



SLO Assessment Cycle for C D 90

Facilitating Inclusion in Early Childhood Programs: Intervention Strategies SLO Modified: [03/15/2011]

Li Wei Sun's Team Members:

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4. [Diane Langfelder](#) (x) C D
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Additional Team members not on list/notes about team:

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Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Design and implement practical interventions and instructional strategies to promote development and growth.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [03/15/2011]

Assessment Strategy Used:

Quarter: Fall 2010

Assessors: Dionne Clabaugh

Assessment Tools: Performances/Demonstrations • Papers/Essays • Performances (Simulated)

Outcome 1: Reflect & Enhance Modified: [04/18/2011]

Number of people involved in Phase III: 1

Changes:

Methods:

Assignment to create, describe, and demonstrate adaptive materials. Materials were created both during class and as homework. This assignment had two parts: (a) a written essay to describe the adaptation, provide a rationale for making adaptation, and linking the specific adaptation to support the development of one of IDEA's categories of special needs; (b) in-class small group demonstrations of adaptation and discussion to compare and contrast adaptations that were demonstrated.

Summary:

Results – This average score on this assignment was 20 out of 25 points, or 80%, and includes four students who did not turn in this assignment. With those students removed from the results, the average score is 24 out of 25 points – 98%.

Comments – The adaptations assignment was challenging because it required students to integrate several chapters of content and then create a product based on knowledge assimilation. It also required students to “think outside the box” in order to remake a learning material, or to rethink how to deliver instruction or arrange the learning environment.

This was also a highly engaging assignment. During the five, in-class learning and working sessions on making adaptations, attendance was not 100%. Four students did not complete this assignment and these students were absent for at least two learning/working sessions.

It is critical that students attend class in order to learn about making adaptations. However, for those students who missed class for this topic, they perhaps felt too unprepared to succeed.

Enhancement (Part I):

The assignment can be revised into three, separate, graded parts and treated as a final project. The recommended parts are

- (a) participation in small group discussions on making adaptations,
- (b) writing an essay describing their adaptation and rationale, and
- (c) making and demonstrating their adaptation.

Students may approach a project with greater engagement and motivation for success because projects tend to be considered more important and require more engagement than homework assignments. Instructors can provide targeted scaffolds when the assignment is structured in three sections, including meeting with under-performing students to provide additional support.

Enhancement (Part II):

None of these enhancements require additional resources unless the instructor needs help to provide scaffolds and differentiation skills.

[Number of Outcomes for C D 90: 1]