

**ASSESSMENT 3:
INFANT, TODDLER & PRESCHOOL PROJECT
DIRECTIONS TO STUDENTS**

NAEYC STANDARDS 1, 2, 3, 4, 5

The Preschool Project evaluates your skills in collaborating as a professional (NAEYC Standard 5) in developing and facilitating a mini-unit of instruction (an “investigation”) with infant, toddler or preschool aged children in the Joyce M. Huggins Early Childhood Center. The Project also evaluates your skills in assessing students’ interests, skills, prior knowledge, and needs (NAEYC Standard 1 & 3), and your ability to plan and facilitate instruction for a specific group of children (NAEYC Standards 1 & 4). You will be allowed to select an age-level with whom you would like to work for the purposes of this Project: infants, toddlers, or preschool.

DIRECTIONS:

1. As a group and with your Huggins Center Master Teacher, determine your project theme.
2. As a group and using the model provided in LEE148 handouts, create a **“Plan of Possibilities”** — a list of possible learning activities (at least 20) and concepts (at least 5) generated by the project topic. (Think out of the box — don’t limit yourself at this step!).
3. Solicit information through conversation with the Master Teacher, through observation of the children in the classroom, and from families through a **Survey or Questionnaire** with regard to their children’s experience and interests with the project theme and concepts you are planning to teach. This should be sent out at least by Observation Day 3 in order to use the results in planning activities.
4. **Students in Context.**
 - Describe the learner.
 - Research and describe in developmental terms, the age group you have selected to work with. Address the multiple, interrelated areas of children’s development and learning – including physical, cognitive, social, emotional, language, aesthetic domains, play, activity, learning processes, and motivation to learn — that is supported by theoretical perspectives and current research. Cite the theory & theorist.
 - Through observation and in discussion with your Master Teacher, compare the children in your particular setting with the typical development described by theory (above).
 - Describe the cultural and linguistic context for the learners with whom you will be working as well as any issues of health status, disabilities, individual developmental variations and learning styles that may influence your approach in the project.

- ❑ Describe the context for the Project. Include students' experiences with the theme, concepts, and with the planned activities and materials. Address opportunities for play, the availability of technology and media, as well as time allocation, materials available, number of children in the groups, and the number of adults that can assist in facilitation of the learning.
- ❑ Based on the Survey or Questionnaire, summarize parents' input with regard to students' prior knowledge and experience with your theme and concepts.
- ❑ Describe the implications all of the aforementioned information will have on planning and implementing your project.

5. Working with your Master Teacher, consider the information gained at Steps 3 & 4 and narrow your "Plan of Possibilities" to a "Project Web." The "**Project Web**" lists the concepts your group will actually teach in the 3-session project and the activities you will use to teach them based on the developmental levels and personal interests and prior knowledge of your learners. (Most commonly there are multiple experiences or activities that all focus on one idea or concept being facilitated simultaneously during a session. For example, you might be teaching the idea that insects have 6 legs. One center may have students observing insects and spiders and sorting them into categories based on the number of legs they have; another center may have students constructing insects using clay and wire with the objective focusing on models with the proper number of legs; another center may have students drawing an insect from a model, again focusing on depicting the proper number of legs. Each activity is different, but the objective for each activity is the same. Another model is to have several different objectives in the session, often revolving around one concept. For example, your objective for the day may be that students will accurately represent at least one anatomical feature of an insect. You may want one center working on legs, another on body construction, and a third on their eyes. Still another model is one objective, one activity, but the students divided into several small groups, each group facilitated by a different student teacher, all doing the same thing. The issue of concepts and number of activities and grouping should be a joint decision between your group and your Master Teacher. In addition to determining concepts and activities, you also need to determine how you will document student learning for each activity.)

6. Based on your Project Web, the children with whom you will be working, and the recommendations of your Master Teacher, select two standards from **Desired Results** that can be reinforced in activities you are planning. If you are working with infants, select two standards, one from two of the four *Desired Results* domains. If you are working with toddlers or preschool children aged 3 to 5 years, select two standards, one from two of the three *Results* domains. These standards should be listed on your Project Web.

6. Now that you have "the big picture" of your project and have selected as a group, the concept(s), objective(s) and standard(s) for Session 1, determine how many activities will be facilitated (Note: One person from you group will be the documenter for the session and will not work directly with children. If you have 3 in your group, two people are available to teach while the third documents. If you have 4 in your group, three will

work with children while one documents. A different person will document each teaching session which are days 4, 5, & 6 on the schedule.), what those activities should be, and who should facilitate each activity. Then each individual teacher will complete an **Activity Plan for Session 1**. If more than one person is facilitating the activity, they should collaborate on writing that Activity Plan. **For Session 1, be sure to include a way to introduce your project theme.** Have it approved by your Master Teacher BEFORE you teach it. Every member of your group except the Documenter for that day needs to be involved in the planning and preparation of the activities presented each day. In the classroom, all but the documenter needs to be working directly with the children. A different person should document each session. Repeat for Sessions 2 & 3.

8. After providing the day's learning experience, as a group discuss the success of your interactions with the children in your class that day. Review the success of your activity as a group using the documentation gathered that day by the documenter plus the impressions of everyone who worked with the students. What worked? Referencing developmental theory and your knowledge of your students' interests and skills, identify why certain aspects of your activity were successful and why others may not have been successful. What will you change next time you do this activity or work with this group of students? With your Master Teacher, reflect on the children's questions, interests, and problems. What are the implications of this experience on YOUR INDIVIDUAL next planned experience? Be sure to make that connection explicit in the subsequent lesson. After this group reflection, each individual who worked with students should complete an "**Activity Plan Reflection**" for the activity they facilitated. These will be graded by individual and as a group.

9. Following Activity 3, send home a **letter to parents** explaining the concepts of your Project and provide suggestions of 5-7 activities that can be done at home or in the community to reinforce future learning. Be specific.

10. With your teacher and based on the experiences gained by your students in just two sessions, determine how will you culminate and evaluate the experience in Activity Three.

10. Evaluate the learning that took place. Provide evidence (documentation) of that learning in the form of a **Documentation Panel**. You must include still photos with captions and at least one other form of documentation (anecdotal records of student comments or actions that reflect learning, student work, etc.). You may also include a video of the activities.

11. In addition to the reflections you will each write individually following each teaching session, at the end of your project and as a group, write a 2-3 page summary of the learning experience as a whole. What did YOU, the teacher candidates in your group, learn about the development and learning behaviors of infants, toddler, or preschool aged children? Refer back to the "Students in Context" section of this Project to focus your remarks. This section is referred to as the "**Group Project Reflection.**"

EVALUATION OF PROJECT

This Project evaluates your ability to collaborate as beginning professionals as well as your skills in planning, facilitating a mini-unit of instruction in an early childhood setting and reflecting on student learning and your effectiveness. Each member of the group will receive the same group grade (out of a possible 20 points) AND will be graded individually on your Activity Plans and Activity Reflections (out of 4 points). It is up to each group member to do their part in all phases of the project: planning, investigation, culmination, and assembly of the product. It is also the responsibility of each group member to hold all others accountable for meeting their professional responsibility — planning, teaching, documenting learning, reflecting on activity successes & failures, and editing & assembling the final product. All required sections of this group project should be assembled in a folder. It will be evaluated using the accompanying rubric.

ASSESSMENT 3: Preschool Project Rubric

Project Section	Does Not Yet Meet Expectations (1 pt.)	Meets Expectations at a Minimal Level (2 pts.)	Meets Expectations at a High Level (3 pts.)	Exceeds Expectations (4 pts.)
<p>Planning Phase NAEYC 1, 3, 4</p>	<p>The List of Possibilities does <u>not</u> identify concepts and activities around a central theme for the project. The Project Web and the planned learning experiences are <u>not</u> developmentally appropriate for this group of children. Students in Context section is general and does not include reference to major theories related to cognitive, social, physical & emotional development. Description of students is incomplete; basic information is not included. There is no apparent connection between activities taught in the same session; no apparent connections made between sessions.</p>	<p>The List of Possibilities lists only <u>the most obvious</u> activities and less than 5 concepts, but it is evident that students have not “thought outside the box.” The Project Web is complete, listing the concepts, activities, and Desired Results standards to be taught. Contextual section includes <u>major</u> theories related to three of four areas: cognitive, social, physical & emotional development. Section makes a connection to groups of learners with whom the candidate will work. Implications <u>for planning and teaching are general</u>. The activities planned for a session are generally related to one another.</p>	<p>The List of Possibilities explores <u>multiple</u> concepts and generates a large array of possible activities. The Project Web lists the concepts, activities, and Desired Results standards by session. The Students in Context section includes major theories related to all four areas: cognitive, social, physical & emotional development. The Students in Context section makes very specific connection to the individual learners with whom the candidate will work, but the <u>implications for planning are still general</u>. The activities planned for each session are explicitly related to one another and each session scaffolds to the next.</p>	<p>The List of Possibilities explores <u>multiple</u> concepts and generates a large array of possible activities. The Project Web lists the concepts, activities, and Desired Results standards by session and provides a brief written rationale for their inclusion based on the Students in Context and sited developmental theory. The Students in Context section meets a level 3, except that implications for planning are very specific with regard to individual learners.</p>

Project Section	Does Not Yet Meet Expectations (1 pt.)	Meets Expectations at a Minimal Level (2 pts.)	Meets Expectations at a High Level (3 pts.)	Exceeds Expectations (4 pts.)
Facilitation Phase NAEYC 1, 2, 3, 4	The majority of students are not actively involved in the activities; candidates do not adjust accordingly. As a group, activities do not interest the students or are inappropriate or disorganized. Plans for family or community activities are not provided or are insensitive to the developmental age of the learner or to the cultural values, SES, or resources available within the family.	The majority of students are actively involved in the activity although the candidates do not adjust the activities to encourage those who are not involved to become involved. Although activities differ within the session, one modality seems to be stressed over all others. Plans for family activities are sent home in a timely manner. Recommended activities are sensitive to the cultural values, organization, and resources of the families of the learners.	Although the vast majority of students are actively engaged, the candidates still make a concerted effort to adjust instruction to involve <u>all</u> in meaningful ways. As a group of activities, more than one modality is used. Family activities take advantage of diverse cultures and are sensitive to different values and the availability of resources. Plans enhance the development of language, physical and social skills and extend to the community.	For each activity, alternative objectives within the same activity are facilitated with the needs of individual students in mind. It is obvious that language and physical activity for scaffolding student learning have been planned in advance for all of the activities. Candidates scaffold activities within the session to build on one another. As a group of activities, different modalities are stressed and a variety of strategies are used. Family activities build upon the concepts taught in class and are differentiated with regard to each child's level of understanding as well as an understanding of that child's family.

Project Section	Does Not Yet Meet Expectations (1 pt.)	Meets Expectations at a Minimal Level (2 pts.)	Meets Expectations at a High Level (3 pts.)	Exceeds Expectations (4 pts.)
Reflecting Phase NAEYC 1, 3, 4, 5	The group reflection is limited to “what we did well” rather than with a focus on student learning. The group does not take responsibility for what did not go well; candidates appear to be the “victims of circumstance” for both successes and failures. The group reflection is a collection of individual comments rather than a collective evaluation of the learning by the teacher group.	The group identifies both successes and failures, but gives general rather than lesson-specific reasons. Although there are references to student learning, information based on evaluation is <u>general</u> rather than specific. The group reflection provides very general statements with regard to their learning.	Specific reasons for success and failure are referenced by documented evidence of individual student’s responses. The final group reflection clearly represents a collaborative reflection makes reference to the Students in Context section.	Students link their evaluation of their own learning to explicit connections made between theory and student learning. Examples from teaching are used to address what candidates learned about children related to language development, psychomotor skills, social development, and dispositions such as tenacity and cooperation.
Project Section	Does Not Yet Meet Expectations (1 pt.)	Meets Expectations at a Minimal Level (2 pts.)	Meets Expectations at a High Level (3 pts.)	Exceeds Expectations (4 pts.)
Documentation Phase NAEYC 3, 5	Documentation did not focus on student learning. Evidence was not explicit; the panel did not “tell a story.”	Candidates included at least two types of documentation and did focus on student learning, but the panel resembled a “scrapbook” rather than a scholarly documentation of student learning. Pictures focused on “the group” rather than using individual stories to represent the group.	Written descriptions of learning accompanied pictures and student work or transcribed dialogue. The panel not only described what students learned, but the graphic and written evidence provided the reader with a glimpse of the process by which students learned.	The documentation panel provides a clear picture of the learning that took place. Dialogue or records of student responses were descriptive. Pictures and student products either told the story by themselves or were accompanied by written explanations. The panel was dramatic in its simplicity and ability to capture the core of the learning.

Project Section	Does Not Yet Meet Expectations (1 pt.)	Meets Expectations at a Minimal Level (2 pts.)	Meets Expectations at a High Level (3 pts.)	Exceeds Expectations (4 pts.)
<p align="center">Professional Presentation of the Project NAEYC 5</p>	<p>Elements of the assignment are missing. Writing errors make this unsuitable for presentation at a job interview; it is not of professional quality. Documentation Board is messy, not inviting.</p>	<p>Although all elements are included, they are disorganized or do not provide a cohesive report. There are errors in language usage or writing that take away from the impact of the project. Documentation Board is not presented in a professional manner — errors in writing or lack of aesthetics or too much decoration as if it were a bulletin board.</p>	<p>All elements are included and provide a cohesive report. The report is well organized. The Documentation Board is well done. It is eye-appealing without being too decorative (“cutesy”). Its simplicity focuses attention on the content rather than on a “flashy” presentation.</p>	<p>Document is presented in a binder with all elements included and labeled. A Table of Contents provides the reader with a graphic organizer of the document. It is evident that group designated a format for writing, including font form and size. The Documentation Board is clearly modeled after those currently hanging in the Early Childhood Center in its aesthetics and content.</p>
Project Section	Does Not Yet Meet Expectations (1 pt.)	Meets Expectations at a Minimal Level (2 pts.)	Meets Expectations at a High Level (3 pts.)	Exceeds Expectations (4 pts.)
<p align="center">Individual Planning, Teaching, and Reflecting</p>	<p>Activity plans rely on <u>passive</u> experiences. Experiences do <u>not</u> build on past experience or on interests. Planned activities are <u>not</u> connected to one another. No reference to <i>Desired Results</i> standards or standards are <u>inappropriate</u> for the age of the child or the activities. Play is not used as a strategy for learning. Candidate does not take advantage of opportunities for the development of language, physical, or social skills during activities. Activities are rigid or are seemingly without purpose.</p> <p>Reflection is limited to “what I did well” rather than with a</p>	<p>Activity Plans incorporate students’ interests, past experience, skills and needs related to the Project theme; opportunities for the development of language & social skills reinforced in practice but are <u>not made explicit</u> at the planning phase. <u>Most</u> activities are developmentally appropriate for the majority of the children. <u>Two</u> appropriately selected <i>Desired Results</i> standards “fit” in planned activities. Candidate provides opportunities to reinforce language, physical and social skills. Play is used as a teaching strategy, but is teacher-directed; creativity is</p>	<p>The Activity Plans reflect the interests and prior experience with the concepts as reported by both the Master Teacher and the children’s families. The connection between the contextual information and the activities is evident; <u>all</u> activities are developmentally appropriate for the age group. Activity Plans allow for student exploration. Activities explicitly address <u>how</u> <i>Desired Results</i> standards are reinforced within the activity. Materials have been carefully selected to appeal to student interest and to enhance both the lesson objective and developmental skills in</p>	<p>Not only are planned activities appropriate, but plans are written for <u>differentiated instruction</u> based on the past experiences, interests and special needs & skills of students. In addition to planning for theme-related learning, candidate addresses specific strategies for enhancing language, social, and physical development through theme-related activities. Each session <u>scaffolds</u> off the last. Activities explicitly address how <i>Desired Results</i> standards are reinforced <u>and informally assessed</u> within the activity. Students are motivated by the candidate to</p>

	<p>focus on student learning. Candidate does not take responsibility for what did not go well; candidate appears to be the “victim of circumstances” for both successes and failures. Reasons for success or failure are not identified for future use in teaching and/or are disregarded when planning future activities.</p>	<p>not encouraged. Materials are appropriate for most students although some children’s motor skills keep them from fully engaging in the activity. The candidate does not adjust.</p> <p>Candidate identifies both successes and failures, but gives general rather than lesson-specific reasons. Although there are references to student learning, information based on evaluation is <u>general</u> rather than specific. Although candidates refer to developmental theory when describing general successes and failures, candidates do not apply that knowledge when addressing implications for the next lesson.</p>	<p>general. Activities are challenging for most without being overwhelming for any child.</p> <p>Specific reasons for success and failure are referenced by documented evidence of individual student’s responses to activities. Candidates take responsibility for both success <u>and</u> failure in activity reflections.</p>	<p>interact with each other rather than just with teacher to clarify thinking and to explore ideas. All students are actively engaged with the activities. Materials are well chosen for their stimulating qualities as well as their appropriateness.</p> <p>Not only are successes and failures explicitly linked to student learning behavior, but the possible reasons for both success and failure are linked to developmental theory. Candidates go beyond discussion of the objective of the activities to evaluate other student learning behaviors — language development, psychomotor skills, social development, and dispositions such as tenacity and cooperation. Students link reflections to information in the contextual phase of the unit. Future activities are directly linked in writing to the reflection on the previous session.</p>
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Analytic Scores:

1 = Expectations Not Yet Met

2-3 = Expectations Met at a Minimal Level

4 = Exceeded Expectations

**ASSESSMENT 3:
Preschool Project Data Charts
NAEYC Standards 1, 2, 3, 4, 5**

2012-13 Aggregated Data; n= 18

	Not Yet Met Expectations	Meets Expectations	Exceeds Expectations
NAEYC Standard 1	0 0%	18 100%	0 0%
NAEYC Standard 2	0 0%	14 78%	4 22%
NAEYC Standard 3	0 0%	18 100%	0 0%
NAEYC Standard 4	0 0%	18 100%	0 0%
NAEYC Standard 5	0 0%	9 50%	9 50%

2011-12 Aggregated Data; n= 22

	Not Yet Met Expectations	Meets Expectations	Exceeds Expectations
NAEYC Standard 1	0 0%	19 86%	3 14%
NAEYC Standard 2	0 0%	10 45%	12 55%
NAEYC Standard 3	0 0%	22 100%	0 0%
NAEYC Standard 4	0 0%	10 45%	12 55%
NAEYC Standard 5	0 0%	8 36%	14 64%

2010-11 Aggregated Data; n= 21

	Not Yet Met Expectations	Meets Expectations	Exceeds Expectations
NAEYC Standard 1	0 0%	13 62%	8 38%
NAEYC Standard 2	0 0%	21 100%	0 0%
NAEYC Standard 3	0 0%	13 62%	8 38%
NAEYC Standard 4	0 0%	21 100%	0 0%
NAEYC Standard 5	0 0%	9 43%	12 57%