



Early Childhood Education Program
Signature Assignment for EDEC 523
Child Advocacy Plan and Implementation

Student Learning Outcome(s) Assessed:

SLO #5: Apply understanding of leadership roles that benefit children and families.

Description of the Signature Assignment

In small groups, candidates will create an early childhood program. As directors of the new program, they must integrate services that meet quality standards, including curriculum approaches, teacher qualifications, community outreach, professional development, and assessment. Each group will present their program electronically to the class.

Directions for Students

In groups of three or four, candidates will create an early childhood program plan. The program must serve children between 0 and 5 years of age, or be an after-school program for kindergarteners to third graders. The group written program plan must include the following elements:

A. Program Plan

1. Identify the need for your program with justification
2. Describe the type of program (i.e., home-based, after-school, corporate, religious)
3. Include a rationale for selecting your particular program
4. Indicate a potential location
5. Explain the theory or approach leading the design
6. Include a mission statement.

B. Administration:

1. Legal Responsibilities: discussion of Parent's and Children's Rights and NAEYC's Code of Ethics
2. Services: nutrition with budget for a month (meal plan); health (screening services, illness, etc.); hours of operation
3. Facility: design the layout of your facility (rooms, bathrooms, outside, kitchen, offices, etc.); provide a floor plan with materials of one classroom and of the outside yard – remember to include a budget for each
4. Financing: funding sources (tuition, subsidized care, fundraising, community support, marketing, etc.); identify and include the application of one federal or state grant
5. Program Standards: explain how your program meets the NAEYC's program standards

C. Personnel and Management:

1. Staffing: Primary program personnel; teacher qualifications and job posting; professional development plan; evaluation/assessment of teachers; and budget
2. Program Evaluation: state assessment (desired results), accreditation

D. Program for Children:

1. Curriculum: goals/objectives, theory of how children learn, theory of teaching, standards, assessing and reporting student progress, etc.
2. Grouping: ages of children per group, number of children per group, daily class schedule, adult-child ratios, etc.

E. Family and Community Partnerships:

1. Parent Involvement Policy: parents responsibilities and program responsibilities
2. Community Outreach Policy
3. Advocacy: staying connected to the field, professionalism, policy for advocating for children and policy for advocating for families

Candidates must reference at least 3 journal articles or course readings. Additionally, the paper will be graded for grammar and APA headings. Candidates will evaluate each member of their group, including themselves, on meeting attendance and participation, and on quality and level of contribution to the project.

Each group will have about 30 minutes to formally present their program to the class as if the class is a funding agency. The group must convince class members and instructor that their program deserves one million dollars to begin construction. Every member of the group must speak. The group paper with presentation is worth 50 points.

Scoring Rubric:

Criteria	0 = Unable to score; incomplete or missing work	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations	Score
Planning the program: (Components: Justification for selecting a particular program; rationale for program-base; theory leading the design; and mission statement	Missing	Demonstrates no evidence of understanding about careful planning of a program	Demonstrates very limited evidence of knowledge and understanding about careful planning of a program.	Demonstrates Adequate evidence of knowledge and understanding about planning a program (addressed at least three components with justification.)	Demonstrates evidence of advanced knowledge and understanding about planning a program (addressed all four components with justification and explanation; and provide references for theories and to research).	
Administration: (Components: Meeting legal responsibilities, such as discussing NAEYC code of ethics; identification and justification for funding sources; and discussion of program standards.)	Missing	Demonstrates no evidence of understanding of administration issues required for an ECE program	Demonstrate evidence of very limited understanding of administration issues required for an ECE program	Demonstrates evidence of Adequate understanding of administration issues required for an ECE program (justification and explanation of at least two of the components.)	Demonstrates evidence of advanced understanding of regulations required for an ECE program (justification and explanation of all the components, and describes at least one government funding source.)	
Services: (Component: provision for nutrition and health services; and hours of operation	Missing	Demonstrates no evidence of understanding of services for children in the program.	Demonstrates evidence of very limited understanding of services for children in the program.	Demonstrates evidence of adequate understanding of services for children in the program (Includes explanation of nutrition and health provisions; and includes hours of operation)	Demonstrates evidence of advanced understanding of provisions for nutrition and health services to children in the program (Includes nutrition and health provisions, including a budget for food; includes at least one scholarly article on the topic; discusses hours of operation; provides examples of appropriate program policies and practices to meet these guidelines).	
Planning the physical facility (indoor and outdoor space, entry/exit area), and justification of the space arrangement.	Missing	Demonstrates no evidence of understanding of Planning the physical facility	Demonstrates evidence of very limited understanding of planning the physical facility:	Demonstrates evidence of adequate understanding Planning the physical facility (includes a physical plan; justifies the physical plan; provide examples of kinds of print and non-print materials, furniture, teaching aids used in the program that are developmentally appropriate.)	Demonstrates evidence of advanced understanding of planning the physical facility (includes two physical plans more comprehensive/detail; furniture, materials, and teaching aids are developmentally and culturally appropriate; and budget)	

Criteria	0 = Unable to score; incomplete or missing work	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations	Score
Personnel and Management: Staffing (Components: Identifies roles and qualifications of various levels of staff; plans for staff salary and other benefits; enriching the professional life of the staff; improving the quality of staff; and assessing job performance of the staff)	Missing	Demonstrates no evidence of understanding of the recommended staffing policies and practices for ECE programs.	Demonstrates evidence of very limited understanding of the recommended staffing policies and practices for ECE programs.	Demonstrates evidence of adequate understanding of the recommended staffing policies and practices for ECE programs. (includes justification and explanation of at least three of the components).	Demonstrates evidence of advanced understanding of the recommended staffing policies and practices for ECE programs (justification and explanation of all the components and citation of at least one appropriate scholarly article)	
Personnel and Management: Program evaluation	Missing	Demonstrates no evidence of understanding of program evaluation	Demonstrates evidence of very limited understanding of program evaluation.	Demonstrates evidence of adequate understanding of program evaluation (plan includes comprehensive tools and measures for program evaluation involving children, staff, and program).	Demonstrates evidence of advanced understanding of program evaluation (includes justification for comprehensive tools and measures for program evaluation involving children, staff, and program; and plans for seeking external evaluation such as NAEYC accreditation)	
Program for children: (Components: Goals/objectives for children; theory of how children learn; theory of teaching; identify standards; and Assessing, recording and reporting children's progress)	Missing	Demonstrates no evidence of understanding and designing the components of the program implementation.	Demonstrates evidence of very limited understanding and designing of the components of the program implementation.	Demonstrates evidence of Adequate understanding and designing of the program implementation. (justification and explanation of at least three components).	Demonstrates evidence of advanced understanding and designing of the program implementation (justification and explanation of all components; cite proper theorists with definition and examples; and appropriate justifications for the assessment policies and measures adopted in the program; includes a variety of assessment tools; includes plans for recording and communicating children's progress to their parents).	

Criteria	0 = Unable to score; incomplete or missing work	1 = Does not meet expectations	2 = Meets some expectations	3 = Meets expectations	4 = Exceeds expectations	Score
Family and community partnerships and advocacy	Missing	Demonstrates no evidence of understanding of the importance of family and community partnerships.	Demonstrates evidence of very limited understanding of the importance of family and community partnerships.	Demonstrates evidence of adequate understanding of the importance of family and community partnerships and advocacy (designing and justifying program policies for sustaining partnerships).	Demonstrates evidence of advanced understanding of the importance of family and community partnerships and advocacy (designing and justifying program policies for sustaining partnerships; includes at least three specific examples of family/school partnerships and community/school partnership; and includes advocacy plan).	
APA style (in-text citations, reference list, running head, appropriate levels of headings)	Missing	The specified aspects of the APA 5th edition style are not followed at all	The specified aspects of the APA 5th edition style are followed to a limited extent and not consistently.	The specified aspects of the APA 5th edition style are followed accurately in most of the time	The specified aspects of the APA 5th edition style are followed accurately all the time	
Grammar	Missing	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with clarity.	Few grammatical and/or stylistic errors.	Nearly error-free which reflects clear understanding and thorough proofreading.	
Total						/40

*Note: The 0-4 College of Education score is calculated when TaskStream averages the individual criterion scores.