

Approaches to Evaluating Student Learning

Exploring Childhood
Experimental Edition

Student Learning
Approaches to Evaluating

Experimental Edition

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Approaches to Evaluating Student Learning

Experimental Edition

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Introduction

Many teachers have expressed the need for ways of evaluating student progress in the EXPLORING CHILDHOOD program. In response to this need, these evaluation approaches to EXPLORING CHILDHOOD course materials are provided. It is hoped that these approaches will help to build evaluation of students into the day-to-day activities of the class. The approaches reflect several ideas about the evaluation process. The first is that in addition to giving teachers information about students, the process should help students themselves realize what they know, and see more clearly what skills and ideas are valued by the course and how these skills and ideas can be applied. These approaches are for students and teachers to use together, sharing the criteria used to assess students' work. The evaluation instruments themselves should also reflect the particular goals and perspectives of the course for which they were designed.

Since EXPLORING CHILDHOOD encourages many kinds of learning, a variety of assessment approaches are necessary. Depending on the kind of skills or understandings being evaluated, the most appropriate method of evaluation may be written or oral questions, an observation or role play activity, an interview or fieldsite activity. The variety of approaches suggested here should enable students not

only to express different kinds of learning, but also to express the same kind of learning in different ways, suited to the individual student's strengths.

In addition, the evaluation process should provide teachers with information about group as well as individual learning. Some of the approaches serve a diagnostic function, providing information about what the class knows before beginning a booklet, or assessing what ideas are coming across to the class. Finally, since each classroom group and student is unique, any set of evaluation approaches must be adapted to the goals and needs of the class and students involved. The suggested outcomes for these evaluation activities are end points which all students may not be able to achieve, or which students may achieve at different points in time.

This booklet of approaches is an experimental edition, and we welcome teachers' comments about the usefulness of the approaches for evaluating their students' learning from EXPLORING CHILDHOOD.

Evaluation Approaches for *Getting Involved*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Observing	<p>Have students observe certain aspects of children's environments and experiences at their field-sites (e.g., materials present, space allotted, different activities for different age groups, and scheduling of activities).</p> <p>Have students observe their own class or other classrooms for: different behavioral responses, different teaching styles, how space is used, and time usage.</p>	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • consider children's spaces and understand what effect these spaces might have for children; • consider the variations in play in different situations; • gain skill in using observation techniques. 	<p>Students present material which is distinguishing rather than inferential (i.e., "child A plays with blocks for 15 minutes" as opposed to "child A likes to play with blocks").</p> <p>Information obtained is focused on a particular issue (e.g., space, individual differences, etc.).</p> <p>Student has obtained reasonably sufficient information to draw a conclusion or make a decision about a variety of situations and experiences (e.g., different ages, groups, places, times and contexts).</p>
Role Play	<p>Students role play a child who experiences his first day at school. Role play a child afraid of the slide and an adolescent responding. (Student booklet, pp. 8, 38, 45)</p>	<p>To evaluate whether students:</p> <ul style="list-style-type: none"> • are developing empathy with children; • can take a child's vantage point (i.e., how a child thinks, feels and acts); • can compare how a child thinks, feels and acts with how an adolescent thinks, feels, and acts. 	<p>Students can demonstrate an understanding of a child's experiences by representing realistically a young child's thinking processes, perceptions of the world, feelings, and actions through behavior in role play.</p> <p>Students can discuss and critique the different worlds of the adolescent and the young child.</p>

Evaluation Approaches for Getting Involved (cont'd.)

<u>Approach</u>	<u>Description of Activity and Page References</u>	<u>Purpose</u>	<u>Evidence of Student Learning</u>
Interviewing	Have students interview other students, course teacher and field teacher in order to clarify expectations about the course. (Student booklet, p. 46)	To evaluate students' ability to: <ul style="list-style-type: none">• communicate in a way that insures having a clear understanding between fieldsite teacher, student, and course teacher;• gain a new understanding of self and others, who in this case are in supervisory roles;• develop skills in interviewing with peers and nonpeers.	Student establishes rapport with interviewee. Student builds on questions provided; employs probes which yield further information. Student demonstrates an ability to intervene when necessary (e.g., interviewee has difficulty with question or changes topic) and listens when appropriate. Student evidences understanding of other's point of view.

Evaluation Approaches for *Doing Things*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Role Play and Follow-up Discussion	Select any play activity from <u>Doing Things</u> . Divide students into groups, having them plan and role play a game for six-year-olds. Then ask each group to take the game they did and adapt it for use with three-year-olds; role play the game for three-year-olds and discuss whether or not the changes they made were suitable for younger children.	To evaluate students': <ul style="list-style-type: none"> • ability to determine which activities are most appropriate for different age groups; • sensitivity to the needs and feelings of children of different ages. 	As each group moves from an activity designed for six-year-olds to the adaptation of the activity for three-year-olds, assess the extent to which each group has taken account of these facts: <ul style="list-style-type: none"> • three-year-olds will have trouble following rules that are not simple and will often change rules; • three-year-olds are more likely to enjoy dramatic games than are six-year-olds; • three-year-olds are less likely than six-year-olds to be aware of what their companions do; • three-year-olds are only beginning to learn how to cooperate and may have difficulty playing in groups.
Interview and Follow-up Discussion with Fieldsite Teacher (Student self-evaluation)	Ask students to select one of the activities from <u>Doing Things</u> or develop their own ideas for an activity to do with a group of children at their fieldsite. Ask them to make the following notations in their journal: <ul style="list-style-type: none"> • the name of the activity; • the materials to be used; • how the activity will be carried out; • what they think the children will get out of doing the activity. (cont'd.)	To evaluate students': <ul style="list-style-type: none"> • ability to plan activities for children; • awareness that activities should be adapted to the needs and abilities of the children for whom they are intended; • ability to collaborate with the fieldsite teachers as resource persons; • ability to use self-evaluation as a strategy for diagnosing strengths and weaknesses and for redirecting learning. 	The student has thought through the activity before having discussed it with the fieldsite teacher. <ul style="list-style-type: none"> • Why did she/he select the activity she/he did? • What indications (based on experience) can she/he give that the activity is appropriate given: <ul style="list-style-type: none"> --the ages of the children; --the type of preschool they attend; --needs and interests the children have shown before. (cont'd.)

Evaluation Approaches for Doing Things (cont'd.)

<u>Approach</u>	<u>Description of Activity and Page References</u>	<u>Purpose</u>	<u>Evidence of Student Learning</u>
	<p>Then have students show their plans to their fieldsite teachers using the following questions for discussion:</p> <ul style="list-style-type: none"> • Is the activity appropriate for the children for whom it is planned? --If it is too easy or difficult how could it be adapted to better suit the children's needs? • Have all the necessary materials been planned for? • What roles could the teenager take: --when introducing the activity? --once the children are "into" the activity? 		<p>The student has considered (<u>not necessarily accepted</u>) the fieldsite teacher's reactions to the activity plan.</p> <ul style="list-style-type: none"> • On what issues (interview questions) does the student agree with the fieldsite teacher? Why? • On what issues does she/he disagree? Why?
Observation and Discussion	<p>Have students use the activity form on page 83 of the Teacher's Guide to <u>Working with Children</u> to plan and evaluate the activity in the film "Water Tricks."</p> <ul style="list-style-type: none"> • Give students three copies of the form (allowing more room for responses). Ask them to use one copy for note-taking while watching the film. • Then ask students to fill in the second copy of the form as they think the teenager in the film would have completed it before and after doing the activity. • Show the film once more. Now ask the students to fill in the form as if <u>they</u> were planning the activity, then evaluate it as if they had been observing the teenager in the film. 	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • perceive the things they should think about in planning an activity for children: --the children's needs and abilities, --the routines of the fieldsite, --considerations of time, space, safety, materials, --the extent to which the activity should be directed or allowed to develop freely; • use observation skills and realize that valuable insights can be obtained through observation. 	<p>In reviewing observation forms-- look for evidence that the students take into account:</p> <ul style="list-style-type: none"> • needs of the group--are all children included in the activity? If not, why? • appropriateness of materials, given the ages of the children. • the steps involved in setting up the activity, e.g., discussing it with the fieldsite teacher, collecting the necessary materials, making decisions about the group of children involved.

Evaluation Approaches for *What about Discipline?*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Essay (For use by individuals, or pairs, or small groups, or class discussion)	Select one fieldsite discipline situation used in conjunction with the card-sorting activities in the Teacher's Guide, page 11, and ask question, "Is the response appropriate for the child?"	To evaluate students' ability to: <ul style="list-style-type: none"> • consider multiple possible causes of misbehavior; • judge the appropriateness of a response in terms of the age and personality of the child. 	Students can recognize possible causes of discipline problems in one or more of the following categories: <ul style="list-style-type: none"> • problems the child may have, e.g., poor hearing, sickness, difficulties at home; • the possibility that too much is being demanded of the child; • the age of the child, e.g., possibility he is tired, therefore not as independent as expected. <p>Students can recognize that certain responses might not be understood by the child or might be detrimental to the child because of his or her age or personality.</p>
Interview and Follow-up Discussion of Conversations with Field Teachers	Have students prepare a list of questions to be used in interviewing their fieldsite teacher about a discipline issue (Teacher's Guide, p. 15).	To evaluate students' ability to communicate effectively with fieldsite teachers on issues involving discipline at the fieldsite. Especially focus on: <ul style="list-style-type: none"> • the philosophy of discipline; • the legitimacy of different points of view regarding the discipline; • ways students and teacher can work together in situations involving discipline. 	Students can understand the areas of agreement and disagreement between students' and field teachers' points of view. <p>Students can understand why students and field teachers hold the views they do.</p> <p>Students can evidence cooperation in matters involving discipline.</p>

Evaluation Approaches for What About Discipline? (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Working with a Child	<p>Use the findings reported on page 8 of the Teacher's Guide to encourage students to work with a child (or children) whom they and the fieldsite teachers think is (are) withdrawn or has (have) a special problem(s). Suggest that students make journal entries, noting the adult behaviors that seem to help the child most. Encourage students to discuss their observations with fieldsite teacher.</p>	<p>To evaluate students':</p> <ul style="list-style-type: none"> • awareness of children's special needs; • ability to react in positive ways toward children to whom they might not be naturally drawn; • ability to communicate with field teachers openly in mutually beneficial ways. 	<p>Students should evaluate their own journal entries on the basis of whether the information they observe and record helps them understand:</p> <ul style="list-style-type: none"> • the ways children respond to adult behavior; • how they react to what children say and do in different situations.
Role Play	<p>Role play ways to deal with Benjamin in the anecdote described in the student booklet, page 12.</p> <p>Have pairs of students role play (one taking the role of the student, the other that of the child) alternative ways of handling the problem.</p>	<p>To evaluate students':</p> <ul style="list-style-type: none"> • awareness of alternative ways of coping with a problem; • ability to look beyond the manifestations of a behavior and attempt to understand how that behavior reflects a child's needs; • ability to consider the appropriateness of a disciplinary response in terms of: <ul style="list-style-type: none"> --the needs of a particular child (Benjamin), --the needs of the group. 	<p>Diversity of responses, e.g.:</p> <ul style="list-style-type: none"> • restraining Benjamin; • diverting his attention to another activity; • allowing him to kick a ball and vent frustration. <p>Student behavior (physical and verbal) that is firm but gentle, authoritative but evidencing understanding and concern, e.g., evidence that the student, role-playing the adult, responds to the situation by attempting to:</p> <ul style="list-style-type: none"> • prevent Benjamin from injuring another child; • eventually direct Benjamin to a constructive alternative.
Observation	<p>Collect observations of situations occurring outside the school that can be classified as discipline situations (Teacher's Guide, p. 9).</p>	<p>To evaluate students' understanding that discipline involves the encouragement of an acceptable behavior as well as the indication that a child is being corrected or controlled.</p>	<p>Students make notations including: the age (actual or probable) of the child, what the child seemed to be feeling, what started the situation, what response was made by the child, what the outcome was.</p>

Evaluation Approaches for *No Two Alike. Helping Children with Special Needs*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Discussion (Small group or whole class)	Discussion of children with special needs, considering the adolescent's feelings, perceptions, and misconceptions about people with special needs.	To evaluate students' ability to consider what it means to have special needs.	<p>Students can articulate a number of different kinds and types of special needs.</p> <p>Students can articulate misconceptions they have had about children with special needs and relate those factors and experiences which led them to conclude that their perceptions were not accurate.</p> <p>Students can express the feelings they have had about children with special needs, e.g., fear, pity, helplessness, etc.</p>
Observation	Have students observe children with special needs at a field-site to consider the resources and needs of these children.	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • detect particular strengths and needs of children with special needs; • consider how those needs are provided or not provided for; • consider through observation situations which can be dangerous or frustrating situations for children with special needs. 	<p>Students can provide notes which indicate an understanding of awareness of children's physical, emotional, academic, and social needs.</p> <p>Students can provide notes which indicate an awareness of how these needs are provided or not provided for at the fieldsite.</p> <p>Students can provide notes which indicate an awareness of things or times which:</p> <ul style="list-style-type: none"> • might be frustrating or dangerous to a child with special needs; • might be frightening to a child with special needs.

Evaluation Approaches for No Two Alike: Children with Special Needs (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Interviewing	Divide the class into small groups and have them develop questions for an interview with a resource person who is knowledgeable about a particular special need. On the day of the resource person's visit, form an interviewing panel with a representative from each group. Have the panel interview the resource person about the particular special need in question.	To evaluate students' ability to: <ul style="list-style-type: none"> • consider the viewpoints, experiences and work of someone who deals with a particular special need; • understand a particular special need. 	<p>Students can ask questions which demonstrate a rudimentary knowledge base of the particular special need.</p> <p>Students can ask questions which elicit information about diagnosis, treatment, available facilities and resources, parental involvement, developmental patterns, moral and ethical issues, etc. related to the particular special need.</p> <p>Students can ask questions which take into consideration the needs and feelings of someone who might have this particular special need.</p>
Role Play or Written Scenario	Have students role play someone with a special need, e.g., blindness, deafness, etc., and someone who assists or teaches the individual with a special need (student booklet, p. 84).	To evaluate students' understanding of the role of the person with special needs, and the role of the person who is assisting that individual.	<p>Students can present depictions realistic of individuals with special needs and the persons assisting those individuals.</p> <p>Students can articulate what they learned from the experience (e.g., their feelings, needs, abilities, as well as limitations).</p>

Evaluation Approaches for *Looking at Development*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning						
Free Response (Essay or written dialogue done by small groups or individuals)	<p>Use the collection of clay-work photographs (student booklet, p. 7), and the Data Poster.</p> <p>Have students use the data poster as a resource to answer "What do the photographs tell you about development?"</p> <p>Students can work individually or in groups comparing the four photographs or concentrating on one and preparing an expository response.</p> <p style="text-align: center;">-or-</p> <p>They can work as described above presenting their response in the form of a dialogue the child working with clay might have had with himself or with the other children.</p>	<p>To evaluate students':</p> <ul style="list-style-type: none"> • ability to use the data poster as a resource; • sensitivity to the variety of information that can be gleaned from objects that are collected; • (if done in small groups) ability to see the value of sharing information and insights. 	<p>Students can select categories of information from the poster to inform their reading of the photograph(s), e.g., focus on how the photograph(s) reflect:</p> <ul style="list-style-type: none"> • the child's interests, • the child's motor abilities, • the child's fantasies. 						
Observation	<p>Introduce technique of participant observation (Teacher's Guide, pp. 6-8). Have students work in teams planning an activity for children. Have each team carry out an activity in the fieldsite, with one member acting as a participant observer, the other as an "outside observer." The outside observer records observations in his/her journal at the time the activity takes place. The participant observer records observations after the activity is (cont'd.)</p>	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • work together in mutually supportive roles; • use alternative observation techniques; • be involved yet also aware; • understand the notion that what is observed and remembered will depend in part on how close the observer is to the situation; • think critically about the advantages and disadvantages of different types of observation. 	<p>Students can synthesize and analyze observational data to comment critically on (1) one or more of the following advantages and disadvantages of "outside observation," and (2) one or more of the following strengths and limitations of participant observation.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;"><u>Outside Observation</u></th> </tr> <tr> <th style="text-align: center;"><u>Advantages</u></th> <th style="text-align: center;"><u>Disadvantages</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Can probably gather and read more detail. (cont'd.)</td> <td style="vertical-align: top;">Children may not act as "naturally." (cont'd.)</td> </tr> </tbody> </table>	<u>Outside Observation</u>		<u>Advantages</u>	<u>Disadvantages</u>	Can probably gather and read more detail. (cont'd.)	Children may not act as "naturally." (cont'd.)
<u>Outside Observation</u>									
<u>Advantages</u>	<u>Disadvantages</u>								
Can probably gather and read more detail. (cont'd.)	Children may not act as "naturally." (cont'd.)								

Evaluation Approaches for Looking at Development (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning	
	<p>over. Repeat process on another day having partners change roles.</p> <p>Ask each team to compare notes and prepare an oral report describing the activity they did, and their conclusions about the advantages and disadvantages of the two different types of observation.</p>		<p>Can probably focus on more members of the group--obtain a global picture.</p>	<p>Cannot re-direct activity if necessary.</p>
			<p>Provides another perspective on children's reactions to the adult doing the activity.</p>	<p>Cannot get close emotionally to children.</p>
			<u>Participant Observation</u>	
			<u>Advantages</u>	<u>Disadvantages</u>
			<p>Observer can alter responses while still involved in situation.</p>	<p>May not remember some critical information after activity is over.</p>
			<p>Children less aware they are being "watched."</p>	<p>May not be aware or objective about own role in influencing children's behavior.</p>
			<p>Probably have more "feeling" for the situation or the problems of a particular child.</p>	<p>May not be as sensitive to needs of all children or as able to see that a different adult response was called for.</p>

Evaluation Approaches for *Child's Play*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Observation and Follow-up Discussion	<p>Use this evaluation activity in conjunction with the film "Half a Year Apart," discussed in the Teacher's Guide, pp. 16-19.</p> <p>Divide class into two groups, one focusing on Josh, the other on Rachel. Ask students to record their observations that seem to fit the categories--"What interests Rachel or Josh and what can Rachel or Josh do?" Show film as many times as necessary until each group is satisfied with its chart. Have students use observations to discuss questions:</p> <ul style="list-style-type: none"> • What are the differences between Josh's and Rachel's abilities? • What do the observations tell us about Josh's and Rachel's needs? 	<p>To evaluate students' ability to apply the concepts of development to play:</p> <ul style="list-style-type: none"> • focus on concrete actions; • classify and synthesize developmental data; • evaluate visual information, extracting that which is relevant for a particular purpose; • think about the relationship between children's developmental abilities and their needs. 	<p>Students record and discuss specific details, e.g., "Rachel blows bubbles," "Josh fills milk bottle, then pours out water."</p> <p>Students classify information and develop concepts, e.g., Josh <u>experiments</u>, Rachel <u>touches</u> and <u>feels</u>. (For other categories, see Teacher's Guide, pp. 16-18.)</p> <p>Students speculate on needs, e.g., Josh's play is supported by a variety of objects of different shapes and sizes. The water supports Rachel's need to touch and feel.</p>
Essay	<p>Ask students to apply the definition, "Play is not only what is done, but how it is done, and with what feelings," to a picture they choose from the Photo Essay. (Student booklet, pp. 3-16)</p>	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • consider nonverbal sources of information such as actions and gestures; • examine the conditions under which a play activity is done; • recognize the expression of attitudes through play. 	<p>Students take account of such things as:</p> <ul style="list-style-type: none"> • doing activities: <ul style="list-style-type: none"> --at one's own pace, --at one's own instigation; • animation and happiness expressed by smiles, laughter, jumping, splashing; • freedom expressed by dressing up and pretending, wandering and hiding.

Evaluation Approaches for Child's Play (cont'd.)

<u>Approach</u>	<u>Description of Activity and Page References</u>	<u>Purpose</u>	<u>Evidence of Student Learning</u>
Role Play Observation	<p>Have students divide into small groups (four or five students each). Each group takes a turn selecting an object (from among those pictured on page 23 of the student booklet) and picks an age (toddlers, 4- or 6-year-olds) to role play using the object. Groups waiting for their turn observe the role play, discuss their observations and then report to the class identifying the "age" of the group doing the role play and supporting their conclusion with clues from the observed behavior.</p> <p>To prepare for the role play and analyze their observations, students should use information drawn from the data poster and their play files (Teacher's Guide, pp. 23-24) as well as their own recollections and insights.</p>	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none">· note the differences in play at different age levels;· understand the developmental patterns in play.	<p>In doing the role play, do students take account of one or more of the following dimensions of development?</p> <p>Social behavior:</p> <ul style="list-style-type: none">· dependence-independence,· preoccupation with self,· ability to cooperate and relate to others. <p>Physical development:</p> <ul style="list-style-type: none">· motor coordination,· speech. <p>Type of play:</p> <ul style="list-style-type: none">· concentration on self and immediate surroundings,· fantasy and symbolism,· intentional repetition,· exploration.

Evaluation Approaches for *Children's Art*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Observation at Fieldsite	Students do "casual observation" (Teacher's Guide, p. 17) of child drawing or painting in their fieldsites. Use guide on pages 16 and 17 of the student booklet for organizing notes, adding the question, "Do you think your presence supported or hindered the child's art experience? Why?" If possible, students should bring painting to class presentation.	To evaluate students' skills in observing children's art-making: <ul style="list-style-type: none"> • focusing on a child from beginning to end of an activity; • attending to specific details of the drawing process; • supporting the child's work while in an observer role; • basing interpretations about the child's experience on observable behavior. 	In their written or oral presentation of the observation students: <ul style="list-style-type: none"> • note how child began, carried out and ended the drawing episode; • note nonverbal as well as verbal behavior, e.g., changes of pace, arm movements, facial expression; • note their own interactions with child during the observation, e.g., "child paused and asked what I was writing"; • recognize ways his/her presence may have affected child, "When he asked me to draw it for him I said why didn't he try it"; • support generalizations, e.g., about child's feelings, with concrete references to child's talk and actions.
Essay Question (Oral or written. Could be used as pre/post exercise to follow change in students' ideas.)	Question: What do you think children get out of making or drawing something? List as many possibilities as you can. Whenever possible give an example of each idea from your field work, family, films, or other contacts with children. Draw on ways your own art experiences help you understand what children get from art-making.	To evaluate students': <ul style="list-style-type: none"> • understanding of the multiple meanings art activities may have for children; • ability to use their own art experiences to better understand children. 	Students point out several different opportunities art provides children, e.g., to: <ul style="list-style-type: none"> • explore new material; • master new skills; • rework significant experiences; • have a social experience with another child. <p>Students connect ideas with concrete observations of children drawing or painting (providing (cont'd.))</p>

Evaluation Approaches for Children's Art (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
			<p>they have had opportunities to observe art-making).</p> <p>Students indicate awareness of their own activity and feelings during art activities they have had (again, providing they have had some art opportunities during or prior to course).</p> <p>Students recognize ways <u>their</u> art experience may be similar to or different from a young child's.</p>

Evaluation Approaches for *How the World Works*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Short Answer Questions (Individual oral or written exercise)	<p>Choose one of the child explanations on page 5 of the student materials and discuss:</p> <ul style="list-style-type: none"> • How do you think a child could have arrived at this belief? • What might influence this belief to change? List as many possibilities as you can, giving specific examples. 	<p>To evaluate students' understanding of children's ideas about the physical world and their understanding of the different factors that cause children's ideas and beliefs to change.</p>	<p>Students look at the child's belief in terms of some of these characteristic patterns:</p> <ul style="list-style-type: none"> • a child explains the unfamiliar in terms he already knows; • children often view inanimate objects as alive; • children often explain abstract or intangible things, e.g., wind or dreams, in concrete form. <p>Students recognize that maturation and experience together help child's beliefs to change, since:</p> <ul style="list-style-type: none"> • at each age or stage of growth child experiences or learns about things differently; • beliefs change as children interact with people, media, new situations.
Observation and Analysis (For small groups)	<p>Carry out the activity described on page 13 of the student booklet and page 19 of the Teacher's Guide, in which students observe children and teenagers exploring the same topic.</p> <p>Procedures: divide class into small groups, each of which selects a topic that would interest children in their fieldsites. Collect materials, pictures, objects related to the topic. (cont'd.)</p>	<p>To evaluate students':</p> <ul style="list-style-type: none"> • ability to set up a situation that helps them learn about children; • skills in observing and recording details in relation to a focusing question; • understanding of how they have changed since childhood in what they know and how they find out. 	<p>Students provide evidence in their observation records that:</p> <ul style="list-style-type: none"> • the set-up attracted children for several minutes or was effectively changed during activity; • they were attending to what children did with material as well as what they said. <p>Students compare the two groups in terms of such things as: (cont'd.)</p>

Evaluation Approaches for How the World Works (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Interviewing	<p>In fieldsite: two group members set up materials in site and observe children's responses.</p> <p>In classroom: set up same materials for one of the other small groups.</p> <p>How to observe: in both settings have students observe together; one observer can focus on what is <u>said</u>, the other on the <u>actions</u> of the children or teenagers.</p> <p>After both observations, students compile list of ways the children and adolescents were similar and different in what they know about the topic and how each tries to learn about it.</p>	<p>To evaluate students' ability to learn about children's beliefs by talking directly to children. This involves:</p> <ul style="list-style-type: none"> • a number of skills in interviewing children: <ul style="list-style-type: none"> --talking with child while informally joining his play, --asking questions a child will understand, --probing to encourage further explanation from the child; • skills in summarizing information gathered from several children. 	<ul style="list-style-type: none"> • the range of responses each had: verbal, tactile, visual, oral, etc.; • kinds of questions asked; • particular focus of interest; • previous experience with subject; • explanations and beliefs voiced about the topic. <p>Students' interviews indicate that they:</p> <ul style="list-style-type: none"> • expressed interest in what the child was doing; • choose simple vocabulary child was likely to grasp; • followed up on child's own words in asking additional questions; • tried again if a question did not catch a child's interest; • did not insist on child's participation in a conversation. <p>In summarizing, students:</p> <ul style="list-style-type: none"> • pointed out some similarities and differences in the children's <u>views of the topic</u>, and in the <u>ways</u> the children responded, e.g., how talkative.

Evaluation Approaches for *Child's Eye View*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Anecdote Analysis (For individual written exercise)	Use the exercise on page 9 of the student materials. Substitute a new anecdote if you wish to have students practice with the anecdote given. To the given questions add, "What would you say?" and "How do you explain the difference between your response and those of the children?"	To evaluate students' understanding of the concept of egocentrism as seen in a child's judgments about punishment and fairness, including seeing that: <ul style="list-style-type: none"> • children's reasoning varies with age; • children are unable to consider some factors an adolescent would consider in judging fairness. 	Students recognize such age differences as: <ul style="list-style-type: none"> • three-year-old usually focuses on his own wants; • usually five-year-old holds eye-for-an-eye view; • older child considers intentions. Students mention factors adolescent would consider, such as the other's motives, values, needs.
Observation and Writing	Select one of the suggested games, e.g., "Birthday Present Store" or "Teddy on His Head." One student conducts game, other observes and records child's responses. Students write joint summary using evidence from notes to support conclusions about that child's ability to take another's view.	To evaluate students' ability to: <ul style="list-style-type: none"> • observe and record concrete details of child's behavior; • see child's responses to a play situation as evidence of child's level of egocentrism. 	Students note what child <u>did</u> , e.g., rather than "child acted silly," notes "child picked up paper, laughed as he threw it in the air." Students indicate an understanding of what the game required. Students note specific evidence of child's ability or inability to see another's viewpoint such as "chose a toy rather than a tie for daddy," "did not turn Teddy around."
Questions for Writing or Discussion (To be done individually or in small groups)	The following can be done as a written or oral exercise: "Sometimes we can explain children's actions by their difficulty in 'putting themselves in someone else's shoes.' Drawing on your field work, family childhood, (cont'd.)	To evaluate students' understanding of the concept of egocentrism: <ul style="list-style-type: none"> • understanding it as the child's tendency to consider another's point of view in terms of what the child knows and feels him- or herself; (cont'd.)	Students' examples portray children's lack of awareness of another's view. Students' examples draw on more than one context, e.g., field work, own childhood, family, babysitting. (cont'd.)

Evaluation Approaches for Childs Eye View (cont'd.)

<u>Approach</u>	<u>Description of Activity and Page References</u>	<u>Purpose</u>	<u>Evidence of Student Learning</u>
	and other experiences with children, give several examples to illustrate this idea."	<ul style="list-style-type: none"> • apply the concept to everyday observations of children; • realize the variety of forms egocentrism can take. 	<p>Students' examples note specific cues in child's talk and action to indicate a limited viewpoint, e.g., "child gestured into telephone."</p> <p>Students' examples provide a variety of examples of things the child is unable to realize, e.g., another's wants, physical orientation, needs, feelings, knowledge.</p>
Film Observation and Analysis (Individual or small group work. Analysis done in writing or discussion.)	View "Little Blocks." Shorten questions on page 30 of the student materials to "How do you think each of these people saw and felt about this situation?" <ul style="list-style-type: none"> • Rodney (child) • Bobby (teenager) • Teacher "Why do you think so?"	To evaluate students': <ul style="list-style-type: none"> • ability to take the point of view of the <u>child</u> as well as the teenager in observing interactions between the two; • awareness of ways an adolescent's own egocentrism may affect his work with children; • understanding that observation does not always provide sufficient information for drawing conclusions; • ability to consider the field teachers' point of view. 	<p>Students suggest several responses appropriate to preschool age child, such as:</p> <ul style="list-style-type: none"> • uneasiness with unfamiliar older person; • desire to use the blocks his own way. <p>Students recognize specific needs or interests of teenager that may obscure child's needs, e.g., interest in applying his ideas to materials, concern for acceptance by child.</p> <p>Student offers variety of possible explanations or suggests need for more information, citing kind of information needed and why.</p> <p>Students recognize teacher's role of trying to consider the needs and feelings of each boy in finding a way out of the situation.</p>

Evaluation Approaches for Making Connections

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Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Observation and Analysis	<p>Students select a child to observe over a period of several weeks (or months if possible), as suggested in the student booklet on page 7 and the Teacher's Guide on pages 4-6. Students should attempt to observe fifteen minutes per week.</p> <p>Use the <u>Directions in Development</u> poster to periodically focus observation on particular areas of growth.</p> <p>Use student journals to record talk and actions of child around the selected foci.</p> <p>Students could write or present an oral summary of the observations, collaborating in pairs if they have observed the same child.</p> <p>Summary can be made around the following questions:</p> <ul style="list-style-type: none"> • What are some things the child can do very well at this point? List as many as you can. • What changes have you observed in this child since you first began observing? • What do you think may be contributing to those changes? 	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • observe growth and change in individual children; • understand that maturation and experience together foster growth in the child; • use the <u>Directions in Development</u> poster as a resource for observing individual children. 	<p>Students' observation notes and summary focus on more than one <u>growth area</u>, e.g.:</p> <ul style="list-style-type: none"> • body skills and coordination; • ways of playing with other children; • sensitivity to others' needs and feelings; • emotional control. <p>Students note ways in which the child's <u>everyday behavior</u>, e.g., play, art-making, judgment about fairness, show his abilities.</p> <p>Students <u>connect changes</u> in different areas, e.g., as child grows more confident about being with other children he or she can participate in and learn group games.</p> <p>Students draw on specific evidence of change, e.g., at first child cried when mother left, now turns to find friends.</p> <p>Students suggest more than one factor influencing change, e.g., not only new opportunities and people but new capacities to understand and participate.</p> <p>Students select some focusing questions from categories in data poster.</p>

Evaluation Approaches for Making Connections (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Interview/ Dialogue Between Student and Field Teacher	Student and fieldsite teacher hold discussion in which they exchange ideas, examples, and suggestions around the questions listed on the form for student-fieldsite teacher dialogue. Both student and fieldsite teacher may wish to prepare for the discussion by writing their responses beforehand in the space provided.	<p>To enable students to draw on fieldsite teacher's viewpoint in evaluating their progress in working in the fieldsite.</p> <p>To enable the fieldsite teacher to assess the adequacy of the support being given to the student.</p> <p>To enable both to recognize the other's view of the student's experience.</p>	<p>Recommendations take both student's and teacher's views into account:</p> <ul style="list-style-type: none"> • <u>build on agreement</u>: e.g., if both agree that the student needs to contact more children rather than focus on one, they might recommend that student spend part of each day with other children; • <u>handle disagreement</u>: e.g., if student feels capable of more responsibility than teacher assumed he/she could take, they could recommend that the student try limited additional responsibility and discuss results periodically with the fieldsite teacher. <p>Student's final comment indicates recognition of additional ideas and suggestions of fieldsite teacher.</p> <p>Student's role over the subsequent weeks reflects the recommended changes.</p>

FORM FOR STUDENT-FIELDSITE TEACHER DIALOGUE

Student's Views

Fieldsite Teacher's Views

How has the student contributed to the goals and activities of this classroom (or center)?

What growth and change has taken place in the student's skills in working in the fieldsite?

What kinds of help, experiences, resources in the fieldsite may have contributed to the student's growth?

What situations or kinds of work with children are difficult for the student?

What kind of additional help would enable the student to contribute more?

Are there additional responsibilities the student could take on?

Joint recommendations for student's work:

Student comment on ways this dialogue has changed or expanded your views of your work in the fieldsite:

Evaluation Approaches for Children at Home

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Essay (Pre/post exercise to assess change in student's ideas over time. To be done as individual or small group activity.)	Question: What are ways parents influence their children? List as many ways as you can. For as many as you can, give an example.	To evaluate students': <ul style="list-style-type: none"> • understanding of how people influence each other's ideas and behavior: <ul style="list-style-type: none"> --in <u>direct</u> ways, --in <u>indirect</u> ways, of which they are not necessarily aware; • awareness of those influencing processes in their own experience. 	Student's list includes some ideas of <u>direct</u> influence such as: <ul style="list-style-type: none"> • demonstrating how to do something; • saying what behavior is desired; • giving reasons why that behavior is desired. Student's list includes some ideas of <u>indirect</u> influence such as: <ul style="list-style-type: none"> • reinforcing without naming desired behavior; • planning an environment with certain choices; • modeling. Student gives examples from variety of different experiences: <ul style="list-style-type: none"> • in fieldsite; • in own family; • in own childhood.
Role Play by Small Groups	Class is divided into small groups, each of which chooses a picture from the <u>What Is a Family?</u> poster to portray in a role play. Each group should plan for the role play by discussing what might have been taking place before and after the photo was taken, and what each person is like. Then each group should role play that scene with the other groups as audience. (cont'd.)	To evaluate students': <ul style="list-style-type: none"> • sympathy for a range of different family structures; • ability to take the viewpoints of a range of family members, including children and adults; • ability to accept people of various ages, cultures, sexes, as effective caregivers of children. 	Drama lacks stereotyping. Actors' speech, gestures, actions toward others is realistic in terms of that person's age or role. Students in caretaker role (e.g., grandmother, father, mother) express support and interest toward student in child role.

Evaluation Approaches for Children at Home (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
	Afterwards, role play participants may wish to discuss how they felt during the action, and the audience can discuss what they saw and whether they felt the actors portrayed realistic characters.		
Film Observation and Analysis (For individual or small group exercise; could be used twice as pre/post exercise to look for growth in student answers)	<p>Show film "Rachel at Home" twice, giving students the questions before the first showing. Encourage students to take notes as they wish.</p> <p>Students write answers to:</p> <ul style="list-style-type: none"> • What do the parents expect of Rachel? • How do you know? • Give some examples that show how the child may be influencing the parents. • If <u>you</u> were Rachel's parent, would you have done anything differently? Why? 	<p>To evaluate students':</p> <ul style="list-style-type: none"> • skills in observing ways people influence each other, such as: <ul style="list-style-type: none"> --focusing on specific details of behavior, --recognizing indirect as well as direct methods of influence, --inferring a family's values from the way they talk and act with each other; • awareness of values they themselves are developing about childrearing practices; • awareness and tolerance for a range of childrearing styles and practices. 	<p>Student notes the particular <u>way</u> actions are carried out, for instance, noting that "Rachel mixed the batter for French toast," rather than, "Rachel helped her mother."</p> <p>Student notes <u>direct</u> expressions of parents' expectations, e.g., in guiding the tooth-brushing, and <u>indirect</u> expressions, e.g., in emphasizing neatness.</p> <p>Student labels the values implied in the parents' actions, e.g., "encourages <u>independence</u> in showing her how to cut her own toast."</p> <p>Tone of writing is descriptive rather than judgmental.</p>

Evaluation Approaches for *Beyond the Front Door*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Interview with Field Teachers Followed by Report or Class Discussion	Have students prepare a set of questions to use in interviewing fieldsite teachers about the values of their child care setting and how these values are promoted. Some possible questions: <ul style="list-style-type: none"> • What kinds of growth does this site want most to encourage in children? • What things would a child <u>not</u> be allowed to do here? Why? • Individually or in pairs or threes (if students have interviewed together), students present findings to class. 	To evaluate students': <ul style="list-style-type: none"> • understanding of the goals of his/her own fieldsite; • awareness of ways those goals are promoted; • ability to communicate with the fieldsite teacher about goals and procedures of the fieldsite. 	Students point out child behaviors which would and would not be encouraged at this fieldsite. Students recognize purposefulness in such areas as: <ul style="list-style-type: none"> • room layout; • materials available; • use of outdoor space; • staff-child relationships; • activity choices. Students indicate areas of possible disagreement between their own values and those of the fieldsite. Students indicate an attitude of interest in teacher answers and tolerance for areas of value difference.
Essay (For individual student use)	Read <u>Childhood Memories of Jade Snow Wong</u> , focusing on these questions from "Matching Messages" (student booklet, pp. 23-25; Teacher's Guide, pp. 29-32): <ul style="list-style-type: none"> • In what ways were the values of Jade Snow Wong's home and school complementary? conflicting? • How did she resolve the conflict situations? Draw on specific details from the reading. 	To evaluate students': <ul style="list-style-type: none"> • understanding of the concept of <u>values</u> as referring to what is deeply cared about and promoted; • understanding of how values of families and schools may differ, which involves: <ul style="list-style-type: none"> --identifying the values implied by people's actions, --recognizing ways values differ or conflict; • awareness of a range of ways of coping with value conflict; • respect for a variety of child-rearing beliefs and practices. 	Student identifies examples which do convey what the family cares about. Student recognizes values expressed <u>indirectly</u> , e.g., school games which support strong peer bonds, as well as those <u>directly</u> expressed, e.g., Jade Snow Wong's parents' directive that, "a teacher is as your mother or father." Student points out ways the values of home reinforce those (cont'd.)

Evaluation Approaches for Beyond the Front Door (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
			<p>of school, e.g., importance of reading in both places.</p> <p>Student points out ways home and school may provide balance, not conflict, e.g., the discipline of calligraphy vs. the free brush drawing in school.</p> <p>Student points out a variety of Jade Snow's ways of coping, e.g.:</p> <ul style="list-style-type: none"> • seeking explanation from parents; • choosing between alternatives; • acting differently, depending on setting. <p>Tone of essay is nonjudgmental.</p>
<p>Observation (Film viewing) (Individual or small group exercise)</p>	<p>View and analyze a preschool film not previously viewed, using questions taken from the activity suggested on page 24 of the student materials and page 20 of the Teacher's Guide:</p> <ul style="list-style-type: none"> • What behaviors do the adults and other children expect of the child? --How do you know? --How does the child respond? • What values and behaviors does the school seem to foster? How? • Are there ways the child may be affecting others in the school? 	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • observe specific details of behavior and setting; • be aware of the different processes by which people may influence each other, both directly and indirectly; • make some inferences about values of an institution from the behaviors of people in it. 	<p>Students recognize nonverbal behavior as well as verbal.</p> <p>Students include ideas from such categories of <u>direct</u> influence as:</p> <ul style="list-style-type: none"> • demonstrating how to do something; • directing child physically; • telling child what is desired or expected. <p>Students include ideas from such categories of <u>indirect</u> influence as:</p> <ul style="list-style-type: none"> • reinforcing desired behavior; • offering certain activity choices. <p>Students note ways child's actions may be influencing adults, e.g., calls teacher's attention to self by standing outside group.</p>

Evaluation Approaches for *Children in Society*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Discussion (By small group or whole class)	Have students discuss the roles of children, the roles of social institutions, and the interaction of children with social institutions and how that interaction is documented. (Teacher's Guide, pp. 3-7)	To evaluate students' ability to: <ul style="list-style-type: none"> • consider a society's role in the lives of children; • consider how a society gathers information about children. 	<p>Students can generate an exhaustive list of roles played by children.</p> <p>Students can generate a list of social institutions involved in each role played by children.</p> <p>Students can articulate ways which the social institutions document their involvement with children.</p> <p>Students can discuss the merits and flaws of the various forms of documentation.</p>
Observation (Film viewing)	Have students view "Young Children on the Kibbutz" to consider how these Israelis care for their children. (Teacher's Guide, p. 12)	To evaluate students' awareness of how a society provides care for children.	<p>Students can articulate the ways the various needs (e.g., social, physical, academic, emotional, etc.) are provided for by the kibbutz.</p> <p>Students can articulate the roles of the children, adults, and a kibbutz in Israel.</p> <p>Students can compare nonjudgmentally the childrearing patterns in the kibbutz to childrearing patterns familiar to them in this country.</p>

Evaluation Approaches for Children in Society (cont'd.)

<u>Approach</u>	<u>Description of Activity and Page References</u>	<u>Purpose</u>	<u>Evidence of Student Learning</u>
Essay (Written or taped)	Have students write descriptions about themselves (short autobiography) or discuss a significant event in their lives which reflects their role in society and society's role in their lives.	To evaluate whether students can think about the role family and society has played in their becoming who and what they are.	Students can demonstrate an awareness of their own behavior and attitudes and the relationship of these to the behavior and attitudes of their family, acquaintances, and institutions of their society. Students can demonstrate a sensitivity to how they have been influenced and how they influence others.

Evaluation Approaches for *Under Stress: Keeping Children Safe*

These approaches are provided to give teachers the opportunity to build evaluation into the day-to-day activities in the EXPLORING CHILDHOOD materials. Teachers can adapt these suggested approaches to the goals and needs of their individual classes. Students and teachers should share and discuss the purposes, expected outcomes and actual results of the evaluation approach chosen.

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Essay or Small Group Discussion	<p>Have students write about an accident or a time when they responded to a child out of anger, impatience or frustration; also have students state how else they might have reacted to the situation.</p> <p>Have students write about a particularly stressful situation in their own homes, stating what happened, and what else might have happened (student booklet, pp. 1-7; Teacher's Guide, pp. 5-71).</p>	To evaluate students' ability to recognize and understand causes of stress in their own lives.	<p>Students demonstrate an understanding of the emergence and resolution of stress by articulating:</p> <ul style="list-style-type: none"> • factors which contribute to stress; • factors which may have diminished stress; • factors which were supportive during and after the incident.
Observation (Film viewing)	<p>Have students view the film Broken Eggs. After the viewing have students discuss how the students in the film dealt with a stressful situation and how they might have done things differently (student booklet, pp. 6-15; Teacher's Guide, pp. 40-43).</p>	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • understand that inadequate caregiving is usually caused by stress in the life of a caregiver; • consider causes of stress and sources of support in students' and others' experiences; • understand approaches to dealing with feelings of anger and stressful situations when involved in work with children. 	<p>Students can generate a list of stressful factors present in the film "Broken Eggs," focusing on conflicts arising from people's varying expectations.</p> <p>Students can articulate supporting factors existing in the "Broken Eggs" situation.</p> <p>Students can articulate other factors of support that were needed for successful resolution of the conflict.</p> <p>Students can think of alternative approaches to the situation (e.g., how to have avoided it, etc.).</p>

Evaluation Approaches for Under Stress: Keeping Children Safe (cont'd.)

Approach	Description of Activity and Page References	Purpose	Evidence of Student Learning
Discussion	Have students listen to the tape "A Case of Family Stress" (student booklet, pp. 2-5).	<p>To evaluate students' ability to:</p> <ul style="list-style-type: none"> • consider the causes of stress and the sources of existing and possible support in an actual case of child abuse resulting from stress in the life of a caregiver; • understanding that when adults are under stress, an adult's caregiving ability may be impaired; • consider those sources of stress which are common to all caregivers and those which are peculiar to individuals. 	<p>Students can sort out sources of stress, e.g., from family, community and society.</p> <p>Students can sort out source of existing and potential support emanating from family, community and society.</p> <p>Students can articulate those sources of stress which are peculiar to this mother and those which are common to most caregivers.</p>
Observing	Have students observe in their fieldsite for safe and unsafe environmental conditions which may prevent or lead to accidents (student booklet, pp. 17-21).	<p>To evaluate students' ability to consider ways to prevent children's accidents.</p>	<p>Students can describe fully:</p> <ul style="list-style-type: none"> • potentially dangerous places or situations and hazardous materials; • those things or conditions in the environment which would be dangerous or safe depending upon the various developmental stages of the children. <p>Students can propose modifications within the environment which would make it safe for children.</p>

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