

**Assessment 3: Section IV – Evidence for Meeting Standards
Pedagogical and Professional Knowledge, Skills, and Dispositions
Learning Experience Plans**

1. Description of the assessment and use in the program

Candidates write formal Learning Experience Plans for literacy, creative movement, creative arts, and social studies to demonstrate their ability to plan and implement developmentally appropriate teaching and learning experiences. (Math and science planning and implementation are included in Assessments #6 and #7 below.) Prior to developing their plan candidates research appropriate subject matter content, review the developmental level of the age range they will be teaching, as well as the needs of the specific children they will be teaching. In addition candidates develop instructional objectives that are aligned with national, state, and district standards, construct the outline of the lesson, develop a plan for guiding behavior, and determine assessment strategies that are aligned with instructional objectives. Candidates implement literacy and social studies in the K-3 placement and creative movement and creative arts in the birth-5 classroom. After implementation candidates write a teaching reflection based on guiding questions to evaluate pedagogical and professional knowledge, skills and dispositions. The Learning Experience Plans in literacy, creative movement, creative arts, and social studies are developed during the Early Childhood Methods field placement for children in two different classrooms.

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

This assessment aligns with the following NAEYC standards:

Standard 1 Promoting Child Development and Learning

Candidates conduct research on the characteristics and needs of the age group, construct appropriate instructional objectives, develop adaptations to support learning, and create lessons that are developmentally appropriate.

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

Candidates develop appropriate assessment strategies and tools, practice responsible assessment, document their findings, and communicate their understanding of their students with professionals.

Standard 4 Teaching and Learning

Candidates develop and implement a plan for guiding and supporting children in each learning experience, design developmentally appropriate activities in several early childhood content areas, research background knowledge of content and child development, and develop coherent plans to promote meaningful learning opportunities.

Standard 5 *Becoming a Professional*

Candidates reflect on their practice after each learning experience, consider best practices throughout planning and implementation, and collaborate with professionals.

3. A brief analysis of the data findings.

Our findings determine that 94% of our candidates meet or exceed the expectations of this assignment over the last three years. Subject matter content is covered in class sessions prior to the teaching of these learning experiences. Candidates receive a great deal of feedback from their cooperating teachers and supervisor prior to teaching their lesson and use this to revise their plans. Candidates who need improvement have difficulty expressing themselves through writing and meeting deadlines. Analysis of our scoring sheet has determined that candidates typically are challenged with aligning objectives with assessment and utilizing appropriate assessment strategies. Candidates scoring below “meets expectations” are expected to utilize the KSC Writing Center for assistance with writing skills; the course instructor also meets with these candidates as they revise their work to improve the alignment of goals, objectives and assessment strategies.

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

Candidates are very successful meeting Standards I, IV, and V through this assignment. As discussed above, candidates are sometimes challenged with aligning objectives with assessment and utilizing appropriate assessment strategies, which relates to Standard III. We are working to strengthen the assignment descriptions and scoring guides to align more closely with NAEYC standards. The guiding questions to evaluate pedagogical and professional knowledge, skills and dispositions will be strengthened. The instructor will now teach content on aligning assessment with objectives earlier in the semester. Additionally, candidates in this course will now be required to purchase *Developmental Screening in Early Childhood, A Guide (5th edition)* by Samuel J. Meisels and Sally Atkins-Burnett to support them with this project. We will continue to work to support them in their ability to express themselves in writing and meet deadlines.

5. Assessment Documentation

5a. Assessment instrument

Learning Experience Plans (Literacy, Social Studies, Creative Movement, Creative Arts, Math, Science) ESEC 386: Early Childhood Methods Field Experience

The purpose of the learning experience plan is to help you (the teacher) think carefully about how you are going to facilitate a learning experience for children. The learning experience plan is also a document used to communicate to other professionals your “thinking” before facilitating a learning experience.

The NAEYC standards addressed in this assignment are:

Standard 1: Promoting Child Development and Learning

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

Standard 4: Teaching and Learning

Standard 5: Becoming a Professional

Format

Your name:

Age/level of students:

Anticipated Length of Learning Experience

Teaching date:

Discipline/Topic:

Purpose: *(Write the broad purpose or goal of the experience here. What new knowledge or skills will students develop through this experience? Why are you including it in the curriculum?)*

Curriculum Standard: *(State the NH State or national curriculum standards)*

Objectives: *(Write specific observable outcomes here. Describe what students will be able to do because of this experience. Your objectives should include both age appropriate skills and knowledge)*

Background Knowledge: *(How do you know your students are ready for this experience (prior knowledge)? What research of the content do you need to know to be ready to teach this lesson?)*

Materials Needed: *(Include any supplies needed, rules, props, game pieces, books, etc.)*
by teacher **by student**

Grouping of Students: *(size of group, how you will select groups, what you will do if too many students want to participate at one time)*

Preparation for Experience: *(organization of materials, furniture, grouping, plan for student movement, safety precautions, etc.)*

Outline of Experience:

Introduction/Orientation *(How will you help children get motivated or involved in the experience?)*

Body of Lesson *(Describe all the things that are going to happen, what you will do, what the students will do. Include questioning techniques. This should be clear enough that the reader could implement the plan without you there. Imagine you are leaving directions for a substitute.)*

Conclusion *(How will you bring closure to the experience? How will you help children transition to the next scheduled activity? What if someone finishes early? How will children be involved in cleaning up?)*

Assessment Plan: *(How will you know your objectives have been met? What will students be able to “do” at the end of the lesson? How will you document student learning? Your assessment strategies should be appropriate to the developmental level should align with objectives.)*

Child Guidance/Classroom management Plan: *(Describe how you will manage the flow of the activity, including materials and physical environment. Anticipate and plan for any behavior challenges from your students. Describe how you will use positive guidance strategies and appropriate adaptations to support student learning)*

Extension Plan: *(Describe your plan for students who complete the lesson early, list ways in which the activity could be continued further or more in depth.)*

GUIDELINES FOR LEP REFLECTION

After you have completed teaching your learning experience, take some time to record what happened and to reflect on what you have learned. Use the guiding questions below as an outline of what to include in your write-up. *(NAEYC Standard 3 and 5)*

Part I: Description

How did you introduce the activity? How did you support children's involvement once they began the activity? If children started the experience at different times, describe how you introduced and completed the activity with each child. If they all began at the same time, discuss the way that worked.

Describe how at least two different children participated in the experience. Include how they approached the materials, followed directions, and demonstrated their knowledge and/or skills. What did you notice about the range of their abilities with regard to your plan? Did you have to adapt the experience in order for anyone to participate? Comment on how your learning experience was sensitive to diversity of families and children.

How did you help children transition at the end of the activity? Did some finish before others? Did some run out of time? Did some leave early? How did you handle these events? How did clean up get accomplished? What did you do with the products (if any)? If they left at different times, discuss how you managed this. If they all stayed until the end, comment on how this worked for you and for them.

Part II: Reflection

What happened just as you expected? Be specific and give examples.

What surprised you (about a child's involvement, about the directions, about the project in general, about the children's interest, about the group's behavior, about the content, etc.)?

Discuss the effectiveness of your assessment plan and how you documented learning. Include specific documentation of the children's experiences.

How might you modify or extend this learning experience plan?

What did you learn about the children in your class? What did you learn about your role as the teacher?

Learning Experience Plans Assignment Schedule

You will submit *Four Completed LEPs with Reflections* this semester to be graded (~2 from each placement).

Additionally, each time your supervisor arranges to observe you formally, she will request a written LEP to attach to the observation notes.

Schedule for LEPs	Due Dates
Draft LEP to practice format	January 20, 2006
1 st completed LEP, including reflection	
Creative Movement - Infant-5 years placement	February 17
2 nd completed LEP, including reflection	
Social Studies - K-3 placement	March 31
3 rd completed LEP, including reflection	
Creative Arts – Infant-5 years placement	April 14
4 th completed LEP, including reflection	
Literacy – K-3 placement	April 28
Completed versions of Math and Science LEPs	Submit with each final project

5b. Scoring guide: Grading sheet

Learning Experience Plans Grading Sheet (Literacy, Social Studies, Creative Movement, Creative Arts, Math, Science) ESEC 386: Early Childhood Methods

Name:

Content Area:

1. Purpose and Objectives _____10 points
(NAEYC Standard 1)

- Purpose or broad goal identified
- 2-3 objectives listed, outcomes observable

2. Background knowledge _____15 points
(NAEYC Standard 1 and 4)

- Includes content
- Child development theory of age range
- Prior knowledge of particular children in the setting

3. Preparation and Outline of Experience _____20 points
(NAEYC Standard 4)

- Includes introduction
- Body of lesson
- Conclusion – closure, transition to next activity, clean-up
- Appropriate lesson extensions

4. Assessment Plan _____20 points
(NAEYC Standard 3)

- Strategies identified
- Assessment is aligned with objectives

5. Child Guidance Plan _____10 points
(NAEYC Standard 1 and 4)

6. Reflection _____20 points
(NAEYC Standard 3 and 5)

- Part 1 and 2 completed
- Documentation included

7. Demonstrate evidence of research _____5 points
(NAEYC Standard 5)

APA format used and grammar, spelling, and mechanics acceptable

Comments:

Signature:

Date:

5b. Scoring guide (continued): Rubric

	Needs Improvement	Meets Expectations	Exceeds Expectations
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING 1a. Knowing and understanding young children’s characteristics and needs	Content not thoroughly researched or explained for all 4 LEPs; knowledge of developmental needs of children not clearly explained. Plans reflect basic ability to outline	Coherent structure of LEPs evident. Background knowledge is clearly expressed and includes content and child development knowledge and use of appropriate resources. Objectives	Coherent structure of LEPs is evident, knowledge of content, resources and child development is integrated, appropriate approaches utilized. Background

<p>1b. Knowing and understanding the multiple influences on development and learning</p> <p>1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</p>	<p>steps but may omit components (e.g. transitions). Plans provide inappropriate objectives or contain inappropriate expectations for the developmental level.</p>	<p>are age appropriate and accurate. Plans are coherent and based on DAP principles and standards. Appropriate adaptations to support student learning are included.</p>	<p>knowledge is detailed and includes content for each area, and knowledge of child development; objectives are age appropriate and accurate based on the individual students in the class. Appropriate adaptations are included.</p>
	Needs Improvement	Meets Expectations	Exceeds Expectations
<p>STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES</p> <p>3a. Understanding the goals, benefits, and uses of assessment</p> <p>3b. Knowing about and using observation, documentation and other appropriate assessment tools and approaches</p> <p>3c. Understanding and practicing responsible assessment</p> <p>3d. Knowing about assessment partnerships with families and other professionals</p>	<p>Assessment strategies are identified but only loosely connect with objectives. Reflection adequately describes what happened during lesson but does not discuss effectiveness of assessment approaches.</p>	<p>Assessments align with objectives and are appropriate to developmental level and to the content area. Assessment strategies are described, and reflection satisfactorily states the effectiveness of assessment and documentation, and discusses student learning.</p>	<p>Assessments align with objectives and are appropriate to developmental level, to individual children in the group, and to the content area. Diverse assessment strategies identified and utilized. Reflection is thoughtful on the effectiveness of the assessment plan and documentation. Analyzes student learning and identifies next steps.</p>

	Needs Improvement	Meets Expectations	Exceeds Expectations
<p>STANDARD 4. TEACHING AND LEARNING</p> <p>4a. Knowing, understanding, and using positive relationships and supportive interactions</p> <p>4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education</p> <p>4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>4d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes</p>	<p>Concept research and understanding of the appropriate content (social studies, literacy, creative movement, arts) appears limited, and standards are not clearly referenced. Reactive techniques for child guidance are listed. Limited repertoire of adaptations or extensions included. Reflection is descriptive but does not include analysis or areas for improvement.</p>	<p>LEPs are coherently designed and build on an understanding of students' prior knowledge in each content area; principles of DAP are clearly utilized and age appropriate teaching methodology is evident. Accurate knowledge of appropriate content is apparent through research and explanation; appropriate state and national standards are referenced. Reactive and proactive techniques for child guidance listed, and several possible adaptations are included. Extension plans provide suggestions for each content area. Reflection focuses on successes and areas for improvement for each experience.</p>	<p>LEPs are coherently designed and demonstrate creativity in approach to content, principles of DAP are utilized and appropriate methodology is detailed in outline of each experience. Plan provides opportunity for exploration and representation; extensions foster practice and provide enrichment. Research and explanation of content is very detailed and shows clear evidence of state and national standards. Reactive and proactive child guidance techniques are listed and individualized adaptations for effective support of specific children in group are included. Reflection indicates use of effective approaches, strategies and tools and provides new directions and ideas for follow-up experiences.</p>

	Needs Improvement	Meets Expectations	Exceeds Expectations
STANDARD 5. BECOMING A PROFESSIONAL 5a. Identifying and involving oneself with the early childhood field 5b. Knowing about and upholding ethical standards and other professional guidelines 5c. Engaging in continuous, collaborative learning to inform practice 5d. Integrating knowledgeable, reflective, and critical perspectives on early education 5e. Engaging in informed advocacy for children and the profession	Basic understanding of each content area and its part of developmentally appropriate teaching evident. No evidence of communication with cooperating teacher in preparation of Learning Experiences. Reflections provide limited evidence of understanding of personal growth as an early childhood educator.	Solid understanding of the importance of developmental approach to teaching with reference to national standards reflected in each LEP. Communication with cooperating teacher evident in planning. Reflection on what was learned about content area, the role of teacher, and how children responded is evident. Reflections indicate awareness of early childhood curriculum in each area.	Solid understanding of the importance of developmental approach to teaching using DAP principles and state and national standards evident in each LEP. Communication and collaboration with cooperating teacher in developing and integrating learning experiences into overall curriculum is evident. Reflections integrate knowledge about children, content areas, the role of the teacher, and include self-evaluation. Reflections indicate awareness of the integrated nature of early childhood curriculum by discussing links among the curriculum areas.

5c. Data Table

Data Table: Learning Experience Plans
Literacy, Social Studies, Creative Movement, Creative Arts
(Note: Total percentages exceed 100% due to rounding)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
2003 - 2004 (9)			7 (78%)	2 (22%)
2004-2005 (13)			5 (38%)	8 (62%)
2005-2006 (14)		2 (14%)	12 (86%)	
Total (N=36)		2 (6%)	24 (67%)	10 (28%)

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