



Course Syllabus

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| ECED 5470 | Observation, Documentation and Analysis of Learning in Early Childhood Education | Fall 2009 |
| | INSTRUCTOR CONTACT INFORMATION: Cheryl Breig-Allen 236 Webster Hall 314-426-7652 allencb @webster.edu | 3 credit hours |

Note: The syllabus is subject to change in response to student needs and topics of interest that emerge.

COURSE DESCRIPTION:

In this class, students will develop an understanding of how documentation based on close observation of children's learning processes helps to make learning visible and shape the learning that takes place in young children. They will learn why assessment of young children's strengths, progress and significant concerns that require focused intervention call for assessment strategies that are developmentally appropriate, culturally and linguistically responsive, connected to relevant children's daily activities and inclusive of families. Following an inquiry-based structure and cycle of learning and teaching, students will evaluate the impact of the children's activities and teacher strategies and create change in early childhood programs. The importance of continued professional development and continued accountability will also be emphasized. Students must have access to children, preferably in a classroom setting. Prerequisites: ECED Foundations in Early Childhood Education; 5430 Curriculum Design; ECED 5431 Preprimary Practicum; 5432 Primary Practicum.

LEARNING OUTCOMES:

| <p>Course Outcomes</p> <p>Candidates will:</p> | <p>Program Goals</p> | <p>NAEYC Standards for Early Childhood Professional Preparation Missouri Standards for Teacher Education Programs (MoSTEP) NCATE Candidate Proficiencies</p> |
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| <p>1. Understand and use basic traditional methods for gathering and recording assessment information and analyze factors contributing o changes in assessment of young children.</p> | <p>Goals The informed instructor employs a variety of formal and informal assessments to monitor learning and modify instruction.</p> <p>Dispositions 2.4 listens respectfully to other points of view</p> | <p>NAEYC Standard 3. Observing, documenting and assessing to support young children and families 3a. Understanding the goals, benefits, and uses of assessment 3c. Understanding and practicing responsible assessment</p> <p>MoStep Early Childhood Education Competencies (SSC) 4. Observing, Documenting, and Assessing to Support Young Children and Families 4.3 Knows how to interpret assessment results, make referrals, and use the results of assessment to plan appropriate learning experiences for all children</p> <p>9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students. 9.1. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;</p> |

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| | | <p>Missouri Standards for Teacher Education Programs Professional Competencies for Initial Teacher Preparation (MoSTEP) 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. 8.1. Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies; 8.4. Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibility, based on appropriate indicators, to student, parents, and other colleagues. National Council for the Accreditation of Teacher Education (NCATE) Candidate Knowledge, Skills, and Professional Dispositions Pedagogical Knowledge</p> |
| <p>2. Develop the skills of listening to children—observing, documenting and assessing their ideas, actions, words, and work.</p> | <p>Goals The informed instructor employs a variety of formal and informal assessments to monitor learning and modify instruction. Dispositions 2.4 listens respectfully to</p> | <p>NAEYC Standard 3. Observing, documenting and assessing to support young children and families 3a. Understanding the goals, benefits, and uses of assessment</p> |

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| | <p>other points of view</p> | <p>3b. Knowing about and using observation, documentation and other appropriate tools and approaches MoSTEP 8.3 Evaluates the effect of class activities on both individual and class as a whole, collecting information through observation of classroom activities, questioning, and analysis of student work NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p> |
| <p>2. Draw upon knowledge of developmental theory, cross-cultural perspectives, and ongoing study of particular children when preparing the learning environment, learning experiences and assessment strategies.</p> | <p>Goals 1.3 The knowledgeable learner identifies developmental factors in student learning; and 1.4 understands theoretical principles of effective instruction to plan learning experiences. 4.2 The responsive educator acknowledges social and cultural contexts to create effective teaching and learning environments. Dispositions 2.1 understands, respects and responds appropriately to diversity in varied settings</p> | <p>NAEYC Standard 1. Promoting child development and learning 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, and challenging learning environments Standard 2. Building Family and Community Relationships 2a. Knowing about and understanding family and community characteristics Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families 3a. Understanding the goals, benefits, and uses of assessment 3b. Knowing and using observation, documentation, and other appropriate assessment tools and approaches MoStep Early Childhood Education Competencies (SSC) 2. Promoting Child Development and Learning</p> |

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| | | <p>2.3 Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, materials, resources, and activities appropriate to various developmental levels of all children birth through age eight.</p> <p>4. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>4.1 Understands the goals and benefits of systematic observation, documentation, and other effective assessment strategies (including those for children with disabilities and culturally and linguistically diverse young children), uses them in a responsible way, and explains how inappropriate assessment may harm children and families.</p> <p>4.3 Knows how to interpret assessment results, make referrals, and use the results of assessment to plan appropriate learning experiences for all children</p> <p>Missouri Standards for Teacher Education Programs</p> <p>Professional Competencies for Initial Teacher Preparation (MoSTEP)</p> <p>2.1 Knows and identifies child development</p> <p>3.4 Connects instruction to student’s prior experiences, family, culture and community</p> <p>NCATE</p> <p>Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills</p> |
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| <p>3. Learn how to assess children’s learning in regard to the content areas of language arts, science, social studies, art, music, drama and movement through integrated learning experiences, project studies, and daily living experiences.</p> | <p>Goals</p> <p>1.1 The knowledgeable learner knows content that supports conceptual understanding; and</p> <p>1.2 Applies tools of inquiry to construct meaningful learning experiences</p> <p>2.1 The informed instructor designs curriculum based on students’ prior knowledge, learning styles, strengths and needs; and</p> <p>2.2 uses a variety of communication modes, media, and technology to support student learning.</p> <p>Dispositions</p> <p>2.2 exhibits empathy</p> <p>3.5 affects change with courage and confidence</p> | <p>NAEYC</p> <p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b. Knowing and using observation, documentation, and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment</p> <p>Standard 4. Teaching and Learning</p> <p>4b. Using developmentally effective approaches</p> <p>4c. Understanding content knowledge in early education</p> <p>4d. Building meaningful curriculum</p> <p>MoStep Early Childhood Education Competencies (SSC)</p> <p>5. Understand the Importance of Each Content Area in Young Children’s Learning</p> <p>5.1 Uses, adapts, and assesses research-based literacy activities and teaching methods that help children strengthen cultural identity, explore their environments, and develop the conceptual, experiential, and language foundations for learning to read, write, and converse using vocabulary that reflects their growing knowledge of the world around them.</p> <p>5.2 Uses, adapts, and assesses research-based literacy activities and teaching methods that help children use a range of strategies to derive meaning from stories and texts; to use language, reading, and writing for various purposes; to use a variety of print and non-print resources; and to develop basic concepts of print and understanding of sounds,</p> |
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| | | <p>letters, and letter-sound relationships.</p> <p>5.3 Develops high-quality, meaningful arts experiences (i.e., music, creative movement, dance, drama, and art) for young children, across a developmental continuum.</p> <p>5.4 Develops a challenging, coherent, and meaningful mathematics curriculum, including the use of mathematics technologies, across a developmental continuum and that builds and supports children's construction of mathematical knowledge based on their prior knowledge and experience.</p> <p>5.5 Articulates priorities for high-quality, meaningful physical activity and physical education experiences in early childhood, across a developmental continuum, demonstrating awareness of and respect for cultural differences and gender expectations.</p> <p>5.6 Develops a challenging and coherent science curriculum across a developmental continuum, which provides focused exploration and inquiry of meaningful science content, including the use of science technologies.</p> <p>5.7 Articulates priorities for high-quality, meaningful social studies experiences in early childhood, across a developmental continuum, in geography, history, economics, social and cultural relations and civics</p> <p>6. Curriculum for All Young Children</p> <p>6.1 Plans, implements, and evaluates developmentally appropriate materials, activities, and strategies in an integrated</p> |
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| | | <p>curriculum which includes language arts (reading, writing, speaking, and listening), math, science, social studies, health, safety, nutrition, art, music, drama, and movement.</p> <p>Missouri Standards for Teacher Education Programs Professional Competencies for Initial Teacher Preparation (MoSTEP) 1.5 Creates interdisciplinary learning 2.4 Knows theories of learning 4.1 Selects, creates and plans learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction. 7.3 Supports and expands learner expression in speaking, writing, listening and other media</p> <p>NCATE Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 learners</p> |
| <p>4. Act as mentors and co-learners who provoke curiosity, creative thinking, perspectives and research among children and adults.</p> | <p>4.1 the responsive educator understands and responds appropriately to issues of diversity; 4.2 acknowledges social and cultural contexts to create effective teaching</p> <p>Dispositions 1.3 exhibits curiosity 3.3 communicates and collaborates in university and school cultures 3.4 accepts academic rigor (willingness to work/high expectations)</p> | <p>NAEYC Standard 1. Promoting Child Development and Learning 1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, and challenging learning environments Standard 4 Standard 5. Becoming a Professional 5c. Engaging in continuous, collaborative learning to inform practice 5d. Integrating knowledgeable,</p> |

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| | | <p>reflective and critical perspectives on early education</p> <p>MoStep Early Childhood Education Competencies (SSC)</p> <p>6. Curriculum for All Young Children</p> <p>6.3 Creates learning environments using concrete manipulative materials, child choice and decision making, and play as a context for enhancing development, active learning, and the construction of knowledge.</p> <p>6.4 Facilitates children’s skills in communication, inquiry, logical and critical thinking, problem-solving, creative expressions, and interpersonal relations.</p> <p>7. Demonstrating Growth in Becoming a Professional</p> <p>7.6 Makes informed decisions based on the integration of knowledgeable, reflective, and critical perspectives on early education from a variety of sources.</p> <p>Missouri Standards for Teacher Education Programs</p> <p>Professional Competencies for Initial Teacher Preparation (MoSTEP)</p> <p>5.2 Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities</p> <p>NCATE</p> <p>Ability to Respond to Diversity Content Knowledge Pedagogical Knowledge Professional Knowledge and Skills Impact on PreK-3 Learners</p> |
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| <p>6. Develop skills of observation, documentation and research in order to continuously inform curriculum decisions teaching responses, and authentic assessment strategies.</p> | <p>3.1 The reflective collaborator values and integrates reflection to grow as a professional; Dispositions 1.4 engages in reflection 3.2 practices informed decision-making in university and school cultures</p> | <p>NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families 3c. Understanding and practicing responsible assessment Standard 5. Becoming a Professional 5c. Engaging in continuous, collaborative learning to inform practice MoStep Early Childhood Education Competencies (SSC)</p> <p>4. Observing, Documenting, and Assessing to Support Young Children and Families 4.1 Understands the goals and benefits of systematic observation, documentation, and other effective assessment strategies (including those for children with disabilities and culturally and linguistically diverse young children), uses them in a responsible way, and explains how inappropriate assessment may harm children and families.</p> <p>7. Demonstrating Growth in Becoming a Professional 7.6 Makes informed decisions based on the integration of knowledgeable, reflective, and critical perspectives on early education from a variety of sources.</p> <p>Missouri Standards for Teacher Education Programs Professional Competencies for Initial Teacher Preparation (MoSTEP) 8.1 Employs a variety of formal and informal assessment techniques (e.g., observations, authentic assessments) 11.2 Applies current research on</p> |
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| | | <p>teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications and learning tools to support the diverse needs of learners</p> <p>11.4 Uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning</p> <p>NCATE Ability to Utilize Technology Pedagogical Knowledge Professional Knowledge and Skills Evidence of Dispositions</p> |
| <p>7. Learn how to collaborate with parents as partners in the development, analysis, and implementation of curriculum and assessment.</p> | <p>3.2 The reflective collaborator promotes communication and collaboration with colleagues, families and community leaders;</p> <p>3.3 seeks relationships with families and students to support student learning; and</p> <p>3.4 initiates change that benefits students and their families.</p> | <p>NAEYC</p> <p>Standard 2. Building Family and Community Relationships</p> <p>2b. Supporting and empowering families and communities through respectful reciprocal relationships</p> <p>2c. Involving families and communities in their children’s development and learning</p> <p>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3d. Knowing about assessment partnerships with families</p> <p>Standard 4. Teaching and Learning</p> <p>4a. Connecting with children and families.</p> <p>MoStep Early Childhood Education Competencies (SSC)</p> <p>4. Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>4.1 Understands the goals and benefits of systematic observation,</p> |

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| | | <p>documentation, and other effective assessment strategies (including those for children with disabilities and culturally and linguistically diverse young children), uses them in a responsible way, and explains how inappropriate assessment may harm children and families.</p> <p>4.2 Creates partnerships with families and other professionals to evaluate, monitor, and report children’s development, based on the research, legal base, and skills needed to support those partnerships.</p> <p>4.3 Knows how to interpret assessment results, make referrals, and use the results of assessment to plan appropriate learning experiences for all children</p> <p>Missouri Standards for Teacher Education Programs Professional Competencies for Initial Teacher Preparation (MoSTEP)</p> <p>3.4. Connects instruction to students’ prior experiences and family, culture, and community.</p> <p>NCATE Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Evidence of Dispositions</p> |
| <p>8. Learn how to assess children’s developing ability to negotiate within small groups</p> | <p>4.3 The responsive educator adapts instruction to the learner’s knowledge, ability, and background experience; and Dispositions 2.2 exhibits empathy 3.5 affects change with courage and confidence</p> | <p>NAEYC Standard 4. Teaching and Learning 4a. Knowing understanding and using positive relationships and supportive interaction 2.3 Encourages student responsibility 6.2 Manages time, space transitions and activities effectively 9.1 Applies a variety of problem-solving strategies reflecting on practice, influences on student’s</p> |

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| | | <p>growth and learning and the complex interactions between them</p> <p>10.2 Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>MoStep Early Childhood Education Competencies (SSC)</p> <p>6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Missouri Standards for Teacher Education Programs Professional Competencies for Initial Teacher Preparation (MoSTEP)</p> <p>6.1. Knows motivation theories and behavior management strategies and techniques;</p> <p>6.2. Manages time, space, transitions, and activities effectively; (lesson)</p> <p>6.3. Engages students in decision-making.</p> <p>NCATE</p> <p>Ability to Respond to Diversity Pedagogical Knowledge Professional Knowledge and Skills Evidence of Dispositions</p> |
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

COURSE REQUIREMENTS

Class Attendance and Participation

Attendance:

Attendance is important. Extra work will need to be completed by the student to make up of any absences .

Participation (class courtesy and class format expectations):

Please agree to keep cell phones and beepers turned off during class time. If there is an emergency, please speak to me before class and sit close to the door so you can exit quietly. Also be aware that side conversations can be distracting and take away from the learning environment.

This class is based on group discussion, observations, lectures, and videos. The success of the class is based on student cooperation, enthusiasm, and a willingness to participate in group discussions. Students will frequently get together in discussion groups. Students will be asked to analyze current lecture materials, readings and observations and to discuss their person viewpoints. To ensure the success of the learning process, students should be prepared to actively contribute to the group as speakers and as listeners.

Expectations of the Instructor

- Provide a syllabus that describes course objectives, subject matter to be covered, evaluation procedures, major course requirements, rules of attendance, grading and conduct.
- Provide instruction that will begin promptly, is presented in a clear and concise manner, and provide relevant structured activities consistent with the requirements of this course.
- Provide classroom instruction, assignments and evaluation that are consistent with the general course description and the specifications of the syllabus.
- Be “available” to students before and after class and through email and by telephone.
- Treat students in a human, ethical and professional manner both in the classroom and in all communication and contact.

Expectations of the Student

- Responsible for the time and effort he/she will need to allocate to meet the academic requirements for this course.
- Responsible for being punctual and attending classes as well as for being attentive and appropriately participating in class activities.
- Responsible for preparing for class by reading and completing his/her own assignments and turning work in on time.
- Responsible for consulting with the instructor as soon as possible if problems arise and for seeking appropriate support services to improve his/her level of academic achievement and to enhance the quality of college life.
- Responsible for behaving in a humane and ethical manner both in the classroom and in a communication and contact with the instructor, other staff members and other students.

Chapter Discussions

- Class discussion of each assigned reading will be student led. Discussions should be informative and interactive.

Child Assessment Plan

- **Projected topic,**

Students will develop an authentic child assessment plan to be determined by the following questions:

What aspects of the child's or of children's learning processes and thoughts do you most want to observe, document, and assess?

What do you hope to learn from implementing, observing, documenting and assessing this learning experience?

How might the child or children best benefit from this experience? What are the potential learning outcomes? Please be as specific as possible. (Alignment to Missouri Pre-K Standards or GLEs)

- **Projected strategies and procedures**

If a specific lesson plan is to be implemented, please be detailed in the description.

Strategies and procedures to support implementation, observation, documentation and assessment of chosen learning experience:

Selection and organization of materials and tools that might be used by children.

Organization of time and preparation of the physical environment.

If applicable, notification of this project made known to children and/or parents.

Selection of child/children participating.

What methods of observation and documenting will be utilized—e.g., running records, time sampling, interviews, photography, audio/video recordings, transcribed conversations, etc.?

How will the strategies and procedures for this learning experience be coordinated with other staff?

If specific assessment tools such as checklists and/or tests are used, each must be named, defined and described.

- **Assessment Plan.**

Unanticipated outcomes should also be examined and discussed.

Possible implications for future work with this child or these children should be included.

Implications for your own future teaching that resulted from this project should be discussed.

Present a conclusive, cohesive research-based summation and/or action plan at the end of the paper.

- **Impact of Learning Groups**

Students will examine and discuss how the focus of learning in learning groups extends beyond the learning of individuals to create a collective body of knowledge.

References include: Five class readings cited; 3 (or, more) additional references. Accompanying photos, videos, transcribed conversations, assessment checklists, tests or other pieces of documentation are appropriate. However, these are attachments, not pages in the body of the paper.

Mechanics:

10-12 (or, more) pages required, typed and double-spaced. Cover page, reference page and additional documentation are not included in the body of paper. APA format is to be used.

Assignments are due at class time on the date specified. Failure to turn in a paper on time can result in a penalty of one grade. Assignments are expected to follow APA format and be free of mechanical, typographical, grammatical and spelling errors.

Rubric for Key Assessment: Child Assessment Plan

| Exceeding Proficiency | Proficient | Nearing Proficiency | Unacceptable |
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| <ul style="list-style-type: none"> • Takes initiative to use multiple methods of observation and tools for documentation that capture critical moments in children’s learning. • The analysis of prior knowledge is grounded in evidence obtained through observation and conversation with children over a period of time. It is sophisticated with specific reference to children’s skills, knowledge, developmental levels and misconceptions, which inform curricular design in significant ways. • Using the assessment plan clearly supports children through the cycle of inquiry by responding to their interests and awareness, supporting and enhancing active exploration, helping them make connections and refine their thinking, and supporting them to apply learning to relevant new | <ul style="list-style-type: none"> • Uses appropriate process of observation, reflection, interpretation and projection to study and support the learning of young children. • The analysis of prior knowledge is grounded in evidence and explores s=children’s skills, knowledge, developmental levels and misconceptions but is occasionally superficial drawing conclusions that can positively inform curricular design. • Using the assessment plan supports children through the cycle of inquiry by responding to their interests and awareness, supporting and enhancing exploration, helping them make connections and refine their thinking, and supporting them to apply learning | <ul style="list-style-type: none"> • Observations demonstrate rudimentary observation, reflection and interpretation that begin to support children’s learning • The analysis of knowledge is partially grounded in evidence and considers children’s skills, knowledge, developmental levels, and misconceptions but is generally superficial drawing some conclusions that possibly can inform curricular design. • Using the assessment plan supports children through initial parts of the cycle of inquiry by responding to their interests and awareness, supporting exploration, and helping them make initial connections. | <ul style="list-style-type: none"> • Observations lack detail, clarity and focus and show little connection to children’s learning. • Analysis of prior knowledge is seldom grounded in evidence and does not consider key aspects of children’s skills, knowledge, developmental levels or misconceptions drawing few if any conclusions that that could inform curricular design. • No real evidence of teacher’s understanding of the learning cycle or support of the children as they work through it. |

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| <p>situations.</p> <ul style="list-style-type: none"> • The assessment plan includes many rich, authentic, and rigorous tasks to allow for deep analysis. • Open-ended problems are fully visible and dynamically provide opportunities for children to present evidence of their thinking and progress towards essential learning outcomes. • In-depth analysis clearly differentiates each individual's learning within the context of the group • Assessment plan explores principles, theory and relevant research addressed beyond the assigned readings and class materials. • Clarity of writing, paragraphing, transitions and sentences make papers easy for the reader to follow. Attractive and appropriate APA manuscript format. | <p>to relevant new situations.</p> <ul style="list-style-type: none"> • Some assessment tasks are sufficiently rich to allow for productive analysis. • Open-ended questions are apparent and provide opportunities for children to present evidence toward their thinking and progress learning outcomes • Analysis differentiates individual learning within the context of the group. • Assessment plan explores principles, theories and relevant research addressed through assigned readings and class materials. • Absence of usage and grammatical errors; accurate spelling; careful proofreading; follows APA manuscript format. | <ul style="list-style-type: none"> • Few assessment tasks provide enough information for analysis. • Open-ended questions are sometimes apparent but provide only partial evidence of thinking and progress towards learning outcomes. • Surface analysis attempts to differentiate individual learning from the group. • Within the assessment plan there are few appropriate connections to assigned readings or class materials. • Paper readable but lacks smooth flow of ideas. Required length of papers or number of references not met. Many APA errors | <ul style="list-style-type: none"> • Little can be learned from the analysis of assessment tasks • Open-ended questions are not present thus providing little evidence of thinking or progress towards learning outcomes. • Little or no analysis to differentiate individual learning within the context of the group. • Unclear thinking and/or unsubstantiated arguments presented in assessment plan or make connections to class materials. • Spelling and grammatical errors are numerous enough to interfere with understanding. Does not follow APA format. |
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COURSE CALENDAR

- 1 Review of comprehensive assessment system from birth through age eight
Factors contributing to changes in assessment
Legal and ethical issues in assessment
Role of standardized testing
Parents as partners in assessment
McAfee and Leong Chapters 1 and 2
- 2 Traditional methods for gathering information and data
Recording information and data
Alternative assessment strategies
Interpreting assessment information
McAfee and Leong Chapters 3 and 4
- 3 Choosing an appropriate assessment system
Promoting the use of content standards
Understanding child development and learning
Knowledge of cultural and developmental diversity
Using assessment information to plan individual and classroom strategies
Observing and documenting children for whom there are special concerns
McAfee and Leong Chapters 5 and 6
- 4 Implementing authentic assessment with young children
The importance of observation in authentic assessment
How observation can change your teaching
Portfolio development and assessment
Collaborating with families to promote authentic assessment
McAfee and Leong Chapters 7, 8 and 9
- 5 The relationship between documentation and assessment.
Organization
Daily Life of the School
Recognizing the value of documentation and group learning in American schools.
McAfee and Leong Chapters 10 and 11
MLV Contagious Experiments (pp. 10-24), The Right Price (pp. 48-89)
- 6 Understanding the Cycle of Inquiry
Recording developing developmental issues
Interpreting patterns
Communicating assessment results
MLV The Courage of Utopia, Looking Closely at the Group and the Curiosity to Understand (pp.148-213)
- 7 Understanding in Learning Groups
What teachers can do to support the creation of learning groups in the classroom
How observation and documentation can shape, extend, and make visible children's and

adults' individual and group learning

Research in Education

MLV Form, function and Understanding in Learning Groups (pp. 246-268) Four Features of Learning Groups (pp.284-294), To Be part of Something Bigger than Oneself (pp.312-321).

- 8 Presentations
Final Paper Due

RESOURCES

Required Text(s):

McAfee, O., Leong, D. (2002) Assessing and Guiding Young Children's Development and Learning. Boston: Allyn and Bacon.

Reggio Children. (2001). Making learning visible: Children as individual and group learners. Reggio Emilia, Italy: Reggio Children

EVALUATION

| Assessments | Links to Course Outcomes | Percentage of Grade |
|------------------------------------|--------------------------|---------------------|
| Class attendance and participation | 1--7 | 25% |
| Chapter discussions | 1--7 | 25% |
| Child Assessment Plan Paper | 1--7 | 50% |

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

- Possible dismissal from program
- Possible failure of course
- Possible failure on assignment in question

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

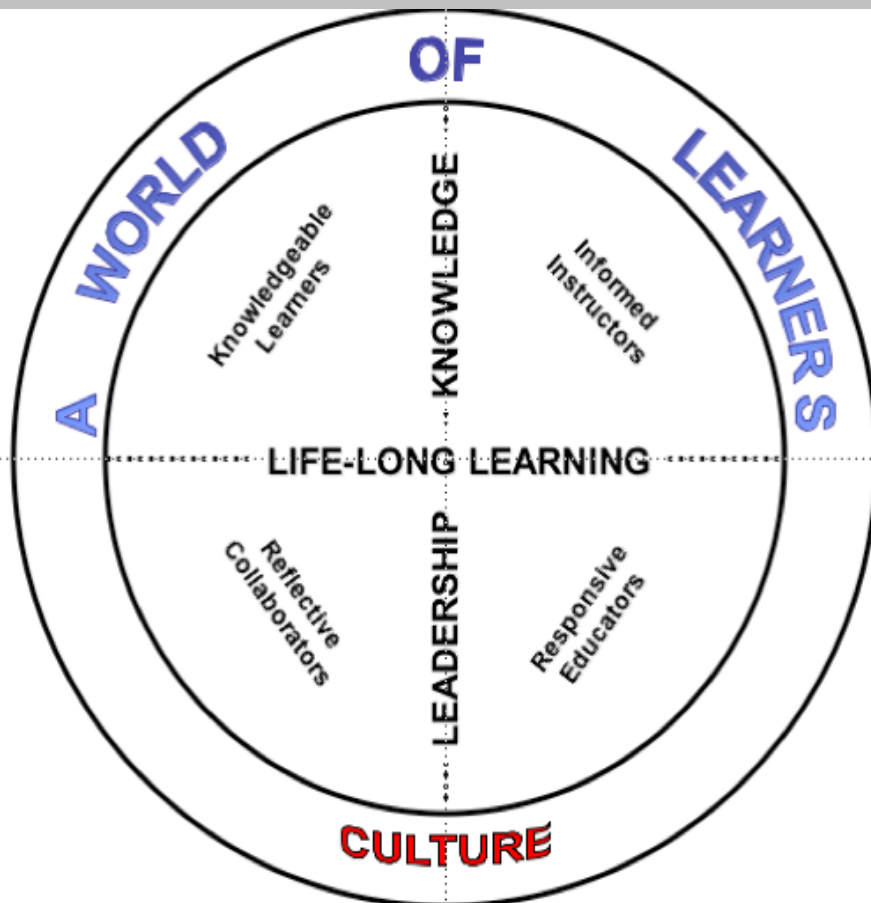
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center (314) 968-7495.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and

4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence