

**HUEC 3383**  
**Assessment and Planning for Reflective Instruction: PreK/K**  
**Fall 2007**  
**Louisiana State University**  
**School of Human Ecology**  
**PK-3 Program**

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Catalog Description:

**HUEC 3383 Assessment and Planning for Reflective Instruction: PreK/K**  
*Prerequisite: membership in PK-3 teacher education program and concurrent enrollment in HUEC 3055, HUEC 3381, and HUEC 3382. 1 hour lecture; 6 hours lab/field experiences in multi-level, multicultural settings.* The process of building the teaching and learning cycle (assessing, planning, teaching, reflecting) into integrated instruction of children in prek-kindergarten and kindergarten.

Rationale:

This is a service-learning course. The goal of the course is to give students real world experiences in PreK and K classrooms in order to enhance their academic learning by developing practical assessment and reflection skills they will need to be successful classroom teachers. What makes this a service-learning course is the partnerships with EBR, WBR and the 2 lab schools to collaborate on mutually beneficial projects over the course of the semester. Students will spend 12 hours per week with a mentor teacher in a PreK or K classroom in EBR or WBR parish. The service-learning experience will be measured by successful completion of the student projects and accompanying reflective component of each project. Projects will be completed in conjunction with their mentor

teacher and will be disseminated on school websites and in the classroom when appropriate.

**Titles of Text:**

McAfee, O., Leong, D.L., & Bodrova, E. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, D.C.: National Association for the Education of Young Children.

Gould, P. & Sullivan, J. (2005). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Upper Saddle River, New Jersey: Pearson Prentice Hall.

MacDonald, S. (2004). The Portfolio and its use: A road map for assessment. *Southern Early Childhood Association (SECA)*. [available on amazon.com]

(you have this book from last semester)

Brewer, J. (2004). Introduction to early childhood education: Preschool through primary grades (5<sup>th</sup> edition). Boston: Allyn & Bacon.

**Candidate Outcomes:**

At the end of the semester, through the student internship/service-learning experience, the student will demonstrate an ability to engage in the following academic and civic objectives.

*Academic objectives:*

Assess young children's development, demonstrating the knowledge of the goals, benefits, and responsible uses of assessment.

Practice responsible assessment.

Evaluate the developmental appropriateness of curriculum and offer suggestions on ways to modify the curriculum to make it more developmentally appropriate.

Describe the early intervention systems (laws, rights, etc.), especially, know how to screen children and understand the importance and benefits of early identification of children with special needs.

Interpret and use IEPs and IFSPs to inform instruction of individual children.

Plan, with objectives, for differentiated instruction of children.

Use the results of assessment and expected outcomes (content standards and developmental outcomes) to determine what will be taught (curriculum).

Use professional knowledge and reflection to guide practices.

*Civic objectives:*

Increase inter-and intra- personal learning through service-learning placements to develop problem-solving skills.

Develop active learning skills.

Develop advocacy skills.

Develop competency in identifying community assets.

Develop cross-cultural communication skills.

Develop skills that facilitate the sharing of leadership roles.

## **Course Policies:**

### **PreK-3 student interning/service-learning experience (M-T-TH)**

#### **Mission of the Service-Learning Initiative at LSU**

The mission of the service-learning initiative at LSU is to promote and facilitate service-learning. At LSU, we define service-learning as...

A credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

(Bringle R.& Hatcher, J.. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service-Learning*. 2(3) 112-122.)

#### **What is Service-Learning?**

- Learning by doing
- Applying academic concepts to meet community needs
- Meeting course objectives by serving outside the classroom
- Deepening understanding through reflecting on real life experiences
- Integrating service into the academic curriculum to reinforce learning

Your completed Service Learning contract indicates a sign of your commitment to high teaching standards.

You will find the contract (CCELL Student Service Learning Agreement) under the course documents folder on Blackboard. For more information on service-learning, see [www.ccell.lsu.edu](http://www.ccell.lsu.edu) under “Student Information”.

#### **Student expectations of student interning/service learning experience**

Students are expected to arrive when school starts and stay for 3 hours per day.

You are not to be alone with the children. Your schedule can be altered to accommodate your assignments within your coursework with permission from your teacher. Thursdays will be ‘float’ days. Mentor teachers will be informed that you may not be in their class that day and that other students may be visiting.

You are limited to the teachers that LSU has made agreements. Time sheets are to be turned in to Dr. Benedict monthly.

#### **Assignments**

Any assignment turned in late will result in 20% off the grade. Late is defined as after class. If you are not in class and turn in a project after class, it is considered to be late. I will accept projects one class period beyond the due date only.

#### **Reflection**

Reflection on assigned work is a part of each project. Students should clearly link the service experience to the course content and learning objectives of each assignment.

#### **Blackboard**

Grades & announcements are posted on the course Blackboard site. It is your responsibility to check frequently to monitor your progress in this course.

#### Passport

Bolded assignments on your syllabus from this course should be uploaded to your Passport account after they have been graded by your instructor and edits have been made. You must link your work to the PK3 program standards.

#### Professionalism

Please assist in making the learning environment as positive and professional as possible. Respect others by being on time to class, not leaving early, listening attentively while others are speaking, and turning off cell phones and beepers while in class. Points may be deducted from your participation grade for not adhering to these courtesies.

#### Academic Honesty

Please review LSU's policy on academic honesty. You will be held to the university's standard, which can be located online.

[http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct?OpenDocument](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument)

#### Disability Services

If you are in need of special accommodations due to a disability, please contact the Office of Disability Services. <http://appl003.lsu.edu/slas/ods.nsf/index>

Class schedule:	Topic	Readings *	Assignment due
August 29	What is assessment? Review of ECERS	Chapter 12 in "Integrated curriculum & DAP" text; Getting acquainted with assessment pgs. 1-18 in McAfee, Leong & Bodrova text	
September 5	Environmental assessment & ELLCO	Chapter 2 in "Recommended practices in early intervention/early childhood education" (on blackboard site)	Service- learning contract due
September 12	NAEYC Program Evaluation	NAEYC classroom observation (on blackboard)	ECERS due
September 19	Screening tools, & Standardized assessments	"Doing assessment" pgs.	ELLCO due

		19-77 in McAfee, Leong & Bodrova text	
September 26	Dibels reading assessment	Teaching teachers about assessment” Heidemann, chang, Menninga 2005 (on blackboard)	NAEYC Program Eval due
October 3	Children with Special needs	Chapter 1, “The inclusive early childhood classroom”	Screening tool due
October 10 – MIDTERM WEEK	Informal assessment – review tools	Chap 7 in Brewer text	Dibels assessment due
October 17	Family assessment	AEPS Family report form & AEPS & families (blackboard)	
October 24	Portfolios	The Portfolio & its use: A road map for assessment	Special education/IEP report due
October 31	Teacher made assessments	Refer to McAfee, Leong & Bodrova text	Informal assessment due
November 7	Student presentation of informal tools		Family assessment due
November 14	Assessing your lessons	Bring lessons created in 3381	Lesson plan with IEP objectives integrated due
November 21 – NO CLASS	THANKSGIVING BREAK		
November 28	Student presentation of teacher-made assessment		Teacher-made assessment due
Dec 5	Student presentation of teacher-made assessment		Teacher-made assessment due
Dec 12	FINAL EXAM		

\*readings not found in texts are on blackboard under the “course documents” tab in the “articles” file. Assessment tools are under the “assessment” file.

### **Student projects**

The following projects will help students gain a greater understanding of **the teaching and learning cycle** as it relates to the purposes of assessment:

**\*\*NOTE:** Students should collaborate with mentor teachers on all projects. Students may work alone or in pairs. **\*\***

Evaluation of assessment instruments: (screening tool, informal assessment project, literacy environment assessment project, reading assessment, AEPS family report)  
Provide a general description of the instrument, including domains, and administration information

Report reliability & validity of the instrument

Administer the assessment instrument

Develop child objectives to be included in the curriculum

A written 2-page reflection on the benefits and the limitations of the instrument

Portfolio:

The student will critique a portfolio using the guidelines in the MacDonald, S. (2004) text and assist their mentor teacher in the management of creating portfolios on students in their classroom. A written 2-page reflection on this process is required.

Teacher-made assessment:

The student will design an assessment tool to measure the behavior of a child in their class. The tool will be used to improve a classroom practice or remedy a child problem. A narrative of the tool and findings will be turned in to the instructor. A written 2-page reflection on this project is required.

Special education/IEP report:

Identify method of referral within the school/parish you are placed.

Read the evaluation of a student in PreK or K and the child's IEP.

Identify areas in the classroom environment where opportunities exist for the child to address each IEP objective.

A written 2-page reflection is required.

Lesson Plan

Using a lesson developed in the Curriculum course, modify that lesson to accommodate the IEP objectives of the child from the above-mentioned project.

A written 1-page reflection is required.

**Grading Criteria:**

50 points screening tool

50 points **informal assessment project**

50 points literacy environment assessment project

50 points reading assessment

50 points AEPS family report

50 points **teacher-made assessment tool**

50 points portfolio critique

50 points **special education/IEP report**

50 points **lesson plan (incorporating IEP/IFSP objectives)**  
50 point final exam

**Grading scale:**

93%-100%	A
85% - 92%	B
77%-84%	C
69%-76%	D
< 69%	F