

THE ASSIGNMENT: ASSESSMENT AND TEACHING SAMPLE

ECE 490/491 STUDENT TEACHING

INSTRUCTIONS TO CANDIDATES:

The purpose of the Assessment and Teaching Sample assignment is for you to use your skills in the connected areas of assessment, planning and teaching, and reflection. During Student Teaching quarters 1 and 2, you are required to use bullet points to:

- (1) record concise anecdotal observations of each child in a group of 4-6 children engaged preferably in an integrated lesson, but if this is not possible in your classroom, a single content-area lesson is acceptable;
- (2) analyze the anecdotal observations under social, physical, language, intellectual, creative and, emotional (SPLICE) learning domains;
- (3) plan (preferably) an integrated lesson using the C/EC lesson-plan with differentiation chart (refer to C/EC lesson-plan guidelines) that integrates at least 2 content areas and builds on each child's anecdotal observation results, is developmentally appropriate, is differentiated, and is challenging. The C/EC lesson plan with differentiation chart is designed to help you differentiate your teaching by identifying those children who have individual learning needs, the learning domain in which their need exists, the teaching strategies you will use to meet each child's need and if necessary, the teaching staff members you will assign to support children.
- (4) write a rubric (that includes differentiation) in which the learning goals of the lesson plan and the criteria of the rubric exactly match;
- (5) teach the planned lesson;
- (6) use the rubric assessment tool to measure and record each child's learning during the lesson;
- (7) write a reflection on your teaching and use it with the rubric results to collaborate with your cooperating teacher

Materials needed:

- (1) Preplanning anecdotal recording form
- (2) C/EC lesson plan with differentiation chart
- (3) Guidelines for C/EC lesson plan
- (3) Rubric form
- (4) Lesson-plan reflection form
- (5) Collaboration with cooperating teacher form

You will:

- Select a mixed-ability group of 4-5 children to participate in (preferably) an integrated lesson, in consultation with your cooperating teacher. Agree on a date and time when the cooperating teacher will teach (preferably) an integrated lesson that you will observe, write anecdotal records on and analyze, in preparation for the subsequent lesson that you will teach.

- Use the *Preplanning Anecdotal Recording Form* to observe and record anecdotal records of each child in the group, prior to the subsequent lesson that you will teach. Write anecdotal records that record exactly what children do as they participate in the lesson, and that are focused on the learning objectives of the lesson. You should observe the group for a period of about 10 minutes and record observations of all 4-5 children at the same time.
- Analyze the anecdotal records, immediately after you have recorded them, on the *Preplanning Anecdotal Recording Form* under relevant SPLICE learning domains that reflect lesson-plan objectives. Write a developmental summary of each child. Write your own teaching and learning comments in the comments column, identifying what each child will learn in the subsequent lesson that you will teach.
- If any child in the group has special educational needs and has an Individual Education Plan (IEP) or an Individualized Family Service Plan (IFSP), consult with your teacher about their particular learning strengths and needs and how these can be best supported and met in this assignment.
- Use the analyzed anecdotal records for each child in the group to write a connected lesson plan. Use the *C/EC Lesson-Plan Form* with differentiation chart to write a connected lesson plan that is differentiated and challenging, in order to meet each child's learning needs.
- Write a rubric in which the learning goals of the lesson plan and the criteria of the rubric exactly match to measure and evaluate each child's learning during and/or from the planned lesson. Include extra criteria that reflect the needs of exceptional learners in the group.
- Plan a date and time with your cooperating teacher and supervisor to teach the lesson that will be evaluated by either your cooperating teacher or supervisor.

Use the *lesson-plan reflection* form (that is part of the *C/EC Lesson Plan with differentiation chart* and the rubric results to write a reflection on your teaching of the lesson. Collaborate and discuss the reflection and the rubric results with your cooperating teacher to form critical perspectives on your teaching and on children's learning

- Give all parts of the completed Assessment and Teaching Sample assignment to your supervisor for grading by the required date. On return of the assignment, upload all parts of the completed assignment onto Taskstream into the DRF that you have used throughout your program and that is appropriate to ECE 490/491.

NAEYC Standards Assessed

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Candidates are able to use their **(3a)** understanding of assessment goals, benefits and uses **(3b, 3c)**. They know about and use appropriate observations, documentation and methods of evaluation in order to practice responsible assessment that directly benefits children's learning and development.

Standard 4: Teaching and Learning

Candidates are able to use their **(4a, 4b)** knowledge of children's needs in all learning domains to connect with them and use developmentally effective approaches **(4c, 4d)**. They use early-childhood content knowledge in integrated activities that are active and meaningful to young children.

Standard 5: Becoming a Professional

Candidates are able to **(5d)** integrate knowledge, reflect, and collaboratively form critical perspectives on their own teaching.

Your Assessment and Teaching Sample must incorporate to the following steps:

Step 1

Use the *Pre-Planning Anecdotal Recording Form* to assess each child's current learning attainment and to identify their future learning needs **(NAEYC Standard 3)**.

- Complete the headings on the form to provide a brief context of the pre-planning anecdotal observation.
- Write anecdotal records that record exactly what children do as they participate in the lesson, and that are focused on the learning objectives of the lesson, analyze them under SPLICE headings and comment on them, indicating what you have learned about each child's developmental learning needs.
- Indicate how the anecdotal records enable you to plan connected, developmentally-appropriate, differentiated, and challenging content for the subsequent lesson you plan.

Step 2

Use the *C/EC Lesson Plan with differentiation chart* to provide for teaching and learning **(NAEYC Standard 4)**.

- Refer to the Guidelines for CEC Lesson Plan to help you complete the *Lesson Plan with differentiation chart*
- Identify at least two content areas that are appropriate to integrate in the lesson, but if this is not possible, a single content-area lesson is acceptable;
- Identify appropriate NYS learning standards that will be taught in the lesson;

- Identify 2 to 3 learning objectives that build on the anecdotal recording outcomes and that fulfill NYS learning standards;
- Complete *the CEC lesson-plan with differentiation chart* to provide challenging and successful learning for each child;
- Indicate how you introduce the lesson in ways that ensure that children meet learning objectives and learn through active engagement;
- Indicate how you conclude the lesson in ways that guarantee meaningful learning.

Step 3

Write a rubric in which 2 to 3 learning objectives of the lesson plan will be evaluated
(NAEYC Standard 3).

- Ask your cooperating teacher for a rubric, use a rubric from your methods classes, or see <http://www.uen.org/rubric> and Taskstream for sample rubrics that you may use or adapt to fit your teaching needs;
- Write a rubric in which the learning goals of your lesson plan and the criteria of your rubric exactly match;
- Include extra rubric criteria that reflect the needs of exceptional learners;
- After you have used the rubric, summarize children's scores at each performance level;
- Collect one sample of children's work at each demonstrated level of performance if available.

Step 4

Use the *Lesson-Plan Reflection Form* to write a bulleted reflection on all aspects of your teaching. Consider the following questions below. Share the completed Reflection Form with your cooperating teacher at a final reflection meeting.. Ask him/her to sign the *Collaboration with Cooperating Teacher Form* after your meeting
(NAEYC Standard 5).

- What evidence do you have to indicate whether learning objectives were met in your planned lesson?
- How did children respond to your planned lesson?
- What would you do differently next time?
- What concepts, skills and dispositions do children need to learn or do next that follows on from your planned lesson?
- What is your response to all children's learning as assessed by your rubric?
- As indicated by your rubric results, what do you need to plan for the next lesson?
- How appropriate, ethical and effective were the anecdotal records and the rubric in assessing all children's learning?
- Comment on the spread of children's learning scores and what they indicate to you about your teaching effectiveness during the integrated lesson;
- How did you and your cooperating teacher use the lesson plan reflection to form critical perspectives on your own teaching?
- In what ways did the lesson plan enable you to connect with children and families?

- In what ways did the lesson plan enable you to use developmentally-effective approaches?
- In what ways did the lesson plan enable you to demonstrate an understanding of content knowledge in early childhood education?
- How did you use critical perspective results to identify targets, learning objectives, and assessment method for the next planned lesson?

On completion of this assignment place all parts of the assignment – anecdotal records and analysis, lesson plan with differentiation chart, examples of children’s work at each demonstrated level of performance, rubric with scores, reflection and signed Collaboration with cooperating teacher form in your Student Teaching binder in the assignments section. Some supervisors may require you to submit these materials in another manner.

- Follow instructions from your supervisor to load particular parts of this assignment onto Taskstream.
- All parts of the assignment that are loaded onto Taskstream must be typed