

**Assessment 5 (required) – Effect on Student Learning: Assessment that  
demonstrates effects on student learning.  
Section IV – Evidence for Meeting Standards  
Student Teaching Unit Reflection**

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**1. Description of the assessment and use in the program**

The Student Teaching Unit Reflection assessment demonstrates our candidates' ability to reflect on their role as a lead teacher during their two week unit. It includes how candidates created a positive environment for learning and how they assessed and documented children's progress and learning. Candidates describe ways in which they built relationships with families, collaborated with team members, and implemented strategies for child guidance. Candidates review their reflection with the cooperating teacher and site supervisor. This assessment is a final paper written after teaching the two week Student Teaching Unit (see Assessment #2).

**2. A description of how this assessment specifically aligns with the standards it is cited for in Section III**

This assessment focuses on the following five standards:

Standard 1: *Promoting Child Development and Learning* is evident due to candidates' description of the characteristics, needs, and multiple influences on development and learning of the children they taught. Candidates describe age appropriate resources to challenge and support learning in each content area.

Standard 2: *Building Family and Community Relationships* is evident by the family and community involvement plan described. Candidates review family-centered practices and discuss the results of the strategies they used to involve families over the two week period and to plan a community experience such as a field trip or guest presentation.

Standard 3: *Observing, Documenting and Assessing to Support Young Children and Families* is evident in our candidates' ability to discuss the assessment strategies implemented and analyze documentation of children's growth and learning over the two week period.

Standard 4: *Teaching and Learning* is evident in our candidates' ability to reflect on ways they supported and guided children throughout the unit. Candidates discuss how children's interests were considered through the curriculum offerings and how they utilized age appropriate materials to effectively promote meaningful learning experiences.

Standard 5: *Becoming a Professional* is evident in this assignment by our candidates' ability to reflect on their practice after teaching the unit, document how they used best practices throughout the planning and implementation process, and explain how families were involved in their child's learning. In addition, candidates demonstrate their growing

ability to be advocates in planning meaningful curriculum based on children's interests and to collaborate with professionals.

### **3. A brief analysis of the data findings.**

Our findings determine that 100% of our candidates meet or exceed the expectations of this assessment over the last three years. Candidates are given feedback throughout the process and implement the unit as a work in progress over the two week period. Reflections vary in degree of depth but overall indicate the ability to discuss the effects of the unit on student learning.

### **4. Interpretation of how data provides evidence that NAEYC standards have been met.**

Our findings demonstrate that candidates successfully meet Standards 1, 2, 3, 4 and 5. This reflection is based on a comprehensive culminating assignment, the student teaching unit. Thus it provides the evidence that candidates demonstrate their awareness of their impact on student learning through their mastery of content knowledge, child development knowledge, the ability to involve families in children's learning, assessment knowledge, and their growing professional skills as early childhood educators... At present the data only incorporates the reflection on the student teaching unit with children from Birth to age 5; this fall semester we will coordinate the data collection from the K-3 placements as well.

### **5. Assessment Documentation**

#### **5a. Assessment instrument**

#### **Student Teaching Unit Reflection ESEC 450 and ESEC 460: Early Childhood Student Teaching**

##### Purpose:

This culminating assignment supports your abilities to reflect on your growth and progress during the unit teaching component of the student teaching experience. This written reflection demonstrates your knowledge, skills and dispositions in the following areas: preparation and planning, instruction, assessment and documentation of student learning, family involvement, child guidance, and classroom environment including leading routines and transitions.

This NAEYC standards addressed in this assignment are:

Standard 1: Promoting Child Development and Learning

Standard 2: Building Family and Community Relationships

Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

Standard 4: Teaching and Learning

Standard 5: Becoming a Professional

Directions:

*The typed written reflection will be approximately 2-3 pages. This component is completed after implementation of the unit.*

Describe your unit teaching experiences by commenting on each aspect of the unit plan. Include discussion of your lead teaching role and reflect on the challenges as well as the positive outcomes of this experience. Include in the discussion of your lead teaching the effect your teaching had on the children and their learning. Focus your comments on the following NAEYC standards:

1. *Promoting Child Development and Learning.* Describe ways in which your understanding of age appropriate resources and children's characteristics and needs supported children's learning and created a challenging environment for all children.
2. *Building Family and Community Relationships.* Describe how the strategies you developed supported your ability to involve families in their child's learning process and build respectful and supportive relationships with each family. Describe any field trips or guest presentations planned.
3. *Observing, Documenting, and Assessing to Support Young Children and Families.* Document growth and progress of each student during the lead teaching unit. Include analysis of photos and work samples as well as all observation notes. Comment on the effectiveness of the assessment strategies planned for this unit.
4. *Teaching and Learning.* Evaluate the effectiveness of the eight learning experience plans. Use the Danielson Classroom Observation tool to reflect on each lesson.
5. *Becoming a Professional.* Discuss team collaboration and the leading teaching unit overall. Comment on your role as supporting young children's interests. Consider these guiding questions: What surprised you? What challenged you? What will you do differently next time? What is your strength as a teacher of young children, what areas of improvement are needed at this time?

**5b. Scoring guide: Grading sheet**

**Student Teaching Unit Plan Reflection Grading Sheet  
ESEC 450 and ESEC 460: Early Childhood Student Teaching**

Needs Improvement = NI, Meets Expectations = ME, Exceeds Expectations = EE

**1. *Promoting Child Development***

- Understanding of age appropriate resources evident
- Understanding of children's needs and characteristics evident
- Discussion of challenging learning environment

**2. Building Family and Community Relationships** \_\_\_\_\_

- Family involvement strategies analyzed
- Respectful and supportive relationships with each family discussed
- Field trips or guest presentations described

**3. Observing, Documenting, and Assessing to Support Young Children and Families** \_\_\_\_\_

- Growth and progress of children addressed
- Analysis of documentation and observation notes included
- Effectiveness of assessment strategies discussed

**4. Teaching and Learning** \_\_\_\_\_

- Classroom Observation tool used for each lesson
- Written reflection of each lesson included

**5. Becoming a Professional** \_\_\_\_\_

- Team collaboration and the role of the lead teacher discussed
- Discusses how children's interests were considered throughout the implementation of the unit
- Responds to each guiding question effectively.

**Comments:**

**5b. Scoring guide (continued): Rubric**

	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING</b> <b>1a.</b> Knowing and understanding young children's characteristics and needs <b>1b.</b> Knowing and understanding the multiple influences on development and learning <b>1c.</b> Using developmental knowledge to create healthy, respectful, supportive, and	Candidate describes, but does not reflect on, children's response to curriculum and suggests one or two additional ideas for the unit.	Candidate adequately reflects on age appropriate resources and children's developmental characteristics and needs by describing links between development and resources. Analysis includes the ways in which the learning environment challenged all	Candidate demonstrates ability to reflect in depth through individualization of comments about children and their learning. Analysis includes creative ways in which curriculum resources were utilized and makes recommendations for improvements or adaptations to

challenging learning environments		children and makes several suggestions for changes and improvements to the unit.	the learning environment to meet the needs of the individuals in the group.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS</b> <b>2a.</b> Knowing about and understanding family and community characteristics <b>2b.</b> Supporting and empowering families and communities through respectful, reciprocal relationships <b>2c.</b> Involving families and communities in their children's development and learning	One or two basic approaches to family involvement included in unit. Candidate accepts family members in classroom on an informal basis, but does not actively or intentionally involve them. Unit reflection does not include field trip or guest presentation.	Clear evidence of multiple ways families were involved in the classroom during the teaching of the unit, such as letters home, invitations to events, projects involving family members. Candidate values the role of family in the classroom. One field trip or guest presentation implemented and evaluated.	Strong evidence and documentation of family involvement through written and personal contact. Candidate develops creative approaches to family involvement that coincide with the focus of the unit. One field trip and a guest presentation are implemented and evaluated. Candidate discusses family-centered practices in response to involving families in unit reflection.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</b> <b>3a.</b> Understanding the goals, benefits, and uses of assessment <b>3b.</b> Knowing about and using observation, documentation and other appropriate assessment tools and approaches	Candidate briefly cites strategies used. Documentation includes photos, work samples and observation notes. Minimal discussion of what these assessment strategies reveal about the learning process	Candidate adequately reviews each assessment strategy and its effectiveness. Documentation through the use of photos, work samples and observation notes is included. Discussion includes implications for next steps.	Candidate reflection includes thorough documentation and analysis of work samples. Interpretation of the assessments and recommendations for future plans are included. Candidate provides information that

<b>3c.</b> Understanding and practicing responsible assessment <b>3d.</b> Knowing about assessment partnerships with families and other professionals	and the learner.		could be included in child's portfolio and shared with families.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 4. TEACHING AND LEARNING</b> <b>4a.</b> Knowing, understanding, and using positive relationships and supportive interactions <b>4b.</b> Knowing, understanding, and using effective approaches, strategies, and tools for early education <b>4c.</b> Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines <b>4d.</b> Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	Clinical Practice forms incomplete or missing. Some documentation of strengths and areas for improvement included in comments section.	8 LEP Clinical Practice records are included and completed. Candidate documents areas of strength and areas for improvement in delivery of each LEP.	All 8 LEP Clinical Practice forms are complete with thoughtful analysis in comments section. Candidate includes discussion of areas of strength and areas for improvement to individual LEPs and to the overall unit.
	Needs Improvement	Meets Expectations	Exceeds Expectations
<b>STANDARD 5. BECOMING A PROFESSIONAL</b> <b>5a.</b> Identifying and involving oneself with the early childhood field <b>5b.</b> Knowing about and upholding ethical standards and other professional guidelines <b>5c.</b> Engaging in	Brief discussion of guiding questions in self evaluation. Description of teamwork and children's involvement, but limited reflection or	Candidate includes comments on team collaboration and leadership role in self-evaluation. Candidate gives several examples of how children's interests were supported during	Candidate includes analysis of team collaboration and leadership experiences, and sets meaningful goals in self reflection. Responses to all guiding questions

continuous, collaborative learning to inform practice <b>5d.</b> Integrating knowledgeable, reflective, and critical perspectives on early education <b>5e.</b> Engaging in informed advocacy for children and the profession	analysis.	unit, and responds to each guiding question with complete and relevant explanations.	are thoughtful and in depth.
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### 5c. Data Table

**Data Table: Student Teaching Reflection on Children's Work: Birth to age 8**

	<b>Unacceptable</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>2005-2006 (N = 15)</b>			<b>10 (67%)</b>	<b>5 (33%)</b>
<b>Total (N=15)</b>			<b>10 (67%)</b>	<b>5 (33%)</b>

NB: We recognize that this data is global; in the future we will collect data by standard.