

Section IV Evidence for Meeting Standards
Assessment 7 - Research Paper

1. A brief description of the assessment:

This assessment includes a Research Paper and Presentation. Each candidate writes a research paper on an aspect of early childhood growth and development. The findings of the paper are presented in class. Candidates conduct research using primary and secondary sources. Candidates review the professional literature (journals, books, academic internet sites), select at least 5-10 peer reviewed journal articles and 3 books as references, analyze findings in the paper and present in class, using handouts, PowerPoint, overhead transparencies, or charts, etc to present the findings. A bibliography for the class is included. The research report is compiled into an 8-10 page analytical paper with a brief appendix of research collection. 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 Tools 2, 3, 4, 5, 6. They are incorporated into the rubric and embedded within the coursework. See Section IV, Assessment 7, attachment 5b & 5c. The Assessment provides additional observable 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.

The assessment instrument (See attachment 5b) addresses the emphasis in NAEYC Standard 1 through the writing of a research paper on early childhood growth and development that enhances knowledge and understanding of young children's characteristics and needs and an understanding of multiple influences on development and learning (1a,b). The assessment addresses Standard 4 through research and resources on children's learning and development using inquiry tools to deepen their understanding of early childhood growth and development (4c). Standard 5 is addressed through identifying and researching early childhood growth and development topics, using APA guidelines, engaging in research and learning to inform practice, and integrating knowledgeable, reflective, and critical research based perspectives on early childhood growth and development (5a,b,c,d).

Tools 2, 3, 4, 5, and 6 are addressed in the research paper on early childhood growth and development by identifying a topic and finding appropriate research articles, books, and resources by demonstrating inquiry skills and knowledge of research methods ; following professional APA guidelines; submitting a paper and communicating findings through a presentation and handout; and demonstrating in-depth, critical, relevant knowledge of theory and research (2, 3, 5, 6). Candidates demonstrate their skills in identifying and using professional resources and a mastery of relevant theory and research through the successful completion and presentation of the Research Paper (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. Most of the candidates are teachers with degrees in Early Childhood Education, others 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. Of the 6 candidates in two semesters of data, 5 exceeded expectations and 1 was acceptable. The success of the 6 candidates in the data 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. The course, ECED 505 did not run in Spring 2008 due to a lack of enrollment.

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 Research Paper and Bibliography, and the rubric grade. For candidates without research experience or early childhood 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 5 exemplary (83.3%) and 1 acceptable (16.6%) ratings on the Research Paper assessments provide insight into the engagement, developing skills and proficiencies of the candidates. This assessment typically takes place after the Review of Research and Bibliography in ECED 502. The candidates also have some experience doing research and analyzing it in their reviews for this class prior to writing the research paper. Experiences in conducting, analyzing and presenting research are sequential and build upon one another in ECED 502, 503, and 505. The data provide evidence of the 6 candidates meeting the standards and tools cited and demonstrating their professional and pedagogical knowledge and research skills.

5. Attachment of assessment documentation:

- a. the assessment tool or description of the assignment
See Assessment 7, Attachment 5a, Research Paper and Presentation Description
- b. the scoring guide for the assessment
See Assessment 7, Attachment 5b, Research Paper and Presentation Rubric
- c. candidate data derived from assessment
See Assessment 7, Attachment 5c, Research Paper ECED 505 Data

Attachment 5a, Research Paper and Presentation Description

Research Paper and Presentation

This assessment includes a Research Paper and Presentation. Each candidate writes a research paper on an aspect of early childhood growth and development. The findings of the paper are presented in class. Candidates conduct research using primary and secondary sources. Candidates review the professional literature (journals, books, academic internet sites), select at least 5-10 peer reviewed journal articles and 3 books as references, analyze findings in the paper and present in class, using handouts, PowerPoint, overhead transparencies, or charts, etc. A bibliography for the class is included. The research report is compiled into an 8-10 page analytical paper with a brief appendix of research collection. APA format is used throughout the paper and bibliography.

Attachment 5b, Research Paper and Presentation Rubric

ECED 505 Research Paper and Presentation

Name _____ Date _____ Grade _____ Revision _____

| Exceeds Expectations | Meets Expectations | Does Not Meet Expectations |
|---|---|---|
| 28-30 Points | 23-27 Points | 0-22 Points |
| A comprehensive and detailed research paper of 10 pages, following APA format, on an aspect of early childhood growth and development submitted. 6 Points Standards 1a,b,4c, 5a, c, d Tools 2, 3, 4, 5, 6 | A detailed research paper of 8 to 10 pages, following APA format, on an aspect of early childhood growth and development submitted. 4- 5.5 Points Standards 1a,b, 4c, 5a, c, d Tools 2, 3, 4, 5, 6 | A research paper of less than 8 pages, using APA format, on an aspect of early childhood growth and development submitted. 0- 4 Points Standards 1a,b,4c, 5a, c, d Tools 2, 3, 4, 5, 6 |
| The findings of the paper presented in class with extensive documentation. 5 Points Standards 4c, 5b,c, d Tools 2, 3, 4, 5, 6 | The findings of the paper presented in class with some documentation. 3- 4.5 Points. Standards 4c, 5b,c,d Tools 2, 3, 4, 5, 6 | The findings of the paper presented in class with a lack of or limited documentation. 0- 4 Points Standards 4c, 5b,c,d Tools 2, 3, 4, 5, 6 |
| Extensive primary and secondary research sources utilized. The professional literature documented includes many peer-reviewed academic journals, books, academic internet sites, and technological resources. 5 Points Standards 1a,b,4c, 5a Tools 3, 4, 5, 6 | Primary and secondary research sources utilized. The professional literature documented includes some peer-reviewed academic journals books, academic internet sites, and technological resources. 3- 4.5 Points Standards 1a,b,4c, 5a Tools 3, 4, 5, 6 | Limited primary and secondary research sources utilized. The professional literature documented includes a lack of or limited peer-reviewed academic journals, books, academic internet sites, and technological resources. 0- 4 Points Standards 1a,b, 4c, 5a Tools 3, 4, 5, 6 |

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| Exceeds Expectations 28-30 Points | Meets Expectations 23-27 Points | Does Not Meet Expectations 0-22 Points |
|---|---|--|
| <p>References include at least 8-10 peer-reviewed journal articles and 5 scholarly books as references.</p> <p>5 Points Standards 4c, 5c,d Tools 3, 4, 5, 6</p> | <p>References include at least 5-8 peer-reviewed journal articles and 3 scholarly books as references.</p> <p>3- 4.5 Points Standards 4c, 5c,d Tools 3, 4, 5, 6</p> | <p>References include less than 5 peer reviewed journal articles and less than 3 scholarly books as references.</p> <p>0- 4 Points Standards 4c, 5c,d Tools 3, 4, 5, 6</p> |
| <p>Findings are analyzed in the paper and presented in class, using multiple methods of presentation and expression such as, handouts, PowerPoint, overhead transparencies, or charts.</p> <p>5 Points Standards 4c, 5d Tools 3, 4, 5, 6</p> | <p>Findings are analyzed in the paper and presented in class, using some methods of presentation and expression such as handouts, overhead transparencies, or charts.</p> <p>4- 5 Points Standards 4c, 5d Tools 3, 4, 5, 6</p> | <p>Findings are analyzed in the paper and presented in class, using one method of presentation and expression such as, handouts, overhead transparencies, or charts.</p> <p>0- 4 Points Standards 4c, 5d Tools 3, 4, 5, 6</p> |
| <p>Extensive bibliography (APA) compiled for the class with a brief appendix of research collection included.</p> <p>4 Points Standard 5c Tools 3, 4, 5, 6</p> | <p>Bibliography (APA) compiled for the class with a brief appendix of research collection included.</p> <p>2- 3 Points Standard 5c Tools 3, 4, 5, 6</p> | <p>Bibliography and appendix are not compiled for the class or is not in APA format.</p> <p>0- 2 Points Standard 5c Tools 3, 4, 5, 6</p> |

Name _____ Date _____ Grade _____ Revision _____

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Attachment 5c, Research Paper ECED 505 Data

| RATING OF ASSESSMENT ARTIFACTS ECED 505 | | | | |
|--|------------------|-------------------|---------------------|--------------|
| COURSE & ASSIGNMENT | EXEMPLARY | ACCEPTABLE | UNACCEPTABLE | TOTAL |
| ECED 505 Spring 2009 | | | | |
| Research Paper | 3 | | | 3 |
| | | | | |
| | | | | |
| ECED 505 Spring 2007 | | | | |
| Research Paper | 2 | 1 | | 3 |
| | | | | |
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| | | | | |
| | | | | |
| | | | | |
| TOTAL | 5 | 1 | 0 | 6 |