

Early Childhood Education Program

Outcomes Assessment: Fall 2007 Summary Report

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October 29, 2008*

Learning Outcomes Assessed

- 7a) Plan and implement learning experiences and activities that reflect developmentally appropriate practice.*
- 7c) Demonstrate the ability to make and implement learning accommodations to meet the wide range of developmental abilities (including special needs) of young children in a group.*
- 8a) Apply knowledge of various content area concepts (i.e. science, math, etc.) to planning meaningful curriculum and play-based experiences that build a foundation for later learning.*

NAEYC Standards Assessed

Connecting with children and families

4a) Knowing, understanding, and using positive relationships and supportive interactions

4b) Using developmentally effective approaches

Knowing, understanding, and using effective approaches, strategies, and tools for early education

4c) Understanding content knowledge in early education

Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines

4d) Building meaningful curriculum

Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Product Evaluated

The product evaluated was the seventh lesson plan completed by students in Practicum I placements. Students in the Practicum I class are required to plan and implement 7 lesson plans during the fall semester. They complete the program's lesson plan form and the supervising teacher (at a placement site) and the college practicum supervisor complete a grading rubric for each required lesson plan.

Process Followed

There are 2 rubrics used consistently in all ECE curriculum courses requiring student to complete lesson plans:

- a) One rubric is intended for course instructors to evaluate the lesson plan that is designed by the student
- b) The other rubric is intended for practicum supervising teachers to complete after a student has implemented the “lesson” planned. Therefore, there are additional criteria evaluated based on the student’s implementation skills.

Students in Practicum I have some familiarity with the lesson plan form, expectations and grading rubric based on prior course work.

In December 2007 both rubrics (as described above in a & b) from 2 sections of Practicum I were collected by the program coordinator. The rubrics were given to the Director of Academic Program Review and Assessment for data analysis.

Analysis

A total of 30 students’ lesson plans were evaluated by the course instructor and practicum supervising teachers using the designated rubric.

96%-100% of students received a rating of 3 or higher by the supervising teachers. A rating of 3 indicated “developing proficiency” and a rating of 4 indicated “proficient” on the rubric identifying specific criteria. (See chart attached)

Further analysis was done looking at the percent of students who received a rating of “4” or higher by the supervising teacher. 82.8%-96.6% of students received a rating of “4” or higher which indicates “proficient” skills based on the 20 criteria evaluated.

The lowest percentage recorded was the rating of 82.8% for the “closure” of lesson plans.

93-100% of students were rated 4 or higher by the course instructors with the lowest percentage of ratings as follows: extension (93.1%), closure (93.3%), mechanics (93.3%) and motivation (93.3%).

Discussion of Results

The results of the data analysis will be shared with program faculty at the next department meeting and with ECE Advisory Committee members at the next scheduled Advisory Committee meeting.

The data was shared with faculty attending the Assessments Presentation on October 27, 2008.

Conclusion and Action Plan

Overall the assessment data indicates that students in Practicum I are meeting the learning outcomes identified.

Additional analysis is needed to tease out and focus on the specific NAEYC standards assessed by evaluating the lesson plan forms completed by students.

NECC EARLY CHILDHOOD LESSON PLAN RUBRIC

Lesson Plan # _____

Name: _____

Criteria	Not Proficient (0-1)	Developing Proficiency (2-3)	Proficient (4-5)	Score
Instructional Goals and Behavioral Objectives	Instructional goals are not stated. Objectives are not stated or are not measurable.	Instructional goals are stated, but terms may not be broad or general. Objectives are stated, but not all are measurable.	Instructional goals are clearly stated. Objectives are clearly stated and demonstrate measurability.	
Curriculum Frameworks/Preschool Guidelines	Standards do not address or connect to Massachusetts Curriculum Frameworks/Preschool Guidelines. Standards do not reflect goals and objectives of the lesson.	Some connections to the Massachusetts Curriculum Frameworks/Preschool Guidelines, but not all standards are present or appropriate to the content of the lesson. Some standards lack reflection of the lesson's goals and objectives.	Standards clearly address and connect to the Massachusetts Curriculum Frameworks/Preschool Guidelines. All standards are stated for each content area. Standards reflect the goals and objectives of the lesson.	
Developmental Skills	Skills are not clearly listed. Consideration for all possible skills necessary not included.	Skills are adequately listed. Some skills necessary for the lesson may be missing.	Skills are clearly listed. All skills necessary for lesson are included.	
Modifications	Adaptations and modifications don't reflect diversity in the classroom.	Adaptations and modifications are not specific enough.	Adaptations and modifications clearly reflect careful consideration for diversity in the classroom.	
Preplanning	Materials are not clearly listed or are unclear. Consideration for both student and teacher is not given.	A partial list of materials is included that considers both students and teacher.	A complete list of materials is included that considers both students and teacher and is easy to follow.	
Motivation	The motivational technique neither activates prior knowledge nor engages students in the learning process.	Motivational technique is not clearly stated. There is insufficient evidence that the motivational technique will activate prior knowledge or engage students in the learning process.	Motivational technique is clearly stated. The motivational technique activates prior knowledge and engages students in the learning process.	
Methods and Procedures	The lesson plan instructions and sequence are not clear. The lesson is very difficult to follow and the pace is not defined. The activity is not likely to engage the learner.	The lesson plan instructions and sequence are not clearly stated. In some areas the lesson is difficult to follow and the pace is not well defined. The activity may place the learner in a passive role.	The lesson plan instructions are clear, well organized and sequentially arranged. The lesson is easy to follow and the pace is well defined. The activity engages the learner and places the learner in an active role.	
Closure	No closure is provided. Transition from activity has not been described.	The closure is not well defined. Transition from activity has not been clearly identified.	The closure is well defined. Transition from activity has been communicated and is well defined	
Overall Lesson	Doesn't address the developmental stages of the learner and lacks creativity and thoughtfulness. The content of the lesson is not appropriate to the grade level and standards being addressed.	Some aspects of the lesson may be inappropriate and not address the developmental stages of the learner. The lesson appears to be creative and thoughtful. The content of the lesson is for the most part appropriate to the grade level and standards being addressed.	The materials, activity and implementation are developmentally appropriate. The lesson demonstrates creativity and thoughtful construction. The content of the lesson is evidently appropriate to the grade level and standards are being addressed.	
Mechanics, Grammar and Sources	There are many spelling and grammatical errors. No citations are present for reference sources.	Some spelling and grammatical errors are made. If references are used, citations are included.	Few or no spelling and grammatical errors are made. References to sources are cited.	
Total Points (Page 1)				50
Numerical Grade				

Criteria	Not Proficient (0-1)	Developing Proficiency (2-3)	Proficient (4-5)	Score
Evaluation: Objectives	Student's evaluation of objectives is not clearly defined. The assessment does not respond to the stated goals and objectives. Outcomes achieved are not identified.	Student's evaluation of objectives is adequately defined. The assessment addresses some of the goals and objectives. Outcomes achieved are identified.	Student's evaluation of objectives is clearly defined. The assessment is congruent with the goals and objectives. Outcomes achieved are clearly identified.	
Teaching Skills	Little to no thought is provided when evaluating teaching skills and there is not consideration for improvement.	Some adequate thought has been given when evaluating teaching skills with some consideration for improvement.	Teaching skills have been clearly and thoughtfully evaluated with consideration for improvement.	
Extension	The extension activity is not clearly described or related to theme.	The extension activity seems appropriate and with some connection to theme.	The follow-up activity is related to the theme and/or goal and suggests an effective extension for learning.	
			Total Points (Page 2)	/15
			Total Points (Page 1)	/50
			Total Points (Pages 1 & 2)	/65
			Numerical Grade (Pages 1 & 2)	
			Supervisor's Numerical Grade	
			Averaged Final Numerical Grade	

Northern Essex Community College
EARLY CHILDHOOD LESSON PLAN RUBRIC FOR SUPERVISING TEACHERS

Criteria	Not Proficient (0-1)	Developing/Proficiency (2-3)	Proficient (4-5)	Score
Instructional Goals and Behavioral Objectives	Instructional goals are not stated. Objectives are not stated or are not measurable.	Instructional goals are stated, but terms may not be broad or general. Objectives are stated, but not all are measurable.	Instructional goals are clearly stated. Objectives are clearly stated and demonstrate measurability.	
Curriculum Frameworks/Preschool Guidelines	Standards do not address or connect to Massachusetts Curriculum Frameworks/Preschool Guidelines. Standards do not reflect goals and objectives of the lesson.	Some connections to the Massachusetts Curriculum Frameworks/Preschool Guidelines, but not all standards are present or appropriate to the content of the lesson. Some standards lack reflection of the lesson's goals and objectives.	Standards clearly address and connect to the Massachusetts Curriculum Frameworks/Preschool Guidelines. All standards are stated for each content area. Standards reflect the goals and objectives of the lesson.	
Developmental Skills	Skills are not clearly listed. Consideration for all possible skills necessary not included.	Skills are adequately listed. Some skills necessary for the lesson may be missing.	Skills are clearly listed. All skills necessary for lesson are included.	
Modifications	Adaptations and modifications don't reflect diversity in the classroom.	Adaptations and modifications are not specific enough.	Adaptations and modifications clearly reflect careful consideration for diversity in the classroom.	
Preplanning	Materials are not clearly listed or are unclear. Consideration for both student and teacher is not given.	A partial list of materials is included that considers both students and teacher.	A complete list of materials is included that considers both students and teacher and is easy to follow.	
Motivation	The motivational technique neither activates prior knowledge nor engages students in the learning process.	Motivational technique is not clearly stated. There is insufficient evidence that the motivational technique will activate prior knowledge or engage students in the learning process.	Motivational technique is clearly stated. The motivational technique activates prior knowledge and engages students in the learning process.	
Methods and Procedures	The lesson plan instructions and sequence are not clear. The lesson is very difficult to follow and the pace is not defined. The activity is not likely to engage the learner.	The lesson plan instructions and sequence are not clearly stated. In some areas the lesson is difficult to follow and the pace is not well defined. The activity may place the learner in a passive role.	The lesson plan instructions are clear, well organized and sequentially arranged. The lesson is easy to follow and the pace is well defined. The activity engages the learner and places the learner in an active role.	
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Overall Lesson	Doesn't address the developmental stages of the learner and lacks creativity and thoughtfulness. The content of the lesson is not appropriate to the grade level and standards being addressed.	Some aspects of the lesson may be inappropriate and not address the developmental stages of the learner. The lesson appears to be creative and thoughtful. The content of the lesson is for the most part appropriate to the grade level and standards being addressed.	The materials, activity and implementation are developmentally appropriate. The lesson demonstrates creativity and thoughtful construction. The content of the lesson is evidently appropriate to the grade level and standards are being addressed.	
Mechanics, Grammar and Sources	There are many spelling and grammatical errors. No citations are present for reference sources.	Some spelling and grammatical errors are made. If references are used, citations are included.	Few or no spelling and grammatical errors are made. References to sources are cited.	
Total Points (Page 1)				/50

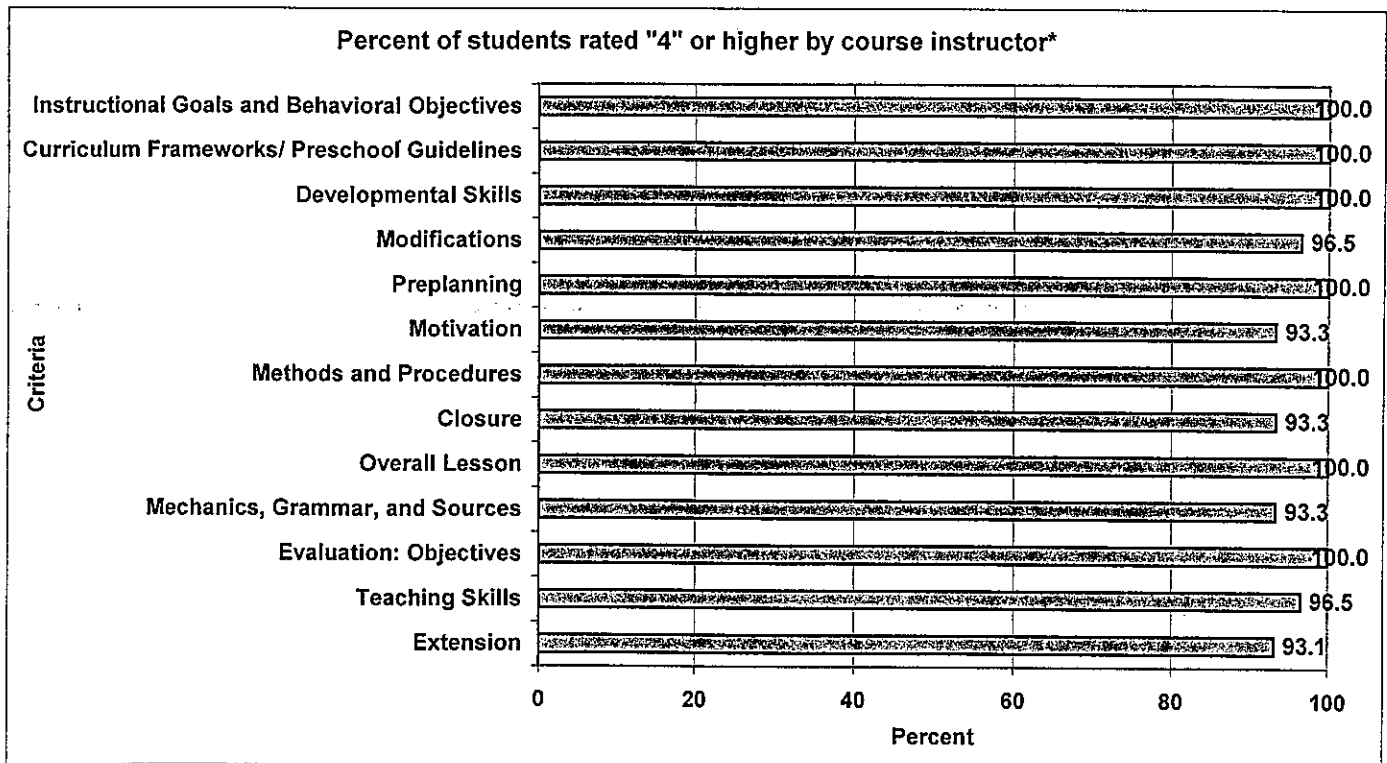
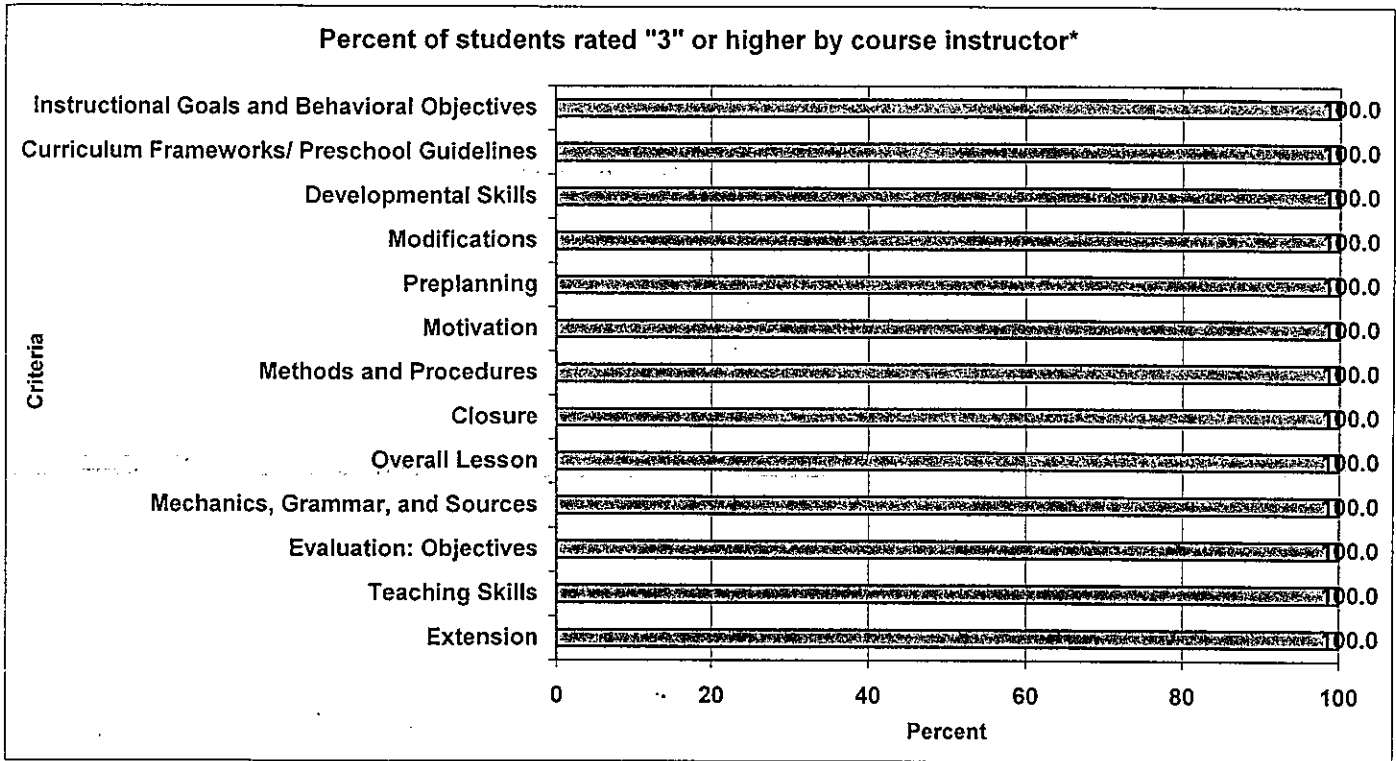
PLEASE COMPLETE BOTH SIDES

Criteria	Not Proficient (0-1)	Developing Proficiency (2-3)	Proficient (4-5)	Score
Objectives	Student's evaluation of objectives is not clearly defined. The assessment does not respond to the stated goals and objectives. Outcomes achieved are not identified.	Student's evaluation of objectives is adequately defined. The assessment addresses some of the goals and objectives. Outcomes achieved are identified.	Student's evaluation of objectives is clearly defined. The assessment is congruent with the goals and objectives. Outcomes achieved are clearly identified.	
Teaching Skills	Little to no thought is provided when evaluating teaching skills and there is not consideration for improvement.	Some adequate thought has been given when evaluating teaching skills with some consideration for improvement.	Teaching skills have been clearly and thoughtfully evaluated with consideration for improvement.	
Extension	The extension activity is not clearly described or related to theme.	The extension activity seems appropriate and with some connection to theme.	The follow-up activity is related to the theme and/or goal and suggests an effective extension for learning.	
Implementation Skills: Materials	Materials were not prepared ahead of time or were gathered at the last minute.	Some materials and supplies were readily available. More preparation needed.	All materials and supplies were ready and available for activity.	
Behavior Management Skills	Student had difficulty focusing group's attention at beginning of and/or during activity and needed support or intervention of supervising teacher.	Student able to focus attention of group initially but could not maintain group control throughout activity. Some attempts to refocus group were made.	Student able to focus attention of group and maintain group control throughout activity.	
Voice Tone	Does not speak loud enough to address a group.	Needs to exhibit more enthusiasm and/or confidence in addressing group.	Uses effective voice modulation to address group and present activity.	
Instructions	Student did not give clear instructions to describe the expectations or steps involved in activity.	Student adequately described some expectations for activity. Student did not respond to individuals' questions.	Student gave clear instructions and responded appropriately to students' questions.	
Student's Response to Children Involved in Activity	Student did not address all the individual needs of children.	Student supported most students' participation. More attention needed to allow for each child's successful participation.	Student responded to individuals appropriately with guidance and encouragement allowing for each child to engage fully and participate successfully.	
Clean-up	Student did not clean up materials and/or area at conclusion of activity.	Student did some clean-up after activity but needs to be more attentive and thorough with clean-up responsibilities.	Student cleaned up materials and activity areas efficiently and encouraged children to contribute to clean-up efforts appropriately.	
Degree of Independence in Planning	Student needs support in identifying and planning appropriate activity ideas.	Student plans appropriately following suggestions from supervising teacher.	Student plans thoroughly and independently for activity.	
			Total Points (Page 2)	/50
			Total Points (Page 1)	/50
			Supervisor's Numerical Grade (Total Points Page 1 & Page 2)	

Please Note: There is space for additional comments on the back of the student's Lesson Plan. Attach this completed rubric to the student's Lesson Plan.

EARLY CHILDHOOD EDUCATION PROGRAM ASSESSMENT RESULTS - SPRING 2008 ASSESSMENTS

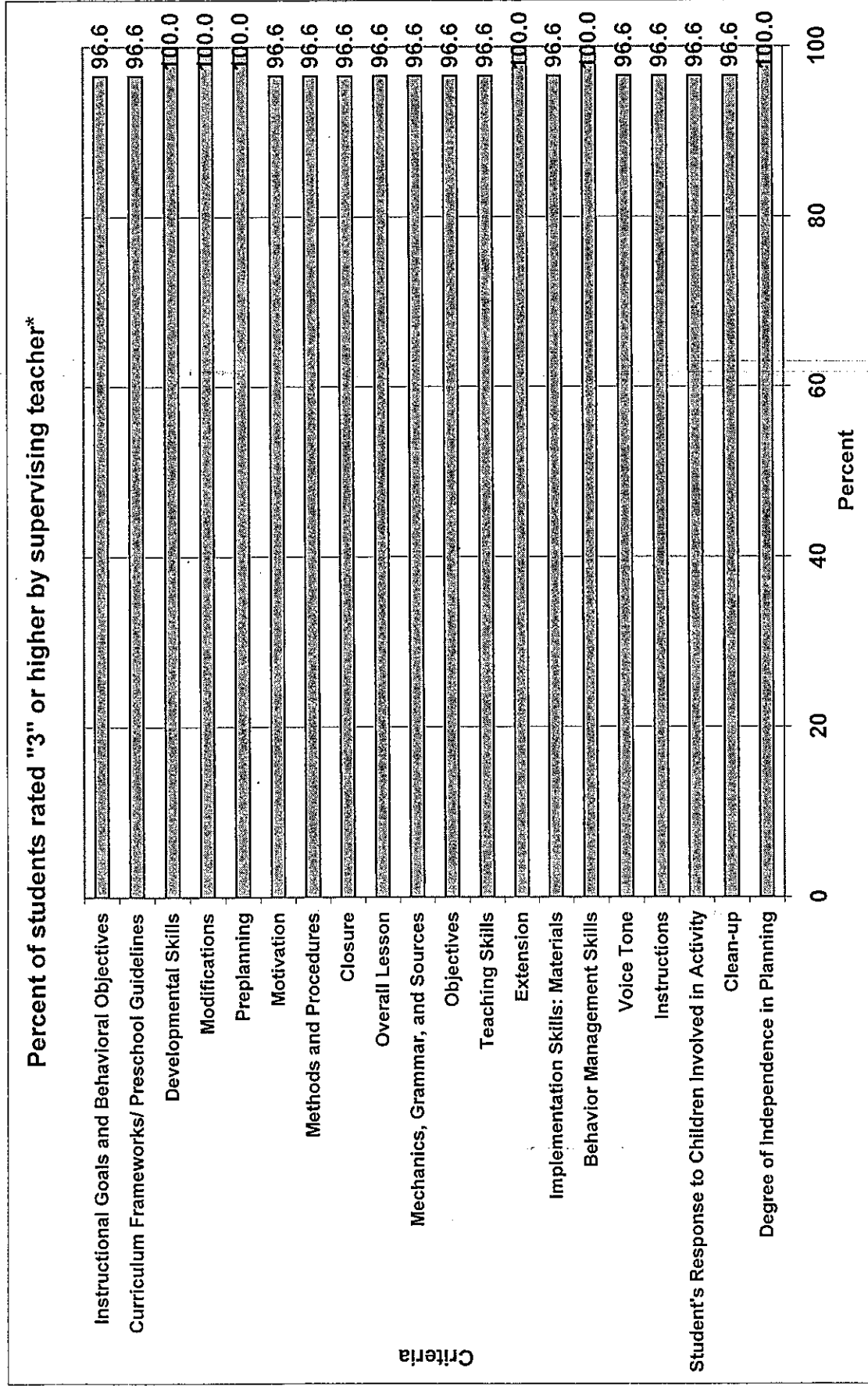
LESSON PLANS- COURSE INSTRUCTOR RATINGS



* Number of students = 30. On a six point rating scale where 0-1 = 'Not Proficient', 2-3 = 'Developing Proficiency', and 4-5 = 'Proficient'.

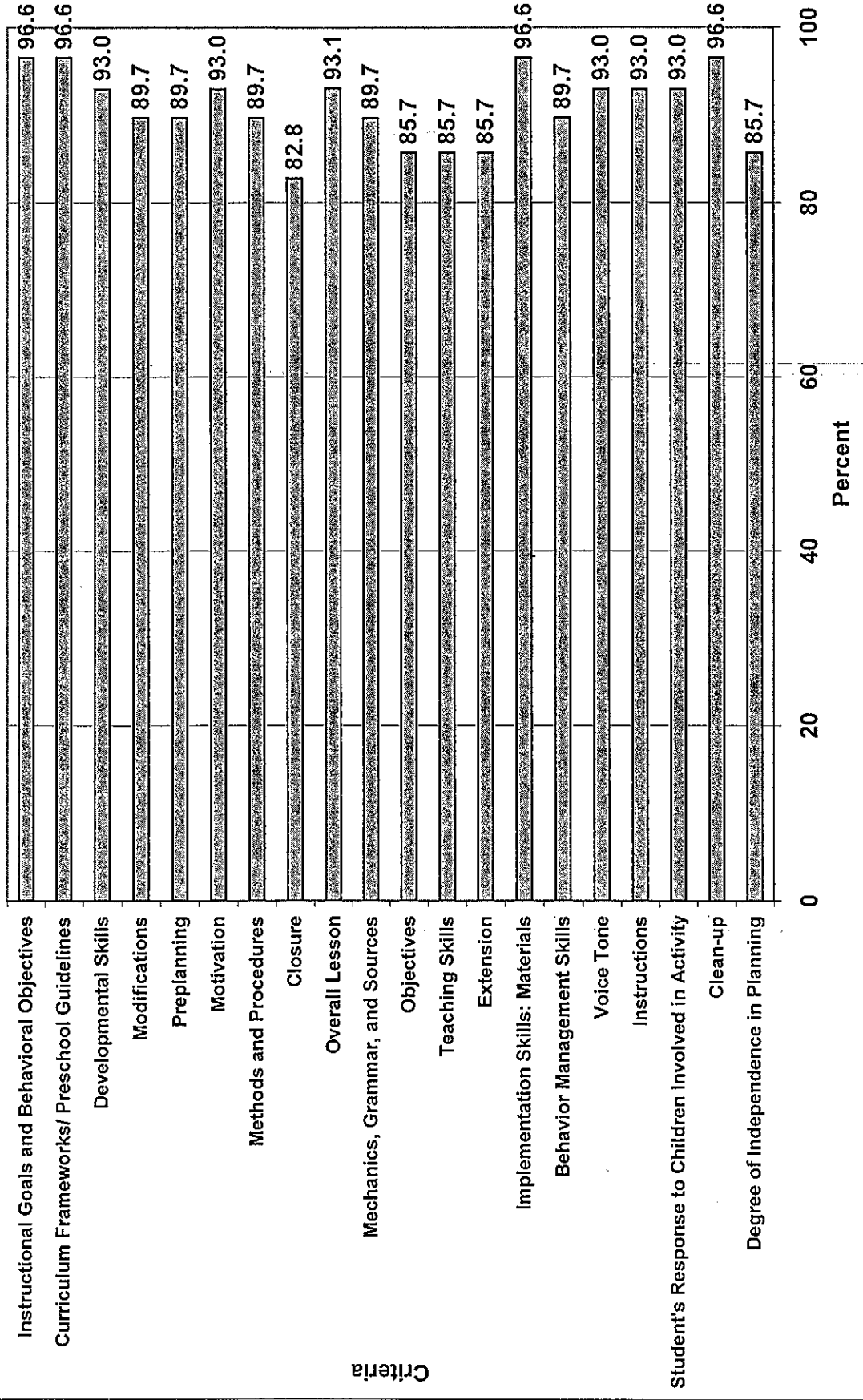
EARLY CHILDHOOD EDUCATION PROGRAM ASSESSMENT RESULTS - SPRING 2008 ASSESSMENTS

LESSON PLANS- SUPERVISING TEACHER RATINGS



* Number of students = 30. On a six point rating scale where 0-1 = 'Not Proficient', 2-3 = 'Developing Proficiency', and 4-5 = 'Proficient'.

Percent of students rated "4" or higher by supervising teacher*



* Number of students = 30. On a six point rating scale where 0-1 = 'Not Proficient', 2-3 = 'Developing Proficiency', and 4-5 = 'Proficient'.