Fayetteville State University
School of Education
Conceptual Framework Model
“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.

Fayetteville State University

School of Education

Elementary Education

EDUC 308 D1 Observations and Assessment in Preschool Education

Spring 2015

I. Locator Information

Instructor: Jocelyn Smith-Gray
Course: EDUC 308 D1 Observation & Assessment in Preschool Education
Semester Credit Hours: 3 credit hours
Day and Time Class Meets: Online
Total Contact Hours for Class: Distance Learning
Email address: jsm1t123@uncfsu.edu
Office Location: Butler Building Room 341 A
Office hours: Wednesdays: 9:00 am - 1:00 pm and Thursdays: 1:00 pm - 5:00 pm
Office Phone: 910-672-1624

II. Description of Conceptual Framework

The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and
reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s vision and mission statements.

Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.

The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework
was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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</thead>
<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
</tr>
<tr>
<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
</tr>
<tr>
<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
</tr>
<tr>
<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
</tr>
<tr>
<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
</tr>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
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<td>------------------------------------------------</td>
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</tr>
<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
</tr>
<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
</tr>
<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
</tr>
<tr>
<td>Model professional ethical standards at all times using digital technology and social</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
</tr>
</tbody>
</table>

Establish a safe and supportive learning environment
Improve communication and collaboration skills
Possess in-depth knowledge of the content they plan to teach
Strategically review the school’s vision, mission, and goals in the 21st century.
Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders
Acquire personal technological excellence/proficiency to support professional development and competency
Recognize and understand the diversity of families and the importance of interacting positively with students and their families

Facilitate a caring and nurturing climate for all
Model effective oral, written, and non-verbal communication
Demonstrate how to teach the content so that all students can learn
Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions
Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives
Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment
Use varied research methods, observation, and inquiry to understand the family and its role in education

Demonstrate dedication to high levels of ethical and responsible behavior
Design effective linguistic strategies to deliver instruction to diverse students
Use a variety of assessment methods, taking into account the students’ diverse backgrounds and abilities
Advocate for positive change in policy and practice in schools
Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners
Effectively use technology for reporting purposes, and communicating with parents/guardians of students
Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement

Model professional ethical standards at all times using digital technology and social
Assist students in articulating thoughts and ideas clearly and effectively
Use data assessment outcomes from teaching and learning to align with students’ instructional
Assist in determining school budget and professional development
Establish and maintain a positive climate in the learning environment
Apply information literacy skills for evidence-based decision-making, content knowledge,
Engage parents, guardians, and/or caregivers from diverse backgrounds in their child’s education and
<table>
<thead>
<tr>
<th>media needs</th>
<th>critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources</th>
<th>in the school culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
<td>Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention</td>
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<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
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<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop positive relationships with parents, guardians, and/or caregivers</td>
<td>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards</td>
<td>Conduct action and other types of research and use results to inform practice</td>
<td>Collaborate with a range of support specialists to meet the diverse needs of all students</td>
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<tr>
<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</td>
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<td>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community</td>
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<tr>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
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<tr>
<td>Promote global awareness and the interconnectedness of content area/discipline</td>
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<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.</td>
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<td>Collaborate within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work and sharing this work throughout the professional community.</td>
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FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

III. Course Description:
This course is designed to focus on the observation of young children, including techniques for recording observations and using them to design instruction and inform parents. Emphasis is placed on understanding and using different assessment procedures and their purposes and limitations, including ongoing observation, data collection and analysis. Assessment techniques which support children’s development and learning will be highlighted. Adaptations in assessment which are relevant to the children’s background and values, health appraisals and referral practices as well as the types of assessments specified in IEP’s will be emphasized. Observation, assessment and reporting are treated as complementary processes in learning environments.

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
**Reporting an Incident of Sexual Misconduct** - The University encourages students to **report** incidents of sexual misconduct. A student who wishes to **report** sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

**V. Textbook:**

**VI. Student Outcomes:**
Upon completion of this course, students will be able to:

1. Understand, develop and implement the role of cultural context and interpretation in the observation process  
   *(Respect for Diversity and Individual Worth)*

2. Proficiently collect and record data of children in their natural learning environment  
   *(Knowledgeable and Reflective)*

3. Understand how to use and implement various assessment instruments in educational settings  
   *(Knowledgeable and Reflective)*

4. Understand IEPs and IFSP components  
   *(Knowledgeable and Reflective)*

5. Collect and interpret data from both informal and formal observation of children’s behaviors  
   *(Caring Dispositions and Ethical Responsibilities)*

6. Develop an awareness of standardized testing, developmental checklists, screenings, and evaluation tools  
   *(Knowledgeable and Reflective)*
7. Demonstrate competency in screening application and individualized instruction (Respect for Diversity and Individual Worth)

8. Develop strategies to support a positive rapport with parents (Communication, Working with Families and Communities)

9. Understand and discuss the role of resource agencies, referral and intervention services (Knowledgeable and Reflective)

10. Understand and discuss the role of child development theory in the observation process (Communication, Working with Families and Communities)

11. Understand the role of technology in observing and assessing the young child (Technological Competence and Educational Application)

North Carolina Department of Public Instruction Standards for Birth-Kindergarten Teachers:

**Standard 2:** Birth-Kindergarten professionals understand assessment processes including their goals, benefits and uses.

Indicator 1: Are aware of a variety of appropriate assessment tools and procedures their purposes, including on-going observation, data collection and analysis

Indicator 2: Are knowledgeable of informal and formal assessment procedures and the need for collaboration with families and other professionals

Indicator 3: Are knowledgeable of health appraisal procedures and referral processes

Indicator 4: Understand that appropriate assessment is an embedded (rather than pullout) process that supports children’s development and learning

**Standard 5:** Birth-Kindergarten professionals prepare for teaching and learning by conducting appropriate, ongoing formal and informal assessments.

Indicator 1: Collect and synthesize relevant assessment information that informs practice.

Indicator 2: Share assessment information results with appropriate family and members and professionals.

Indicator 3: Link assessment information to practice, including appropriate implementation of Individualized Education Plans (IEPs) and
Individualized Family Service Plans (IFSPs).

Indicator 4: Use assessment information, including observation, to plan, to implement and to evaluate programs.

**Standard 7:** Birth-Kindergarten professionals support the learning of ALL young children with and without disabilities, including those at-risk.

Indicator 1: Accommodate individual learning styles, needs and interests of ALL young children.

Indicator 2: Use strategies and tools that encourage ALL young children’s problem solving, thinking skills and developmental and social competence.

Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.

Indicator 4: Use a variety of naturally occurring routines and activities, and give responsive and incidental teaching techniques to promote emergent skill development.

Indicator 5: Develop, implement and evaluate IFSP’s and IEPs in partnership with families and other resources.

Indicator 6: Facilitate effective transitions throughout the day.

Indicator 7: Use strengths-based practices as a focus for teaching and learning.

**Standard 8:** Birth-Kindergarten professionals recognize and respect individual differences in program planning and implementation.

Indicator 1: Accommodate individual learning styles, needs and interests of ALL young children.

Indicator 2: Develop, implement and evaluate IFSP’s and IEPs in partnership with families and other resources.

Indicator 3: Use appropriate technology, including software, multimedia, and assistive technology, to support and enhance the learning of ALL young children.

Indicator 4: Use a variety of naturally occurring routines and activities, and give responsive and incidental teaching techniques to promote emergent skill development.
VII. Course Requirements and Evaluation Criteria

*Grading Scale:*

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>Treasure Hunt = 20 points</td>
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<tr>
<td>Modules Chapter Assignments = 165 points</td>
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<tr>
<td>Discussion Board Forums= 40 points</td>
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<tr>
<td>Reflective Journals= 40 points</td>
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<tr>
<td>Midterm Test = 25 points</td>
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<tr>
<td>Final Exam Test = 50 points</td>
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<td>Position Paper = 50 points</td>
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<td>Online Field Book = 50 points</td>
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<tr>
<td>Observation Time Sheets &amp; Disposition Forms= 25 points</td>
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<tr>
<td>Topic for the BK Case Study= 25points</td>
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<tr>
<td>Outline of the Case Study = 25 points</td>
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<tr>
<td>Rough Draft of the Case Study = 50 points</td>
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<tr>
<td>Revised Final Submission to TaskStream = 20 points</td>
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</tr>
<tr>
<td><strong>BK Case Study (Finalized submission) = 415 points</strong> <strong>(Students receive all points after scoring all 3’s or 4’s)</strong></td>
<td><strong>A = 1000-920 (100 % - 92 %)</strong></td>
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<td></td>
<td><strong>B= 919-830 (91 % - 83 %)</strong></td>
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<td></td>
<td><strong>C= 829 – 730 (82 % - 73 %)</strong></td>
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<td></td>
<td><strong>D= 729 – 640 (72 % - 64 %)</strong></td>
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<td><strong>F= 639 and below (63 % - and below)</strong></td>
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<td>Total Points = 1000</td>
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</table>

**Attendance Requirements**

All students are expected to check Blackboard on a regular basis. It is strongly recommended that all students access the course portal daily to check for updates or any supports. Students must submit all assignments via Blackboard in the appropriate links unless directed otherwise.

**Graded Assignments**

All assignments will be graded via Blackboard. Students can locate comments via the appropriate submission link. Assignments will be returned within 7 business days. Please note the evaluations for Taskstream will take longer than 7 business days, however suggestions will be made upon evaluation of submission.
Policy for Missed or Late Assignments
Late assignments will not be accepted unless the instructor agrees prior to the submission date. Once the assignment is due the instructor may or may not accept late assignments. Students who have proper documentation will be able to make up missed assignments. The following documents will be accepted:
Doctor’s Note (Physicians only)
Notice of death – obituary (Must be an immediate family member)
Police Report- (Accidents)
Hospital Discharge Papers- (Student must have been hospitalized prior to the due date)
Fire Reports-(Residential fires only)
Please note that students must notify the instructor within 24 hours of the missed assignment via email or phone stating the reason for missing the assignment and set up an appointment to provide the approved documents.

Course Policy

FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt the learning environment.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Threats or statements that jeopardize the safety of the student and others
3. Failure to follow reasonable requests of faculty members
4. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
1. Direct student to cease disruptive behavior
2. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
3. Lower the student’s final exam by a maximum of one-letter grade.
4. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Academic Support Resources

University College Writing Center at Fayetteville State University
http://www.uncfsu.edu/learning-center/writing-center

Charles W. Chesnutt Library
http://libguides.uncfsu.edu/chesnuttlibrary

Purdue Owl Online Writing Lab
https://owl.english.purdue.edu/owl/

Smarthinking / Blackboard
https://blackboard.uncfsu.edu/

Assignment Schedule (subject to change)
The writing style used should be formal, without the use of contractions, slang, or abbreviations. The guide for style is the Publication Manual of the American Psychological Association, (6th ed.) http://www.apastyle.org/. Be sure to carefully proof read all work before submitting it for evaluation. Students are expected to display good writing skills in all written work.

All work is to be typewritten in 12 fonts and submitted via Blackboard only. Unless instructed otherwise.
<table>
<thead>
<tr>
<th>Module</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module I</strong></td>
<td><strong>Comprehensive Assessment System for Birth Through Age 8</strong></td>
<td><strong>Assignments</strong> Chapter 1, 2 &amp; 8</td>
</tr>
<tr>
<td>Open Jan. 12, - Close Feb. 9, 2015</td>
<td><strong>Developing Family Partnerships in Assessment</strong> Chapter 2 Assignments (15 points)</td>
<td><strong>Module Part A &amp; B &amp; Module I Reflective Assignment</strong> Due</td>
</tr>
<tr>
<td></td>
<td><strong>Building a Child Study</strong> Chapter 8 Assignments (15 points)</td>
<td><strong>February 9, 2015</strong> By: 11:59 pm</td>
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<tr>
<td></td>
<td><strong>Discussion Board Forums</strong></td>
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<td></td>
<td>Module I Part A (5 points)</td>
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<tr>
<td></td>
<td>Module I Part B (5 points)</td>
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<td></td>
<td><strong>Module I Reflective Journal Assignment</strong> (10 points)</td>
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<tr>
<td><strong>Module II</strong></td>
<td><strong>Observation as the Key Method in the System</strong> Chapter 3 Assignments (15 points)</td>
<td><strong>Assignments</strong> Chapter 3, 4 &amp; 5</td>
</tr>
<tr>
<td>Open Feb. 9, - Close March.16, 2015</td>
<td><strong>Using Basic Concepts of Measurement</strong> Chapter 4 Assignments (15 points)</td>
<td><strong>Module II Part A &amp; B - &amp; Module II Reflective Journal</strong> Due</td>
</tr>
<tr>
<td></td>
<td><strong>Choosing and Using the Right Measure</strong> Chapter 5 Assignments (15 points)</td>
<td><strong>March 16, 2015</strong> By: 11:59 pm</td>
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<tr>
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<td><strong>Discussion Board Forums</strong></td>
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<td></td>
<td>Module II Part A (5 points)</td>
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<td></td>
<td>Module II Part B (5 points)</td>
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<td></td>
<td><strong>Module II Reflective Journal Assignment</strong> (10 points)</td>
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<tr>
<td><strong>Module III</strong></td>
<td><strong>Assessment for Planning Intervention</strong> Chapter 6 Assignments (15 points)</td>
<td><strong>Assignments</strong> Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>Open March. 16, - Close April. 6, 2015</td>
<td><strong>Conferencing, Grading, and Reporting</strong> Chapter 7 Assignments (15 points)</td>
<td><strong>Module III A &amp; B &amp; Module III Reflective Journal</strong> Due</td>
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<tr>
<td></td>
<td><strong>Discussion Board Forums</strong></td>
<td><strong>April 6, 2015</strong> By: 11:59 pm</td>
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<td>Module III Part A (5 points)</td>
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<td>Module III Part B (5 points)</td>
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<td><strong>Module III Reflective Journal Assignment</strong> (10 points)</td>
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Module IV
Open April 6-
Close April 27, 2015

Special Issues in Infant and Toddler Assessment
Chapter 9 Assignments (15 points)

Special Issues in Preschool Assessment
Chapter 10 Assignments (15 points)

Special Issues in Primary Grades
Chapter 11 Assignments (15 points)

Discussion Board Forums
Module IV Part A (5 points)
Module IV Part B (5 points)

Module IV Reflective Journal Assignment (10 points)

Assignments
Chapter 9, 10
Due

Module IV-A, & B
& Module IV
Reflective Journal
Due
April 27, 2015
By: 11:59 pm

Course Projects and Tests
Due Dates
All assignments are due by 11:59 pm on the designated due date and are to be submitted in the assignment link through BLACKBOARD only (unless otherwise noted by instructor)

Topic for the Case Study Project: Due January 27, 2015 (25 points) *Please submit via Blackboard

Outline of the Case Study Project: Due February 3, 2015 (25 points) *Please submit via Blackboard

BK Child Study Rough Draft ---March 1, 2015 (Submit to Taskstream) (50 points)

BK Child Study Final-----April 1, 2015 (Submit to Taskstream and Turnitin) (20 points)

Online Field Book --- April 20, 2015 (Submit on Blackboard) (50 points)

Field Experience Forms for the Online Field Book: April 20, 2015
(15 hours) (Submit via mail or hand delivered) (25 points)

Please adhere to the Field Experience submission guidelines.

Students who fail to follow the submission guidelines will not receive a passing grade.

Position Paper April 30, 2014 (Submit on Blackboard-Assignment Link via Turnitin) (50 points)

Late submissions will not be accepted. Any student who plagiarizes any portion of the projects will receive a zero for the assignment.

Testing Dates

Mid-Term Exam: March 1-6, 2015 (25 points)

Final Exam: April 27-30, 2015-Graduating Seniors Only (50 points)

Final Exam: May 5-8, 2015 (Students not graduating May 2015) (50 points)
Please visit the Resource link on Blackboard. Within the link you will find all the module assignments. The assignments will be available for the duration of the course. Feel free to work ahead but note you will not be able to submit until the corresponding module link opens. For example Module I will open January 12, 2015 and will close on February 9, 2015. On February 9, 2015 Module II will be available. (Please see the schedule) Submit the correct module assignment in the correct assignment link. Failure to submit the correct assignment in the appropriate link will result in a deduction of points.

Field Experience Forms: Due April 20, 2015 - Please use the attached forms when completing field experience hours for EDUC 308. Every student is required to complete 15 hours of field work to receive a passing score in the course. Students can receive up to 25 points. The instructor must receive the forms by April 20, 2015. Students must submit the Disposition Forms in a sealed envelope. This envelope should be sealed by the facilitating teacher. The facilitating teacher should provide a signature across the seal of the envelope. The signature on the Disposition Form should match the signature on the Time Sheet. **The Disposition Form cannot be faxed or emailed to the instructor. Students can either hand deliver the envelopes to my office or mail envelopes to the following address:

Fayetteville State University
School of Education
Attention: Jocelyn Smith-Gray
1200 Murchison Road
Fayetteville, NC 28301

Directions to the Students

Teachers are required to facilitate learning for their students. In preparation for assuming this task, you will be expected to design a case study that examines the effectiveness of an instructional strategy. You must demonstrate that you can plan instruction appropriate for the students you teach and that you can use a variety of methods to assess what each student has learned. Details for completing this evidence are outlined below. In addition, the case study should insure anonymity, include permission by parents/guardians, and exercise discretion about personal matters. Give the person a pseudonym and black out the person’s real name on test records.

- Describe student anecdotal information using prompts such as: I selected ___ because…His/her accomplishments are…He/She is an avid fan of…His/Her parents are…He/She is most interested in…His/Her home life…Assessments available were…, try to collect many artifacts that will give you a well-rounded picture of your student(s). These artifacts may be in the form of test scores, work samples, interviews
and observations. Analyze the artifacts by content area, by literacy skills exhibited (or not), and by learning/cognitive style. Make inferences about your student’s learning. How does your student participate in class? Is your student an engaged, motivated, or a struggling learner? Regarding multiple intelligences, which ones seem to best describe your student? What kind of relationship do you perceive the student demonstrates when engaged with reading and writing? How do you perceive the student’s interactions with peers and teachers? How do these interactions influence her/his engagement with the subject matter under study? Make a chart of the knowledge/skills/abilities that you have identified from the artifacts, and indicate if these are achieved. Indicate when and if they demonstrate progress or the absence of progress with comments.

• Two (2) page review of the literature pertinent to the issues observed or ascertained from the review of the assessment data available on the student(s).

• One (1) page summary of formal plan of action. Include your rationale for using particular strategies. Remember that you are making your best guess based on what you learned about the student from the informal assessments. Select which areas would most benefit from a strategic teaching focus and explain why. List the possible strategies and references for the strategies from a review of the literature on your topic(s).

• Explanation of instructional strategies used specifically with the student(s) and the student(s) reactions to include samples of student work. Include the chart from the Anecdotal Information Section with the changes noted in knowledge/skills/abilities and comments on how you determined the change. Be sure to include the assessment results that you used to determine if a positive impact has been made on student learning.

• Summary/Conclusion (2-3 pages): Respond thoroughly and thoughtfully to each of the following three questions. This section should reflect a synthesis of your readings in class, teachings in your tutorials, and interaction with your students. What positive impact did your instruction have on the student? What are your overall recommendations for the student(s) to become successful in the subject taught? What did you learn about the learning process and instruction for the learner? How does your new understanding of the subject matter engagement of the student(s) influence the kind of environment you will want to create in your own classroom?

*In the .Reflection section: Discuss what you learned from the experience. What were some challenges? How did this experience foster new knowledge?

• In the References section of the report list all the sources in APA format used in writing the report. Every source cited in the paper must be included in the references, and every entry listed in the references must appear in the paper.
**Please visit Blackboard to find the rubric used to evaluate the project and the directions. This information will be located under the Course Projects link. Contact the instructor for further clarification if needed.**

**TaskStream**
All students are required to submit the final project for EDUC 308 into a TaskStream account. Any student who fails to score at least a 3 within each category will fail this course and must retake to receive credit. Each student will submit a rough draft within the Taskstream link by March 1, 2015. Each student who submits the rough draft into the TaskStream no later than March 1, 2015 will receive feedback from the instructor. After receiving feedback the student will make the necessary revisions and resubmit the final product within Taskstream and Turnitin located within Blackboard by April 1, 2015. Any student who fails to complete this portion of the course will fail the course. Late submissions will not be accepted. Any student who plagiarizes any portion of the project will receive a zero for the assignment.

*All students will create their own Taskstream account. Mr. Baker is the Taskstream administrator who will work with you as it pertains to this process. Please look for an email from him as it pertains to this matter. All concerns dealing with your Taskstream account must be directed to Mr. Baker immediately in order to meet the deadline of April 1, 2015.*

**Class procedures for submission and evaluation of the Birth to Kindergarten and Elementary Education Evidences**

Step 1: Student Submit Draft Evidence: Students must submit a completed digital draft or hard copy of the assigned Evidence (s) to the instructor of the class. Due Date March 1, 2015

Step 2: Instructor Feedback: The instructor will provide written feedback. If necessary the student should make revisions and/or schedule a conference with the instructor to clarify requirements and any questions he or she may have before the next submission. (Office hours: 9:00-1:00 on Wednesdays and 1:00 -5:00 on Thursdays).

Step 3: Save and Submit to Taskstream: Save the approved draft to PDF file (s) and submit to current semester Taskstream account at the appropriate link. The course instructor and a second evaluator will read the evidence. After the evaluation you must receive a 3, that is **“Proficient”, on each component of the Rubric.**

Step 4A: Scoring: If you scored 3 or “proficient on each component of the rubric, congratulations, you have successfully completed this evidence. You have completed this requirement, Stop Here!
Step 4B: Scoring
If you scored 2 or below on one or more components of the rubric for the evidence; complete the following: Read the teacher’s comments and make all necessary revisions to the document based upon those comments.

Step 5: Save the file to PDF and resubmit the evidence under the appropriate “REDO” link.
Step 6: If you are not successful in earning a 3 on each section of the rubric you will be given a Corrective Action Plan. A conference will be scheduled with your instructor to discuss the details of the plan.

All students will submit the following activities concerning the major project (BK Content Project):

1. Topic for the Case Study Project: Due January 27, 2015 (25 points)
   *Please submit via Blackboard
   Specific guidelines are located in Blackboard under the Course Projects link.

2. Outline of the Case Study Project: Due February 3, 2015 (25 points)
   *Please submit via Blackboard.
   Specific guidelines are located in Blackboard under the Course Projects link.

3. Rough Draft of the Case Study Project: Due March 1, 2015 (50 points)
   *Please submit via Taskstream
   Specific guidelines are located in Blackboard under the Course Projects link and Taskstream.

4. Revisions and Final Submission to TaskStream: Due April 1, 2015 (20 points)
   *Please submit via Taskstream and Turnitin which is located within Blackboard
   Please follow the feedback provided on the evaluation form forwarded from the Rough Draft Submission.

5. Score of 3 or 4 by two Evaluators (415 points)
*Students are required to earn a 3 or 4 within each indicator on the rubric. Any student who fails to meet all the following activities will risk retaking the course.
Online Field Book

This course is designed for students to assess multiple children while completing field experience hours. During these hours of observations students should use various assessment/observation instruments within multiple aged classrooms. Students must complete the Setting Observation Form to give the reader an overview of the environment. Note: Students are required to assess: *infants or toddlers, preschooler, and children kindergarten-third grade.* **Please select at least one grade level between K-3 to observe.** In each environment students will select three students in the classroom environment. Each student is required to include the following in the online field book: (3-Infants or toddlers, 3-Preschool aged students and 3-Primary grade students). Students can use the student observed for the BK Case Study too. As an educator you will be required to complete these types of assessments/observation instruments on multiple children. Please assess at least three children per form. Students must provide interpretations for each assessment instrument. When providing interpretations of the assessment/observation forms answer the following questions utilizing detail sentences:
1. Why was the assessment/observation forms selected?
2. How was the information gathered? (Explain how the data was gathered)
3. What were the results?
4. What are some recommendations to improve student outcomes?

Please provide a reflection at the end of the Online Field Book. Discuss what your thoughts were prior to completing the observations and the online field book. Describe what you learned and any challenges. Explain how this experience has impacted your ideas as it pertains to assessing young children. Please make sure that these forms have been typed. Please refrain from submitting hand written forms.

Please note there is a ready-made Word template in which the data and narrative should be inserted. The template is located on Blackboard under the Course Projects link. You will save the template and insert all data. You will upload the completed typed document into Blackboard. Reminder: No assignments are to be emailed to me, but are to be submitted on Blackboard.

Position Paper

Position papers are essays that present an opinion about an issue. Develop a five page position paper about an assessment instrument. Select one of the assessment instruments which will be located in Appendix C of the textbook. Select an assessment tool; locate research that will support ones position. Within this paper please provide the following:

- A description of the assessment tool (name, age or grade levels, and the scoring methods)
- Discuss the rationale for the use of the assessment tool chosen
- Personal position or stance (reflecting on the effectiveness, ease of use, and reliability and validity)
This paper should contain an introduction (which should discuss a minimum of 3 reasons for supporting the test) body (3 separate paragraphs that reflect each point indicated in the introduction - each paragraph must be 7 or more sentences) and conclusion. The paper should be 3 pages in length. The title page and reference page will not be counted as a page. Students should follow the APA guidelines which include:

- A title page
- Headers
- Reference Page

Please visit Blackboard for resources that pertain to developing a Position Paper for this course. The resources will be located under the Resource link on Blackboard.

IX. Teaching Strategies

This course will involve student discussions, simulated teaching experiences, cooperative learning groups and computer experiences.

- Large group activities
- Interactive lectures
- CLA Writing Activities
- Tests and Exams
- Large Group Discussion Forums
X. References

Observation and Assessment of the Young Child