

Section IV Evidence for Meeting Standards
Assessment 8 - Research Study and Poster Presentation
Standards 1a, b, 2a, b, c, 3a,b, c, d, 4c, 5a,b, c, d, e and Tools 1, 2, 3, 4, 5, 6, 7, 8, 9.

1. A brief description of the assessment:

This assessment is a Research Study and Poster Presentation, a small-scale research study project. Each candidate designs and conducts a small-scale pilot research project relevant to the profession of early childhood education and child development that demonstrates knowledge and thoughtful application of ethical standards and the NAEYC Code of Ethical Conduct. Relevant tools of observation, documentation, and assessment are used in the study. Reflective, critical knowledge of theory and research are demonstrated in the study. Relevant research question(s) and a plan of research study are developed. An abstract, a research question, literature review of primary resources, methodology, assessment, methods, results/findings, analysis and reflection on implications, references, and bibliography are included in the study. Findings are organized in a poster presentation that includes the research question(s), highlights of the literature review, methodology, assessment methods, results/findings, analysis, implications for practice, and bibliography. Collaboration, teaching, and mentoring your fellow candidates and other professionals about your research through the poster presentation and findings provide opportunities to develop leadership skills, to create change, and to influence better outcomes for children, families, and the profession.

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

This assessment specifically aligns with Standards 1a, b, 2a, b, c, 3a,b, c, d, 4c, 5a,b, c, d, e and Tools 1, 2, 3, 4, 5, 6, 7, 8, 9. They are embedded within the coursework and rubric. See Section IV, Assessment 8, attachment 5b & 5c. The Assessment provides additional observable evidence of the candidate's knowledge and understanding of Standards and Tools.

The assessment instrument (See attachment 5b) addresses the emphasis in NAEYC Standard 1 through the design, conduct, and evaluation of a research study paper on early childhood growth, development, and education that can enhance knowledge and understanding of young children's characteristics and needs and an understanding of multiple influences on development and learning (1a,b). Standard 2 is addressed by involving families and communities in the research study to understand, develop respectful, reciprocal relationships to know and understand characteristics in individual studies (2a,b,c). Standard 3 is addressed through the use of observation, documentation, and other assessment tools in the design, conduct, and evaluation of the research study (3a,b,c). Standard 4 aligns through research and resources on children's learning and development using inquiry tools to deepen understanding of early childhood growth and development (4c). Standard 5 is addressed through the use of written informed consent from participants, ethical standards, and the NAEYC Code of Ethical Conduct in the study, in collaborative learning to inform practice, integrating, identifying, and researching research topics, using APA guidelines, engaging in research and learning to inform practice, and integrating knowledgeable, reflective, and critical research based perspectives on early childhood education and child development (5a,b,c,d).

Tools 1, 2, 3, 4, 5, 6, 7, 8 and 9 aligns through demonstrating cultural competence in the research study, identifying a research topic, conducting a literature review with a mastery of relevant theory and research, designing and conducting the study using professional resources, demonstrating inquiry skills and knowledge of research methods, following professional ethical guidelines, presenting the findings in a poster presentation to teach and mentor, and demonstrating advocacy and leadership skills.

3. A brief analysis of the data findings:

The M.Ed. in Early Childhood is a program with between 7-10 matriculated students enrolled from 2006 - 2009. Most 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. Of 5 candidates who completed the assessment in three semesters, the data findings are 4 Exemplary and 1 Acceptable. The success of the students in the data is a reflection of their experiences with research in other courses, interest and commitment to completing the research study. The program and coursework embed the Standards and Tools throughout their experiences in the program. The rubric and coursework supports their research study. The final project provides an opportunity for them to use most of the Standards and Tools.

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

The data provides observable evidence of candidates' mastery of relevant theory and research, skills in identifying and using resources, and inquiry skills and knowledge of research methods, and communication skills in the research study and poster presentation. The evidence is observable in the poster presentation, the written Research Study, and the rubric grade. For candidates, this assessment provides the opportunity to design, develop and present a research study combining theory and practice. Candidates develop research skills, identify and use professional resources, mastery of relevant theory and research, and develop inquiry skill and knowledge of research methods. The data provide evidence with 4 exemplary (80%) and 1 acceptable (20%) ratings of meeting the cited standards and tools during the 3 semesters. This assessment takes place after research assignments in 502, 503, 505, and 512. The research assignments are sequential and progressive. They build upon one another with experiences in conducting, analyzing and presenting research. The success of the candidates reflects positively on the sequence and progression of research in the program. In addition, only matriculated candidates take ECED 662. Classes are very small and allow for one-on-one work and guidance.

5. Attachment of assessment documentation:

a. the assessment tool or description of the assignment See Assessment 8, Attachment 5a, Research Study and Presentation Description

b. the scoring guide for the assessment See Assessment 8, Attachment 5b, Research Study and Presentation Rubric

c. candidate data derived from assessment See Assessment 8, Attachment 5c, Data

Attachment 5a, Research Study and Presentation Description

Research Study and Poster Presentation

This assessment is a small-scale research study project. Each candidate designs and conducts a creative, professional, ethical, small-scale pilot research project relevant to the profession of early childhood education and child development that demonstrates knowledge and thoughtful application of ethical standards and the NAEYC Code of Ethical Conduct. The study is done with ethical *written informed consent to participate* from all participants. Demonstrate a cultural competence in understanding and responding to the diversity of culture, language, and ethnicity in the research study among participants. Use relevant tools of observation, documentation, and assessment in the study.

Demonstrate an in-depth, reflective, critical knowledge of theory and research through the conduct of the research study focused on some aspect of the professional's role in early childhood education and child development. Develop a relevant research question and creative plan of research study. Include an abstract, a research question, literature review of primary resources, methodology, assessment, methods, results/findings, analysis and reflection on implications, references, and bibliography.

Present your findings in a creative, organized poster presentation that includes the research question, highlights of the literature review, methodology, assessment methods, results/findings, analysis, implications for practice, and bibliography. Demonstrate leadership skills of creating change, influencing better outcomes for children, families, and the profession through the completion and presentation of the research study in class. Actively collaborate with, teach, and mentor your fellow candidates and other professionals about your research through the poster presentation and findings.

Attachment 5b, Research Study and Presentation Rubric

ECED 662 Research Study and Poster Presentation Rubric

NAME _____ **Score** _____ **Revision** _____

<p>Exceeds Expectations 28 - 30 Points</p>	<p>Meets Expectations 22 - 27.5 Points</p>	<p>Does Not Meet Expectations 0 - 21 Points</p>
<p>Design and conduct a highly creative, professional, ethical, small-scale pilot research project highly relevant to the profession of early childhood education and child development that demonstrates in-depth knowledge and thoughtful application of ethical standards and the NAEYC Code of Ethical Conduct.</p> <p>6.5-7.5 Points Standards 1a,b 3a,b, c, 4c, 5b Tools 2, 3, 4, 5, 6</p>	<p>Design and conduct a creative, professional, ethical, small-scale pilot research project relevant to the profession of early childhood education and child development that demonstrates in-depth knowledge and thoughtful application of ethical standards and the NAEYC Code of Ethical Conduct.</p> <p>5.5-7 Points Standards 1a,b 3a,b 4c, 5b Tools 2, 3, 4, 5, 6</p>	<p>Design and conduct a professional, ethical, small-scale pilot research project relevant to the profession of early childhood education and child development that demonstrates in-depth knowledge and thoughtful application of ethical standards and the NAEYC Code of Ethical Conduct.</p> <p>0-5 Points Standards 1a,b, 3a,b,c 4c, 5b Tools 2, 3, 4, 5, 6</p>
<p>Develop and obtain ethical <i>written informed consent to participate</i> from all participants demonstrating a high level of oral and written, and technological communication skills. Demonstrate a high level of cultural competence in understanding and responding to the diversity of culture, language, and ethnicity in the research study among participants. Use highly relevant tools of observation, documentation, and assessment in the study.</p> <p>6.5 -7.5 Points Standard 2a,b,c,3a,b,c,d, 5b Tools 1, 2, 3, 5, 6</p>	<p>Develop and obtain ethical <i>written informed consent to participate</i> from all participants demonstrating oral, written, and techno-logical communication skills. Demonstrate cultural competence in understanding and responding to the diversity of culture, language, and ethnicity in the research study among participants. Use relevant tools of observation, documentation, and assessment in the study.</p> <p>5.5 -7 Points Standard 2a,b,c,3a,b,c,d, 5b Tools 1, 2, 3, 5, 6</p>	<p>Develop and obtain ethical <i>written informed consent to participate</i> from all participants demonstrating oral and written communication skills. Demonstrate cultural competence in understanding and responding to the diversity of culture, language, and ethnicity in the research study among participants. Use tools of observation, documentation, and assessment in the study.</p> <p>0 - 5 Points Standard 2a,b,c, 3a,b,c,d, 5b Tools 1, 2, 3, 5, 6</p>

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Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<p>Demonstrate an in-depth, reflective, critical knowledge of theory and research through the conduct of the research study focused on some aspect of the professional's role in early childhood education and child development. Develop a highly relevant research question and creative plan of research study. Include an abstract, a research question, literature review of primary resources, methodology, assessment, methods, results/findings, analysis and reflection on implications, references, and bibliography.</p> <p>6.5 - 7.5 Points Standards 1b, 3c, 4c, 5a,b,c Tools 2, 4, 5, 6</p>	<p>Demonstrate critical, reflective knowledge of theory and research through the conduct of the research study focused on some aspect of the professional's role in early childhood education and child development. Develop a relevant research question and plan of research study. Include an abstract, a research question, and literature review of primary resources, methodology, assessment, methods, results/findings, analysis, and reflection on implications, references, and bibliography.</p> <p>5.5 - 7 Points Standards 1b, 3c, 4c, 5a,b,c Tools 2, 4, 5, 6</p>	<p>Demonstrate some reflective knowledge of theory and research through the research study focused on some aspect of the professional's role in early childhood education and child development. Develop a research question and plan of research study. Include an abstract, a research question, literature review of primary resources, methodology, assessment, methods, results/findings, analysis and reflection on implications, references, and bibliography.</p> <p>0 - 5 Points Standards 1b, 3c, 4c, 5a,b,c Tools 2, 4, 5, 6</p>
<p>Present your findings in a highly creative, organized poster presentation that includes the research question, highlights of the literature review, methodology, assessment methods, results/findings, analysis, implications for practice, and bibliography. Demonstrate leadership skills of creating change, influencing better outcomes for children, families, and the profession through the completion and presentation of the research study. Actively collaborate, teach, and mentor other professionals about your research through the poster presentation.</p> <p>6.5- 7.5 Points Standards 1b,3a,b,c,d,5c,d,e Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Present your findings in a creative, organized poster presentation that includes the research question, highlights of the literature review, methodology, assessment methods, results/findings, analysis, implications for practice, and bibliography. Demonstrate leadership skills of creating change, influencing better outcomes for children, families, and the profession through the completion and presentation of the research study. Plan to collaborate, teach, and mentor other professionals about your research through the poster presentation.</p> <p>5.5- 7 Points Standards 1b,3a,b,c,d,5c,d,e Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>Present your findings in a poster presentation that includes the research question, highlights of the literature review, methodology, assessment methods, results/findings, analysis, implications for practice, and bibliography. Demonstrate leadership skills through the completion and presentation of the research study. Reflect on how to collaborate, teach, and mentor other professionals about your research through the presentation.</p> <p>0- 5 Points Standards 1b,3,a,b,c,d,5c,d,e Tools 1, 2, 3, 4, 5, 6, 7, 8, 9</p>

Signed _____

Date _____

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Attachment 5c, Data for ECED 662

RATINGS OF ASSESSMENT ARTIFACTS				
ECED 662				
COURSE & ASSIGNMENT	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	TOTAL
ECED 662 Fall 2009				
Research Study		1		1
ECED 662 Summer2009				
Research Study	1			1
ECED 662 Fall 2007				
Research Study	3			3
TOTAL	4	1	0	5