

Assessment 3:
DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)
CHARTER SCHOOL – SEPARATE AND COMBINED ASSESSMENTS
Separate Assessments: LEE 171, 232, 233, 271; Combined Assessment: LEE 241

This assignment addresses these specific program standards affecting the professional growth of both the ECE Teacher Leader and The ECE Program Leader
NAEYC Standard 1, 2, 3, 4; Essential Tools 1, 3, 4, 5, 7, 8

Charter schools are an innovative approach to educational reform. Because they are unencumbered by the restrictive regulations governing other public schools, charter schools provide choices for families with accountability for results. In a charter school, teachers, parents and children to have a commitment to a shared educational vision. A major assignment in the four ECE elective courses, the Charter School Project makes real the ideals of our field: developmentally and culturally appropriate practices (DAP) and a quality, comprehensive ECE program spanning birth through third grade.

DIRECTIONS FOR CHARTER SCHOOL PROJECT:

For each of the ECE elective courses, directions are provided for completing three assignments that comprise one component of the DAP Charter School Project. Each component is assessed in the corresponding course. Students must complete three of the four components.

After three components are completed by the student, the DAP Charter School Project-Combined Assessment is performed.

LEE 171: FAMILY/HOME-BASED SERVICES COMPONENT

Assignment Directions:

Our class will focus on family/home-based services rationales (Knowledge), procedures (Skills), and best practices (Dispositions). These family-oriented services can serve several functions: parent education, parent mental health, promoting healthy behaviors, child social and cognitive development, assisting women in meeting education and employment goals, or decreasing child abuse and neglect. Many types of educational programs now exist for young children and include a home visitation component. Research informs the outcomes. These programs may emphasize early intervention, transition to school, family support, pre- and perinatal home visitation interventions, child welfare and mental health, early child care, welfare-to-work.

Demonstration of Knowledge: Trends Paper

Each of you will write a 5-7 page research paper reviewing an ECE trend or issue with implications for ECE and relations among school, family and community. For this paper you can use the book, *Early Child Development in the 21st Century: Profiles of Current Research Initiatives* as your base reference. That book contains excellent links and references. I will assume you'll use that book and from it include 5-7 references (web or other) in your paper. Included in this section, you will address how this trend or issues influences children's development and learning; creates respectful, reciprocal, and empowering family relationships;

informs a candidate's understanding of diversity of culture, language and ethnicity; how NAEYC's Code of Ethical Conduct can guide candidates' behavior in relation to working with diverse families in the community.

Demonstration of Skills: Documentation and Analysis of an Exemplary Family/Home Based Service

Each of you will visit a home-family connections service. It may involve observing, accompanying or interviewing an expert on staff about the program. After your visit you will share the experience in class. The presentation shall also address: The kinds of human, material, and technological resources and services you observed that improve professional relations with children and families to meet ECE goals and demonstrate of what you learned in your visit concerning how professionals with varied skills and responsibilities need to work together in their professional roles.

Demonstration of Dispositions: Literacy Program Component for the DAP Charter School

Each of you will describe a model family/home-based service that could be included in an ECE Charter School. This will be based on your literature review, your own visit, your discussion with others after their visits that your informed idea of this process and delivery models. Included in this section you will address: sound professional practices for the positive development and learning of all young children and improving family participation in children's development, learning and school activities.

LEE 232: LITERACY COMPONENT

Assignment Directions:

Select and have approved one specialty area of literacy as a focus for developing professional knowledge, skills and dispositions (see list of literacy topics).

Demonstration of Knowledge: Specialty Area Paper

To meet individual needs and interests, prepare a research paper on a specific literacy topic(see list of suggested topics) related to your literacy demonstration that is 7-10 pages in length. Please use at least one of the recommended books and at least 5 articles from scholarly periodicals.

Demonstration of Skills: Documentation and Analysis of an Exemplary Literacy Practice (Student Movie, Powerpoint, Photo Panel or PhotoBook)

A presentation by the ECE student of documentation and analysis of a research-based, specific exemplary literacy practice related to the selected specialty area. The documentation can be presented through a movie (video, imovie or DVD format), powerpoint, photo panel or photobook. If you are in the ECE Teacher Leader specialization, you must provide a demonstration of skill in working with children, ECE Program Leaders may choose a demonstration, observation or simulation of skill in working with children or adults. For anyone not having access to children in a classroom, it is possible to make an arrangement with the Huggins Center.

If appropriate, please bring materials, resources or children's books related to this demonstration. Please provide a 1-2 page summary handout with references (APA style) is required. A copy of

the best article you found on this area that could be used for teacher training or parent education is also to be submitted. These articles will be assembled and available at Master Copy.

Demonstration of Dispositions: Literacy Program Component for the DAP Charter School

Design a plan for integration and Implementation of a component of an exemplary literacy program along with a description, drawings, diagrams and a list of professional and/or children's resources.

LEE 233: CURRICULUM AND ASSESSMENT COMPONENT

Select and have approved one specialty area of curriculum or assessment as a focus for developing professional knowledge, skills and dispositions.

Demonstration of Knowledge: Specialty Area Paper

To meet individual needs and interests, prepare a research paper on a specific curriculum or assessment topic related to your curriculum/assessment demonstration that is 7-10 pages in length. Please use at least one of the recommended books and at least 5 articles from scholarly periodicals.

Demonstration of Skills: Documentation and Analysis of an Exemplary Literacy Practice (Student Movie, Powerpoint, Photo Panel or PhotoBook)

A presentation by the ECE student of documentation and analysis of a research-based, specific exemplary curriculum and assessment practice related to the selected specialty area. The documentation can be presented through a movie (video, imovie or DVD format), powerpoint, photo panel or photobook. If you are in the ECE Teacher Leader specialization, you must provide a demonstration of skill in working with children. For curriculum demonstrations, an assessment should be included. ECE Program Leaders may choose a demonstration, observation or simulation of skill in working with children or adults. For anyone not having access to children in a classroom, it is possible to make an arrangement with the Huggins Early Education Center.

If appropriate, please bring materials, resources or children's books related to this demonstration. Please provide a 1-2 page summary handout with references (APA style) is required. A copy of the best article you found on this area that could be used for teacher training or parent education is also to be submitted. These articles will be assembled and available at Master Copy.

Demonstration of Dispositions: Encouraging Practices for Culture, Diversity, Inclusion

Design a plan for integration and implementation of a component of an exemplary curriculum and/or assessment program along with a description, drawings, diagrams and a list of professional and/or children's resources.

LEE 271: CULTURAL COMPETENCE COMPONENT

Demonstration of Knowledge: Culture, Diversity and Inclusion

Select a specific focus related to culture, diversity and inclusion. One place to begin looking for a topic is the 10 course objectives. The only objective that will not be an appropriate source of a research topic is #7 because it is in essence part C of the assignment. #9 could include programs such as "Anti-Bias

Curriculum," "A World of Difference" and "Starting Small: Teaching Tolerance in preschool and early grades." Prepare a 3-5 page review of the literature. Use APA.

Demonstration of Skills: Documentation and Analysis of an Exemplary Practice That Enhances Cultural Competence or Teaching That is Responsive to Diversity

(Video, PowerPoint, Poster, etc.)

Prepare a 5 to 8 minute video (or other visual representation) which demonstrates this practice. Teacher leaders can use themselves; program leaders can use an application of the practice.

Describe the exemplary practice with a voice-over on the video, or prepare a written description.

The visual presentation and description will be shared with classmates at the end of the semester.

Demonstration of Dispositions: Encouraging Practices for Culture, Diversity, Inclusion

Prepare a written description of this component for a DAP charter school that supports diversity and inclusion of all children and families. The detailed description could focus on age group or grade level.

LEE 241: DAP Charter School Project– Combined Assessment

Include at least three scored rubrics from your classes where the Charter school was a requirement for the course. If you have four rubrics, include the highest three.

DEVELOPMENTALLY APPROPRIATE PRACTICE (DAP)

CHARTER SCHOOL – SEPARATE AND COMBINED ASSESSMENT RUBRICS

DAP Charter School – Separate Components- Generic Rubric

NAEYC Standard 1, 2, 3, 4; Essential Tools 1, 3, 4, 5, 7, 8

CHARTER SCHOOL ELEMENT	DOES NOT YET MEET EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS	SCORE
<p>Standard 1 Promoting Child Development and Learning</p> <p>Knowing young children’s characteristics and needs, understanding multiple influences on development and learning to create healthy, supportive, respectful environments. (LEE 171, LEE 271, LEE 232, LEE 233)</p>	<p>Charter School Project does not show that candidate understands young children, their learning styles needs, or appropriate learning environments to support their learning.</p>	<p>Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples that promote children’s learning and development.</p>	<p>Charter School Project demonstrates that candidate understands young children, their learning styles needs and appropriate learning environments to support their learning. Research paper and demonstration of practice provide specific examples of skills and strategies including research that validates their use and ways to adapt methods to diverse learners.</p>	
<p>Standard 2 Building Family and Community Relationships</p> <p>Candidates know about, understand and value children’s families and communities. They use this understand to create respectful, reciprocal relationships that support, involve and empower families to participate in their children’s education. (LEE 171, LEE 271)</p>	<p>Charter School Project does not consider families and communities or the need for their participation in the design of curriculum and the plan for the charter school.</p>	<p>Charter School Project summarizes theory and research related to families and communities and how they might best participate and have a voice in the Charter School. The plan for the school includes a detailed description regarding the family and school context and resource list is provided for teachers, parents and children. Includes evaluation plan. Provisions for family participation, diversity and inclusion.</p>	<p>Charter School Project summarizes theory and research on family involvement, the importance of caring relationships and implications for practice. A detailed description of family-oriented practices with examples is offered in the plan. Resource lists for teachers, parents and children related to family issues are created. Description of activities for family participation, diversity and inclusion. Includes an evaluation plan for parent participation. Drawings/diagrams of facility, service areas and classroom include space for families.</p>	

<p>Standard 3 Observing, Documenting and Assessing to Support Young Children and their Families</p> <p>Candidates know about and understand the goals, benefits, and uses of assessment. They use systematic observations, documentation and other strategies in a responsible with and in partnership with families and other professionals to positively influence development and learning. (LEE 232, LEE 233)</p>	<p>Charter School Project does not provide sufficient detail concerning assessment program.</p>	<p>Charter School Project includes a description and analysis of an ECE assessment measure as well as a comprehensive assessment plan for the charter school curriculum component.</p>	<p>Charter School Plan makes use of systematic assessments and continuous ongoing observation and documentation of the learning processes and achievements of learners. A plan for reporting findings to parents and involving them in the process of program development is formulated. An interdisciplinary approach to assessment for children with special needs is included. The design of school environment and resources reflect attention to inclusion and the provision of services for children having varying disabilities.</p>	
<p>Standard 4 Teaching and Learning</p> <p>Candidates integrate their understanding of children and families and the importance of relationships that develop a variety of approaches and strategies for teaching/learning to reflect knowledge of academic disciplines, essential concepts, inquiry tools and structure of content areas to design, implement and evaluate meaningful, developmentally appropriate and challenging learning for all children. (LEE 232, LEE 233, LEE 271)</p>	<p>The Charter School Project lacks research, practices and a coherent plan for the school that integrate understanding of children, the importance of caring relationships and instructional methodologies.</p>	<p>The Charter School Project presents research, practices and plan for the school that integrate understanding of children, the importance of caring relationships and varied approaches to the design of effective instruction that reflect the full span of content knowledge from the disciplines. The demonstration of practice aligns with early learning standards and other mandates. Learning experiences, activities or services have a clear purpose and are research-based. Analysis and reflections are discussed. A guide is prepared to summarize presentation and key findings.</p>	<p>The Charter School Plan represents a synthesis of the latest research and best practices as well as new technologies and other innovations. Learning experiences are integrated, DAP and meets the highest early learning and professional standards. Description of the curriculum references adaptations for differences in abilities, cultural backgrounds. Future plans or modifications are described. A guide is prepared that summarizes activity, key findings and includes a selected bibliography.</p>	

<p>Tool 1: Cultural Competence</p> <p>Demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity within an ECE setting. The term "culture" includes ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world. (LEE 171, LEE 271)</p>	<p>Charter School Project reveals a lack of understanding and sensitivity in responding to cultural, ethnic and language diversity. Curriculum and/or other ECE practices do not examine cultural aspects of development and learning.</p>	<p>Charter School Project includes evidence of attention to cultural, ethnic and language diversity and their implications for practice and instructional programming. Several examples are provided of research, curriculum and best practices that specifically deal with issues of diversity such as ethnicity, racial Identity, economic class, family structure, language, and religious and political beliefs. The candidate's plan for the Charter School reveals knowledge, skills and attitudes demonstrating cultural competence.</p>	<p>The Charter School Project contains numerous examples of practice, programs, design considerations, resources and many ways to connect school and the home that reflect knowledge and understanding of cultural, ethnic and language diversity, social conditions, disparities and policies that affect learning, development, equal education, social and economic access. Project demonstrates candidate honors diversity, is concerned with social justice and equity in creating learning experiences and environments that welcome interchange and varied culturally based experiences and perspectives.</p>	
<p>Tool 5: Skills in Identifying and Using Professional Resources</p> <p>Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform one's professional roles and keep abreast of the field's changing knowledge base use of library, Internet and community resources, networks of colleagues, and other sources of knowledge and professional growth. (LEE 171, LEE 232, LEE 233)</p>	<p>Few professional resources identified in the Charter School Project.</p>	<p>Charter School Project provides research, resources, curriculum or other materials and activities for improving the field obtained from the library, internet and other resources. The candidate has a clear plan for using work from the project as a basis for advocating for a sound knowledge and research base for ECE practices and improving the lives of children and families in the real world.</p>	<p>Charter School Project represents the candidate's deep commitment to improving curriculum and other programs related to the candidate's work or professional goals through active research and exemplary practice. All recommendations draw on this research. The candidate has a clear plan for using the charter school project and findings from research to make it available to other professionals, families or programs.</p>	

DAP Charter School Project -Separate Component Scoring Guide

Analytic Scores:

Does Not Yet Meets Expectations = 1

Meets Expectations = 2

Exceeds Expectations = 3

Holistic Scoring: Does Not Yet Meets Expectations = 6 or less; Meets Expectations = 7-9;

Exceeds Expectations = 10-12

DAP Charter School Project-Combined Scoring Guide:

Use Charter Score Reports from three ECE Elective Courses to determine aggregated score:

Does Not Yet Meet Standards = 21 or less

Professional knowledge, skills and dispositions are weak or inconsistent.

Meets Standards = 21-29

Professional knowledge, skills and dispositions are satisfactory and meet advanced standards for ECE graduates.

Exceeds Standards= 30-36

Professional knowledge, skills and dispositions are outstanding and exceed advanced standards.