

## **Assessment 6 Rationale**

Assessment 6 contains 2 assessments: Assessment 6a, the Review of Research and Bibliography, and Assessment 6b, The Meaningful Curriculum for Infants and Toddlers. Both assessments take place in ECED 502, Infants and Toddlers in Early Care and Education Programs. The rationale for 2 assessments is that infant toddler development and early care and education lay for the foundation in early childhood education for all future development, care, and education of young children. It is a critical period of development that is covered in other courses, but is not the main emphasis. Infant toddler development, care, education, safety, health, and nutrition are the emphasis in ECED 503. The two assessments complement one another. One is research based and theoretical, the other is more practical and hands on. Together they provide a more thorough basis for meeting the standards and tools. For these reasons, the two assessments complete Assessment 6. They make the whole in meeting standards and tools in the area of infant- toddler development, care, and education, safety, health, and nutrition.

### **Review of Research and Bibliography 6a**

In this assessment, an in-depth summary of research and bibliography on a specific infant-toddler related topic that demonstrates research, reflection and knowledge on the topic. A nine to ten page Review of Research and Bibliography is submitted on a topic of inquiry related to the early care and education of infants and toddlers. Peer-reviewed primary research journal articles on the topic are reviewed. Detailed, concise, comprehensive, and in-depth information about the current, peer-reviewed research are provided. Mastery of relevant theory and research with an in-depth, critical knowledge of infant-toddler theory and research is provided. Skills in identifying and using professional resources is demonstrated through the selection of research that is current and aware of the field's changing knowledge base and expertly compiled using multiple sources is used. APA format is used throughout the paper and bibliography.

### **The Meaningful Curriculum for Infants and Toddlers**

In this assessment, candidates plan and develop a meaningful curriculum for infants and toddlers using developmentally effective and appropriate teaching strategies. Candidates provide a research based rationale with developmentally appropriate effective strategies and policies. They consider Developmentally Appropriate Practice, Individually Appropriate Practice, and Culturally Appropriate Practice within the curriculum. A detailed center lay-out, room arrangement, the philosophy of program, staffing patterns, schedule, safety, health, and nutrition policies, and transition policies for children coming into and leaving the program, primary caregiver approach, and age groups are included. Demonstrated knowledge and application of ethical principles including the NAEYC's Code of Ethical Conduct and Rhode Island Licensing Standards are provided. In the curriculum, plan to promote positive outcomes for all children. Address issues of cultural diversity, cultural competence, and responsiveness to cultural and linguistic diversity.

**Section IV Evidence for Meeting Standards**  
**Assessment 6a - Review of Research and Bibliography**  
**Standards 1a, b, 4c, 5a, b, c, d and Tools 3, 4, 5, 6.**

**1. A brief description of the assessment:**

This assessment includes an in-depth summary of research and bibliography on a specific infant-toddler related topic that demonstrates research, reflection and knowledge on the topic. Present a 9 to 10 page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers. Clearly review 12 to 15 peer-reviewed primary research journal articles on your topic. Use detailed, concise, comprehensive, and in-depth information about the current, peer-reviewed research. Demonstrate mastery of relevant theory and research with an in-depth, critical knowledge of infant-toddler theory and research. Use of skills in identifying and using professional resources is demonstrated through the selection of research that is current and aware of the field's changing knowledge base and expertly compiled using multiple sources. APA format is used throughout the paper and bibliography.

**2. A description of how this assessment specifically aligns with the standards:**

This assessment specifically aligns with Standards 1a, b, 4c, 5a, b, c, d and Tools 3, 4, 5, 6. They are incorporated into this rubric and embedded within the coursework, the description and the rubric. See Section IV, Assessment 6.1, attachment 5b & 5c. The Assessment provides additional evidence of the candidate's mastery of relevant theory and research, skills in identifying and using professional resources, inquiry skills and knowledge of research methods, and understanding academic disciplines through this assessments addressing standards and tools by reviewing research in the area of infant toddler development, care, and education .

The assessment instrument (See attachment 5b) addresses the emphasis in NAEYC Standard 1a, b through research that enhances an understanding of young children's characteristics and needs and influences on development and learning based on the research done. The assessment addresses Standard 4c through research and resources on children's learning and development using inquiry tools to deepen their understanding of infant-toddler development and care. Standard 5 is addressed through identifying infant-toddler research topics, using APA guidelines, engaging in learning to inform practice, the use of knowledgeable and reflective perspectives on the infant toddler review of research (5a,b,c,d,).

Tools 3, 4, 5, and 6 are addressed through the review of research by identifying a topic and finding appropriate research articles, following professional APA guidelines, submitting a paper and communicating findings through a presentation and handout (3, 5, 6). Demonstrating a mastery of relevant theory and research through the Review of Research (4, 6).

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

Attachment 5c provides a summary of the findings. The M.Ed. in Early Childhood is a program with between 7-10 matriculated students enrolled from 2007 -2009 . Many of the candidates are teachers with degrees in Early Childhood Education, some are teachers in Elementary Education and Special Education with a strong interest and/or experience in early childhood education with children and families in diverse settings. The success of the candidates in the data with 6 exemplary and 2 acceptable is a reflection of their experiences, interest and commitment. The coursework embeds the Standards and Tools. In addition to matriculated graduate students, non-matriculated graduate students take many of the core courses for Rhode Island early childhood teacher certification requirements (ECED 502, 503, 505, and 512). Data for non-matriculated students are not included. ECED 503 is the only course in the program that sometimes runs in the fall and summer semesters during the year.

### **4. An interpretation of how that data provides evidence for meeting standards:**

The data provides observable evidence of candidates' developing communication skills, mastery of relevant theory and research, skills in identifying and using resources, and inquiry skills and knowledge of research methods. The evidence is observable in the class presentation, the written Review of Research and Bibliography, and the rubric grade and outcome. For candidates without research experience or infant toddler experiences or background, this assessment provides the opportunity to develop skills in identifying and using professional resources, mastery of relevant theory and research, and develop inquiry skill and knowledge of research methods. The data provide evidence of meeting the cited Core Standards and Tools through 6 exemplary (75%)and 2 acceptable (25%) ratings over four semesters on the Review of Research. It provides insight into the engagement, developing skills and proficiencies of the candidates in the areas of knowledge, professionalism, and pedagogical understanding.

### **5. Attachment of assessment documentation:**

- a. the assessment tool or description of the assignment  
See Assessment 6a, Attachment 5a, Review of Research and Bibliography Description
- b. the scoring guide for the assessment  
See Assessment 6a, Attachment 5b, Review of Research and Bibliography Rubric
- c. candidate data derived from assessment  
See Assessment 6a, Attachment 5c, Data for Review of Research and Meaningful Curriculum ECED 503 Data Collection

## **Attachment 5a, Review of Research and Bibliography Description**

### Review of Research and Bibliography Description

Present an in-depth summary of research and bibliography on a specific topic that demonstrates research, reflection and knowledge on the topic. Write a 9 to 10 page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers. Clearly review 12 to 15 peer-reviewed primary research journal articles on your topic. Use detailed, concise, comprehensive, and in-depth information about the current, peer-reviewed research. Demonstrate mastery of relevant theory and research with an in-depth, critical knowledge of infant-toddler theory and research. Use of skills in identifying and using professional resources is demonstrated through the selection of research that is current and aware of the field's changing knowledge base and expertly compiled using multiple sources. APA format is used throughout the paper and bibliography.

Standards 1b, 4c, 5a, b, c, d. Tools 3, 4, 5, 6.

**Attachment 5b, Review of Research and Bibliography Rubric**

**ECED 503  
Review of Research and Bibliography Rubric**

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

<p><b>Exceeds Expectations</b> <b>28-30 Points</b></p>	<p><b>Meets Expectations</b> <b>23-27 Points</b></p>	<p><b>Does Not Meet Expectations</b> <b>0-22.5 Points</b></p>
<p>Nine to ten page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers.</p> <p><b>5 Points</b> <b>Standards 1, 4c, 5a, c, d</b> <b>Tools 3, 4, 5, 6</b></p>	<p>Five to eight page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers.</p> <p><b>4-5 Points</b> <b>Standards 1, 4c, 5a, c, d</b> <b>Tools 3, 4, 5, 6</b></p>	<p>Less than a five page Review of Research and Bibliography submitted on a topic of inquiry related to the early care and education of infants and toddlers.</p> <p><b>0-3.5 Points</b> <b>Standards 1, 4c, 5a, c, d</b> <b>Tools 3, 4, 5, 6</b></p>
<p>A minimum of 12 to 15 peer-reviewed primary research journal articles are clearly reviewed.</p> <p><b>5 Points</b> <b>Standards 4c, 5d</b> <b>Tools 4, 5, 6</b></p>	<p>A minimum of 10 to 12 peer-reviewed primary research journal articles are reviewed.</p> <p><b>4 Points</b> <b>Standards 4c, 5d</b> <b>Tools 4, 5, 6</b></p>	<p>Less than 10 peer-reviewed primary research journal articles are reviewed.</p> <p><b>0-3.5 Points</b> <b>Standards 4c, 5d</b> <b>Tools 4, 5, 6</b></p>
<p>Reviews contain detailed, concise, comprehensive, and in-depth information about the research.</p> <p><b>5 Points</b> <b>Standards 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>	<p>Reviews contain detailed and concise information about the research.</p> <p><b>4-5 Points</b> <b>Standards 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>	<p>Reviews lack detail and specific information about the research.</p> <p><b>0-3.5 Points</b> <b>Standards 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>
<p>All of the research is current, published within the last 10-15 years and peer-reviewed.</p> <p><b>4 Points</b> <b>Standards 4c, 5d</b> <b>Tools 4, 5, 6</b></p>	<p>Most of the research is current, published within the last 10-15 years and peer-reviewed. (80-90%)</p> <p><b>3-4 Points</b> <b>Standards 4c, 5d</b> <b>Tools 4, 5, 6</b></p>	<p>The majority of the research reviewed is not current or peer-reviewed.</p> <p><b>0-3.5 Points</b> <b>Standards 4c, 5d</b> <b>Tools 4, 5, 6</b></p>

<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
<p>Mastery of relevant theory and research is presented and reflected with an in-depth, critical knowledge of infant-toddler theory and research.</p> <p><b>5 Points</b> <b>Standards 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>	<p>Competence of relevant theory and research is presented and reflected with detailed, critical knowledge of infant-toddler theory and research.</p> <p><b>4-5 Points</b> <b>Standards 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>	<p>Limited knowledge, relevance and understanding of infant-toddler theory and research are demonstrated or reflected.</p> <p><b>0-3.5 Points</b> <b>Standards 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>
<p>A high level of skills in identifying and using professional resources is demonstrated through the selection of research that is current and aware of the field's changing knowledge base and expertly compiled using multiple sources.</p> <p><b>5 Points</b> <b>Standards 1, 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>	<p>Skills in identifying and using professional resources are demonstrated through the selection of research that is current and aware of the field's changing knowledge base.</p> <p><b>4-5 Points</b> <b>Standards 1, 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>	<p>Limited skills in identifying and using professional resources are demonstrated through the selection of research that lacks an awareness of the field's changing knowledge base.</p> <p><b>0-3.5 Points</b> <b>Standards 1, 4c, 5c, d</b> <b>Tools 4, 5, 6</b></p>
<p>APA format is used consistently and correctly throughout the paper.</p> <p><b>1 Points</b> <b>Standard 5b</b> <b>Tools 5, 6</b></p>	<p>APA format is used consistently throughout the paper with few errors.</p> <p><b>.5 Points</b> <b>Standard 5b</b> <b>Tools 5, 6</b></p>	<p>APA format is not used or used inconsistently throughout the paper with many errors.</p> <p><b>0 Point</b> <b>Standard 5b</b> <b>Tools 5, 6</b></p>

Name \_\_\_\_\_ Grade \_\_\_\_\_ Revision \_\_\_\_\_

Attachment 5c, Data for Review of Research and Meaningful Curriculum  
 ECED 503 Data Collection

<b>ASSESSMENT 6 RATING OF ARTIFACTS</b>				
<b>ECED 503</b>				
<b>COURSE &amp; ASSIGNMENT</b>	<b>EXEMPLARY</b>	<b>ACCEPTABLE</b>	<b>UNACCEPTABLE</b>	<b>TOTAL</b>
<b>ECED 503 Fall 2009</b>				
Review of Research 6a	2			2
Curriculum Project 6b	2			2
<b>ECED 503 Fall 2008</b>				
Review of Research 6a	3			3
Curriculum Project 6b	2	1		3
<b>ECED 503 Spring 2008</b>				
Review of Research 6a		1		1
Curriculum Project 6b	1			1
<b>ECED503 Summer 2007</b>				
Review of Research 6a	1	1		2
Curriculum Project 6b	2			2
<b>TOTAL</b>				
	13	3	0	16