

ASSESSMENT #6: Dispositions and Ethics Assignment

Assessment conducted in LEE 171: Trends and Issues in Early Childhood Education

2010 NAEYC Advanced Standards 2, 4, 6 Key Elements 2b, 4a, 6a, 6b, 6f

Assessment #6, Dispositions and Ethics Assignment, evaluates three 2010 NAEYC Standards and five Key Elements. Beginning in Fall 2014, the Dispositions and Ethics Assignment is evaluated in LEE171: Trends and Issues in Early Childhood Education. This assessment is required of all ECE graduate candidates as part of LEE171, which is a core (required) course. This course has been designed to introduce graduate candidates to the ECE field, its history, and its major documents and trends.

The Dispositions and Ethics Assignment requires students to analyze and respond to a series of ECE case studies with regard to developmentally appropriate practices and professional and ethical conduct. Candidates are required to incorporate references to the NAEYC *Code of Ethical Conduct*.

This assessment and rubric evaluate Standards 2, 4, and 6, focusing on the following Key Elements: 2b: *Supporting and engaging families and communities through respectful, reciprocal relationships*; 4a: *Understanding positive relationships and supportive interactions as the foundation of their work with young children*; 6a: *Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession*; 6b: *In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role*; and 6f: *Demonstrating a high level of oral, written and technological communication skills with specialization for professional role(s) emphasized in the program*.

Because the course in which this assessment is administered is only taught in the Fall semester, data are only available for one round, administered in Fall 2014. Candidate data demonstrate that the Key Elements evaluated by this assessment and rubric are areas of relative strength for our candidates, with 13 out of 16 candidates performing at the “exceeds expectations” level.

Dispositions and Ethics Assignment

Assessment conducted in LEE 171: Trends and Issues in Early Childhood Education

**2010 NAEYC Advanced Standards 2, 4, 6
Key Elements 2b, 4a, 6a, 6b, 6f**

In LEE 171 students study developmentally appropriate practices, focusing particularly on two seminal works:

- 1) Copple, C., & Bredekamp, S. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8*. Washington, DC: NAEYC.
- 2) Feeney, S. (2012). *Professionalism in early childhood education: Doing our best for young children*. Boston, MA: Pearson.

According to Stephanie Feeney (2012),

A profession's code of ethics is a document that spells out its moral obligations to society and its guidelines for moral behavior. Because a profession is the only group in a society that can perform an important function, it must demonstrate a strong moral commitment and instill confidence that it will serve the public good. (p. 9)

The NAEYC *Code of Ethical Conduct* offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education (http://www.naeyc.org/positionstatements/ethical_conduct).

For this assessment students read a series of case studies taken from *Case Studies in Early Childhood Education: Implementing Developmentally Appropriate Practices* (Ozretich, Burt, Doescher, & Foster, 2010). The cases deal with children from 2 years old to first grade (6 years old) and focus on relevant problems in the early education and care: introducing a child and his family to a new school environment; addressing child behavior problems in the classroom and with parents; confronting potential child abuse; and taking children's leads in developing a project. Cases involve relations between teachers and children, parents, and co-workers/administrators.

Students read the cases and respond, first on their own, and then again after being introduced to both the Copple & Bredekamp book (*DAP in ECE*) and the NAEYC *Code of Ethical Conduct*. They are then asked to explain 1) whether their initial responses are consistent with their responses after reading the relevant portions of the *Code*; 2) the value, to them personally, of a *Code* for ECE and; 3) the value, to them as ECE professionals, of the *Code*.

Assessment #6: Dispositions and Ethics Assignment Rubric
 Assessment conducted in LEE 171: Trends and Issues in Early Childhood Education
 2010 NAEYC Advanced Standards 2, 4, 6 (Key Elements: 2b, 4a, 6a, 6b, 6f)

NAEYC Advanced Standard/Key Element	DOES NOT MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships	Candidate does not identify as important partnerships with children’s families. Do not appropriately welcome parents and understand their unique needs. Candidate does not articulate the importance of creating respectful, reciprocal relationships that support and empower families by introducing parents appropriately to the faculty.	Candidate identifies the importance of partnerships with children’s families and make attempt to understand the unique needs of new children and their families. Candidate uses this understanding to create respectful, reciprocal relationships that support and empower families. Reciprocal relationships with families are understood, articulated and valued.	Partnerships with children’s families are both identified as important and justified with examples and references to DAP and the ethical standards of the profession. Candidate advocates the creation of reciprocal relationships with families, cites specific examples, and references DAP and the ethical standards of the profession.	
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children	Candidate does not clearly articulate the nature of adult-child relationships as the foundation of effective teaching strategies. No indication that the teaching staff are involved in each others’ classes and build cooperative relationships among co-workers.	Candidate relies on <i>DAP</i> and the <i>Code</i> to articulate the nature of adult-child relationships and the importance of positive relationships as a foundation for effective teaching strategies.	Candidate regularly applies advanced knowledge and skills in the areas of “Teaching and Learning” in his/her work with young children and can identify issues related to cultural competence and teacher-child or teacher-family relationships as well as connect to <i>DAP</i> and the <i>Code</i> to guide perspectives.	

NAEYC Advanced Standard/Key Element	DOES NOT MEET EXPECTATIONS (1)	MEETS EXPECTATIONS (2)	EXCEEDS EXPECTATIONS (3)	Analytic Score
<p>STANDARD 6. GROWING AS A PROFESSIONAL</p> <p>Key Element 6a: Demonstrating professional identification with and <i>leadership skills</i> in the early childhood field to think strategically, build consensus, create change, <i>effectively collaborate with and mentor others</i>, and have a positive influence on outcomes for children, families and the profession</p>	<p>Candidate does not connect his/her appropriate professional behavior based on <i>DAP</i> or <i>Code</i> to co-workers or families. Candidate does not demonstrate leadership skills or thoughtful understanding of <i>DAP</i> or <i>Code</i> of Ethical conduct when discussing professional behaviors with colleagues regarding handling issues with children.</p>	<p>Candidate demonstrates knowledgeable reflections and critical perspectives on his/her work with children and families. Candidate shows high level of awareness and application of ethical standards in work with families and co-workers. Candidate demonstrates leadership skills and thoughtful understanding of <i>DAP</i> or <i>Code</i> of Ethical conduct when discussing professional behaviors with colleagues and families.</p>	<p>Candidate coordinates and applies both <i>DAP</i> and ethical guidelines to reflect on practice. Candidate shows high level of awareness and application of ethical standards by discussing those standards with colleagues, co-workers, administrators and families in the course of his/her daily work.</p>	
<p>Key Element 6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and <i>DAP</i> to their professional role</p>	<p>Candidate does not refer to <i>DAP</i> and the <i>Code</i> to reflect on practice in his/her work.</p>	<p>Candidate knows and uses ethical guidelines and other professional standards to reflect on his/her practice with both children and their families.</p>	<p>Candidate knows and uses ethical guidelines and other professional standards and uses them to reflect on his/her practice.</p>	
<p>Key Element 6f: Demonstrating a high level of oral, written, and technological communication skills with specialization for specific professional role(s) emphasized in the program</p>	<p>Candidate cannot effectively communicate in writing policies or behaviors required of professionals in the field when working with children, parents, families or co-workers.</p>	<p>Candidate effectively communicates in writing the policies or behaviors or cultural competencies required of professionals in the field when working with parents, families or co-workers.</p>	<p>Candidate effectively communicates in writing the policies or behaviors or cultural competencies required of professionals in the field when working with parents, families or co-workers and takes a leadership role in doing so.</p>	

Dispositions and Ethics Assignment 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 #6 Dispositions and Ethics Assignment Data

Assessment #6 Analytic Data (Fall 2014); n = 16

NAEYC Advanced Standard/Key Element	Does Not Yet Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Key Element 2b: Supporting and engaging families and communities through respectful, reciprocal relationships	0	3 18.75%	13 81.25%
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES Key Element 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children	0	3 18.75%	13 81.25%
STANDARD 6. GROWING AS A PROFESSIONAL Key Element 6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession	0	3 18.75%	13 81.25%
Key Element 6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and DAP to their professional role	0	3 18.75%	13 81.25%
Key Element 6f: Demonstrating a high level of oral, written, and technological communication skills with specialization for specific professional role(s) emphasized in the program	0	3 18.75%	13 81.25%

Assessment #6 Holistic Data (Fall 2014); n = 16

Does Not Yet Meet Expectations (5-9)	Meets Expectations (10-12)	Exceeds Expectations (13-15)
0	3 18.75%	13 81.25%