

Assessment 6: Working With Children Afterschool Unit

1. Brief Description of Assessment

ELED 500 Reflections: The Art & Science of Teaching is one of the three beginning courses in the MAT program. In this course candidates learn about standards that guide instruction, including the Conceptual Framework, Rhode Island Professional Teaching Standards, and ACEI Standards. They also begin learning about other standards and initiatives that affect what and how children are taught and assessed, including the RI Grade Level Expectations (GLEs), New England Common Assessment Program, and School Accountability for Learning and Teaching (SALT). They are introduced to teaching models, strategies, and techniques used by effective teachers, and begin the process of becoming reflective practitioners. One major requirement of the course is the Working With Children Unit. Candidates select a topic, with the requirement that the unit be either entirely based on the arts, physical education, or health, or at least be integrated into lessons, and teach the unit in an afterschool program (ACEI Standards 2.5, 2.6, 2.7). They visit their site and participate in an orientation, and then teach six lessons, the last of which includes a family celebration. There are many components to this assignment, and candidates are assessed using a rubric.

2. Brief Description of How Assessment is Used

The Working With Children Unit is one measure used to assess teacher candidate beginning competence in many standards. Teacher candidates receive a grade based on the number of points they earn; twenty-one is the maximum possible. This assignment represents 25% of their course grade, thus a poor grade significantly affects their ability to pass the course. This assignment is viewed as a learning process, and as such, candidates are given ongoing feedback and are allowed to make revisions up through lesson 5. The remaining pieces: lesson 6 and the reflection on working with families and plan for the future are not subject to revision.

3) Brief Analysis of Findings

The scoring rubric contains seven parts, with each part associated with RIPTS and ACEI standards. Each component is taught in the course, and in keeping with practices that are demonstrably effective with students, teacher candidates are given ongoing feedback with opportunities for revision and implementing tasks more than once in their afterschool programs. Most candidates who don't earn full credit on a given task redo the task to 'get it right'.

The data tables reveal that candidates overall do well on this assignment. Pooling the data from three semesters, approximately 88% earn the maximum number of points on lesson planning and the working with families component, with only one candidate failing in the latter category. Ninety-six percent earn the maximum number of points on reflecting on their lessons, and 92% earn the maximum on the questioning sequence. One hundred percent of the candidates earned maximum points on the cooperative learning structure, and they earned the maximum points 83% of the time on assessment. Only 63% of the time did candidates earn the maximum number of points on the concept attainment piece, with 29% earning 2 points, and 8% earning only 1

Rhode Island College Master of Arts in Teaching Program, Elementary Education
Program Review
Assessment 6

point. The concept attainment and assessment pieces are the two areas of most concern and are being addressed. Clearly, in Fall 2009 candidates did an exceptional job on the concept attainment piece, with all candidates earning the maximum points, but in the other two semesters they did not. The course instructor is addressing those weaknesses. It is also important to note that the data reflects only course participants who have been admitted to the program, and not those who elected not to apply or were undergraduates who had permission to take the course.

4) Evidence of Meeting Standards

The MAT Program Committee believes strongly that teacher candidates need many and varied experiences in the classroom, and this begins in two of the first three program courses. With the working with children afterschool program assignment, candidates have opportunities to learn in the college classroom and then apply almost immediately what they are learning. Debriefing occurs weekly as part of the course and they are able to make changes that they've considered as well as changes discussed with the class as a whole. They therefore have an opportunity to learn about what the different standards mean in classroom practice, and they are assessed on their competencies in applying all the standards (ACEI 1; 2.5, 2.6, or 2.7; 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2), albeit it is recognized that they are in a beginning stage of teacher development.

5) Assessment Documentation

WORKING WITH CHILDREN

The Working With Children piece of the course involves the teaching of six lessons in an afterschool program, reflecting on those lessons, and writing a reflection on your interactions with families that includes a plan for how you will promote interactions in your future teaching. A major goal is to give you some experience teaching something you are familiar with in that incorporates the arts, physical education, or health to a small group of children (6-8). You will have the opportunity to try out what you learn in the course, and as a result you should gain greater understanding of course content.

You will choose the topic of your six-lesson unit. It is to be non-academic in its main focus, although concepts may certainly be learned as part of it. In class we will focus on teaching models, techniques, and strategies designed to help you learn to teach according to the Rhode Island Professional Teaching Standards. This includes learning about goals and objectives, lesson planning, instructional strategies, cooperative learning structures, questioning strategies, assessment, and diverse learning needs. You will be required to apply what you have learned in constructing and teaching your lessons.

You will provide me with a rough outline of the unit prior to the start of the teaching component, on which you will list a title for the unit, and in a sentence or two what you expect to accomplish in the unit. You will then write a sentence or two for each of the six lessons so I have a good idea of your overall plan. See the due date on your assignment sheet. An example will be provided in class.

In the first week, you need to send a letter home to families introducing yourself and your program. You must email me a copy of the letter for my editorial comments: see the due date on the assignment sheet. We will discuss in class the types of things you should include in your letter. Next, you will construct your lessons (one each week) using the lesson plan format learned in class. These must be word-processed, and should be written in future tense.

After you teach each lesson, you will write a reflection of the lesson, and hand in both the lesson plan and reflection in the following class. These will be returned to you with comments. You may revise your lesson plans as specified to earn full credit, up through lesson 5. You will not be allowed to revise the last lesson and unit pieces.

Your last lesson must incorporate a Learning Celebration in which you invite families to share in the accomplishments of the program. Note that this can be the last 15-30 minutes of your last lesson, and should not be the entire lesson. You need to inform families about this in your introductory letter, but a second invitation/reminder must also be sent a week or two before the last lesson.

The Working With Children unit must incorporate the following components:

- 1) **Six lessons developed using a Direct Instruction Model and the lesson plan format and components taught in class**
 - one lesson plan must include a Concept Attainment Model segment, including the concept definition, the critical attributes of the concept, materials used, sequence of examples and non-examples used, and a description of implementation in the associated reflection
 - at least one lesson must include a cooperative learning structure, including a thorough description in **both** the plan and reflection
 - one lesson must include a questioning sequence that is implemented **orally** and that demonstrates a range of types of questions and questioning skills; a separate reflection must be written describing the implementation of the questioning sequence (see and follow separate instruction sheet)
- 2) **Six reflections on the teaching of those lessons. Each reflection must include: a description of what you actually did in the lesson; what went well and what you would change for the next time; an assessment of the children's responses/learning in the lesson; and what you learned about teaching**
- 3) **A reflection describing the contacts you made with families during this program, and then a separate piece detailing how you plan to interact with families in the future**
- 4) **Copies of the letters you sent to families**

The Working With Children component is worth 25% of your final grade. See the due dates in the assignment schedule.

ELED 500 Reflections: The Art and Science of Teaching Working With Children

Working With Children Rubric Scoring Key

- 3 = Accomplishes the task, including all components. Response reflects understanding of theory related to practice; is clear, logical and consistent. Response examines teaching/learning elements from several perspectives.
- 2 = Accomplishes the task, including all components. Response is consistent, clear, and logical. Demonstrates understanding of the process.
- 1 = Part of the task is accomplished. There is a lack of evidence in some areas. Components may be missing.
- 0 = The task is missing in its entirety.

Working With Children Scoring Rubric:

	(3 pts)	(2 pts)	(0-1 pts)
Lesson Plans: There are 6 Deductive Model Lesson plans. These Direct Instruction plans follow the model, from objectives to assessment, taught in the course, and are connected to appropriate RIPTS (RIPTS 1, 2, 3, 4, 5, 6, 8, 9; ACEI 1; 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4)			
Reflections: There are 6 Reflections that indicate an understanding of the teaching/learning process. They provide evidence that the student can: self-identify specific strengths and needs in teaching, raise and consider specific teaching/learning issues arising from the teaching session, identify alternatives to teaching difficulties encountered in the session, and monitor children's responses to instruction (RIPTS 10; ACEI 5.1)			
Concept Attainment: Detailed plan of concept attainment lesson is incorporated in at least one of the Direct Instruction lesson plans. The concept definition, the critical attributes of the concept, materials used, and sequence of examples and non-examples are included in the lesson plan and a description of implementation is included in the associated reflection (RIPTS 2, 3; ACEI 1, 3.1, 3.3)			
Questioning Sequence: A questioning sequence implemented orally that demonstrates a range of types of questions and questioning skills in working with children is incorporated in one lesson and a separate reflection on the effectiveness of the questioning sequence is provided (RIPTS 5, 8; ACEI 3.1, 3.3, 3.5)			
Cooperative Learning Structure: At least one lesson plan incorporates a cooperative learning structure, such as Think-Pair-Share, and the structure is described thoroughly in the plan to ensure it was accurately planned. The lesson reflection explains how the structure was implemented and its effectiveness in the lesson (RIPTS 3; ACEI 1, 3.4, 3.5).			
Assessment: An assessment plan to determine whether the children are reaching goals/objectives is included in each lesson. Each reflection describes your assessment of children's learning. Changes in the lesson to improve the ability to assess the lesson the next time it is taught are included as appropriate (RIPTS 9; ACEI 4)			
Working With Families Reflection: In a 2-3 page essay, contacts made with families are discussed. Then, a detailed description of your future plans for including families in the education of their children is described. Copies of the letters sent to parents are included. RIPTS 7; ACEI 5.2)			

Total Points _____ (out of maximum 21)

ELED 500 Reflections: The Art and Science of Teaching Working With Children
Data Tables (3)

Number of Candidates Earning Points in Each Category
Spring 2009, n=7

	(3 pts)	(2 pts)	(0-1 pts)
Lesson Plans: There are 6 Deductive Model Lesson plans. These Direct Instruction plans follow the model, from objectives to assessment, taught in the course, and are connected to appropriate RIPTS (RIPTS 1, 2, 3, 4, 5, 6, 8, 9; ACEI 1; 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4)	7	0	0
Reflections: There are 6 Reflections that indicate an understanding of the teaching/learning process. They provide evidence that the student can: self-identify specific strengths and needs in teaching, raise and consider specific teaching/learning issues arising from the teaching session, identify alternatives to teaching difficulties encountered in the session, and monitor children's responses to instruction (RIPTS 10; ACEI 5.1)	7	0	0
Concept Attainment: Detailed plan of concept attainment lesson is incorporated in at least one of the Direct Instruction lesson plans. The concept definition, the critical attributes of the concept, materials used, and sequence of examples and non-examples are included in the lesson plan and a description of implementation is included in the associated reflection (RIPTS 2, 3; ACEI 1, 3.1, 3.3)	4	3	0
Questioning Sequence: A questioning sequence implemented orally that demonstrates a range of types of questions and questioning skills in working with children is incorporated in one lesson and a separate reflection on the effectiveness of the questioning sequence is provided (RIPTS 5, 8; ACEI 3.1, 3.3, 3.5)	6	1	0
Cooperative Learning Structure: At least one lesson plan incorporates a cooperative learning structure, such as Think-Pair-Share, and the structure is described thoroughly in the plan to ensure it was accurately planned. The lesson reflection explains how the structure was implemented and its effectiveness in the lesson (RIPTS 3; ACEI 1, 3.4, 3.5).	7	0	0
Assessment: An assessment plan to determine whether the children are reaching goals/objectives is included in each lesson. Each reflection describes your assessment of children's learning. Changes in the lesson to improve the ability to assess the lesson the next time it is taught are included as appropriate (RIPTS 9; ACEI 4)	6	1	0
Working With Families Reflection: In a 2-3 page essay, contacts made with families are discussed. Then, a detailed description of your future plans for including families in the education of their children is described. Copies of the letters sent to parents are included. (RIPTS 7; ACEI 5.2)	6	0	1

Number of Candidates Earning Points in Each Category
Fall 2009, n=9

	(3 pts)	(2 pts)	(0-1 pts)
Lesson Plans: There are 6 Deductive Model Lesson plans. These Direct Instruction plans follow the model, from objectives to assessment, taught in the course, and are connected to appropriate RIPTS (RIPTS 1, 2, 3, 4, 5, 6, 8, 9; ACEI 1; 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4)	7	2	0
Reflections: There are 6 Reflections that indicate an understanding of the teaching/learning process. They provide evidence that the student can: self-identify specific strengths and needs in teaching, raise and consider specific teaching/learning issues arising from the teaching session, identify alternatives to teaching difficulties encountered in the session, and monitor children's responses to instruction (RIPTS 10; ACEI 5.1)	9	0	0
Concept Attainment: Detailed plan of concept attainment lesson is incorporated in at least one of the Direct Instruction lesson plans. The concept definition, the critical attributes of the concept, materials used, and sequence of examples and non-examples are included in the lesson plan and a description of implementation is included in the associated reflection (RIPTS 2, 3; ACEI 1, 3.1, 3.3)	7	0	2
Questioning Sequence: A questioning sequence implemented orally that demonstrates a range of types of questions and questioning skills in working with children is incorporated in one lesson and a separate reflection on the effectiveness of the questioning sequence is provided (RIPTS 5, 8; ACEI 3.1, 3.3, 3.5)	8	1	0
Cooperative Learning Structure: At least one lesson plan incorporates a cooperative learning structure, such as Think-Pair-Share, and the structure is described thoroughly in the plan to ensure it was accurately planned. The lesson reflection explains how the structure was implemented and its effectiveness in the lesson (RIPTS 3; ACEI 1, 3.4, 3.5).	9	0	0
Assessment: An assessment plan to determine whether the children are reaching goals/objectives is included in each lesson. Each reflection describes your assessment of children's learning. Changes in the lesson to improve the ability to assess the lesson the next time it is taught are included as appropriate (RIPTS 9; ACEI 4)	7	2	0
Working With Families Reflection: In a 2-3 page essay, contacts made with families are discussed. Then, a detailed description of your future plans for including families in the education of their children is described. Copies of the letters sent to parents are included. (RIPTS 7; ACEI 5.2)	9	0	0

**Number of Candidates Earning Points in Each Category
Spring 2010, n=8**

	(3 pts)	(2 pts)	(0-1 pts)
Lesson Plans: There are 6 Deductive Model Lesson plans. These Direct Instruction plans follow the model, from objectives to assessment, taught in the course, and are connected to appropriate RIPTS (RIPTS 1, 2, 3, 4, 5, 6, 8, 9; ACEI 1; 2.5, 2.6, 2.7, 3.1, 3.2, 3.4, 3.5, 4)	7	1	0
Reflections: There are 6 Reflections that indicate an understanding of the teaching/learning process. They provide evidence that the student can: self-identify specific strengths and needs in teaching, raise and consider specific teaching/learning issues arising from the teaching session, identify alternatives to teaching difficulties encountered in the session, and monitor children's responses to instruction (RIPTS 10; ACEI 5.1)	7	1	0
Concept Attainment: Detailed plan of concept attainment lesson is incorporated in at least one of the Direct Instruction lesson plans. The concept definition, the critical attributes of the concept, materials used, and sequence of examples and non-examples are included in the lesson plan and a description of implementation is included in the associated reflection (RIPTS 2, 3; ACEI 1, 3.1, 3.3)	4	4	0
Questioning Sequence: A questioning sequence implemented orally that demonstrates a range of types of questions and questioning skills in working with children is incorporated in one lesson and a separate reflection on the effectiveness of the questioning sequence is provided (RIPTS 5, 8; ACEI 3.1, 3.3, 3.5)	8	0	0
Cooperative Learning Structure: At least one lesson plan incorporates a cooperative learning structure, such as Think-Pair-Share, and the structure is described thoroughly in the plan to ensure it was accurately planned. The lesson reflection explains how the structure was implemented and its effectiveness in the lesson (RIPTS 3; ACEI 1, 3.4, 3.5).	8	0	0
Assessment: An assessment plan to determine whether the children are reaching goals/objectives is included in each lesson. Each reflection describes your assessment of children's learning. Changes in the lesson to improve the ability to assess the lesson the next time it is taught are included as appropriate (RIPTS 9; ACEI 4)	7	1	0
Working With Families Reflection: In a 2-3 page essay, contacts made with families are discussed. Then, a detailed description of your future plans for including families in the education of their children is described. Copies of the letters sent to parents are included. (RIPTS 7; ACEI 5.2)	6	2	0