

AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** CTEC 7540/7546
Course Title: Evaluation of Programs in Early Childhood Education
Course Credit: 3 semester hours
Prerequisites: None
Corequisites: None
Instructor: Angela Love, Ph.D.
angela.love@auburn.edu
Virtual office hours: Tues/Thurs 2:30 – 3:30 CDT, and by appointment
2. **Date Syllabus Prepared:** August 1998, Revised January 2007
3. **Texts:**
Understanding Assessment and Evaluation in Early Childhood Education, 2nd Edition
Dominic Gullo
2004

Recommended text (I will also be using material from the following):
Assessing and Guiding Young Children's Development and Learning, 4th edition
Oralie McAfee and Deborah J. Leong
2007

Additional Assessment Scales and Readings will be required; some assessments will be on reserve in LRC or can be obtained at the bookstore or ordered (e.g., working in collaboration with a partner, you will be required to use the Classroom Assessment Scoring System™ (PreK and K-3 versions), published by Brookes Publishing.

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:

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.

June 28: Assessment; Purposes and processes

July 5: Issues and concerns; Standardized methods of assessment
BLOG AND DISCUSSION DUE

July 12: Statistical terms and techniques; Norm and criterion referenced tests
BLOG AND DISCUSSION DUE; ASSESSMENT INTERVIEW PAPER DUE

July 19: Informal methods of assessment; Observation, checklists, and rubrics;
Performance/authentic methods/portfolios
BLOG AND DISCUSSION DUE

July 26: Assessment for instruction; Organization of, interpreting, & communicating
results; Evaluation; NAEYC standards and other evaluation schemes
PROGRAM EVALUATION PAPER DUE

July 31 TOPIC PAPER DUE

7. Course Requirements/Evaluation:

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.

A. Assessment Interview Paper 25 points

Interview two teachers about the assessments that are used in their classroom to determine what type of assessments are used, how frequently they are used, why they are used, and how the results are interpreted and used. The two teachers should work with children of different ages or be from schools that are markedly different in some significant characteristic. Write a 5-page paper describing what you have learned.

B. Program Evaluation Paper 25 points

Using the NAEYC guidelines, with a partner choose one of several designated early childhood classroom observations scales and 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 evaluation. Some videos will be available for observing in classrooms (e.g., Edutopia website has several).

C. Topic Paper 25 points

Read a book or series of articles related to the topics covered in this course and write a 5-page synthesis of what you learned from your reading.

D. Blog & Discussion 25 points

Contribute one or more news articles for class discussion and consistently write on your blog throughout the semester describing your reactions to these news articles and the things you are learning in class. 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.

A. Assessment Interview Paper	25 %
B. Program Evaluation Paper	25 %
C. Topic Paper	25 %
D. Blog & Discussion	25 %

The grade ranges are:

90 - 100 = A
80 - 90 = B
70 - 80 = 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.