



EDUC 212, *Data Driven Analysis Research*

Dr. Jean DesJardin • Fall 2013

Class meeting days: Monday and Wednesday; 8:55 – 10:05 p.m. Main/Reeve 212

Office: PPHAC 326; Office Phone: 610-861-1317 • Office Hours; M & W 10:30 a.m. – 12:30 p.m.

Email: jldesjardin@moravian.edu

“Developmental assessment is a process designed to deepen our understanding of a child’s competencies and resources, and of the care-giving and learning environments most likely to help a child make fullest use of his or her developmental potential”.

-Greenspan & Meisels

Assessment is a comprehensive, reliable, and valid data driven analysis that paves the way for meaningful, relevant, and engaging learning opportunities for young children. EDUC 212 is a comprehensive course that introduces students to assessment as a process for early childhood educators to assess the whole child in order to improve instruction and ensure learning for the young child. Students will learn current research and developmentally appropriate and best practices to integrate assessment with effective teaching for all developmental domains. Students will learn how to interpret and use many forms of assessment that will inform learning for educators, parents, and accountability requirements. This course builds on earlier learning from EDUC 100.2, EDUC 160, EDUC 210 and EDUC 211. All students must have a 2.7 GPA.

EDUCATIONAL FRAMEWORK:

To develop professionals who become educational leaders because they think and act critically in a collaborative environment. Our goal is to transform lives through pursuing the values of academic excellence, collaboration, diversity and life-long learning; to the commitment to technology and best practices; to focus on each individual child and family; and to teach so that words and actions inspire a will to learn.

PURPOSE OF COURSE:

The purpose of this course is to provide teacher candidates with skills in predicting, understanding, and controlling the fundamental principles of learning and assessment as they apply in early childhood educational settings. The students will be introduced to the various forms of assessment (informal and formal) and the purposes of each in a standards-aligned system. Other topics will include the use of assessment for instructional planning in early childhood settings (e.g., RtII), data driven decision making, legal and ethical practices in using assessments, and adaptations/accommodations for young children with disabilities and/or cultural-diverse backgrounds in inclusive settings.

PRINCIPLES FOR MEETING THE NEEDS OF CHILDREN BIRTH TO AGE NINE:

The Early Childhood program will prepare educational professionals who are capable to serve a diverse population of young children and their families in a wide variety of educational settings. For each course there will be specific content material offered and experienced, but there are a number of principles that will be prevalent throughout the ECE certification program. These principles are:

*It is a given belief that all children can learn and it is the educational program that must be altered to support the learning of each individual child and his/her family. This would include children with cultural-linguistic diversity and with special needs.

*Developmentally appropriate practice and research-based learning will be the bases for all course work and experiences. The use of national and Pennsylvania standards has been incorporated in the content of the course.

ESSENTIAL QUESTIONS:

1. What is *Early Childhood Assessment*?
2. What are the current trends affecting early childhood assessment?
3. What are the standards for high-quality early childhood assessment and why is quality important?
4. What do teachers need to know about assessing young children (birth to nine years) in order to support their learning and development?
5. How do teachers use assessment to guide their teaching and children's learning?

COURSE OBJECTIVES:

Upon completion of this course, the student will:

*Become familiar with the concepts and terminology involved in the interpretation of informal (e.g., checklists, observational tools, parent interview versus parent conversation, work and play samples) and formal (e.g., standardized tests) assessment data, as well as, group assessment techniques for children birth to age 9 years old and their families (II F 1-6; II J, L).

*Apply current research and developmentally appropriate practices (e.g., family-centered) for young children and their families to gather information from multiple sources of data, evaluate the accuracy, thoroughness, and timeliness of the collected data, and determine how to use the data to develop instruction (II F 3-4; II G, H, M).

*Effectively implement, adapt, and evaluate early childhood assessment for programmatic revisions for quality improvement and to implement instruction (II F 2; F 5; II O).

- *Develop strategies which demonstrate an understanding of ethical practice for assessment and limit assessment bias (II Q and R).
- *Develop strategies which lead to the implementation of effective alternative or adaptive assessment for children with disabilities (II N and P).
- *Describe the importance of parental participation and professional respect for individual family culture and decisions in collection of assessment data (I A 12-15).
- *Develop strategies which lead to ongoing evaluation and re-evaluation and develop an instructional plan based on evaluation of young children who are at risk for or have known disabilities (I A 1-2; II D, G, H, I, K, N).
- *Construct a criterion-referenced assessment instrument for developmentally appropriate use in the early childhood preschool or elementary school age classroom (I A 3, 9).
- *Demonstrate the ability to effectively interact with young children and their families for eliciting representative behavior when conducting both informal and formal assessments (II C and D).
- *Demonstrate the ability to interact with and engage parents using effective communication strategies and methods of active listening when conducting informal and formal assessments (II D).
- *Evaluate selected assessment tools and determine their appropriateness for use with children ages birth to 9 years old (I A 1, 3-6; 8; II B; II E).
- *Interpret assessment results for effective goal setting and development of teaching strategies for instruction with young children (I A 4; I A 7 and 10; II A).
- *Utilize a family-systems perspective in assessment, and defining family concerns, priorities, and resources that relate to intervention services for young children with special needs including components of IFSP and IEP (I 11-14).
- *Focus on every child and family, and their appropriate needs (I A 15).

LEARNING ACCOMMODATIONS:

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Moravian College

does not discriminate in any of its programs on the basis of disability. Accommodations cannot be provided until authorization is received from the Academic Support Center. Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510.

TECHNOLOGY STATEMENT:

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

REQUIRED TEXTS:

McAfee, O. & Leong, D. (2011). *Assessing and Guiding Young Children's Development and Learning*, 4/E. NJ: Merrill

Jablon, J.R., Dombro, A.L., & Dchtelmiller, M.L. (2007). *The Power of Observation for Birth Through Eight*, 2/E. Washington, DC: Teaching Strategies

FIELD COMPONENT STATEMENT:

Students registered for EDUC 212 must be simultaneously registered for the associated lab or field practicum. You must attend one of the two following meetings held by Mrs. Modjadidi:

- **August 28th, 2013 at 5:00 p.m. in PPHAC 102**
- **August 29th, 2013 at 11:45 a.m. in PPHAC 102**

The purpose of the field experience is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test. For more detail about field experiences, refer to the Moravian College Field Experience Manual. You are expected to spend four hours per week for a total of ten weeks in your field experiences between September 23rd and December 6th, 2013. During your field experiences, you will observe your cooperating teacher as she/he

teaches, discuss teaching methods with your cooperating teacher, and have the opportunity to teach students yourself. Your conduct and dress must meet Moravian College standards. Assignments related to the field experience are explained below.

OTHER INFORMATION:

Academic Honesty = Follow the academic honesty policy as stated in the 2013-2014 Student Handbook. <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. Failure to follow these guidelines may result in failing this course. All violations of academic honesty reported to the Dean are also shared with the Teacher Education Committee at the time the candidate's application for student teaching is being considered. In the past, such violations have prevented the Committee from approving some candidates for student teaching.

Attendance for Class = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing more than two classes will lower your grade significantly. Arriving late or leaving early will also be noted. If you do not have an acceptable reason (with documentation), your final grade will reflect it (e.g., 3 absences = one whole grade lower; 4 absences = two full grades lower).

Food: Water is allowed, but we will be moving around too much to be eating.

Cell Phones: Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work: It is expected that you will work between 8-10 hours for each class.

References and formatting: Use the Publication of the American Psychological Association, (Current edition) for references and formatting of your papers.

Grading Scale: The evaluation of each assignment will be based upon the following criteria.

A 94-100% A- = 90-93%	Superior knowledge regarding details, assumptions, implications, superior thinking with information relevant to application, critique, and relationship to other information. Your work goes beyond requirements and shows perception and insightfulness.
B 84-86% B- = 80-83% B+ = 87-89%	More than adequate knowledge regarding technical terms, distinctions, and possesses an ability to use information. You go beyond the requirements enhancing your work by adding additional resources, related areas or topics.

C	Basic knowledge needed to function and carry on learning
74-76%	regarding major principles, central terms, major figures, also
C- = 70-73%	possesses an awareness of early childhood field. You meet all
C+ = 77-79%	requirements adequately.

Check your student handbook for more specific grade percentages. It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Written work requirements:

- You will need a ½" notebook for this class (any color or design will do).
- All handed in written work (i.e., weekly outlines or graphic organizers, field experience reflections, assignments) needs to be done on a computer (12-font) and placed in your notebook. Please use your spell checker. Meaning and mechanics are both graded. All work needs to be clearly organized (using colorful tabs) and clearly identified (name, date, title of assignment).
- **Please do not hand in work in the plastic page holders.**

Late work:

- A written explanation handed in on the due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Class Time Arrangements:

We meet two times per week for this class. Some of the time, we will review our text through large group activities, pair-share type activities, video dialogue, and the Internet. Other times, we will interact with mini lessons. Weeks may vary, but I will give you an advanced weekly schedule and a weekly agenda (with guided questions).

COURSE REQUIREMENTS. There exists a philosophy in assessment of learning that suggests the use of multiple methods uncover the most accurate information about student understanding and progress. It is also believed that multi methods of assessment address the needs of diverse learners; that is some learners express their thoughts and ideas verbally or through more in-depth written or creative projects, while others feel most comfortable participating in a written exam. In response to these ideas about assessment, students in this course will be evaluated in the following areas:

Professional Participation - Weekly Critical Thinking/Discussions/Outlines
Professional behavior and participation are vital to your role as a learner and educator. Attendance, punctuality, and coming prepared to learn, and to collaborate with others are all essential professional behaviors. Please come on time and prepared to incorporate reflections on the reading, personal experiences, opinions and questions in a positive, responsible and professional manner. Each person will need to be actively involved with

class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Attendance and participation will be calculated weekly. It will be worth 10% of your total grade (see **Professional Participation Rubric**).

Professional Participation Rubric (20 points)

<p style="text-align: center;">Attendance</p> <p>Attended class for the week; arrived and left class on time.</p> <p style="text-align: center;">1 point</p>	<p style="text-align: center;">Participation</p> <p>Strong participation; Collaborates well with others (e.g., encouraged discussion in group; shared ideas with group) and comes to class having read materials and <u>very</u> prepared with entire outline/graphic organizer complete.</p> <p style="text-align: center;">1 point</p>
<p>Attended class for the week; arrived late or left early <u>one</u> time OR missed class.</p> <p style="text-align: center;">0 points</p>	<p>Participates when called on, supports group projects but does not seem to have read the chapter; inconsistency of information provided to group OR very disengaged in class discussions or group work – does not seem prepared for class.</p> <p style="text-align: center;">0 points</p>

*Students receive points for attendance and for each outline/organizer weekly.

Assessment Plan Project

“Assessment of children's development and learning is essential for teachers and programs in order to plan, implement, and evaluate the effectiveness of the classroom experiences they provide” (Copple & Bredekamp, 2009)

Assessment is an on-going data-driven process which includes multiple window opportunities and multiple forms of assessment (e.g., informal and formal). This project enables you to “walk through” the assessment process from initial entry (e.g., choosing what and when to assess), evaluating results of assessment, planning time to decide how to accommodate/adapt the curriculum and lesson format, and to design a developmentally appropriate lesson for a particular target child. This project will include five essential student products and each will be presented to the class.

1. **Developmental Checklist (due Oct. 16th):** Choose a developmental checklist from class or pre-approved by the professor. Conduct the assessment with a child/student and analyze the results. In a one-page paper, discuss why you chose the particular checklist, what information it offers, and how you would use the checklist for instructional purposes. Include checklist in your notebook.
2. **Direct Teacher Observation (due Nov. 6th):** Choose one teacher observation measure (e.g., rating scale, event or time sampling, observational record form)

- and conduct an observation for a target child. In a 2-3 page paper, discuss (1) How you supported the child's attention/focus and engaged the child/student during the observation, (2) How you calculated and/or specifically used the data information (e.g., design curriculum, make adaptations to instruction), (3) How you would communicate the results to the parents/caregivers? Reflect on the knowledge gained in class thus far and link that knowledge to your observation. Include your observation records in your notebook.
3. **Rubric (due Nov. 6th):** In a 2-3 page paper, discuss the main purpose, advantages and disadvantages of using a rubric in the classroom. Design a rubric for your target child in any developmental area or skill (e.g., school readiness skills, literacy, math, writing). Discuss the main purpose, advantages and disadvantages of a performance-based assessment. Design a performance-based assessment for your target child in any developmental area or skill (e.g., school readiness skills, literacy, math). Make sure that both assessments align with a particular PDE state standard from the PDE SAS system. Include in your notebook.
 4. **Portfolio Sample (due Nov. 11th): (5 points)** Include at least one portfolio sample (student work sample) in your notebook and write the information that you gleaned from the use of a portfolio sample.
 5. **Literacy Measures and Running Record (due Dec. 2nd and Dec. 5th):** In a one-page paper, discuss the main purpose, advantages and disadvantages of one standardized and one non-standardized (e.g., checklist, running record) measure for **emergent literacy or reading skills**.
 - (a) For the standardized measure - analyze the validity and reliability of the measure, (2) discuss how it applies to children with disabilities or linguistic diversities; and (3) discuss how you would use the results of this measure for curriculum design and instruction. (5 points)
 - (b) For the non-standardized measure, (1) assess your target child using a running record format, (2) interpret and discuss the results, and (3) based on the results, design a lesson plan/activity to support the child's specific skills. Please see lesson plan format (provided by professor) which includes at least one PDE state standard, behavioral objectives, materials, procedures, and a formative assessment. (15 points)

Assessment Plan Project Rubric (50 points)

Assessment Plan Criteria	Total Points	Points Earned
Checklist	5	
Teacher Observation	10	
Rubric	10	
Portfolio Sample	5	
Standardized Literacy Measure	5	
Non-Standardized Literacy Measure	15	
TOTAL POINTS (50)		

Quizzes (2 x 5 points = 10 points)

Final Exam (20 points) Final exam will be cumulative and consist of higher-order thinking open-ended questions with the use of case studies/vignettes to apply the content of the course.

Grading Policy: The following distribution indicates the points that will be awarded for the course requirements:

Required Assignments	Points Possible
Participation/Weekly Critical Thinking and Discussions	20
Assessment Plan Project	50
Quizzes (2 x 5 = 10)	10
Final Exam	20
TOTAL POINTS	100

COURSE SCHEDULE FOR EDUC 212 – Fall, 2013 – Monday and Wednesdays 8:55-10:05 a.m.
Data Driven Analysis Research

Week/Date	Content/Activities	Homework Assignments	PDE Competency
Week 1 8/26 and 8/28	Introduction to Course/Syllabus/Text Topics: An Overview of Assessment in Early Childhood and NCLB; NAEYC and Developmentally Appropriate Practice (DAP) perspectives on assessment; Evolution and Purpose for Assessment in Early Childhood Programs (Pre-K – 4 th grade) “Framing the Assessment Discussion”	AIECE Chapter 1 (Outline 1) NAEYC’s position statements on assessment	I A 1. Identify approaches, strategies/tools used to promote children's development and learning I A 6. Identify the differences between achievement tests, aptitude tests, and observational data used in placement decisions II E. Identify, define and interpret the types of valid and reliable education assessments and their uses; screening, diagnostic, formative/summative and authentic
Week 2 9/2 and 9/4	Assessment for Young Children Topics: Principles for Assessment (instructional decisions); Various instruments for assessment; Interpreting assessment ; Developmentally Appropriate Assessment for Young Children – The Process; Professional Responsibilities in Assessment “Beyond Outcomes: Meaningful Curriculum”	AIECE Chapter 2 and PO Chapter 1 (Outline 2)	I A 2. Utilize application of effective, developmentally appropriate assessment II B. Demonstrate an understanding of the types of assessments

Week 3 9/9 and 9/11	Big Picture of Assessment and Communicating with Families <u>Topics:</u> Purpose of assessment selection at the beginning of a year, mid-year, and end of the year; benchmark data points; How does the professional relate assessment results with families? ; Role of the family during and after assessment; Professional ethics, and involving families in the assessment process.	AIECE Chapter 10 and PO Chapter 2 (Outline 3) Quiz #1	A 13. Develop skills to provide information about community resources, parenting education, and child development to families; A 14. Develop awareness of community resources useful to families of children with and without disabilities D. Establish, develop and sustain the assessment partnerships with families and other professionals. I. Demonstrate an understanding of the ALL components of the IFSP/IEP process A 12. Develop assessment partnerships with families and other professionals for the purpose of academic, behavioral, and possible eligibility decisions
Week 4 9/16 and 9/18	Standardized Assessment for Young Children <u>Topics:</u> Types of standardized assessments used with young children (e.g., Bayley Scales, Mullen, PPVT, PLS, Vineland, WISC-R; Stanford-Binet); Test Design, Validity/Reliability; Interpreting results	AIECE Chapter 3 and PO Chapter 3 (Outline 4)	I A 8. Articulate the findings presented in an evaluation report including age/grade level equivalents, percentile rank, and standard scores. II M. Demonstrate an understanding of the purpose and intent of standardized assessments.
Week 5 9/23 and 9/25	Using and Reporting Standardized Test Results <u>Topics:</u> Norm-referenced, criterion referenced tests, interpreting test scores, individual/group test scores, challenges of ST with young children and/or children with special/linguistic needs	AIECE Chapter 4 and PO Chapter 4 (Outline 5)	A 6. Identify the differences between achievement tests, aptitude tests, and observational data used in placement decisions. A9. Analyze and interpret formative assessment (e.g., curriculum based assessment) for instructional planning.

Week 6 9/30 and 10/2	Direct Teacher Observation <u>Topics:</u> Purpose for observation, quality observation (e.g., diagnostic evaluations and instructional planning, formative and summative evaluations), variety of classroom assessments. <u>Video Reflection:</u> "Classroom Moments"	AIECE Chapter 5 (pages 110-124) and PO Chapter 5 (Outline 6) Quiz #2	A 15. Focus on every child and appropriate needs II A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system. J. Articulate differences between achievement tests, aptitude tests, and observational data P. Demonstrate an understanding of legally acceptable modifications/accommodations for assessment for students with disabilities.
Week 7 10/7 and 10/9	Types of Teacher Observation <u>Topics:</u> Anecdotal and running record, time and event sampling, checklists/rating scales, observations across all domains (e.g., cognition, language, motor skills, literacy), observing children with disabilities and children who are ELLs. "Ensuring Culturally and Linguistically Appropriate Assessment for Young Children"	AIECE Chapter 5 (pages 124-148) and PO Chapter 6 (Outline 7)	A 5. Conduct systematic observations, documentation and other effective assessment strategies A 9. Analyze and interpret formative assessment (e.g., curriculum based assessment) for instructional planning A 10. Use and report formal and informal assessment data for instructional, behavioral and possible eligibility decisions A 11. Demonstrate an understanding of the components of the IEP process
Week 8 10/14 and 10/16 FALL BREAK	Checklists, Rating Scales, and Rubrics <u>Topics:</u> Purpose, advantages and disadvantages for each, demonstration of each, interpretation of each, and quality record keeping.	AIECE Chapter 6 and PO Chapter 7 (Outline 8) *AP #1 Due	II G. Demonstrate the use of formal and informal assessment data for instructional, behavioral and possible eligibility decisions.

<p>Week 9 10/21 and 10/23 (I)</p> <p>Week 10 10/28 and 10/30 (II)</p>	<p>Teacher Designed Strategies I and II (I = preschool – kindergarten; II = 1-4th grade)</p> <p><u>Topics:</u> Relationship between teacher designed assessments and curriculum and instruction; mastery learning, instructional and behavioral objectives based on assessment; formative and summative assessment.</p>	<p>AIECE Chapter 7 and “Assessing Children’s Development: Strategies that Compliment Testing” (Outline 9)</p> <p>Quiz #3</p>	<p>II F. Implement approaches to child assessment</p> <p>A 4. Identify, define and interpret the types of valid and reliable education assessments and their uses including screening, diagnostic, formative, summative and authentic</p>
<p>Week 11 11/4 and 11/6</p>	<p>Performance-Based Strategies</p> <p><u>Topics:</u> Relationship between authentic learning and authentic assessment; performance-based assessment; advantages and disadvantages; link between performance-based assessment and PDE state standards.</p>	<p>AIECE Chapter 8 (Outline 10)</p> <p>*AP #2 and #3 Due</p>	<p>II A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system.</p>
<p>Week 12</p> <p>11/11 and 11/13</p> <p>*Dr. D. at IU for conference</p>	<p>Portfolio Assessment</p> <p><u>Topics:</u> Limitations of report cards; design and use portfolios for assessment; use of narrative reports; use of reporting systems.</p>	<p>AIECE Chapter 9 (Outline 11)</p> <p>*AP #4 Due</p>	<p>II E. Identify, define and interpret the types of valid and reliable education assessments and their uses including screening, diagnostic, formative, summative/authentic II K. Create an instructional plan using assessment information related to individual student achievement.</p>
<p>Week 13</p> <p>11/18 and 11/20</p>	<p>Emergent Literacy and Reading Assessments</p> <p><u>Topics:</u> DAP practices in early childhood settings in assessment for emergent literacy and school readiness skills, current research on relationships between early language/school readiness and later reading skills; reading assessments.</p>	<p>AIECE Chapter 10 and “School Readiness Assessment”</p>	<p>I A 3. Identify appropriate assessments for literacy</p>

Week 14 11/25 and 27	Happy Thanksgiving!		
Week 15 12/2 and 12/4	Reading and Math Assessments <u>Topics:</u> Importance of on-going informal literacy assessments in classrooms; Conducting a Running Record and other literacy tools.	*AP #5 Due	
Week 14 12/5 and 12/7 12/11	Presentations of Literacy Assessments Final Exam (20 points)	*AP #5 Presentations	

**This syllabus is compiled in good faith, with a schedule of readings, topics, activities, and assignments which will navigate us throughout the semester. Still, the professor reserves the right to make any changes to this syllabus considered necessary for the overall success of the course. Any changes will be communicated as soon as possible.

