CEC ASSESSMENT #5: CANDIDATE EFFECT ON STUDENT LEARNING ASSESSMENT PROGRAM AND CURRICULUM ANALYSIS PROJECT

a. A brief description of the assessment and its use in the program.
The Program and Curriculum Analysis Project involves several purposes:
- To promote understanding of the significance of integrating programs for young children with disabilities within the context of a comprehensive early childhood system.
- To promote understanding of the principles of developmentally appropriate practice (DAP) and methods of implementing DAP within various early childhood settings.
- To ensure an understanding of the principles and concepts of curriculum design and methods for responding to the needs of diverse learners within the context of the same program or classroom.
- To ensure an understanding of the methods for gathering information on a child's developmental status, a family's priorities and concerns for their child, and with using information as a foundation to design and implement a responsive, comprehensive program that promotes school readiness.
- To ensure that students demonstrate competency in preparing IEPs and IFSPs within a transdisciplinary context that includes active parent participation and decision-making.
- To promote an understanding of methods used to evaluate the effectiveness of programs for individual children and programs in their entirety.

b. A description of how this assessment aligns with CEC Standards.
The Program and Curriculum Analysis Project relates directly to the following Council for Exceptional Children Standards #4, 7, 9 and 10.

CEC Standard #4: Instructional Strategies:

How assessment aligns with CEC Standard #4: The Program and Curriculum Analysis Project requires teacher candidates to conduct a site visit to an inclusive preschool program, gather descriptive information pertaining to methods of assessment, describe strategies for family engagement in the assessment and IEP/IFSP formulation processes, describe curriculum adaptation strategies to ensure the developmental progress of all children, describe the physical configuration of the learning environment, discuss strategies for the integration of various professional disciplines (e.g. speech/language and motor therapists), and describe strategies and methods for transition planning and program evaluation. SPA standards that directly correlate with these goals include: (1) selecting and adapting instructional strategies to match a child's characteristics (ICC4S3); (2) plan and implement DAP consistent with assessment data gathered from children and families (ECSE4S2); (3) identify strategies to teach social skills and conflict resolution (ECSE4S6); (4) use strategies to facilitate integration into various early childhood settings (ICC4S1).

CEC Standard #7: Instructional Planning.

How assessment aligns with CEC Standard #7: The Program and Curriculum Analysis Project requires students: (1) to demonstrate the connection between assessment data and curriculum design (ECSE7K3); (2) to use and apply functional assessments in developing intervention plans (ICC7S4); (3) to integrate affective and social skills within the context of child development and school readiness goals (ICC7S7); (4) to plan and implement DAP (ECSE7S2); (5) design intervention strategies that incorporate information from multiple disciplines (ECSE7S3); and (6) develop plans that support development in the classroom and also generalize to home environments (ECSE7S6)

CEC Standards #9 and #10: Professional Practice and Collaboration.

How assessment aligns with CEC Standards #9 and 10: With regard to Professional Practice, with the preparation of the Program and Curriculum Analysis Project, students demonstrate their commitment to evidence-based practices (ECSE9S2), to apply models of team process in decision-making (ECSE9S4), to integrate theories of family systems into professional practice (ECSE9S2), to confront their own biases that affect program planning and implementation (ICC9K1), and to demonstrate a commitment to apply contemporary research validated practices (ICC9K4).

Collaboration (professional and parent) is essential in the effective implementation of early intervention and preschool programs. In this regard, the Program and Curriculum Analysis Project requires students: (1) to describe models of consultation and collaboration (ICC10K1); (2) ensure that the concerns of families are addressed (ICC10K3); (3) ensure that methods for interagency collaboration are developed and implemented (ECSE10K1); (4) promote respectful and beneficial relationships between families and professionals (ICC10S3); (5) assist and support families to become active members of the educational team (ICC10S4); (6) implement family-oriented serves based on identified family needs and concerns (ECSE10S3); and (7) identify strategies for effective transition between environments (ECSE10S8).

c. Brief analysis of data findings.
SPED 516: Organization and Implementation of Early Intervention and Preschool Programs is offered in the spring semester only. As such, data are presented for three successive years (2007-2009).

Description of the selection, adaptation, and use of instructional strategies	CEC 4	75 % Acceptable	25% Target
Plan and implement developmentally appropriate curriculum	CEC 7	78% Acceptable	22% Target
Program is designed consistent with professional and parent perspectives	CEC 4,7, 9	80% Acceptable	20% Target
Description of essential collaborators (professionals, agencies and families) is presented	CEC 9, 10	72% Acceptable	28% Target
Overall Assessment of Program and Curriculum Analysis Project		75% Acceptable	25% Target

d. An interpretation of how data provide evidence for meeting standards.
The Program and Curriculum Analysis Project requires the student to demonstrate an understanding of the inter-related components of early childhood programs and of the essential need for professional, team collaboration to implement a comprehensive program. Students are required to visit and analyze an early childhood program through teacher and staff interviews, program observations, and document analyses. In doing so, students demonstrate an understanding of CEC Standards 4 (Instructional Strategies), 7 (Instructional Planning), 9 (Professionalism), and 10 (Collaboration).

<u>CEC Assessment #5:</u>
<u>Assessment of Candidate Effect on Student Learning</u>
<u>GUIDANCE FOR PROGRAM AND CURRICULUM ANALYSIS PROJECT</u>

Purpose
<u>Course Outcomes</u>
Students will understand the significance of integrating programs for young children with disabilities within the context of a comprehensive early childhood system. (**Knowledge, Professionalism, Diversity;** <u>Metacognitive Knowledge, Domain Specific Knowledge, Collaboration, Leadership, Systems of Human Development;</u> *Foundations, Learning Environments and Social Interactions, Collaboration, and Professional and Ethical Practice).*

1. Students will understand the principles of developmentally appropriate practice (DAP) and methods of implementing DAP within various early childhood settings. (**Knowledge, Practice, Diversity;** <u>Domain Specific Knowledge, Technology Knowledge, Reflective Problem Solving, Professional Practice, Individual Differences and Cultural Diversity;</u> *Learning Environments and Social Interactions, Instructional Strategies, Instructional Planning, Development and Characteristics of Learners).*

2. Students will understand the underlying principles and concepts of curriculum design, and methods for responding to the needs of diverse learners within the context of the same program or classroom. (**Practice, Professionalism;** Reflective Problem Solving, Professional Practice, Technology Use; *Instructional Strategies, Instructional Planning, and Instructional Strategies).*

3. Students will understand methods for gathering information on a child's developmental status, a family's priorities and concerns for their child, and with using this information as a foundation to design and implement a responsive, comprehensive program that promotes school readiness. (**Knowledge, Practice, Professionalism, Diversity;** Domain Specific Knowledge, Professional Practice, Professional Ethics, Collaboration, Leadership, Professional Development, Family Centeredness and Engagement; *Assessment, Instructional Planning, Professional and Ethical Practice, and Collaboration).*

4. Students will demonstrate competency in preparing IEPs and IFSPs within a transdisciplinary context that includes active parent participation and decision-making. (**Practice, Professionalism, Diversity;** Professional Practice, Technology Use, Collaboration, Leadership, Individual Differences and Cultural Diversity; *Instructional Planning, Instructional Strategies, Collaboration, Professional and Ethical Practice, and Individual Learning Differences).*

5. Students will demonstrate competency in gathering information to determine the effectiveness of programs for individual children and programs in their entirety. (**Knowledge, Practice, Professionalism;** Domain Specific Knowledge, Professional Practice, Collaboration; *Assessment and Collaboration).*

Course Requirements

1. *Early Childhood Program Observation and Teacher Interview (*Course Outcomes #1, 2, 3) (100 points or 32% of grade) The purpose of this assignment is for students to observe and report on a site visit to an *inclusive preschool program.* The assignment includes a description of
   A. Teacher Interview (semi-structured) to gather information about
   - program philosophy, values which are foundational to the program
   - the teacher's perspective on inclusion of children with disabilities (the benefits and challenges to inclusion in their program)
   - description of the children in class/program (ages, disabilities represented)
   - the program's capacity to implement IEP/IFSP (See Appendix H, P. 465)
   - curriculum and strategies utilized to support child development (communication, motor, social, self help, cognition and literacy)
   - the types of assessment utilized in program to inform instruction
   - how family members are involved in assessments
   - team practices utilized in program (i.e., transdisciplinary, multidisciplinary)
   - procedures used for transition planning
   - procedures used for program evaluation
   B. Observation (2-3 hours) of a preschool class to gather information about
   - program materials that illustrate program practices (see Appendix F)
   - modifications utilized (See Appendix H, p. 464)
   - specific examples of developmentally appropriate practice (DAP)
   - specific examples family-centered programming and family participation
   - instructional strategies observed that promote (communication, motor, social, cognition, literacy, self help)
   - schedule and lay out of the class
   C. Written Paper about the program including responses to A and B (above) *and* your perspective of the Strengths and Challenges of the program.

D. Presentation (20 minutes) on the observed program. Reflecting on your observations, interview and, the material presented in class and text, describe the strengths and challenges of the observed program in light of class discussions, current DAP and DEC Recommended Practices.

*2. Teacher Competencies in Early Childhood Special Education (*Course Outcomes #1, 2, 4, 6) (100 points or 32% of grade) The purpose of this assignment is to introduce the student to ECSE teacher competencies, engage the student in active self reflection about competencies they possess and competencies they need further development, the acquisition of research based information and skills and, utilization of APA format. Note: APA format is expected on all written reports. http://apastyle.apa.org/

A. <u>Pretest Reflection</u>. Print 2 copies of Appendix E. Complete a Pretest of yourself the first week of class (What is your current knowledge and/or capacity to address the major Competencies for Trainees in Early Childhood Special Education).

- From your self evaluation, identify your areas of strengths and areas of weaknesses in ECSE competencies. Use the 12 Subheadings from Appendix E to organize your discussion and develop specific examples.
- Select one specific topic in which you want to improve your knowledge base and/or skill during this class and this assignment.

B. <u>Research</u>: Find two research article on your selected topic from peer reviewed journals. (i.e., Journal of Early Intervention, Topics in Early Childhood Special Education, Young Exceptional Children).

- Read and critically review the article for the purpose of integrating the research findings into a brief presentation, focusing on implications for practice (using research to inform practice). (Note: Topics cannot be duplicated by students.)
- Summarize the key findings of the research article with implication for practice, using appropriate citations.

C. <u>Post Test Reflection</u>. Using the second copy of Appendix E, complete a post test of your competencies at the end of class. Based on your post-test results,

- Discuss competencies in which you improved in knowledge and/or skills during this semester, using citations where appropriate.
- Discuss competencies in which you need more development and specific avenues for professional development in that area (additional resources, web links, professional training)
- Discuss your philosophy on inclusive education for young children with disabilities including:
- Who should be included in general early childhood classes *and why* (identify 1-2 of the most influential pieces of knowledge that influenced your current philosophy on inclusion) (citations required)
- What are the benefits of inclusion in Early Childhood Years (for children, families, schools)
- What are the challenges of inclusion in Early Childhood Years (for children, families, schools)
- What are the role and/or responsibility of general educators regarding children with disabilities or learning differences?

CEC Assessment #5: Candidate Effect on Student Learning
Program and Curriculum Analysis Project Rubric

Component	Evaluation Criteria			
	Unacceptable	**Developing**	**Acceptable**	**Target**
Presentation Criteria ☐ Appropriately uses rules of grammar, punctuation, and capitalization ☐ Ideas and observations are clearly presented ☐ Layout and format of the paper is clear with meaningful headings consistent with assignment expectations. ☐ Citation of references and quotations throughout paper follows APA format ☐ References section of paper complies with APA format ☐ Paper is doubled spaced using 12 point font	1 item 1 pt.	2-3 items 2 pts.	4-5 items 3 pts.	6 items 4 pts.
Sources of Evidence ☐ Teacher/Director Interview ☐ Observation of Program ☐ Research Articles (2) ☐ Additional Professional Expertise (i.e. Journal articles, position papers, research papers)	1 item 1 pt.	2 items 2 pts.	3 items 3 pts.	4 items 4 pts.
Description of Program Visitation: CEC #4,7 ☐ Descriptive information of the early childhood service delivery model (public program, private, educational facility, medical facility, staffing patterns, regional programs, statewide service provider, etc.) ☐ Descriptive information regarding the population serviced in the program, (age of children, racial and economic composition, numbers of children with or without documented special needs, there unique characteristics of the population, criteria for eligibility, i.e.) ☐ Descriptive information regarding the program setting, (daily schedule, curriculum approached, materials, environment, teaching styles, adaptations, etc.)	Incomplete 2 pts.	1 item 4 pts.	2 items 6 pts.	3 items 8 pts.

Component	Evaluation Criteria			
	Unacceptable	**Developing**	**Acceptable**	**Target**
Understanding of Developmentally Appropriate Practices and DEC Recommended Practices: CEC 4,7,9 ❑ Descriptive elements of DAP and DEC recommended practices as reviewed in class and in readings ❑ Descriptive information regarding those elements of best practices, which were not apparent during the visitation ❑ Detailed description of the strength and limitations of that particular service delivery model as it relates to the needs of the children and families for whom it is designed to service	Incomplete 2 pts.	1 item 4 pts.	2 items 6 pts.	3 items 8 pts.
Relevant Research: CEC 4,7 ❑ Concise description of at least 2 research articles with specific attention to demographics, participants, method of study, and major conclusions ❑ Significance of research articles to the specific investigated topic and its scientific value and relevance to the contemporary issue ❑ Descriptive comparison of the research findings to the program observations	Incomplete 2 pts.	1 item 4 pts.	2 items 6 pts.	3 items 8 pts.
Professional Development: CEC 9,10 ❑ Description of the personal impact this activity has had the student's professional perspective ❑ Description of the student's new knowledge base and application to present and future professional activities	Incomplete 2 pts.	partially developed 4 pts.	fully developed 6pts.	developed with multiple illustrations 8 pts.

Unacceptable: <10 pts.   Developing: 10-20 pts.   Acceptable: 21-30 pts.   Target: >30 pts.

DATA TABLE
M.Ed. in Early Childhood Special Education
Assessment #5: Assessment of Candidate Effect on Student Learning
Program and Curriculum Analysis Project

CEC Standards	Spring 2007 N=12			Spring 2008 N=14			Spring 2009 N=15		
	U/D	A	T	U/D	A	T	U/D	A	T
Description of the selection, adaptation, and use of instructional strategies (CEC 4)		9 (75%)	3 (25%)		11 (79%)	3 (21%)		10 (67%)	5 (33%)
Plan and implement developmentally appropriate curriculum (CEC 7)		10 (83%)	2 (17%)		9 (64%)	5 (36%)		11 (73%)	4 (27%)
Program is designed consistent with professional and parent perspectives (CEC 4, 7, and 9)		10 (83%)	2 (17%)		11 (79%)	3 (21%)		11 (73%)	4 (27%)
Description of essential collaborators (professionals, agencies and families) is presented (CEC 9 and 10)		9 (75%)	3 (25%)		10 (71%)	4 (29%)		10 (67%)	5 (33%)
Overall Assessment of Program and Curriculum Analysis Project		9 (75%)	3 (25%)		10 (71%)	4 (29%)		11 (73%)	4 (27%)

U=Unacceptable   D=Developing   A=Acceptable   T=Target