2019

EDEC 325 Methods of Observation, Assessment and Collaboration

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Methods of Observation, Assessment and Collaboration
EDEC 325
3 Undergraduate Hours
Spring 2019
Xavier University

Wednesday
4:30- 6:45

Place- TBA

Faculty- Dr. Thomas Knestrict, Early Childhood
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Office Hours : M-W 11:00am

Pre- requisites: EDFD 100 &110 EDEC 210

Course Description

Observation techniques, classroom management, assessment, parent and staff communication, and field practice in observation. Consultation/collaboration skills with child service professionals. These skills will be presented in the context of the early childhood classroom function being primarily to enhance and support instruction and to maintain a predictable and nurturing environment. A small section of the class will deal specifically with behavior management, interventions, documentation and the Intervention process. This course includes a 20- hour field experience.

Course Objectives: Upon completion of the course the student will be able to:

identify and use authentic observation techniques and forms of documentation. NAEYC 3b, SOTS, 1,3

be familiar with and able to document progress in academic content standards NAEYC 3a,3b,3c, SOTS, 1,3

differentiate between authentic and traditional methods of assessment. NAEYC 3a, SOTS, 1,3

determine which methods is appropriate given the context NAEYC3b, 4a. SOTS, 1,3

Identify the difference between summative and formative assessment. 4a, 4b, 4c, SOTS, 1,3

structure and plan classroom to facilitate meaningful assessment. NAEYC 3c,4a, SOTS, 1,3,4,5

plan and implement an authentic assessment portfolio for a student in field observation. NAEYC 3b, 3c, SOTS, 1,3

interpret the data collected based on academic content standards or behavioral standards established by school. NAEYC 3b, 3c, 4a, SOTS, 1,3

generate developmentally and age appropriate activities based on the interpretations of the data collected through the observation NAEYC 3c, 5b,5c. SOTS 1,3, 4,5

recognize and make adaptations to the social emotional environment using data collected in observations and assessments. NAEYC 3c, 4a, 5c, SOTS, 1,3

use observation and assessment techniques to derive data that will assist you in collaborating with parents, teachers and administrators in meeting the needs of all students. NAEYC 3b,3c, 5b. SOTS, 1,3,4,5

Collaboratively plan and implement and present an oral presentation of a student developed authentic based performance assessment, sharing your interpretation of the data and it's practical use. NAEYC 3b,3c 5d, SOTS, 1,3,4,5

identify informal assessment strategies used to develop behavioral interventions NAEYC 3c,5d, SOTS, 1,3

be able to use problem solving techniques used to develop ideas for behavioral interventions and academic modifications NAEYC 3c, SOTS, 1,3,4,5

develop a behavioral intervention plan, collect data and represent it in several data displays NAEYC 3a,3b, 3c, 1c,2c,4a,5d, 5d

develop a resource portfolio of proactive and reactive behavior and classroom management strategies. NAEYC 3a, 3b, 3c, 5c,5d

understand the ethical and legal responsibilities regarding assessment as outlined in NAEYC and DEC code of ethics. NAEYC 3a,3b,3c,5b, SOTS, 1,3

Demonstrate awareness of adapting observation/assessment techniques to meet the needs of diverse learners. SOTS, 1,3,4,5

Department of Childhood Education and Literacy
Mission Statement

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

State of Ohio Teacher Standards

The State of Ohio delineates seven standards for the teaching profession. The design of this course includes these standards as summarized below:
The Focus of Teaching:
Standard 1: Students
Teachers understand student learning and development and respect the diversity of the students they teach.
Standard 2: Content
Teachers know and understand the content area for which they have instructional responsibility.
Standard 3: Assessment
Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
Standard 4: Instruction
Teachers plan and deliver effective instruction that advances the learning of each individual student.
The Conditions for Teaching and Learning
Standard 5: Learning Environment
Teachers create learning environments that promote high levels of learning and achievement for all students.
Teaching as a Profession
Standard 6: Collaboration and Communication
Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
Standard 7: Professional responsibility and Growth
Teachers assume responsibility for professional growth, performance and involvement as individuals and as members of a learning community.

Academic Honesty

 The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. Please refer to the Xavier University Catalog for the official statement and consequences.

Academic Support

Learning Assistance Center - The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction

(SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room

514. http://www.xavier.edu/lac

Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact the Learning Assistance Center at 745-3280 on the fifth floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

It is our goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact Cassandra Jones to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Office of Student Success

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: studentretention@xavier.edu

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

Writing Center - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. http://www.xavier.edu/writingcenter/

Mathematics Tutoring Lab - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. http://www.xavier.edu/mathematics/Math-Lab.cfm

Teaching Methods- lecture, power point, small group work, small group discussion, large group discussion, field experience, oral and written assessments.

Required Texts-

1. William, Dylan (2011). Embedded Formative Assessment, Solution Tree, Bloomington, Indiana.

2. Non-Violent Crisis Intervention Book (2017). - This will be behind the counter and must be asked for. This book is required, as part of the certification training that will be provided for you at no extra cost.

3. Taskstream Subscription: In your education courses, an online e-portfolio and assessment programs are utilized. * A subscription should be purchased through Taskstream.com. Subscription rates are listed on the website and a credit card is needed to make a purchase.
Go to www.taskstream.com http://www.taskstream.com/ and select "Subscribe Today". *If you participated in the pilot program previously, select Renew" subscription. If you are new to taskstream, choose "Create a new subscription".* You will be asked what university you attend and other demographic data. If you need assistance or have questions, call Taskstream at 1-800-311-5656.

> Only students who are pursuing *initial licensure* are required to purchase a taskstream account.

Work Products and Grades

Total points 1100

Attendance and Participation and Dispositions (100 points) - Attendance is required. Participation is required. Please risk interacting in class it is the only way you will learn this material. **No cell phones. No texting**. Engage in the class material and you will do well in class. If you miss more than one class drop the class. Disposition refers to your professional behavior in class and in the field. Appropriate dress and professional behavior in general will be assessed. For example, the manner in which you discuss your students and your cooperating teacher will be looked at carefully.

Participation will be measured using a 1,2,3 rating scale. After each class you will be assigned a point value for your level of participation. '3' denotes active participation, '2' indicates a minimal level of participation, '1' indicates little or no participation.

Observation- (100 points)- The observation will be completed during the first week of placement in the field. The purpose of this assignment is to begin gathering the contextual data needed for effective interventions. The observation will include a **'macro' observation of the school environment, neighborhood, culture and socio economic levels, as well as a micro observation of the classroom, teacher and support personnel, classroom culture and climate and teaching emphasis and philosophy**.

1. Observations and commentary on the neighborhood

2. Observations and commentary on the school, environment, vibe, culture, goals

3. Observations and commentary on classroom culture, environment, teacher philosophy overall vibe of class.

This should be a detailed observation (2-3 pages). I am not interested in your opinion as much as your observations. Give me evidence! This is a typewritten observation due the second week of field placement.

Behavioral Intervention Planning/Brainstorming/ Measuring/Documenting (200 points).

You must have at least 4 weeks of data collected (Eight Days). The document that documents the entire plan that will contain all of the information in class covering management, brainstorming techniques, intervention planning, and management ideas etc. Will explain in detail in class. **April 24th.**

Leading Morning Meeting Group and reflection on Rubric (100 points) - Each student will be required to lead the group twice. A one-page reflection will be turned in after the 2nd morning meeting to process the experience and provide an opportunity for individual reflection on practice. **See rubric attached**. **The reflection is due by the next class.**

Final Exam (200 points)- The final exam will be given during finals week. The vocabulary words will be on the final exam. It will cover the Embedded Assessment book and all class content.

Formative Assessment Strategies Assignment- (100 points)- you will be learning many ways to formatively assess your students. In your practicum class you will be turning in lesson plans for various subjects. I will need copies of 3 lessons taught with the formative assessment strategy used during the lesson highlighted. These strategies must be drawn from the book we use or the handouts I have given to you in class and used in your teaching. **Attached to the lesson plan there should be a one-page, typed reflection for each lesson, attached that names the strategy used, speaks to the effectiveness of the method, what data you gleaned from it and how you might use or modify the strategy the next time you use it.** The sooner the better. **Due by April 17th**
YOU MUST USE AT LEAST THREE DIFFERENT STRATEGIES.

Crisis Intervention training - (100 points) Completion of the Crisis Intervention Training (with practical's) and the written quiz covering part one with at least 80% accuracy.

ETR and IEP Training on ODE website- 100 points Completion of training and completion of questions. These need to be typewritten. **Due February 13th.**

Pre Reading Assignment and questions.- 100 points Due January 16th
Must receive at least 90% on questions and participate in discussions referring to chapters.

<u>**Grade Scale %**</u>

A   97-100

A-   **93-96**

B+   **90-92**

B   **87-89**

<u>**B-**   **85-86**</u>

C+   **82-84**

C   **78-81**

C-   **76-77**

D+   **72-74**

D   **68-71**

D-   **65-66**

F   **65 or below**

Course Schedule
Subject to Change

January 16th-   Morning Meeting- Knestrict
Academic Enablers
Agenda of Morning Meeting
Syllabus
Overview of course/ Outcomes
CPI Training
Purpose of Intervention
Deno's Model
ETR, IEP,IAT
Rule of Three
Sped Referral
Legal/Emotional Length of Label
Best Results?
Most Success?

January 23-   **Morning Meeting- Knestrict**
Chapter One in Formative

PISA Test Score Comparisons
Formative Assessment
Summative Assessment
Authentic Assessment
Standardized Assessment
Normative Assessment
What is the #1 variable in student achievement?
The escalator analogy and its meaning in regards to
achievement and learning.
The difference between political and educational definitions of
achievement (why does it matter?)
Pedagogy Trumps Curriculum- What does this mean?

January 30-	**Morning Meeting Knestrict** **Chapter 2** Statistical relationship between how much students learn in a given year and the experience of the teacher. Term Formative Assessment term used first in 1967 and again in Bloom in 1969. The best teachers fail. The only teachers who think they are successful are the ones with low expectations. It 'informs' instruction and learning It is a constant feedback loop to both teacher and student Refining the message. It is always happening It is done in many ways the crucial element being the gaining of information that makes teaching more engaging and accessible to students. Assessment carried out during the instructional pro An assessment functions formatively to the extent that <u>evidence</u> about student achievement is elicited, interpreted and used by the teacher, the student and peers to make decisions about the next steps in instruction which
February 6-	**Morning Meeting` –Knestrict** **Chapter 3** Wait Time Interpretive Listening Question Shells

Hot Seat Questioning
All Student Response System
ABCD Cards
Mini White Boards
Exit Passes
Multi Leveled Intervention Model
Ecological Model and its uses

February 13-   **Morning Meeting Armington**
Chapter 4
The reasons to ask questions in class
What is the point of the question shells- How is it related to
Blooms
Bloom's Taxonomy
Spiral Curriculum
List of techniques
Elwar & Corno research on feedback 1985Butler Research (1987 and 88)
What does scaffolding feedback mean?
When does feedback make things worse?
Four Responses to feedback that lets you know its not working.
Metacognition and activating students as resources for one another
Three sources students use to decide what they are going to do when invited to participate in learning.
Five things that will most likely engage students when they are invited to engage in new learning.
The books "BIG IDEAS"
Know the five practical techniques used for Activating Students as
    Resources

February 20-   **Morning Meeting- Armington**
Chapter 5
Multi-tiered Intervention Model
Ecological Model
Management Continuum
In Basket Problem Solving Steps
Formation of Behavioral Intervention Plan
Duration
Ways to Assess Success of Plan
Next Steps
Stop and Think
Good Choice Bad Choice
Time needed to make a good choice

February 27-	**Morning Meeting- Cook**
	CPI Training
	All CPI material covered in Units 1-10 in training including:
	Behavior Escalation Scale
	Verbal Escalation
	Purpose of this training: is to learn to ensure the CARE,
	WELFARE and SAFTY of students and teachers alike.
	Value of being trained as far as litigation is concerned
	C-O-N-T-R-O-L mediation process.
March 6-	**Morning Meeting Cook**
	CPI Training
March 20-	**CPI Training**
March 20-	**Morning Meeting Knestrict**
	Meaning of comic at the end of the assessment video
	Normative
	Criterion Referenced
	Standard or Bell Curve
	Predictive Validity
	Use and Purpose of the Behavior Evaluation Scale (BES)
	Limitations of BES
	Best Practice with BES
	Definition of Emotional Disturbance in IDEA
	Downfalls of E.D. label
	Who do these shortcomings affect the most?
	Devereux Assessment
	Strengths and shortcomings of Devereux
	Resilience and social emotional health
	Meanings and importance of Initiative, Attachment and Self Regulation
March 27-	**Morning Meeting**
	Bias in Testing
	Guarding against Bias
-	Asa Hilliard is speaking about the 'disconnect' between how we assess and the 'cultural prior knowledge' people bring to the test.
-	Dr. Hilliard ends his talk by saying that this disconnect is a serious 'equity' issue. What does he mean by 'equity issue'? How might these affect children in the classroom?

- Edmund Gordon talks about the two pieces to diversity. These are 'Status' and "Functional Characteristics". What are these and what do they look like in the context of schools?
- What is meant by 'hegemonic character of the culture"? How does this affect the notion of what a 'correct' answer is on a test?

April 3-	**Morning Meeting** SIP Your Lessons Conferencing with students
April 10-	**Morning Meeting** **Responsive Classroom Videos**
April 24-	**No Class- Finish assignments** **Study For Final Exam**
May 1-	**Morning Meeting** **Final Exam**

Know these definitions and their applications:

Final Exam

Standard score- test score with a mean of 100

Standard deviation- a measure of data variation away from the norm

Normal curve- a curve where the scores are equally distributed

J curve- a success curve, scores skewed to the positive side

Mean- average

Percentile rank- rank order in a group of one hundred individuals

Grade level score- score converted to a grade level equivalent

Standardized test- a test that is normed and is the same for everybody

Criterion referenced test- a test based of specific criteria

Authentic assessment- assessment done in context using collected work samples as evidence

Portfolio assessment- assessment done by collecting work samples as evidence of learning

Evidence- proof

Norm referenced – test based on performance of others in same age or grade grouping. Comparative

Formative evaluation- evaluation used to inform teaching and improve lessons.

Summative evaluation- evaluation done at the end of a unit of instruction.

Diagnostic- assessment done to diagnose problems

Intervention Assistance Team- team of individuals brought together to problem solve.

Rule of Three- rule guiding three levels of intervention with three rounds of problem solving at each level.

Behavioral Intervention- problem solving and intervening on chronic behavioral problems

Behavior management continuum- theoretical framework presented to organize thoughts about discipline

Contracting- a method of controlling behavior by student agreeing to choose certain behaviors in exchange for rewards.

Behaviorism- a scientific approach to human behavior based upon only observable behaviors.

Data based decision making- decisions made on the behalf of students based entirely on data as opposed to opinions or emotions.

Deno's model- the model used to explain special education and the placement of children in appropriate environments. \

Least Restrictive Environment- special education term used to describe the environment that is closest to "classroom' while still meeting the needs of the special ed student.

Most Appropriate Environment- the environment that best meets the needs of a special education student

Inclusion- placement of special education student with peers to maximum extent.

Correlation- a relationship between two variables

Rubric- criterion for success on an assessment.

Raw Score- actual score correct on a test

Reliability- the extent to which a test produces the same results after multiple administration

Validity- the extent to which a test measures what it says it measures

Predictive validity- ability of a test to predict later outcomes.

Stanine- a score that is converted to a scale of 1-9 with a mean of 5

Ex. 1   2   3   4   5   6   7   8   9

Test Battery- a group of subsections of the same test

 Added Value- concept that measures growth over time rather than achievement. Formula used in the states assessment of school and teacher performance.

Quantitative Data- data represented by using numbers and statistics to communicate findings.

Qualitative Data- descriptive data using narrative and anecdotal information to communicate findings.

Behavioral Intervention Plan Sample
Name: Tommy Knestrict
Grade: 3rd
Age: 55
Target Question- How can help Tommy decrease the number of times he hits other students in anger, during math, reading and science class?
Baseline: Currently Tommy is hitting other students, during identified criteria, an average of 22 times per day as measured by classroom observation and checklist records.

Intervention Plan

Proactive
1. **Greet Tom at the door of each of these classes to make contact and judge affect (teacher)**
2. **Strategically look at seating in each of the classes and adjust according to daily affect (teacher, assistant)**
3. **Over Plan for Tommy. Have more than enough work ready for him each day in each class. (teacher)**
4. **Make sure I make eye contact with Tommy throughout the class period (teacher)**
5. **Increase my positive to negative comments to Tommy from 3p/25n to 10p/10n (teacher)**
6. **Call home with positive feedback for parents at least once per week. (teacher)**
7. **Positively reinforce 'good choice behaviors' with verbal and contract reinforces (teacher, assistant)**
8. **Spend time at lunch with Tommy. Only if he is making good choices. (Teacher)**

Reactive
1. **Provide instant feedback for Tommy's work as is realistic (teacher, instructors, assistant)**
2. **As soon as Tommy is threatening remove him from area or class. (Teacher)**
3. **All assaults will result in removal and detention. (authority)**
4. **To re-enter class parents must accompany Tommy to school and participate in a re-entry debriefing. (Parents)**
5. **Establishment of point system used during identified classes. Points earned for good choice behavior. When level of 25 points earned Tommy receives 'buying time' at store. (Teacher)**

Term of Plan
This plan will last a period of one trimester. Data will be analyzed then and plan re-configured.
Target
Plan will be deemed successful if we reduce number of assaults from 22 to 0 as measured by observation, point tallies and behavioral checklists

Format of Intervention Plan

'In Basket' or 'No Hassle' Brainstorming

This portion of the assignment should be in narrative form. Your brainstorming session should take place with at least one other person, preferably a person in the teaching environment you are in. If this is impossible then find someone teaching at the same age level. Describe, in detail, all of the events and outcomes of the session. Follow the brainstorming model and indicate its use in the narrative. (1 page)

Intervention Planning

This is a narrative as well. Please describe how you took the raw ideas from brainstorming, configured them and formed an intervention plan that you feel offers the best chance of helping the student in question. Please utilize the entire management continuum, looking at your behavior and the environment of the room as well as the child's behavior. It is best to go through this step with another person. Please describe the collaborative process within the narrative. (1Page)

Written Intervention Plan

This will be a one-page document that will include the entire plan, both proactive and reactive interventions. At the top of the page state the question the group used for problem solving. Make sure it is focused and measurable. (1 Page).

Assessment Tool

Provide a written explanation of how the tool works and how it will be used. Provide an example of the daily data recording method and copies of all actual data collected. Also provide a short narrative that describes your feeling of how well the tool worked for you.
(1 Page for reflections) Data pages will vary.

Data Display

After the data is collected you must convert it to a graph and table to provide a 'picture' of the success or failure of this intervention plan. It must represent CLEARLY the trends that were discovered, as well as the positive or negative outcomes. Disaggregate the data to see if there are any trends when you look at the data from different perspectives For example…by individual days, mornings, afternoons, subjects etc. It is only through this type of data analysis will you discover trends. If there was really no movement one way or the other then state that and show that. Pages for analysis and display will vary.

<u>Analysis and Conclusion</u>

Because this is the first step of a longer process it may turn out the student in question needs further intervention. A written conclusion at the end of this intervention should be included that accurately **<u>analyzes</u>** the data collected and makes an informed choice as to 'what will happen next" (3-5 pages).

<u>Morning Meeting Reflection Paper</u>

Morning Meeting Reflection
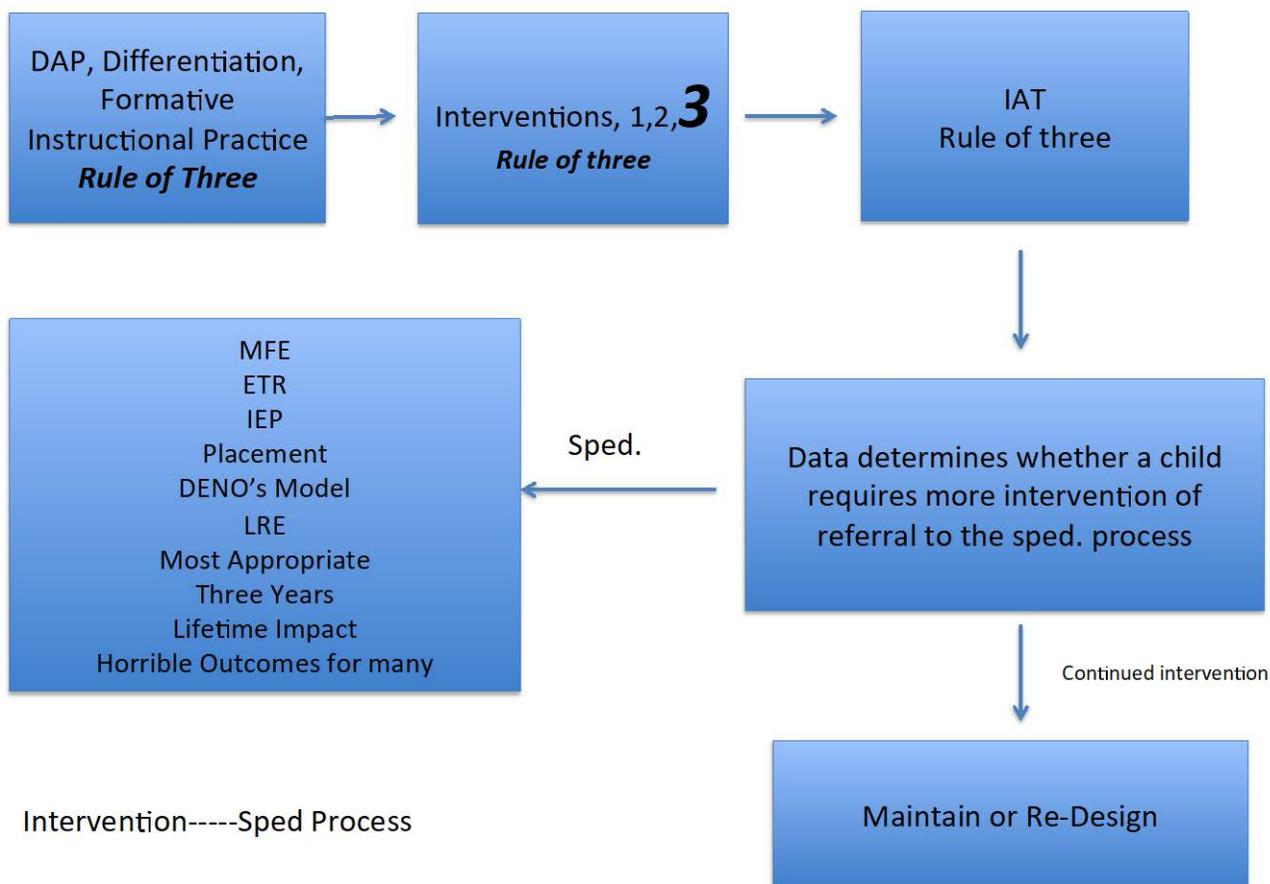Due the next class after final morning meeting
Leading and Reflection worth 150 points
Typed, proof read, turn only a final copy into me please.
There will be no 're do's'
Not looking deeply at style, I am looking VERY deeply into level of reflection.

1. Time Limits and Parts of Meeting
2. Engagement of Students
3. Preparedness.
4. Did you meet the goals of having children 'feel a part" and 'having fun"
5. What would you do differently next time?
6. When you think about doing this everyday, leading a group everyday, how would you prepare?
7. How would this group change if you led the group for the rest of the year? How would your methods and activities change?
8. How would you manage the sharing portion of the group so you didn't take up too much time?
9. Planning a daily group takes time. How could you save time in preparation and maintain the quality of the group.
10. RC uses the phrase 'the repetition of ordinary moments of respectful interactions in morning meeting enables some extraordinary moments". What does that mean? Give me some explicit examples of how this might work.

DAP, Differentiation, Formative Instructional Practice
Rule of Three

Interventions, 1,2,**3**
Rule of three

IAT
Rule of three

MFE
ETR
IEP
Placement
DENO's Model
LRE
Most Appropriate
Three Years
Lifetime Impact
Horrible Outcomes for many

Sped.

Data determines whether a child requires more intervention of referral to the sped. process

Continued intervention

Maintain or Re-Design

Intervention-----Sped Process

Proactive

Reactive

Providing Language
Process
New behaviors
Problem solving
Constructing new knowledge
New Thought Process

Product
Controlling behaviors
Non-problem solving
External Control
Cognitive process irrelevant

Positive Regard

DEVELOPMENTALLY THIS IS WHERE YOU SHOULD BE FOR TYPICALLY DEVELOPING EARLY-CHILDHOOD STUDENTS