CTEC 7540

Evaluation of Programs in Early Childhood Education

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Office hrs by appointment, please email

*\*This class will meet virtually via Zoom each week during its scheduled time: Thursdays, 5 - 7:50 p.m. CT, with several announced exceptions including Oct. 6 (Fall break) and Nov. 24 (Thanksgiving); other exceptions will be made for independent and/or group work.\**

Please consult the Canvas course for updates through announcements, etc.

CTEC 7540

AUBURN UNIVERSITY SYLLABUS

1. Course Number: CTEC 7540

Course Title: Evaluation of Programs in Early Childhood Education

Course Credit: 3 semester hours

Prerequisites: None

Corequisites: None

Instructor: Angela Love, Ph.D. azl0009@auburn.edu

 Virtual office hours: by appointment

2. Date Syllabus Prepared: August 1998, Revised January 2007, 2019, 2020, 2022

3. Required Texts:

 [Dean T. Spaulding](https://www.wiley.com/en-us/search?pq=%7Crelevance%7Cauthor%3ADean+T.+Spaulding) (2016). *Program Evaluation in Practice: Core Concepts and Examples for Discussion and Analysis*, 2nd Edition. Hoboken, NJ: Wiley, Jossey-Bass

 ISBN: 978-1-118-45020-8

**Recommended text:**

 Saracho, O. N. (Ed.) (2015). *Contemporary perspectives on research in assessment and evaluation in early childhood education*. Charlotte, NC: Information Age Publishing.

Additional Assessment Scales and Readings will be required.

4. Course Description:

The course is designed for students interested in advancing and transforming their understanding of the assessment of young children and the evaluation of early childhood programs. It provides the knowledge base for assessing young children and evaluating early childhood programs from a variety of perspectives.

5. Course Objectives:

1. Students will gain an understanding of different methods of assessment and be able to evaluate the strengths, weaknesses, and purpose of each.
2. Students will be able to design and use appropriate and effective assessment tools.
3. Students will deepen their understanding of common models of early childhood program evaluation.
4. Students will develop an understanding of the socio-political context of individual assessment and classroom and school evaluation.
5. Students will examine current practices related to assessment and evaluation in early childhood education.

6. Course Content and Schedule (see Canvas for schedule of readings and requirements):

Distance education students will have access to the Auburn University libraries by utilizing the library’s online databases for materials that will support the completion of assignments. Students may also have materials e-mailed directly to them upon request. Distance education students will have access to course materials through Canvas (or other AU accessible and available LMS) and electronic mail.

7. Course Requirements/Evaluation (see Canvas for requirements and due dates):

Distance learning: Students in the distance education section of this course will access class lectures through the use of audio and video streaming media using computer-based technologies. Links to the lectures will be posted in Canvas. Assignments will be submitted electronically via Canvas (or electronic mail, as a backup), allowing for timely delivery and subsequent instructor response. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

* 1. **5 Article Reviews** 25 points

Using the article review template provided on Canvas for reviewing empirical research articles, review five of the empirical articles provided.

* 1. **Assessment/Evaluation Proposal Paper** 25 points

After reading the articles you have chosen to review, choose a topic that interests you and write a review of the articles you find related to this particular topic in assessment and/or evaluation. Your review should follow APA guidelines for writing a review of literature and include a minimum of five empirical articles, which can include the one you reviewed in assignment (a). Your review should conclude with a proposal outline as if you were an external consultant. Required content for the proposal comes directly from our readings and will be discussed in class.

* 1. **Assessment Interview Paper** 25 points

Using the NAEYC guidelines, with a partner choose one of several designated early childhood classroom observations scales and interview/observe two classrooms/teachers working with students in two different content areas (math, language/literacy, music, etc.). Write a 5-8 page paper that presents the results of your learning. Some assessments can be obtained at on the following website: <http://resourcesforearlylearning.org/fm/early-childhood-assessment/>

* 1. **Online Discussion** 25 points

Contribute one or more articles on evaluation/assessment for class discussion each week, and write weekly on the discussion board describing your reactions to these news articles and weekly readings, the things you are learning, anything you think you may be using in your teaching, and ideas from other projects in this course or others you are taking. On Canvas we will utilize the discussion board as an interactive forum, to which each student should respond and contribute fully to the discussion.

For the distance-learning environment, this assignment can be completed and posted online by the due date.

Each paper should make reference to the readings for class.

1. 5 Article Reviews (25 pts.)
2. Program Evaluation Review and Proposal (25 pts.)
3. Assessment Interview Paper (25 pts.)
4. Blog & Discussion (25 pts.)

 The grade ranges are:

 93 - 100 = A

 82 - 92 = B

 71 - 81 = C

 60 - 70 = D

 00 - 60 = F

8. Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

· Engage in responsible and ethical professional practices

· Contribute to collaborative learning communities

· Demonstrate a commitment to diversity

· Model and nurture intellectual vitality

9. Justification for Graduate Credit:

This course provides an in-depth examination of issues that are critical to the evaluation of early childhood programs. Readings from a broad selection of journal articles, books, and the text provide the basis for students to critically analyze theoretical and methodological approaches to the evaluation of early childhood programs and practices. Further, the course challenges students to transform and coordinate earlier ideas with current research and theory for its potential to inform future policy and practice in early childhood education. This course is part of the Master's program approved by the Alabama State Department of Education that qualifies the graduates for the Advanced Level A Certificate in the State of Alabama. Additionally, this course meets the National Association for the Education of Young Children's Standards for Master's, Specialist's and Doctoral Candidates.