shared knowledge and competencies needed to provide consistent, high-quality support for the development and early learning of children from birth through age 8.*

Source:[**http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx**](http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx)

Power to the Profession

*Power to the Profession is a national collaboration to define the early childhood profession by establishing a unifying framework for career pathways, knowledge, and competencies, qualifications, standards, and compensation.*

Sources: [**https://www.naeyc.org/our-work/initiatives/profession**](https://www.naeyc.org/our-work/initiatives/profession)

[**https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456**](https://www.naeyc.org/our-work/initiatives/profession/decision-cycles/power-profession-decision-cycles-3456)

Draft Professional Standards and Competencies for Early Childhood Educators

*This site has an archive with the first of draft of revised standards/competencies that are currently being developed in response to Power to the Profession. The document includes examples for each standard of what might be expected for a student at CDA, associate, and bachelors-degree levels. The 2nd draft is available for public comment through June 14.*

Source: [**https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies**](https://www.naeyc.org/resources/position-statements/draft-professional-standards-competencies)

NAEYC Position Statement: Advancing Equity in Early Childhood Education

*Although equity and diversity are referenced in our NAEYS’S core values and beliefs, they have never had a separate position statement focused solely on these issues. The first draft of this new resource was out for national comment until April 5.* Source: [**https://www.naeyc.org/resources/position-statements/equity-draft**](https://www.naeyc.org/resources/position-statements/equity-draft)

**Definitions**

# Professional Development

*Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice. The key components of professional development include: (a) the characteristics and contexts of the learners (i.e., the “who” of professional development, including the characteristics and contexts of the learners and the children and families they serve); (b) content (i.e., the “what” of professional development; what professionals should know and be able to do; generally defined by professional competencies, standards, and credentials); and (c) the organization and facilitation of learning experiences (i.e., the “how” of professional development; the approaches, models, or methods used to support self-directed, experientially-oriented learning that is highly relevant to practice).*

Source: National Professional Development Center on Inclusion. (2008). What do we mean by professional development in the early childhood field? Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author.

[**http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI\_ProfessionalDevelopmentInEC\_03-04-08\_0.pdf**](http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf)

Catlett, C., Maude, S., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses.* Unpublished manuscript.[**http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses**](http://fpg.unc.edu/resources/blueprint-process-enhancing-early-childhood-preservice-programs-and-courses)

**Assignment Makeover: Adjust Outcomes**

* Assignment Alignment Tool + Knowledge Acquisition/Knowledge Application (page 3)

**Assignment Makeover: Add Specific Emphasis**

A Creative Adventure

[**https://eclkc.ohs.acf.hhs.gov/video/creative-adventure**](https://eclkc.ohs.acf.hhs.gov/video/creative-adventure)

[**https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa**](https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa)

* Assignment Alignment Tool + Specific Emphasis (page 4)
* Vermont Personas (on SCRIPT-NC website <https://scriptnc.fpg.unc.edu/>)
* New Personas (on SCRIPT-NC website <https://scriptnc.fpg.unc.edu/>)
* Vermont Personas alignment (<https://scriptnc.fpg.unc.edu/>)
* Professional Development Intentionality Tool (page

**Assignment Makeover: Add Additional Alignment**

* Assignment Alignment Tool + Additional Alignment (page 5)

**Assignment Makeover: New Delivery Format**

Want more examples?

[**https://scriptnc.fpg.unc.edu/script-nc-webinar-series-registration-now-open**](https://scriptnc.fpg.unc.edu/script-nc-webinar-series-registration-now-open)

2019 – From “I Know It” to “I Can Show It”

2016 - Assignment Makeovers: From Knowing to Being Able to Do

Join the SCRIPT-NC webinar on **Best Practices in Online Instruction on June 11.** Register at [**http://tinyurl.com/scriptnc-online**](http://tinyurl.com/scriptnc-online)

**Assignment Alignment Tool + Knowledge Acquisition/Application[[1]](#footnote-1)**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Alignment with Course Objectives/Learning Outcomes** | **What does the assignment measure?** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **Knowledge Acquisition** | **Knowledge Application** |
| **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Assignment Alignment Tool + Specific Emphasis**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Alignment with Course Objectives/****Learning Outcomes** | **Specific Emphasis** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | Dual Language Learners | Children with Disabilities | Race, Ethnicity, Culture | Building Resilience |
| **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Assignment Alignment Tool + Additional Alignment**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Alignment with Course Objectives/****Learning Outcomes** | **Alignment with DEC Recommended Practices** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | Assess | Environ | Family | Instruct | Interact | Team |
| **1.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Professional Development Intentionality Tool**

Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Content Outline** | **Expectation** | **Specific Emphasis** |
| **Knowledge Acquisition** | **Knowledge Application** | **Children with Disabilities** | **Dual Language Learners** | **Race, Ethnicity, Culture** | **Building Resilience** |
| **1.** |  |  |  |  |  |  |
| **2.** |  |  |  |  |  |  |
| **3.** |  |  |  |  |  |  |
| **4.** |  |  |  |  |  |  |
| **5.** |  |  |  |  |  |  |
| **6.** |  |  |  |  |  |  |
| **7.** |  |  |  |  |  |  |
| **8.** |  |  |  |  |  |  |

1. Adapted from Catlett, C., Maude, S. P., & Skinner, M. (2016, October). *The blueprint process for enhancing early childhood preservice programs and courses*. Unpublished manuscript. [↑](#footnote-ref-1)