

Illinois State University
Department of Curriculum & Instruction
Early Childhood Education
University Assessment Plan

Program Early Childhood Education

Date Submitted: 10/9/09

Date Revised: 7/22/10

9/21/12

9/30/13

ECE Program Goals and Intended Learning Outcomes (NAEYC 2010 Standards)

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

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 assessment partnerships with families and with professional colleagues to build effective learning environments

3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of *technology* in documentation, assessment and data collection.

3d: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive *technology* for children with disabilities.

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional ECE1

strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches **4d:** Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

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.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education **6e:** Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) *and* in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Systematic Assessment of Student Learning

Assessment #1 ECE Content Test

Assessment #2 Content Assessment

ECE PA 2:Child Assessment / Learning Environment Project

NAEYC Standards (2010)

1.1; 1.2; 3.1; 3.2; 3.3;

IL ECE Teaching Standards 1b; 1c; 8a; 8d; 8e; 13a; 8k;
14a; 14b; 14c; 14d; 14g; 14i; 14l; 14e; 14m;
Illinois Professional Teaching Standards (2101) 1b; 1c; 3c;
1d; 1e; 2a; 3c; 3g; 7a; 7b; 7c; 7d; 7e; 7k; 7n; 7p; 7e; 7f;
7m; 7o

Conceptual Framework

EC4; IC3; EC2;

Assessment Guidelines

Students will utilize various assessment tools to better understand young children's developmental growth (physical, cognitive, social, and emotional). Also, by collecting, describing, interviewing, and reflecting upon classroom observations, students will analyze a classroom teacher's assessment techniques to better understand developmentally appropriate curriculum, strategies, and practice. Each of these assessments will be based upon readings and discussions in class and observations during clinical hours.

Results of this project will be kept in an organized manner in an ECE Assessment Project folder or binder for periodic checking by the course instructor. In addition, elements of this project must be placed in the student's Early Childhood Education LiveText Portfolio.

Required Assessments:

1. Class List Log – Classroom Anecdotal Records

- Focus: Several children's fine or gross motor skills and/or behavior.
- Observe five children during the clinical hours.
- Using past tense, record short, specific pieces of information about each child.
- Post-Reflection: Develop instructional implications based on these field notes.

2. Running Records

- Focus: One child's behavior (actions) and language.
- Observe one child for 5-10 minutes.
- Objectively record in present tense details of what is happening and being said during this period of time.
- Post-Reflection: Include an additional column for comments and interpretations, reflecting your knowledge of child growth and development.

3. Anecdotal Records -- Individual

- Focus: Daily activities, using indicators for physical, cognitive, social, and emotional growth.
- Observe one child's activities during clinical hours and write brief notes in past tense about incidents.
- Post-Reflection: Indicate the developmental significance of each anecdote.

4. Checklists – Classroom and Individual

- Focus: Physical and social growth and development for one child and for the whole class.
- Develop two checklists with appropriate indicators for each area of growth. One checklist will be for observing an individual and the other for observing the whole class.

- Observe one child or the whole class to check knowledge, behavior, and skills for that area.
- Post-Reflection: Determine instructional implications for each checklist (or both combined).

5. Frequency Counts

- Focus: Social and/or emotional growth and development of students in classroom situations.
- Determine specific observable classroom behaviors that could have an impact on social/emotional growth and development (ex: various prosocial and antisocial behaviors).
- Observe whole classroom and tally each time specified behaviors occur.
- Post-Reflection: Analyze the information and recommend classroom strategies to implement.

6. Time Samplings

- Focus: One child’s social and cognitive choices within the clinical setting.
- Determine a child and an area on which to focus data-gathering (ex: attention span)
- For 15-20 minutes during each clinical session for two weeks, use time sampling to track children’s choices, playmates, and the time spent in one area or on one activity.
- Post-Reflection: Based on the two time samples, write a description of choices the selected child has made.

7. Learning Environment & Analysis

- Focus: Developmentally appropriate learning environments.
- Observe the classroom learning environment in your current clinical placement.
- Analyze this environment based on your knowledge of child growth and development and current research.
- Post-Reflection: Based on this analysis, design an optimal learning environment for the targeted age group. Provide a rationale for your design which is informed by your knowledge of child growth and development and best practices

8. Analysis of Classroom Teacher’s Assessment Practices

- Observe a classroom teacher’s assessment practices.
- Ask questions on how and why the teacher uses selected assessment strategies.
- Post-Reflection: Reflect on what you learned and how this will inform your own classroom practices.

• This assignment should be posted in your LiveText portfolio under NAEYC #3 Authentic Assessment in the section titled ECE #2: Child Assessment/ Learning Environment Project. You will need to develop a rationale which explains how this work is evidence of your understanding of and ability to meet NAEYC standard #3. Attach assessment descriptions, post-reflections for each assessment, and your classroom map as evidence.

Date Developed/Implemented Fall 2007	Date Revised: June 2011	Faculty Lead Quesenberry	Course C&I 293
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ECE Competency Area Rubric Lines:

1.1; 1.2; 1.3; 3.2; 3.3;

Assessment #3 Pedagogy Assessment

ECE 3: Social Studies Instructional Unit & Implementation		
NAEYC Standards (2010) 1.1; 1.3; 3.1; 3.2; 4.2; 4.3; 4.4	Illinois Professional Teaching Standards (2010) 1b; 1c; 3c; 1g; 1h; 1i; 3g; 7a; 7b; 7c; 7d; 7e; 7k; 7n; 7p; 2b; 5a; 5b; 5n; 1j; 2j; 5c; 5i; 1f; 5g; 5h; 9k IL-ECE Professional Teaching Standards 1b; 1c; 8a; 8d; 8e; 13a; 1d; 8b; 8c; 8j; 9e; 13d; 8k; 14a; 14b; 14c; 14d; 14g; 14i; 14l; 10d; 10i; 11a; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 1a; 1b; 1c; 1d; 1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l; 11f; 11k; 11l)	Conceptual Framework EC4; IC3; EC3; EC2; EC1; IC2;
Assessment Guidelines		
<p>PART 1: Students will be required to develop an instructional activity on an approved social studies content topic discussed in class for the age they are working with in their clinical setting (C&I 294) and work with their cooperating teacher to plan and coordinate social studies curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives.</p> <p>PART 2: Students will be required to work with their clinical cooperating teacher and C&I 294 course instructor to implement the activity developed on the clinical site.</p> <p>PART 3: Students will reflect on the following:</p> <p>a. How did you feel your lesson(s) engaged the children and achieved the learning objective?</p> <p>b. How well did your assessment strategy for the activity provide data to inform you as to their individual levels of understanding?</p> <p>c. How did your assessment data inform your instruction?</p> <p>d. Considering what you have learned in developing this activity using various instructional techniques, what you learned through implementation and your understanding of children's developmental stages; how will this inform your future instruction/ classroom?</p>		
Date Developed/Implemented: Fall 2007	Date Revised: June 2011	Faculty Lead Latham
Rubric Lines: 1A; 1C; 3A; 3B; 4B; 4C; 4D;		

Assessment #4 Assessment of Student Teaching

ECE5

Program	Early Childhood Education
Assessment #	4
Assessment Title	Evaluation of Student Teaching Experiences
Standards	NAEYC Standards 1, 2, 3, 4, 5 IPTS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14;17;16 Conceptual Framework3;4;
Course	ST
Date Developed/Revised	5/08
Assessment Task	Both the ECE Orange Documentation (NAEYC) form and the red documentation (Conceptual Framework forms are used to assess student teaching experiences

Assessment #5 Assessment of Impact on Student Learning

ECE Assessment 5 Literacy Assessment & Instruction (Revised June 2011)		
<p>NAEYC Standards (2010)</p> <p>1.1; 1.2; 3.1; 3.2; 3.3; 4.2; 4.3; 5.1; 5.2; 5.3</p>	<p>Illinois Professional Teaching Standards(2010) 1b; 1c; 3c; 1d; 1e; 2a; 3c; 3g; 7a; 7b; 7c; 7d; 7e; 7k; 7n; 7p; 7f; 7m; 7o; 1g; 2b; 5a; 5b; 5n; 1j; 2j; 5c; 5i; 2d; 2h; 2q; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6i; 6j; 6k; 6l; 6m; 6n; 6o; 6p; 6q; 6r; 6s; 2b; 2c; 2j)</p> <p>IL-ECE Professional Teaching Standards: 1b; 1c; 8a; 8d; 8e; 13a; 9a; 9b; 9c; 9d; 13b; 13c; 8k; 14a; 14b; 14c; 14d; 14g; 14i; 14l; 14e; 14m; 10d; 10i; 11a; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 1a; 1b; 1c; 1d; 1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l; 1a; 2a; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2l; 2m; 2n; 2o; 2p; 2q; 2r; 3a; 3c; 3d; 3e; 3f; 3g; 3h; 3i; 3j; 3k; 3l; 3m; 3n; 3o; 3p; 4a; 4b; 4c; 4d; 4e; 5a; 5b; 5c; 5d; 5e; 5f; 5g; 5h; 5i; 5j; 5k; 5l; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6i; 6j; 6k; 7a; 7b; 7c; 7d; 7e; 7f; 7g; 8h; 8i; 8n; 8o; 1a; 1a; 1b; 1c; 1d; 10a; 10b; 10c)</p>	<p>Conceptual Framework EC4; IC3; EC2; EC1; IC2</p>
<p>Assessment Guidelines</p> <p><i>All teacher candidates at Illinois State University will successfully complete The Literacy Assessment and Teaching Cycle, which includes both:</i></p> <p><i>a. Documentation of the process of assessing, planning instruction, and evaluation involved in teaching a student.</i></p> <p><i>b. Documentation of the reflective practice of the candidate before, during and after this process.</i></p> <p><i>This PBA is built on the knowledge that:</i></p> <ul style="list-style-type: none"> • <i>All teachers, regardless of certification type or discipline, need to be effective classroom communicators.</i> • <i>All teachers, from Pre-K through grade 12, need the knowledge and skills necessary to prepare students to meet the state reading standards.</i> <p>This PBA is required as an ISU University Wide Teacher Education requirement. This assessment is intended to allow you to demonstrate your ability to assess learners, to plan instruction based on that assessment, and to appraise your impact on student learning through post assessment and reflection. As an ECE student in C&I 274, here is what you must do to meet these requirements:</p> <ol style="list-style-type: none"> 1. Choose and administer a selection of appropriate formal and/or informal assessments (i.e. running record, miscue analysis, checklist, rubric, reading inventory, fluency assessment, teacher observation, interest survey, etc.) to determine student(s)' needs for instruction. In addition, you need to seek parent/caregiver insights (through conversations, surveys, interviews etc.) regarding their child's home literacy experiences and cultural background (i.e. interests, expectations, and goals for their child). 2. Develop a creative lesson that reflects knowledge of your student(s)' needs based on your assessments. Your 		

lesson must include a post-assessment method to determine student learning as a result of the lesson. The lesson plan should be written according to ECE requirements. Lesson plan should include:

- Purpose
- Goals, Objectives & Learning Standards
- Motivation Establishing
- Instructional Plan
- Accommodations including ELL and on additional special needs population
- Materials & Resources
- References

3. Your implementation of this lesson will be observed. As you teach, your observer will be looking for how you enthusiastically implement the lesson, how well you are able to communicate, and how you interact with the student(s) and facilitate their use of language for learning.

4. You will also compose both pre- and post-lesson written reflections:

A pre-reflection should accompany and support your lesson plan. It will be narrative in form and will make explicit your thought processes and decision-making about the creation of your lesson.

In this pre-reflection, you will articulate the following:

- Pre-Lesson Decision-Making: Which instruments and/or observation strategies did you use for pre-testing and why? What did you learn about the child's strengths and needs from both formal and informal assessment tools? What did you learn about the child's home literacies from the family? How did you use this assessment information and prior knowledge to create this instructional plan?
- Strategies: Why did you choose this instructional format? Why did you choose these instructional strategies? How could the instructional strategies support or limit achieving your instructional goals?
- Content: Describe the content of this lesson. Why is it important for the student to learn this content? What informed your decision-making pertaining to content selection?
- Materials: What professional and instructional resources and materials did you draw from to develop your plan? How could your choice of materials or media and use of resources support or limit the achievement of the objectives?
- Assessment: What form of post-test will be used so you will know your student has met the objectives? Include criteria for different levels of performance, if appropriate. How and when will you communicate the expected learning outcomes and criteria for evaluation to the students?

Your post-reflection will also be narrative in form and will make explicit your thought processes and decision-making *during and after* your lesson. In this post-reflection, you will articulate the following:

- Implementation: What were you thinking as your lesson progressed? What revisions did you make to the plan made "in-the-moment" of teaching? Why did you make these changes? What went well and why? What didn't go so well and why?
- Student Learning: What did your student(s) learn during this lesson? What evidence do you have of this learning? What was your role in the outcome of this learning experience? What role did your choice and implementation of instructional practices have on student learning? How could I change this lesson in the future to promote increased student learning and/or engagement? What direction would you take future instruction to build on assessment data collected from this lesson?
- Yourself as a Teacher: What strengths did you see in your teaching? What did you do really well? What didn't go so well? What do you feel you need to improve upon? What did you learn about yourself as a teacher through this lesson? How will you use the learning about teaching acquired through this lesson to improve your future practice?

5. This PBA should be posted in your LiveText portfolio. You will need to develop a rationale which explains how this work is evidence of your understanding of and ability to meet NAEYC standard #4. Attach pre-reflection, lesson plan, and post-reflection as evidence.

Date Developed/Implemented: May 2008	Date Revised: June 2011	Faculty Lead: Terry Husband
Rubric Lines: 1a; 1b; 3a; 3b; 3c; 4b; 4c; 5a; 5b; 5c		

Assessment #6 Optional Assessment

ECE #6: Math/Science Parent Involvement Activity (revised 6/2011)

NAEYC Standards (2010) 2.1; 2.2; 2.3; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3	Illinois Professional Teaching Standards (2010) 1a; 2e; 8a; 8d; 8p; 8q; 9q; 8e; 8k; 8l; 8t; 9l; 1j; 2j; 5c; 5i; 1f; 5g; 5h; 9k; 2d; 2h; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6j; 6k; 6l; 6m; 6n; 6o; 6p; 6q; 6r; 6s; 2b; 2c; 2j; IL-ECE Professional Teaching Standards ,8f; 8l; 9c; 9d; 9f; 9g; 9h; 9i; 15a; 15b; 8g; 8m; 15e; 15f; 15g; 15i; 15j; 17l; 9f; 9g; 9h; 9i; 15e; 15f; 15i; 15k; 1a; 1b; 1c; 1d; 1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l; 11f; 11k; 11l; 1a; 2a; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2l; 2m; 2n; 2o; 2p; 2q; 2r; 3a; 3c; 3d; 3e; 3f; 3g; 3h; 3i; 3j; 3k; 3l; 3m; 3n; 3o; 3p; 4a; 4b; 4c; 4d; 4e; 5a; 5b; 5c; 5d; 5e; 5f; 5g; 5h; 5i; 5j; 5k; 5l; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6i; 6j; 6k; 7a; 7b; 7c; 7d; 7e; 7f; 7g; 8h; 8i; 8n; 8o; 1a; 1a; 1b; 1c; 1d; 10a; 10b; 10c	Conceptual Framework IC4; EC4; EC1; IC2; IC3;
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Assessment Guidelines

Science and Mathematics Parent Involvement Activity

Literature Bag-It for Science and/or Mathematics, Part II – Primary Level Focus

This assignment will illustrate the student’s ability to integrate mathematics and/or science with children’s literature. In addition, it is a way of communicating with parents/caregivers about their child’s learning in mathematics and science. This is a take-home bag for which the student will choose a piece of children’s literature and relate it to mathematics and/or science concepts and activities that can be completed at home to promote parent-child communication and support development of literacy skills. This is considered as an enrichment activity, not necessarily directly related to the science or mathematics being studied in the classroom.

For this activity, each student will:

Choose a piece of developmentally appropriate children’s literature and purchase the book to include in the Bag-It

- Book selection can be a trade book that is either fact or fiction
- Content of the book should help children develop some science or mathematics content knowledge
- Reading level of book may be appropriate for the child to read or for a parent to read to/with the child

Develop a minimum of two science and/or mathematics activities that are developmentally appropriate and are related to the book content.

- Directions for activities are primarily written for parents/caregivers to use to do the activities with the child.
- Directions are detailed to ensure success of the activities; this may include drawings or graphics as needed.
- Directions should include suggestions for additional related books to read and perhaps related websites.
- Directions should include clear explanation of the science or mathematics used in the activity.

Develop a Parent/Caregiver Page

- Describes the purpose of the Literature Bag-It.
 - Offers suggestions for how parent/caregiver might model good literacy skills for the child.
 - Includes complete reference for the book.
 - Lists the science and/or mathematics content standards addressed by the activities.
 - Identifies when Bag-It is to be returned.
 - Includes a checklist of materials in the Bag-It and list of items to be returned.
 - Provides contact information for the teacher
- Develop and provide a brief parent feedback form to collect information from parents on how the activities were used, were the instructions clear and materials easy to use, and was the activity enjoyable and engaging for parent and child.

Prepare Materials

- All materials needed for successful completion of the activities should be included in the Bag-It.
 - Organize directions and materials so easily located.
- Use color and graphics to make the Bag-It inviting and engaging.

Implementation - Students should complete this activity early in the semester so that it can be sent home with 3 children over the course of the semester. Feedback, if provided, should be collected from the parent feedback form.

Raionale - Students should post this activity in the Livetext Portfolio. The rationale should include how this activity is evidence of the student's ability to meet NAEYC Standards 2 and 4. Students should attach the following as evidence 1) The activity direction sheet; 2) the parent feedback form; 3) the parent letter; and 4) a digital picture of the completed bag it.

Date Developed/Revised: Fall 2007	Date Revised: June 2011	Faculty Lead Morey
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Rubric Lines:

2A, 2B, 2C, 4B, 4c; 4d; 5A, 5B, 5C

Assessment #7 Optional Assessment

ECE Assessment 7: Professional Code of Ethics/ Advocacy Paper/ Org Participation Project

2010 NAEYC Standards 6.1; 6.2; 6.3; 6.4; 6.5	2010 IPTS: 9a; 9b; 9h; 9i; 9r; 9k; 9f; 9q IL-ECE: 17e; 17f; 17g; 17j; 17a; 17d; 17h; 17i; 17k; 17m; 16e; 16a; 16b; 16d; 16h; 16i; 17f;	Conceptual Framework EC3; EC4; EC2; IC3
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Assessment Guidelines

Students will choose an early childhood professional organization such as NAEYC or ACEI and research the mission, purpose, and history of the organization. The organization's code of professional ethics will also be analyzed.

PART 1: Students will develop a 3-5 page paper which summarizes the mission, history, purpose and code of ethics of the professional organization. The paper should include an examination of how the code of ethics is applied in practice by early childhood professionals and how it fits with the student's personal philosophy of early childhood education.

PART 2: The paper should also include the examination of a current professional advocacy issue impacting young children and families and advocacy responsibilities as viewed through the professional organization's code of ethics. Is the organization currently advocating for children and families on this issue? If so, how? If not, does it fall within their code of ethics and what could they be doing?

The paper should include a minimum of 5 resources and use APA format.

PART 3: Students will participate in one organizational meeting of a professional student organization (NAEYC, ACEI, SEA, etc) and reflect on activities and mission of the group and how your involvement in the professional organization could support you now as a teacher candidate and in the future as a practicing teacher.

Date Developed/ Implemented: Fall 2007	Date Revised: June 2011	Faculty Lead Quesenberry	Course C&I 278
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Rubric Lines: 6A; 6B; 6C; 6D; 6E

Feedback from Key Stakeholders

The early childhood program uses several indirect methods to obtain feedback from key stakeholders including the Alumni Survey distributed by the University Assessment Office annually to program graduates one year and five years after graduation. The ECE program includes an addendum to the Alumni Survey each year to obtain program specific data. The Early Childhood Program also has an Advisory Committee made up of ECE Professionals which meets annually and advises faculty on program decisions and direction.

Analysis of Results/Feedback Mechanisms and Response

ECE11

The ECE program conducts an annual data retreat each fall and reviews program assessment data, the alumni survey results, and the COE EBI survey (an exit survey for teacher candidates) each year. Program direction and changes are data driven and documented.