

**Assessment 2 (required) – Content Knowledge: Assessment of content knowledge of
early childhood education.
Section IV – Evidence for Meeting Standards
Student Teaching Unit**

1. Description of the assessment and use in the program

The Student Teaching Unit is a curriculum project that demonstrates our candidates' ability to observe and assess children's development and learning; provide developmentally appropriate application of curriculum design, implementation and assessment; and understand the role of emergent curriculum in the early childhood classroom. Candidates research the developmental characteristics and needs of the children they will teach and the content for each curriculum area, including caregiving routines. Candidates develop appropriate learning outcomes that are aligned to the state and national standards and their unit assessment plan. Family and community involvement, the classroom environment, and teaching team collaboration are considered as well. Candidates write a self-reflection paper at the conclusion of the unit to evaluate their experiences and document children's learning. Candidates collaborate with cooperating teachers and the site supervisor prior to teaching this unit. This assessment is completed during the last two weeks of each student teaching placement.

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' research on emergent curriculum, content areas and the characteristics, needs, and multiple influences on development and learning of the children they are teaching. Candidates design, implement and assess curriculum for a two week period. Candidates utilize age appropriate resources to challenge and support learning in each content area.

Standard 2: *Building Family and Community Relationships* is evident in by the family and community involvement plan devised for the unit. Candidates consider family-centered practices, develop strategies to involve families over the two week period, and plan a community experience such as a field trip or guest presentation for the children.

Standard 3: *Observing, Documenting and Assessing to Support Young Children and Families* is evident in our candidates' ability to successfully create an age appropriate assessment plan and document learning using appropriate tools and approaches. Candidates document and analyze children's learning through photos, various observational methods and work samples.

Standard 4: *Teaching and Learning* is evident in our candidates' ability to plan how children will be guided and supported throughout this unit. Candidates research background knowledge of each content area, review their child development content

knowledge, and utilize 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 each learning experience in the unit, consider best practices throughout the planning and implementation process, and apply national and state standards to unit outcomes. In addition, they demonstrate their growing ability to be advocates in planning meaningful curriculum based on children's interests and 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 assignment 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.

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. Because this is a comprehensive culminating assignment, it provides the evidence that candidates demonstrate their content knowledge, their child development knowledge, their ability to involve families in children's learning, their assessment knowledge, and their growing professional skills as early childhood educators. At present the data only incorporates the student teaching unit with children from Birth to age 5; this fall semester we have put in place the procedures for data collection from the K-3 placements as well.

5. Assessment Documentation

5a. Assessment instrument

Student Teaching Unit ESEC 450 and 460

This culminating project will reflect your ability to design, implement and evaluate a unit of study over a one week or two week period. Your written unit is planned prior to teaching and is reviewed by your cooperating teacher and site supervisor during weeks 2, 3, and 4. The written reflection is completed after the unit is implemented and is reviewed by your cooperating teacher and site supervisor during week 7.

The 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:

Your written unit should include the following components.

Your name:

Developmental Level/Grade Level:

Topic:

Discipline focus:

State Standards:

Table of Contents: *Here is where you list all the components of the unit and what page they are on. This is to help the reader navigate your write-up.*

Goals and Rationale: *This section answers the question "why study this topic" and includes broad goals. Keep in mind that your student population will be diverse in their backgrounds, needs and characteristics, in their learning styles, in what they already know, etc*

Objectives: *These are specific measurable outcomes you are planning for the unit. They should be observable and your assessment strategies must be linked to these objectives.*

Unit Assessment: *How will you know your unit objectives have been met? Here is where you include the various assessment strategies you will use, and what the culminating activity/ project/ presentation will be that will allow students to show what they have learned. Remember to include approaches that honor a range of learning styles*

Web/Wheel: *This section provides a visual representation of the organization of your unit and how it links to the different academic disciplines or developmental areas you are including. Students use this technique for brainstorming curricular ideas*

Overview: *Create a chart or list that organizes the unit and explains why the lessons are arranged in the specific order you have planned. Be sure to include preassessment (how you will find out what students already know), introduction (how will you motivate them to be interested in this topic), the organization of the lessons to be presented, and the conclusion of the unit.*

Lessons and Activities: *Include at least 8 learning experience plans for each lesson in the unit. For each lesson be sure to indicate the objectives, the state standards addressed, the child guidance plans, the assessment plans, etc. Follow the Learning Experience Plan format.*

Background Information: *This section summarizes the background information you need to be able to teach the content of this unit to the developmental range of the students. Include content information, a description of the developmental level of your students and the sources in the bibliography section below.*

Family Involvement: *Describe ‘family-centered’ practice and ways in which you develop respectful and supportive relationships with families in your specific age/grade level. Develop a letter to families introducing and explaining your unit and what their child will learn. Include strategies that will involve families in the learning process.*

Service Learning/Community Involvement: *Include potential community service projects and field trip possibilities that will connect to the goals and objectives of the unit.*

Reflection: *Describe your unit teaching experiences. Include your role as the lead teacher, the transitions and classroom management strategies used, the assessment strategies and documentation, family involvement and a brief self-evaluation. See assignment notes attached.*

Annotated Bibliography: *Include a list of 5 resources for teachers and 10 resources for children make a brief annotation as to the content and use of each source*

5b. Scoring guide: Grading sheet

Student Teaching Unit Plan: Scoring Sheet ESEC 460: Early Childhood Student Teaching

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

1. Promoting Child Development _____

- Understanding of child development evident
- Understanding of multiple influences on development is evident
- Adaptations, needs of the age group and the particular children is evident

2. Building Family and Community Relationships _____

- Description of family centered practice evident
- Strategies for communication are evident
- Plan for community experience is developed
- Introduction letter to families included

3. Observing, Documenting, and Assessing to Support Young Children and Families _____

- Assessment plan is aligned with unit objectives
- Age appropriate tools and approaches are identified
- Pre-assessment plan is documented
- Plan indicates how assessment will be shared with professional and families

4. *Teaching and Learning*

- Culturally sensitive awareness is evident in LEPs and Unit
- LEPs are developmentally appropriate, incorporate play and based on needs and interests of the child
- Research of concepts and content areas evident
- Child guidance plan indicates responsive practices

5. *Becoming a Professional*

- Early childhood research and practices evident
- Professional guidelines and ethical standards evident
- Understanding of adaptations and special needs evident

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 1b. Knowing and understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Goals and rationale of unit are based on children's characteristics. Understanding of multiple influences on learning is not clearly articulated. Candidate does not demonstrate an understanding of early intervention approaches. Minimal evidence of an understanding of child development used to design, implement and the assess curriculum.	Goals and rationale of unit consider most developmental domains and are based on children's characteristics and needs. Goals and rationale of unit considers the multiple influences on development and learning of the particular children. Evidence that an adequate understanding of child development was used to design, implement and assess curriculum for the group.	Goals and rationale of unit consider all developmental domains; a thorough description of the needs of the age group and the particular children is evident. Goals and rationale of unit consider the multiple influences on development and adaptations needed for each child's learning. Substantial evidence that a thorough understanding of child development was used to design, implement and assess challenging and meaningful curriculum for each child's learning.

	Needs Improvement	Meets Expectations	Exceeds Expectations
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS 2a. Knowing about and understanding family and community characteristics 2b. Supporting and empowering families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children's development and learning	Family involvement section is incomplete. No evidence of strategies to develop respectful and supportive relationships with families. Limited planning for community experience.	Description of 'family centered practices' is identified, strategies for communication are clear, strategy for developing respectful and supportive relationships with families is indicated, plan for community experience is developed.	Description of 'family centered practices' is based on NAEYC article, strategies for communication are clear, several strategies for respectful and supportive communication are indicated, plan for community experience is developed, introduction letter to families is included.
	Needs Improvement	Meets Expectations	Exceeds Expectations
STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES 3a. Understanding the goals, benefits, and uses of assessment 3b. Knowing about and using observation, documentation	Assessment plan is not aligned with unit objectives. Use of age appropriate assessment strategies is limited. Assessment plan is not age appropriate. Unit assessment plan does not indicate role of communication with families or other professionals.	Assessment plan is aligned with unit objectives. Age appropriate tools and approaches are identified. Age appropriate assessment plan is identified based on individual needs of children. Unit assessment plan indicates how information will be shared with professionals.	Assessment plan is aligned with unit objectives; assessment strategies used build on children's strengths. Age appropriate tools and approaches are identified and pre-assessment documentation is included. Age appropriate assessment plan is identified based on individual needs of

and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment 3d. Knowing about assessment partnerships with families and other professionals			children. Unit assessment plan indicates how children's development and learning will be assessed and shared with professionals and families.
	Needs Improvement	Meets Expectations	Exceeds Expectations
STANDARD 4. TEACHING AND LEARNING 4a. Knowing, understanding, and using positive relationships and supportive interactions 4b. Knowing, understanding, and using effective approaches, strategies, and tools for early education 4c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines 4d. Using own knowledge and other resources to design, implement, and	Child guidance plan is limited to reactive strategies. Unit objectives are vague and learning experience plans are not developmentally appropriate. Weak research of concepts and content. Limited understanding of anti-bias curriculum practices. Resources not effectively utilized and learning experience plans have little connection to children's interests or needs.	Child guidance plan indicates the role of responsive teacher practices and promotes a supportive atmosphere. Unit objectives are clear and concise, learning experience plans are developmentally appropriate and incorporate play. Child guidance plan focuses on positive approaches and encourages positive social interactions. Research of concepts and content is evident. Anti-bias curriculum practices followed. All curriculum areas are addressed. Utilizes resources effectively and learning experiences are based on observations of the particular children.	Child guidance plan indicates responsive teacher practices and promotes a supportive atmosphere. Culturally sensitive awareness is evident in plan. Unit objectives are clear and concise and based on needs and interests of the children. Learning experience plans are developmentally appropriate, incorporate play and adaptations are indicated. Child guidance plan focuses on positive approaches and encourages positive social interactions. Research of concepts and content areas evident, all curriculum areas are addressed and based on standards of

evaluate meaningful, challenging curriculum to promote positive outcomes			professional organizations in each content area. Anti-bias curriculum practices followed. Utilizes resources effectively and learning experiences are based on observations of the particular children, needs and interests of the particular children are addressed.
	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	Unit plan is poorly conceived and not based on best practices. Ethical standards are understood and indicated by candidate's family involvement plan, child guidance plan and learning experience plans. Collaboration among peer group or professionals is not evident in unit plan. Unit plan is not based on professional understanding of early childhood education and candidate has developed little self awareness as a developing teacher.	Unit plan is well conceived based on early childhood research and best practices. Ethical standards are well understood and indicated by candidate's family involvement plan, child guidance plan and learning experience plans. Collaboration among peer group and classroom staff members is evident in plan through the use of appropriate resources and adaptation plans. Unit plan is based on professional understanding of early childhood education and candidate's self knowledge as developing teacher.	Unit plan is well conceived based on early childhood research and best practices. Ethical standards are well understood indicated by candidate's family involvement plan, child guidance plan and learning experience plans. Candidate's unit plan upholds professional guidelines and practices of field placement site. Collaboration among peer group and classroom staff members is evident in plan through the use of appropriate resources and adaptation plans, good evidence of understanding of any IFSP/IEPs of particular children in

profession			class. Unit plan is based on professional understanding of early childhood education and candidate's self knowledge as developing teacher.
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5c. Data Table

Data Table: Student Teaching Unit

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

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