



College of Education  
Early Childhood/Early Childhood Special Education Program

**EDHD 441: Data Driven Decision Making in EC/ECSE**  
**Fall 2017**

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**Office Hours:** Mondays 12:00-1:00 and by appointment

**Course Time:** Mondays 10:00-12:00

**Room Number:** EDUC 1121

**Course Description:** The purpose of this course is to expose student to formative (e.g., classroom based, ongoing) and summative (e.g., standardized testing) assessments. Students will analyze formative assessment data as the basis of planning and delivering instruction to meet the diverse needs of all learners. They will also analyze standardized assessment data to gain an understanding of measures used to determine cross-school and cross-teacher effectiveness. Includes Phase I field experience.

**Course Objectives:**

Upon successful completion of this course the student will:

1. Be familiar with current issues and trends in student assessment.
2. Be aware of formal and informal methods of assessing student learning and progress.
3. Be able to utilize assessment data as the basis of individualized planning, instruction and differentiation within the early childhood classroom (notably learning that extends into the family environment).

**Readings:**

- Popham, W. J. (2013). *Classroom Assessment: What Teachers Need to Know*. New York: Pearson.
- Additional readings as assigned.

**Required Technology**

LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years), so if your account is active, you do not need to repurchase the software.

**Course Assignments:**

1. Each student will compile a portfolio of authentic and performance assessments, as well as an analysis of standardized assessment data. Utilizing the Cycle of Data Driven Instruction, the student will utilize data from his/her performance/authentic assessments to disaggregate scores based on the variables identified in PARCC. Students will use their data to plan a lesson for

implementation in the home environment in order to extend and enhance the learning cycle.  
CEC standards 1-6, NAEYC standards 1-7.

**Grading Standards:**

Participation	5%
Assessment Portfolio Part I	40%
Assessment Portfolio Part II	<u>55%</u>
<b>Total</b>	<b>100%</b>

**Final Letter Grades**

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63

**Professional Standards and the College of Education Conceptual Framework**

**National Association for the Education of Young Children (NAEYC)** (See Appendix A)

- NAEYC Standard 1: Promoting Child Development and Learning
- NAEYC Standard 2: Building Family and Community Relationships
- NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
- NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
- NAEYC Standard 6: Becoming a Professional

**Council for Exceptional Children**

- CEC Standard 1: Learner Development & Individual Learning Differences
- CEC Standard 2: Learning Environments
- CEC Standard 3: Curricular Content Knowledge
- CEC Standard 4: Assessment
- CEC Standard 5: Instructional Planning and Strategies
- CEC Standard 6: Professional Learning & Ethical Practices
- CEC Standard 7: Collaboration

**The Interstate Teacher Assessment and Support**

**Consortium (INTASC)** (See Appendix B)

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE

**College of Education Conceptual Framework**

(See Appendix C)

Knowledge of:

- Subject Matter
- Pedagogy
- Learners
- Curriculum
- Educational Goals and Assessment
- Social and Cultural Contexts
- Technology

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice:  
[InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

### Alignment of Standards/COE Framework

Standards/Framework		Assessment Portfolio Part I	Assessment Portfolio Part II
<b>NAEYC</b>	NAEYC Standard 1: Promoting Child Development and Learning	<b>X</b>	<b>X</b>
	NAEYC Standard 2: Building Family and Community Relationships		
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	<b>X</b>	<b>X</b>
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	<b>X</b>	<b>X</b>
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)	<b>X</b>	<b>X</b>
	NAEYC Standard 6: Becoming a Professional		<b>X</b>
<b>CEC</b>	CEC Standard 1: Learner Development & Individual Learning Differences	<b>X</b>	<b>X</b>
	CEC Standard 2: Learning Environments		
	CEC Standard 3: Curricular Content Knowledge		<b>X</b>
	CEC Standard 4: Assessment	<b>X</b>	<b>X</b>
	CEC Standard 5: Instructional Planning and Strategies		<b>X</b>
	CEC Standard 6: Professional Learning & Ethical Practices	<b>X</b>	
	CEC Standard 7: Collaboration		<b>X</b>
<b>InTASC</b>	1. Learner Development	<b>X</b>	<b>X</b>
	2. Learning Differences	<b>X</b>	<b>X</b>
	3. Learning Environments		<b>X</b>
	4. Content Knowledge		<b>X</b>
	5. Application of Content		<b>X</b>
	6. Assessment	<b>X</b>	<b>X</b>
	7. Planning for Instruction		<b>X</b>
	8. Instructional Strategies		<b>X</b>
	9. Professional Learning and Ethical Practice	<b>X</b>	<b>X</b>
	10. Leadership and Collaboration		<b>X</b>

Standards/Framework		Assessment Portfolio Part I	Assessment Portfolio Part II
<b>CoE Framework</b>	Knowledge of:		
	Subject Matter	<b>X</b>	<b>X</b>
	Pedagogy	<b>X</b>	<b>X</b>
	Learners		<b>X</b>
	Curriculum		<b>X</b>
	Educational Goals & Assessment	<b>X</b>	<b>X</b>
	Social and Cultural Contexts		<b>X</b>
	Technology	<b>X</b>	

### Course Schedule\*

Class Date/Session	Topic	Assignment
<b>October 16</b>	The importance of Assessment in the ECE classroom	Ch. 1 & 5 in Popham
<b>October 23</b>	Assessment: High Stakes Testing	Ch. 3, 4, 13 & 14 in Popham
<b>October 30</b>	Ongoing assessment in the ECE classroom	Ch. 7, 8, 9 & 10 in Popham
<b>November 6</b>	Ongoing assessment continued	Ch. 7, 8, 9 & 10 in Popham <b>Part I of Assessment Profile due **</b>
<b>December 4</b>	Submit to Dr. Tirrell-Corbin (in 1117H) at 12:00 PM	<b>Assessment (Part II) Portfolio due**</b>

\* The instructor reserves the right to make alterations to the course schedule in response to circumstances that impede the plan articulated in this document.

\*\* Major graded assignment

### Course Expectations

**Participation:** Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

**Mobile Phones:** Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (Android, iPhones, etc.) to talk, text, message, etc. during class. In the event it is essential to have your phone “on”, students are expected to use the “silent” or “vibrate” mode.

**Laptops:** Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the

student's ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

**Late Papers:** All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes." If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

**Extra Credit:** All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

### **Requirements for all Assignments**

**Papers failing to adhere to the criterion articulated as follows will be returned with a grade of "0" (zero).**

1. All papers ***must*** be **typewritten, double spaced**, with **1-inch standard margins, 12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**.
2. When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.
3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students' papers.
4. Students should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections, which receive the most attention.
6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper/analysis**.
7. Any paper that requires identifying information should have the child's (children's) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

**Email Communication:** Students are reminded to conduct themselves in a professional manner when writing emails to faculty/staff members. Remember to include a professional greeting (e.g. Dear Dr. \_\_\_) and your full name at the end of the email. Be sure to include a brief description of the problem/topic about which you are writing. It is also helpful to include a subject heading. Avoid using shorthand abbreviations (e.g. OMG, LOL, TTYL, etc.). Remember to proofread and spell check, so that your email reflects you in a professional manner.

**Group Work:** At times, students will be required to work in small groups for discussions, classroom activities and assignments. The ability to work productively and collaboratively within a group is necessary for success in any profession including early childhood education. You are expected to be personally involved in all activities undertaken in class, demonstrate teamwork, courtesy, honesty, and conscientiousness as a group member. The amount of work needed to complete any assignment or presentation should be balanced and equitable to everyone in the group. The course instructor should be notified IF there is a problem that, in spite of multiple efforts, students are not able to resolve themselves.

#### **UNIVERSITY CLASS POLICIES**

Students are responsible for reviewing all course related policies found at the link below.

<http://www.ugst.umd.edu/courserelatedpolicies.html>

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