

Rhode Island College
M.Ed. in Early Childhood Education

Section IV Evidence for Meeting Standards
Assessment 5 - Curriculum Based Activities
Standards 1a, b, c, 3a, b, c, 4a, b, c, d, 5b, d. Tools 1, 2, 3, 7, and 9

1. A brief description of the assessment:

The Curriculum Based Activities Assessment demonstrates candidate effects on student learning through curriculum based activities. Each candidate develops two developmentally appropriate learning activities to be completed with a young child or children. The curriculum based activities should be based on the readings and research findings regarding different areas of the early childhood curriculum and program models. The learning activities should be developed with a curriculum model as a guide. In the carefully written four page narrative, information concerning the reason for selecting this experience, planning, implementation, critique of outcomes, suggestions for future activities of this type, samples of children's work, parental/staff comments, and an evaluation of the effects on student learning. Evaluate the impact of your activities on the child's or children's learning based upon your observations, documentation, and/or other appropriate assessment tools. Each experience will also be shared orally in an organized but informal manner with the entire class. Describe play and program model in the description.

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

This assessment specifically aligns with Standards 1a, b, c, 3a, b, c, 4a, b, c, d, 5b, d. Tools 1, 2, 3, 7, and 9 are addressed in Curriculum Based Activities. They are incorporated into this rubric through the Curriculum Based Activities which provide candidates the opportunity to informally assess the impact of their activities on student learning. The Standards and Tools are embedded within the coursework, the description and the rubric. See Section IV, Assessment 5, attachment 5b & 5c, Curriculum Based Activities Rubric and Description. The Assessment provides evidence of the candidate's effects on student learning through samples of the child or children's work, documentation, and written evaluation.

The assessment instrument (See attachment 5b) addresses the emphasis in NAEYC Standard 1 on using understanding of young children's characteristics and needs and the multiple influences on development and learning in the planning and implementation of the activities (1a, b, c). The assessment addresses Standard 3 through observation, documentation, and assessment of the learning activities and their effect on student learning (3a, b, c). Standard 4 is addressed through the use of developmentally effective approaches in implementing the activities with children, understanding content, concepts, and inquiry tools in the narrative, and building meaningful curriculum through the design, implementation, and evaluation of the activities (4a, b, c, d). Standard 5 is addressed through the use of knowledgeable and reflective perspectives on the learning activities and appropriate, ethical assessment tools and professional guidelines to document and assess the learning activities (5b, d).

Tools 2, 3, 7, and 9 are addressed through a variety of strategies and tools. Knowledge and application of ethical principles are addressed (2). Oral and written communication are

addressed (3). Skills in collaborating and teaching with other professionals and families are addressed (7). Leadership skills are addressed in reflecting and influencing student learning (9). Professionalism is demonstrated through the evaluation and assessment of the activities.

3. A brief analysis of the data findings:

The M.Ed. in Early Childhood from 2006 -2009 is a program with between 7-10 matriculated students enrolled. Most of the candidates in the graduate program 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 9 candidates in the data is a reflection of their experiences, interest and commitment. The hands-on nature of this assessment lends itself to engagement and success. The coursework embeds the cited Core Standards and Tools. The assessment provides an opportunity to bring the standards and tools to life. They are able to observe and document the effect on student learning through their teaching activities. It also enables the candidates to experiment with different program models and to more fully develop their own philosophy of early childhood education. They enjoy this assessment. Another related assignment is the articulation of their philosophy of early childhood education. 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 is not included.

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

The data provide observable evidence of candidates' effects on student learning through the planning, implementation, and evaluation of curriculum based learning activities in the presentation, documentation, evaluation, and written narrative. The engagement of the students is reflected in their papers and presentations. With 100% of the 9 candidates in four semesters exceeding expectations with exemplary ratings, the data provide evidence of meeting the cited standards and tools. The evidence reflects the engagement of candidates to provide curriculum based activities and observe and evaluate their effect upon student learning. The evidence for meeting the standards is observable in the class presentation, the written documents, documentation, and the rubric grade and outcome. It demonstrates the candidates pedagogical knowledge, understanding of assessment and documentation, and professionalism.

5. Attachment of assessment documentation:

- a. the assessment tool or description of the assignment
See Assessment 4, Attachment 5a, Curriculum Based Activities Description
- b. the scoring guide for the assessment
See Assessment 4, Attachment 5b, Curriculum Based Activities and Evaluation Rubric
- c. candidate data derived from assessment
See Assessment 4, Attachment 5c, Data for ECED 502

Attachment 5a, Curriculum Based Activities Description

Artifact for ECED 502 Curriculum Based Activities

Curriculum Based Activities

Each candidate will select two activities to be completed with a young child or children, their families, teachers, or care givers that he/she has not done before. The curriculum based activities should be based on the readings and research findings regarding different areas of the early childhood curriculum and program models. The activities should be developed with a curriculum model as a guide. You should provide samples of the child's or children's work. These activities can take place with an individual child or with a small group of children. Using your philosophy of Early Childhood as a model and rationale for the Curriculum Based Activities, you have an opportunity to experiment and grow in different ways. *You can of course suggest develop a modification of an activity to fit your special needs.* In your carefully written four page narrative, you need information concerning your reason for selecting this experience, planning, implementation, critique of outcomes, suggestions for future activities of this type, samples of children's work, parental/staff comments, and an evaluation of the effects on student learning. Evaluate the impact of the activity on the child's or children's learning based upon your observations, documentation, or other appropriate assessment tools. Each experience will also be shared orally in an organized but informal manner with the entire class. Describe play and program model in the description.

Attachment 5b, Curriculum Based Activities and Evaluation Rubric

ECED 502 Curriculum Based Activities and Evaluation Rubric

Description	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
<p>Content</p> <p>The carefully written narrative provides information concerning the personal reason for selecting this experience; planning; implementation; critique of outcomes; suggestions for future activities of this type; and samples of children's work and /or family/staff/teacher comments. Ethical principles including the NAEYC Code of Conduct are applied.</p> <p>Standards 1a, b, c, 3b, 4a, b, c, d, 5b, d Tools 2, 3, 7</p> <p>Evaluation of Effects on Student Learning</p> <p>Use observation, documentation, and other appropriate assessment tools and approaches. Evaluate the activities and their effect on the child or children based upon your observations, evaluation, and documentation.</p> <p>Standards 3a,b,c Tools 2,3,7,9</p>	<p>11-12 Points</p> <p>All criteria are apparent. Understanding of each aspect of the assignment and how it relates to promoting child development and learning is evident.</p> <p>Sufficient details and original examples are supplied with references to the text, class work. Support materials are provided.</p> <p>The introductory and concluding paragraphs are specific to the assignment. Ethical principals guide the activities and their implementation.</p> <p>This developmentally appropriate learning activity provided personal learning, growth, reflection, and experimentation related to teaching in a new curriculum model. The content reflects the ability to write in a professional manner.</p> <p>A detailed evaluation of the activities includes the effect on the child's or children's learning. Specific areas of development are cited and discussed.</p>	<p>9-10 Points</p> <p>Most criteria are evident in the paper. An understanding of the assignment and how it relates to promoting child development and learning is presented.</p> <p>Some details and original examples are supplied to support points. The introductory and concluding paragraphs are specific to the assignment.</p> <p>It is an appropriate activity for personal learning, experimentation, and growth related to teaching in a new curriculum model related area.</p> <p>The content is written in a professional manner.</p> <p>An evaluation of the activities includes the effect of the activities on the child's or children's leaning.</p>	<p>0-8 Points</p> <p>Some criteria are evident in the paper. Content is somewhat relevant, but not sufficiently comprehensive or integrated.</p> <p>Details and original examples are scant and do not reveal a comprehensive understanding of the assignment.</p> <p>The flow of the paper is inadequate.</p> <p>An evaluation of the activities and their effect on the child's or children' learning is not included.</p>

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Descriptions	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
<p>Format and Mechanics</p> <p>The stapled paper is a maximum of four word processed and numbered pages in 12-point font type. A cover page with the complete assignment and this rubric are attached. Correct grammar, mechanics, and word usage are evident. The paper is well organized and professionally presented.</p> <p>Standard 5b Tools 3</p>	<p>2-3 Points</p> <p>All criteria are evident. The paper contains less than four spelling, grammar, and or language usage errors. There is excellent organization and word usage. Appropriate pedagogical terms are used. The appearance of the paper reflects professionalism.</p>	<p>1-2 Points</p> <p>Most criteria are evident. The paper contains no more than four errors in spelling, grammar, and or language usage. There is good organization and word usage.</p>	<p>0-2 Points</p> <p>Some criteria are evident. The paper contains more than four errors in spelling, grammar, and or language usage. Problems are apparent in the organization and /or word usage of the paper.</p>

Name _____ Date _____ Grade _____ Revision _____

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Attachment 5c, Data for ECED 502

RATING OF ASSESSMENT ARTIFACTS ECED 502 - Effects on Student Learning				
COURSE & ASSIGNMENT	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	TOTAL
ECED 502 Fall 2009				
Curriculum Based Acts.	3			3
ECED 502 Fall 2008				
Curriculum Based Acts.	1			1
ECED 502 Fall 2007				
Curriculum Based Acts.	4			4
ECED 502 Fall 2006				
Curriculum Based Acts.	1			1
TOTAL	9	0	0	9