

ASSESSMENT #3:
Developmentally Appropriate Practice Charter School Project
Assessment conducted in LEE 233: Curriculum and Assessment in Early Childhood
Education

2010 NAEYC Advanced Standards 2, 3, 4, 5
Key Elements 2c, 3a, 3b, 4b, 5a

Assessment #3, Developmentally Appropriate Practice Charter School Project, evaluates four 2010 NAEYC Standards and six Key Elements. The DAP Charter School Project is a major assignment in LEE233: Curriculum and Assessment in Early Childhood Education. This assessment is required of all ECE graduate candidates as part of LEE233, which is a core (required) course.

The DAP Charter School Project makes real the ideals of developmentally and culturally appropriate practices (DAP) and a quality, comprehensive ECE program spanning birth through third grade. Candidates design a curriculum and assessment plan for a charter school, based in research-based, developmentally appropriate practices.

Based on feedback regarding Assessment #3 in our Recognition Report, we have revised the assessment to more clearly define the term “specialty area.” We have also revised the assessment and rubric to more clearly align Standards 3 and 5 with project components. The revised assessment and rubric assess the following Key Elements: *2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning; 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children; 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection; 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology; and 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity, physical education, health and safety; and social studies.* The revised assessment and rubric have been included in this report.

For the LEE 233 Charter School Project, the “specialty area” refers to the main curriculum/assessment/instruction topic on which the project is focusing. For example, the specialty area may include:

- Any content area: mathematics, science, social studies, visual and performing arts, music, physical education, health, safety and nutrition
- ECE curriculum approaches or models: Project Approach, Reggio Approach, Montessori, High Scope, etc.
- Assessment approaches: Early Intervention, Standardized Tests, Documentation, Observation, Portfolios and other qualitative approaches

It is up to the candidate to choose a focal topic and build the project around that topic. The specialty area drives the student's research and development of expertise as he/she designs and plans the various components of the project.

Regarding Standard 3a: *Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children*, based on the candidate's chosen specialty area, the student designs a Curriculum and Assessment plan that includes formal and informal measures to evaluate the goals, curriculum, and teaching strategies outlined in the curriculum plan. The candidate's assessment plan must "discuss the goals, benefits, and uses of assessment – including developing appropriate goals, curriculum selection, and teaching strategies" and include how the assessments are to be conducted and how the results will be used for program improvement.

Regarding Standard 3b: *Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection*, the candidate must include observation, documentation, and technology as part of his/her Curriculum and Assessment Plan. The candidate's assessment plan must "reflect attention to inclusion and the provision of diversified services to children and families." The assessments should include summative and formative assessments, both standard and authentic, as well as documentation using technology.

Regarding Standard 5a: *Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity, physical education, health and safety; and social studies*, the candidate must design his/her Curriculum and Assessment Plan based on research-based disciplinary knowledge and practices as well as include resources across multiple content areas, including language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

The revised assessment and rubric were piloted with one cohort of candidates in Fall 2014. Data from Fall 2013 (old assessment and rubric) and Fall 2014 (revised assessment and rubric) are included in this report. Because the assessments and rubrics at the two data collection time points were different, the scores cannot be compared. However, it is interesting to note that, overall, the scores were higher in Fall 2014 than in Fall 2013. We speculate that a possible reason could be the clarity afforded by our revision of the assessment and rubric as a part of our Response to Conditions review process. Regarding the Fall 2014 scores, for Standards 2c, 3a, and 4b, there were more candidates who scored a 3 (Exceeds Expectations) than a 2 (Meets Expectations), which suggests that candidates are performing at a high level on this assessment. For Standard 5a, there were an equal number of candidates who received scores of 3 and 2. For Standard 3b, more candidates received a score of 2 than 3. These score patterns suggest that more support might be integrated into the course relative to these two standards.

Developmentally Appropriate Practice Charter School Project

Assessment conducted in LEE 233: Curriculum and Assessment in Early Childhood Education

This assessment addresses these specific program standards for the development of Early Childhood Teacher Leaders and Early Childhood Program Leaders:

**2010 NAEYC Advanced Standards 2, 3, 4, 5
Key Elements 2c, 3a, 3b, 4b, 5a**

Charter schools are an innovative approach to educational reform. In a charter school, teachers, parents and children to have a commitment to a shared educational vision. As a major assignment, 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. The Charter School Project has three components: Specialty Area Presentation, Demonstration of a Best Practice, and a Curriculum and Assessment Plan for a Charter School.

1. Demonstration of Knowledge: Specialty Area Summary

(NAEYC 5a)

For the LEE 233 Charter School Project, the curriculum “specialty area” is defined as the main topic or component related to curriculum, assessment, or instruction, on which the project is focusing. The specialty area may include:

- Any content area: mathematics, science, social studies, visual and performing arts, music, physical education, health, safety and nutrition (excludes literacy topics that are covered in LEE 232)
- ECE curriculum approaches or models: Project Approach, Reggio Approach, Montessori, High Scope, etc.
- Assessment approaches: Early Intervention, Standardized Tests, Documentation, Observation, Portfolios and other qualitative approaches

Prepare a 2-3 page research summary and selected bibliography on a specific area curriculum or assessment topic related to your particular interests and your curriculum/assessment demonstration (see assignment below). APA style is required. Please use at least one book recommended by the instructor and at least 3 articles from scholarly periodicals. Scholarly periodicals among others: *Elementary School Journal*, *Child Development*, *Childhood Education*, *Early Childhood Research Quarterly*, *Journal of Research in Early Childhood Education*, *Early Childhood Research and Practice (online)*, *Educational Leadership*, *Kappan*, *Young Children* and *Beyond the Journal (online)*. Other sources must be approved in advance. 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.

2. Demonstration of Skills: Presentation of an Exemplary Curriculum and Assessment Practice (Research Summary and Demonstration = 100 points) (NAEYC 2c, 3a, 3b)

A 15-minute class presentation by the ECE student of a research-based, specific exemplary curriculum and assessment practice related to the selected specialty area. Examples include a classroom project or learning experience with children or use of a curriculum resource or strategy. You should integrate one of your Documentation Diary assignments into your presentation (see below).

ECE Curriculum Review

Locate a published ECE curriculum or material related to the specialty area or grade level you are teaching. Prepare a curriculum review using the manual and research to determine its philosophical model, purpose; types of activities, strengths and limitations in meeting DAP guidelines.

ECE Assessment and Test Review

Locate a published ECE assessment or test that is individually or group administered and related to the specialty area or grade level you are teaching. Prepare a test review using references such as the technical manual and Buros Yearbook of Mental Measurements, review the test to determine its purpose; age groups, norming sample, reliability and validity. Describe assessment, norming sample, validity, reliability and other technical features associated with its proper use.

Demonstration

The demonstration and documentation of a child or children's learning experience in a curriculum domain can be presented through a movie (video, iMovie, or DVD format), PowerPoint, photo panel, or photo book. 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. If appropriate, please bring materials, resources or children's books related to this demonstration. Provide the research summary with references.

Documentation Diary

The Documentation Diary requires creating documentation of children's learning processes in school, at home or in the community. Beginning in the fifth week of class, you will create a "diary" page each week that visually documents a child or group of children. The weekly documentation (usually one or two pages as

illustrated in the text, *Laura's Diary*) should concern the question/problem for the week you selected or any other idea suggested in the weekly readings. The documentation may include observational notes and descriptions, photos, video, or children's work. It may be placed into a notebook or posted on Blackboard. A permission letter for parents to sign is required for making documentation and available on Blackboard. For anyone not having access to children in a classroom, it is possible to make an arrangement with the Huggins Early Education Center.

3. Demonstration of Dispositions: Charter School Curriculum and Assessment Plan (Take-Home Final Exam = 100 points) (NAEYC 2c, 3a, 3b, 4b, 5a)

For the Charter School Plan, students write a plan for a DAP charter school that describes a curriculum and assessment component based on their specialty area paper. It may be limited to an ECE level—infant/toddler, preschool, kindergarten or primary grade. In the Plan, include a description of the recommended practices, teaching strategies, assessment and evaluation, school or classroom design, special features, centers, drawings, diagrams and a list of professional and/or children's resources.

The plan should include the following:

- Curriculum: Briefly provide the curriculum area or program and its components.
- Assessment: Briefly provide the assessment program related to the curriculum area and its components.
- Rationale: Using our course texts and your specialty area paper, provide the background information and relevant ECE research that are the basis for the curriculum approach and program being recommended.
- Description: Explain the philosophy of the program, principles, teaching strategies, practices and activities to be utilized in the ECE charter school.
- Assessment: Describe how results of the curriculum and program will be assessed using formal and informal measures. Parent participation should be included.
- Design: Using drawings or diagrams, explain what the school and classroom will look like. Include special features or areas such as a parent resource area or materials collection.
- Resources: List professional books, materials and children's books that would be available at the school.
- Length: The plan is typically five to seven pages in length.

Assessment #3: Developmentally Appropriate Practice Charter School Project Rubric
 Assessment conducted in LEE 233: Curriculum and Assessment in Early Childhood Education
 2010 NAEYC Advanced Standards 2, 3, 4, 5 (Key Elements 2c, 3a, 3b, 4b, 5a)

NAEYC Advanced Standard/Key Element	Project Component	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in young children's development and learning</p>	<p>Documentation Diary; Charter School Curriculum and Assessment Plan</p>	<p>Documentation Diary and Charter School Curriculum and Assessment Plan do not show that candidate understands young children, their learning styles, and needs. The project shows a lack of cultural competence and limited ability to effectively collaborate to involve families and communities in ECE.</p>	<p>Documentation Diary and Charter School Curriculum and Assessment Plan demonstrate that candidate understands young children, their learning styles, needs, and appropriate learning environments to support their learning. The project shows cultural competence in at least one component (Diary, Plan) and shows ability to effectively collaborate to involve families and communities in ECE.</p>	<p>Documentation Diary and Charter School Curriculum and Assessment Plan demonstrate that candidate understands young children, their learning styles, needs, and appropriate learning environments to support their learning. The project shows cultural competence in both components (Diary, Plan) and ways to effectively collaborate to involve families and communities in ECE. The Diary includes specific examples of skills and strategies and methods for working with diverse learners and their families and how to support ECE in the community.</p>	
<p>STANDARD 3. OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND THEIR FAMILIES Key Element 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children</p>	<p>ECE Assessment Review; Charter School Curriculum and Assessment Plan</p>	<p>The Assessment Review and Charter School Curriculum and Assessment Plan do not provide sufficient detail concerning the uses of assessment for designing an ECE program.</p>	<p>The Assessment Review and Charter School Curriculum and Assessment Plan discuss the goals, benefits, and uses of assessment – including developing appropriate goals, curriculum selection, and teaching strategies for young children and how assessments are conducted and the results used to improve the ECE program.</p>	<p>The Assessment Review and Charter School Curriculum and Assessment Plan make use of systematic, valid and reliable assessments both standard and authentic and describe continuous ongoing observation, documentation and evaluation of the learning process student progress for developing appropriate goals, curriculum, and teaching strategies for young children and how assessments are conducted and the results used to improve and benefit individual children and the ECE program as a whole.</p>	

NAEYC Advanced Standard/Key Element	Project Component	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p>	<p>Documentation Diary Charter School Curriculum and Assessment Plan</p>	<p>The assessment plan is not provided in the Charter School Curriculum and Assessment Plan or it is incomplete in addressing methods used for observation, documentation, and evaluation of student progress and use of technology for assessment. Limited or no data collection is included in the Plan.</p>	<p>A plan for assessment and data collection are formulated for the Charter School Curriculum and Assessment Plan. The design of school environment and resources reflect attention to inclusion and the provision of diversified services to children and families. The assessments to be used are listed and include summative, formative assessments both standard and authentic. TWO Documentation Diary entries using technology (photos, video, etc.) to observe and document the learning process are created.</p>	<p>A multifaceted plan for ongoing assessment and data collection and reporting to parents are described. An interdisciplinary approach to assessment for children with special needs is included. A detailed review of an assessment tool is provided to determine its usefulness. The design of school environment and resources for the Charter School Curriculum and Assessment Plan reflects attention to inclusion and the provision of services for children having varying disabilities. The assessments to be used are fully described and include summative, formative assessments both standard and authentic. THREE Documentation Diary entries use technology (photos, video, etc.) to document the learning process.</p>	
<p>STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES Key Element 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p>	<p>Charter School Curriculum and Assessment Plan</p>	<p>The Charter School Curriculum and Assessment Plan lacks a coherent plan for the school or effective strategies and tools for early education, including appropriate uses of technology.</p>	<p>The Charter School Curriculum and Assessment Plan presents research-based practices, strategies and tools for ECE that integrate technology resources and show understanding of developmentally effective approaches such as documentation to connect children and families with the ECE program and its goals, experiences, activities, and services.</p>	<p>The Charter School Curriculum and Assessment Plan represents a synthesis of the latest research and best practices as well as new technologies and other innovations. Learning experiences are developmentally appropriate and meet the highest early learning and professional standards. The description of curriculum in the Plan includes adaptations for differences in abilities and cultural backgrounds, including the appropriate uses of technology.</p>	

NAEYC Advanced Standard/Key Element	Project Component	DOES NOT YET MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM</p> <p>Key Element 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p>	<p>Specialty Summary;</p> <p>Charter School Curriculum and Assessment Plan</p>	<p>The Charter School Curriculum and Assessment Plan lacks understanding of research, practices, content knowledge, and resources needed for curriculum development in language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</p>	<p>The Charter School Curriculum and Assessment Plan uses research practices and best practices and knowledge of content and resources needed for curriculum development in the content areas of language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. The Charter School Curriculum and Assessment Plan shows the ability to address multiple content areas and use varied approaches to the design of effective instruction that align with early learning standards and other mandates. The Specialty Summary OR the Charter School Curriculum and Assessment Plan includes a reference list of professional resources.</p>	<p>The Charter School Curriculum and Assessment Plan represents a synthesis of the latest research and best practices as well as new technologies and other innovations. Learning experiences are integrated across content areas, including language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. The Plan includes adaptations for differences in abilities and cultural backgrounds. The Specialty Summary AND the Charter School Curriculum and Assessment Plan include selected references for professional resources.</p>	

Developmentally Appropriate Practice Charter School Project Scoring Guide

Analytic Scoring:

Does Not Yet Meet Expectations = 1; Meets Expectations = 2; Exceeds Expectations = 3

Holistic Scoring:

Does Not Yet Meet Expectations = 5-9; Meets Expectations = 10-12; Exceeds Expectations = 13-15

ASSESSMENT #3 Developmentally Appropriate Practice Charter School Project Data

Assessment #3 Analytic Data (Fall 2013, Fall 2014)

NAEYC Initial Standard/Key Element	Project Component	Does Not Yet Meet Expectations (1)		Meets Expectations (2)		Exceeds Expectations (3)	
		F13 n = 17	F14 n = 18	F13 n = 17	F14 n = 18	F13 n = 17	F14 n = 18
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2c: Involving families and communities in young children's development and learning	Documentation Diary; Charter School Curriculum and Assessment Plan	0	0	8 47.06%	0	9 52.94%	18 100%
STANDARD 3. OBSERVING, DOCUMENTING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND THEIR FAMILIES Key Element 3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children	ECE Assessment Review; Charter School Curriculum and Assessment Plan	0	0	11 64.71%	4 22.22%	6 35.29%	14 77.78%
Key Element 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection	Documentation Diary Charter School Curriculum and Assessment Plan	0	0	8 47.06%	11 61.11%	9 52.94%	7 38.89%
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES Key Element 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	Charter School Curriculum and Assessment Plan	0	0	10 58.82%	7 38.89%	7 41.18%	11 61.11%

NAEYC Initial Standard/Key Element	Project Component	Does Not Yet Meet Expectations (1)		Meets Expectations (2)		Exceeds Expectations (3)	
		F13 n = 17	F14 n = 18	F13 n = 17	F14 n = 18	F13 n = 17	F14 n = 18
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM Key Element 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Specialty Summary; Charter School Curriculum and Assessment Plan	0	0	6 35.29%	9 50.00%	11 64.71%	9 50.00%

Assessment #3 Holistic Data (Fall 2013, Fall 2014)

Does Not Yet Meet Expectations (5-9)		Meets Expectations (10-12)		Exceeds Expectations (13-15)	
F13 n = 17	F14 n = 18	F13 n = 17	F14 n = 18	F13 n = 17	F14 n = 18
0	0	8 47.06%	5 27.78%	9 52.94%	13 72.22%