

**ECH-220 Instructional and Behavioral Support of Learners in an Early Childhood Classroom Benchmark Assignment and Rubric**

***Assignment Instructions***

For this benchmark, use the balance of your practicum hours to observe three students: a typical learner, a special needs learner, and a gifted learner. Your practicum hours are to be used to inform your essay.

In an essay of 1,000-1,250-words, you will identify, analyze, and critique the instructional and behavioral support strategies that affect the learning of the typical learner, the special needs learner, and the gifted learner.

1. Identify the developmental milestones of each learner. Use research to support your identifications.
2. Describe how the classroom teachers differentiate their classroom instruction to meet the needs of these learners. Be sure to provide specific examples of the differentiation strategies.
3. Describe the classroom environment, including the diverse learners in the classroom, culture, gender, socioeconomic factors, etc.
4. Explain what incentives and positive behavioral supports are in place within the classroom, and how each learner responds to them.
5. Identify what ongoing assessments are used and which are necessary to mark progress for each learner, including progress toward IEP goals for the learner with a disability.

Use 3-5 scholarly resources.

Prepare this assignment according to the GCU guidelines found in the GCU Style Guide, located in the Learner Success Center.

This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to Turnitin.

Document the hours in the field on your Activity Log.

Do not submit the log to Taskstream until *all* required documents are ready for submission.

## Submit this assignment to your instructor in LoudCloud.

***Standards/Competencies Assessed***

Standards and program competencies assessed in the benchmark assignment:

* NAEYC: 1a, 1b, 3c
* InTASC: 1b, 1f, 6h
* COE Program Competencies:

**1.1:** Create developmentally appropriate instruction that addresses young children’s characteristics and needs (Birth to Age 5/Pre-K and K to Age 8/Grade 3) including strengths, interests, and needs that enable each learner to advance and accelerate his or her learning. (NAEYC 1a; InTASC 1b)

**1.2:** Identify readiness for learning while taking into account the multiple influences on early development and learning. (NAEYC 1b; InTASC 1f)

**3.3:** Practice responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. (NAEYC 3c; InTASC 6h)

***Scoring Rubric***

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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **% Value** | **1: Unsatisfactory** | **2: Less Than Satisfactory** | **3: Satisfactory** | **4: Good** | **5: Excellent** |
| **% Scaling** |  | **0%** | **65%** | **75%** | **85%** | **100%** |
| **Content – 70%** | | | | | | |
| **Identifies Developmental Milestones of Three Learners**  NAEYC: 1b  InTASC: 1f  COE: 1.2 | 20% | Does not identify developmental milestones of each learner. | Displays a lack of understanding about the developmental milestones, or does not identify them for each learner. | Exhibits comprehension of the developmental milestones and appropriately identifies them for a typical learner, a special needs learner, and a gifted learner. | Demonstrates clear understanding of the milestones and expands on the identification of them for a typical learner, a special needs learner, and a gifted learner. | Clearly and concisely depicts the developmental milestones of a typical learner, a special needs learner, and a gifted learner and applies the information contextually. |
| **Describes how Teachers Differentiate Classroom Instruction and Environment**  NAEYC: 1a  InTASC: 1b  COE: 1.1 | 20% | No clear understanding of differentiation of classroom instruction and environment. | Describes differentiation of either instruction or environment, but not both. | Adequate description of how the teacher differentiates classroom environment and instruction without elaboration. Few examples are provided. | Comprehensive description of teacher differentiation in both instruction and environment. Some examples provided. | Elaborate portrayal of the environmental and instructional differentiation provided by the teacher with multiple examples of how it benefits both learners. |
| **Classifies Positive Behavioral Supports and Learner Responses** | 15% | Positive behavior supports are absent, inappropriate, and/or irrelevant. | Weak, marginal coverage of PBS with no identification of learner responses. | Positive behavior supports are covered in minimal quantity and quality. Learner responses are vaguely discussed. | Comprehensive coverage of PBS and learner responses. | Extensive coverage and understanding of PBS. In depth analysis of learner responses with hypotheses and solutions for misbehavior. |
| **Evaluates what Ongoing Assessments are Needed to Mark Progress**  NAEYC: 3c  InTASC: 6h  COE: 3.3 | 15% | No discussion of ongoing assessments to measure progress. | Some ongoing assessments identified, but do not correlate to the measurement of learner progress. | Describes appropriate ongoing assessments that could be used to measure progress, but not specific to IEP goals. | Appropriate assessments identified and applied to ongoing progress measurement, as well as progress toward IEP goals. | Multiple, varied assessments are explored and evaluated in how they apply to a typical learner, a special needs learner, and a gifted students’ progress. |
| **Organization and Effectiveness – 20%** | | | | | | |
| **Thesis Development and Purpose** | 10% | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive, reflective of the arguments, and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |
| **Paragraph Development and Transitions** | 5% | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |
| **Mechanics of Writing**  (includes spelling, punctuation, grammar, language use) | 5% | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register); sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |
| **Format – 10%** | | | | | | |
| **Paper Format** (1- inch margins; 12-point-font; double-spaced; Times New Roman, Arial, or Courier) | 5% | GCU template is not used appropriately or documentation format is rarely followed correctly. | GCU template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | GCU template is used, and formatting is correct, although some minor errors may be present. | GCU template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |
| **Research Citations** (In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment) | 5% | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and GCU style is usually correct. | In-text citations and a reference page are complete. The documentation of cited sources is free of error. |