**AUBURN UNIVERISTY**

**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](mailto:angela.love@auburn.edu)

Virtual office hours: by appointment

1. **Date Syllabus Prepared:** August 1998, RevisedJanuary 2007, 2019, 2020
2. **Texts:**

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

**Recommended text:**

Gullo, D. F. (2004). *Understanding Assessment and Evaluation in Early Childhood Education, 2nd Edition.* New York: Teachers College.

Additional Assessment Scales and Readings will be required; some assessments can be obtained at on the following website:

<http://resourcesforearlylearning.org/fm/early-childhood-assessment/>

1. **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.

1. **Course Objectives:**
2. Students will gain an understanding of different methods of assessment and be able to evaluate the strengths, weaknesses, and purpose of each.
3. Students will be able to design and use appropriate and effective assessment tools.
4. Students will deepen their understanding of common models of early childhood program evaluation.
5. Students will develop an understanding of the socio-political context of individual assessment and classroom and school evaluation.
6. Students will examine current practices related to assessment and evaluation in early childhood education.
7. **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.

**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.

1. Assessment/Program Evaluation Paper\* (Masters students may choose between A & B; Ed.S. & Ph.D. students must do both) 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 videos will be available for observing in classrooms (e.g., Edutopia website has several).

1. Topic Paper 25 points (advanced graduate students must complete)

Read a book or series of articles related to a topic covered in this course; write a 7-10 page synthesis/review of what you learned from your reading. All sources must be approved by Dr. Love.

1. Article Review 25 points

Using the article review template provided on Canvas for reviewing empirical research articles, review one of the empirical articles provided, or choose one of your own to be approved by Dr. Love.

1. Online Discussion 25 points

Contribute one or more news articles for class discussion each week, and write weekly on the discussion board describing your reactions to these news articles and other 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.

\*\*For Ed.S. or Ph.D. students only.

Each paper should make reference to the readings for class.

1. Assessment Interview Paper 25 pts.\*
2. Topic Paper 25 pts.\*
3. Program Evaluation Paper 25 pts.
4. Blog & Discussion 25 pts.

\*Master students may choose between A & B; Ed.S. students do both.

The grade ranges for advanced grad students are:

**93 - 100 = A**

**82 - 92 = B**

**71 - 81 = C**

**60 - 70 = D**

**00 - 60 = F**

The grade ranges for masters level grad students are:

**70 - 75 = A**

**62 - 69 = B**

**53 - 61 = C**

**45 - 52 = D**

**00 - 44 = 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.