College of Education and Human Development

ECED 597 Creative Arts and Play in Early Childhood Education (3:3:0)
Fall 2015
Hybrid
In Person Meetings: 9/3, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15
Thursday, 5:30-8:10 pm
Arlington Founders Hall 475

Instructor: Wendy L. Orner Young, PhD
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Office hours: Before or after class and by appointment

Course Description

Advanced course using creative arts and play as central approaches to teaching and learning. Focuses on an integrated approach to what arts-based curriculum looks like and how it functions.

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation/facilitation, small-group discussions, student presentations and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

1. Demonstrate knowledge of key foundational theory and research related to working with culturally, linguistically, and ability diverse young learners, birth through age eight and their families.
2. Demonstrate a willingness and ability to engage in critically reflective practice.
3. Demonstrate the ability to analyze the readings, personal experiences and learning activities from a socio-cultural and social justice perspective, from the perspectives of the separate disciplines of early childhood education, early childhood special education, bilingual education, and multicultural education, as well as from a unified perspective.
4. Demonstrate the ability to link theory, research, and practice to dilemmas that occur in providing services to diverse young learners and their families, including those related to democracy and social justice.
5. Demonstrate the ability to lead integrative seminar discussions using theoretical and research readings.
6. Demonstrate the ability to assess seminar participants' prior knowledge and to utilize adult learning principles in seminar leadership.

7. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy- bringing together research, theory, and critical analysis of current issues.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Text
Isenberg, J. P., & Jalongo, M. R. (2014). Creative thinking and arts-based learning: Preschool through fourth grade (6th ed.). Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Additional Readings (Optional)

Brooks, J., & Brooks, M. (1999). In search of understanding: The case for constructivist classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.

Drapeau, P. (2014). Sparking student creativity: Practical ways to promote innovative thinking and problem solving. Alexandria, VA: Association for Supervision and Curriculum Development.

Efland, A. (2002). Art and cognition: Integrating the visual arts in the curriculum. Columbia University: Teachers College Press.

Gardner, H. (2009). Five minds for the future. Boston, MA: Harvard Business Press.

Gazzaniga, M. (Ed) (2008). Learning, arts, and the brain. New York, NY: Dana Press. http://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

Hoffman-Davis, J. (2007). Why our schools need the arts. New York, NY: Teachers College Press.

Jensen, E. (2001). Arts with the brain in mind. Alexandria, VA: Association for Supervision and Curriculum Development.

Pink, D. (2005). A whole new mind. New York, NY: Penguin Group.

Rabkin, N. & Redmond, R. (Eds.). (2004). Putting the arts in the picture: Reframing education in the 21st century. Chicago, IL: Columbia College.

Stevenson, L., & Deasy, R. (2005). Third space: When learning matters. Washington, D.C: Arts Education Partnership.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

   Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in

activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Chapter Reflections	Weekly	20
Arts Share	Sept. 17, Sept. 24, Oct 1, Oct. 8	8
Discussion Board Responses	Sept. 13, Sept. 27, Oct. 11	15
Integrated Project	Oct. 15	32
Presentation of Integrated Project	Oct. 15	10
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Weekly Reflections (20 points)

Complete the written teacher reflections for each of the 10 chapters. **Please post all reflections in Blackboard prior to the start of each class.**
- Pick **one** of the "Discuss" questions at the end of each chapter in the text book (pages 42, 91, 143, 193, 237, 272-273, 312, 345, 395, 441).
- Reflections for two chapters will be due weekly.
- Your weekly reflections should be between 2 and 3 pages long (this includes both chapters).

Due: Sept. 10 (Chapters 1 & 2), Sept. 17 (Chapters 3 & 4), Sept. 24 (Chapters 5 & 6), Oct. 1 (Chapters 7 & 8), Oct. 8 (Chapters 9 & 10)

Discussion Board Responses (15 points)

Respond to prompts in three discussion board sessions by creating your own thread based on the prompt provided. You have been randomly placed into discussion groups for each prompt. You must answer the questions completely and then go back and respond to two of your classmates' comments. All final posts are due by midnight on a Sunday. Initial posts should be completed by the Friday prior to the due date in order to allow for follow-up responses. **You may access the discussion board sessions through the Discussion Groups link in your Blackboard course menu.**

Due: Sept. 13, Sept. 27, Oct. 11

Arts Share (8 points)

 I am asking that you each bring in an article, resource, or lesson plan based upon specific topic areas (Visual Arts, Drama, Dance, Music) to share with classmates. I would like for you to present your contribution (approximately 4-5 minutes each). For each topic (Visual Arts, Drama, Dance, Music) you will pick one to contribute: 1) an article, 2) a resource or 3) a lesson-plan. This means that you will pick one of these three twice because there are 4 topics.
Please bring in enough copies of your contribution for all classmates and the instructor. **Please submit your arts share prior to class in Blackboard under "Assignments."**

> 1) **Article**: Articles must be related to the topic of study. You can use the GMU portal to access the library, search ERIC, PsychInfo, etc. to find either a research article, news article, or the like and then find it in the GMU online journals. You may also find articles on the Web, however, they need to be from a reputable source (e.g., Time, Newsweek, NY Times, Washington Post, etc.) You do not have to copy the full article. You need to provide the APA reference and a 1-2 paragraph synopsis of the article. Bring enough copies for your classmates and instructor.

> 2) **Resource**: I would like for you to find a resource for the topic. This may be an organizational website that has lesson plans, ideas, etc. It may be an organization that has great research, or a specific publication. It may be a book. It may also be a website that offers great information (such as lesson plans) on integrating the particular art form (in some cases the sites will be multi-functional and cover many art forms). Print out the link or name of the resource with a quick summary of what can be found there and bring enough copies of it for your classmates and instructor.

> 3) **Lesson Plan**: I DO NOT expect you to write lesson plans! I want you to find a place in which they have already been done for you. You may copy a plan out of a text, from the web (make sure it is a reputable site), or another source. Your lesson plan must be related to the content. For example: if we are studying Visual Arts, then your lesson plan may be "Using drawing in teaching shapes." Print it out and bring enough copies for your classmates and instructor.

Due: Sept. 17, Sept. 24, Oct. 1, Oct. 8

Integrated Project (32 points)

Plan a classroom-based unit of study, which integrates play, the arts, and creative thinking (see attached task description and rubric). This is the performance-based assessment for this course. This major project in ECED 597 will help you to integrate the learning in your classroom as well as your own learning. At the classroom level, you will design a unit of study that integrates play, creative thinking, and the arts into content. The process you will go through will be similar to that of completing an entry for the NBPTS. Students may work together in the planning of a unit, but each student must submit their own paper. **Please submit your unit under "Assignments" in Blackboard before coming to class.**

☐ Instructional Context: Observe and analyze your class in order to write an instructional context: a one-page description of your students and your teaching environment.

☐ Assessment: Create an assessment to pre-assess your students as well as a post-assessment for progress.

☐ Planning: Plan a unit of study which integrates content, play, creative thinking, and the arts and is based on the assessment.

☐ Write-up and Reflection: Write about the experience of creating this unit giving your reasons for choosing the initial assessment of students, the instructional plans and decisions you made in the development of the unit, and what might be some potential issues when teaching this unit.

Due: Oct. 15

Presentation of Integrated Project (10 points)

Present and discuss the integrated project in class. Presentations should be organized, show depth of understanding of play, the arts, and creative thinking, and show depth of reflection on your own planning of the unit. You may use Prezi, PowerPoint, or some other presentation software, but you may also want to "think out of the box" and present your unit in some unique way. Provide a one page summary for your colleagues. (See attached scoring guide) Students may present together if collaborating on the same unit. You will have 8-10 minutes to present. **Please submit your one page summary in Blackboard before coming to class.**

Due: Oct. 15

Course Schedule and Topics*

Week/Class Meeting Date	Topic	Readings	Assignments Due
Week 1 Sept. 3	Welcome Foundations of Creative Thought	Syllabus	
Week 2 Sept. 10	Understanding Children's Creative Thought and Expression Supporting Children's Play, Games, and Inventions	Chapters 1 & 2	**Reflection:** Chapter 1, p. 42 and Chapter 2, p. 91 **First Discussion Board 9/13**
Week 3 Sept. 17	Promoting Children's Art Engaging Children in Music, Movement, and Dance	Chapters 3 & 4	**Reflection**: Chapter 3, p. 143 and Chapter 4, p. 193 **Art Share (visual arts)**
Week 4 Sept. 24	Inviting Children's Participation in the Dramatic Arts Teacher's Roles in Fostering Creative Thought and Expression	Chapters 5 & 6	**Reflection**: Chapter 5, p. 237 and Chapter 6, p. **Art Share (drama)** **Second Discussion Board 9/27**
Week 5 Oct. 1	Assessing the Creative Processes and Products of Children Children's Creative Work in Diverse Families and Communities	Chapters 7 & 8	**Reflection**: Chapter 7, p. 312 and Chapter 8, p.345 **Art Share (dance)**
Week 6 Oct. 8	Designing Environments That Support Creativity and the Arts Using Creative Materials and Resources Effectively	Chapters 9 & 10	**Reflection**: Chapter 9, 395 and Chapter 10, p. 441 **Art Share (music)** **Third Discussion Board 10/11**
Week 7 Oct. 15	Integrated Project Presentations		**Integrated Project** **Integrated Project Presentation**

*Subject to change at the discretion of course instructor to meet the needs of students.

GUIDELINES FOR INTEGRATED PROJECT

The major project in ECED 597 will help you to integrate the learning in your classroom as well as your own learning. At the classroom level, you will design a unit of study that integrates play, creative thinking, and the arts into content. The process you will go through will be similar to that of completing an entry for the NBPTS.

What should be included in your integrated project:

1. Instructional Context: Observe and analyze your class in order to write an instructional context: a one-page description of your students and your teaching environment. *

In this section, address the following questions about your class:

☐ *What are the number, ages, and grades of the children in the class and what is the subject matter of the class?* (Examples: 12 children in preschool, ages 3 and 4, social studies; 24 children in grade 2, ages 7 and 8, social studies)
☐ *What are the relevant characteristics of this class that influenced your instructional strategies for this learning experience: ethnic, cultural, and linguistic diversity; the range of abilities of the children; the personality of the class?*
☐ *What are the relevant characteristics of the children with exceptional needs and abilities, including those with gifts and talents, or health issues that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical characteristics of the children)?*

Give any other information that might help us "see" this class.
☐ *What are the relevant features of your teaching context that influenced the selection of this learning experience?* This might include other realities of the social and physical teaching context (e.g., available resources, scheduling, space allocation—own classroom or shared space) that are relevant to your response.
☐ *What particular instructional challenges does the class represent?*
☐ *What particular dynamics of the class do we need to know about to understand the sequence of instruction?* This might include, but is not limited to, a description of your children's skills, knowledge, and previous experiences that relates to your teaching.

*If you do not have a class, you may create one in which you hope to teach or "borrow" one for this assignment.

Suggested total page length for **Instructional Context: 1 page**

2. Assessment: Create a pre- and post-assessment that will assess your students' knowledge of the content material you will teach. Ideally, the pre-assessment should drive the design of the unit. I am asking that you only give the pre-assessment for this class. Include a variety of assessments (both formal and informal methods) within your unit.

- Why did you choose these assessments?
- How will the assessments shape the unit?
- How will you use continual formative assessment throughout the unit?
- How will you use the assessments to make modifications for individual students?

Suggested total page length for **Assessment: 1 page plus assessment examples (where appropriate)**

3. Planning and Instruction: Plan a unit of study which integrates content, play, creative thinking, and the arts and is based on the assessment. You may collaborate with a colleague if working in the same grade level.

In this section, address the following questions:

☐ *What is the topic, concept, or theme addressed during this unit? Why is this appropriate for children of this age group? Why is this appropriate for children with different developmental characteristics and levels of knowledge of concepts? Why is this topic, concept, or theme important for establishing a foundation for future content instruction?*

☐ *What knowledge, skills, and concepts from the arts are addressed during this unit? How do they support the theme you have selected in the content area? How are they tied to standards (NAEYC, CEC, NBPTS)?*

☐ *How did you integrate content and the arts into your overall instructional goal(s) for children's learning with this topic? Why did you choose the goal or goals?* Include a discussion of the ways the goal(s) illustrate the knowledge and concepts from within the content area and the arts that you hope children will learn. How does the goal or goals fit into your overall goals for the year?

☐ *What instructional materials from the arts and content area were used during this unit? What was the rationale for using these materials?*

☐ *What strategies or methods from this unit show how you foster fairness, equity, and access for all children in your class? How did you include multiple teaching strategies and a wide variety of resources?*

☐ *How did you provide opportunities for exploration and discovery? How did you include opportunities for student choice? How did you provide for open-ended experiences?*

☐ *How did you provide opportunities for connections within and across disciplines? How did you provide opportunities for students to make connections to their own lives or real-life situations?*

Suggested total page length for **Planning and Instruction: 3 pages plus unit/lesson plans**

4. Write-up and Reflection: Write about the experience in creating this unit including your initial assessment of students, the instructional plans and decisions you made, and a reflection of the potential problems with implementing this unit. You may include any relevant previous teaching experiences related to the integration of the arts and play in the content areas.

Suggested total page length for **Reflection: 1 page**

Integrated Project Rubric   **Name:**
Performance-based Assessment   **Semester:**
EDCI 616: Creative Arts and Play in ECE   **Unit Title:**

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
Knowledge of how young children learn and DAP learning experiences	*No learning experiences enable children to create meaning *No learning experiences are developmentally appropriate *Provides no opportunities for purposeful play	*Few learning experiences enable children to create meaning *Few learning experiences are developmentally appropriate *Provides few opportunities for purposeful play	*Some learning experiences enable children to create meaning *Some learning experiences are developmentally appropriate *Provides some opportunities for purposeful play	*All learning experiences provide for enable students to create meaning *All learning experiences are developmentally appropriate *Provides many opportunities for purposeful play	
Knowledge of Academic Content	*Includes no key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Content is not accurate *Not based on/tied to Standards	*Includes few key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Some content is not accurate *Some not based on/tied to standards	*Includes some key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Content is accurate *Based on/tied to standards	*Includes key concepts, ideas, and facts that are developmentally appropriate in the subject areas included *Content is accurate *Based on/tied to standards	
Knowledge of the Arts	*Includes no art *Provides no opportunities for children to learn with, about and/or through the arts *Provides no opportunities for self- expression *Provides no open-ended Experiences	*Includes 1 of the arts *Provides a few opportunities for children to learn with, about and/or through the arts *Provides a few opportunities for self-expression *Provides a few open-ended experiences	*Includes 2 or 3 of the arts *Provides some opportunities for children to learn with, about and/or through the arts *Provides some opportunities for self-expression *Provides some open-ended experiences	*Includes 4 of the arts *Provides many opportunities for children to learn with, about and/or through the arts *Provides many opportunities for self-expression *Provides many open-ended experiences	

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
Assessment	*Includes no assessment of development; no pre- and post-assessment of content knowledge *Includes no or only one kind of assessment *Unit does not include formative assessments *Assessments are not used to plan unit and make modifications for individuals to ensure successful learning	*Includes little assessment of development; little pre- and post-assessment of content knowledge *Includes few different assessments *Unit includes a few formative assessments *Assessments are used a little to plan unit and make modifications for individuals to ensure successful learning	*Includes some assessment of development; some pre- and post-assessment of content knowledge *Includes some different assessments *Unit includes some formative assessments *Assessments are used somewhat to plan unit and make modifications for individuals to ensure successful learning	*Includes assessment of development; pre- and post-assessment of content knowledge *Includes a wide variety of assessments *Unit includes continuous formative assessment *Assessments are used to plan unit and make modifications for individuals to ensure successful learning	
Design	*Only one teaching strategy is included *Includes no or only one kind of resource *Provides no opportunities for exploration and discovery *Does not include opportunities for student choice	*Includes a few teaching strategies *Includes a few different resources *Provides a few opportunities for exploration and discovery *Does not include opportunities for student choice	*Includes some teaching strategies *Includes some different resources *Provides some opportunities for exploration and discovery *Includes opportunities for student choice	*Includes multiple teaching strategies *Includes a wide variety of resources *Provides many opportunities for exploration and discovery *Includes opportunities for student choice	
Integration	*Unit is not organized around a key concept, big idea, or essential question *No opportunities for connections within and across disciplines including the arts *No opportunities for connections to own lives and/or real-life situations *No integration	*Unit is organized a little around a key concept, big idea, or essential question *A few opportunities for connections within and across disciplines including the arts *A few opportunities for connections to own lives and/or real-life situations *Integration is not seamless	*Unit is organized somewhat around a key concept, big idea, or essential question *Some opportunities for connections within and across disciplines including the arts *Some opportunities for connections to own lives and/or real-life situations *Integration is somewhat seamless	*Unit is organized around a key concept, big idea, or essential question *Many opportunities for connections within and across disciplines including the arts *Many opportunities for connections to own lives and/or real-life situations *Integration is seamless	

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
Diversity and Multiple Intelligences	*No intelligences are included appropriately	*A few intelligences are included appropriately	* Some intelligences are included appropriately	*Most intelligences are included appropriately	
Reflection	*No reflection included	*Limited reflection	*Some reflection but superficial	*Strong Reflection (shows analysis, synthesis, and evaluation of work)	
Total Points					/32

Integrated Project Presentation Scoring

Name:_____

_____/4 Shows depth of understanding of play, the arts and creative thinking

_____/2 Shows depth of reflection on planning and teaching

_____/2 Method of presentation is appropriate and engaging

_____/2 One-page summary provided for classmates