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***Evaluation Strategy***

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 To ensure the appropriateness and success of the proposed pro-social curriculum, a combination of both formative and summative evaluation tools will ultimately need to be implemented. The majority of formative assessment tools utilized will be observational, performance-based, and authentic in nature, as this is typically the most developmentally appropriate form of assessment for preschool children. The formative assessment tools and measures will be on-going and provide information regarding the success and appropriateness of each design component within the curriculum.

 Formative evaluation should begin with a pre-assessment observation conducted by the classroom teacher. During this assessment, the teacher should observe students within natural social situations which occur in the classroom context and document their use of pro-social skills. The teacher should also observe each child’s ability to verbally recognize and manage their emotions within the classroom setting. These invaluable pre-assessment observations will provide the teacher with information regarding each child’s understanding of and ability to demonstrate key pro-social behavioral skills. It will also provide the teacher with an understanding of each learner’s unique needs with regard to the content. Similarly, a post-assessment observation can be conducted when the pro-social unit is complete. This observation can then be compared to the pre-assessment observation to determine if any changes occurred in student behavior since the curriculum was implemented.

 Throughout the implementation of the curricular experiences, authentic assessments such as anecdotal records, observations, interviews, child drawings and conversations, and pictorial documentation could be utilized to display each child’s attainment of the given unit outcomes. These assessments could then be incorporated into a performance-based portfolio for each child. This portfolio would clearly and thoroughly articulate the effectiveness of the curriculum for other teachers, parents, administrators, curriculum directors, and schools.

 Teachers and administrators should also take the opportunity to engage in professional development workshops, trainings and lectures on the issue of pro-social behavioral instruction within pre-kindergarten settings. These experiences will provide a comparison base for the curriculum and provide educators with pro-social strategies and methods utilized within other preschool programs and studies. This will assist educators in assessing and evaluating the proposed curriculum to ensure that the curricular techniques being utilized are the most up-to- date and effective according to recent bodies of research.

 In addition to the aforementioned formative evaluation measures, a summative evaluation could be conducted in the following three to five years through the form of pre- and post-assessment surveys administered by an objective assessor. By measuring and assessing student learning and attainment of outcomes, as well as analyzing feedback regarding the unit over an extended time frame, teachers and administrators will be able to reflect upon the effectiveness of the pro-social unit. The unit can also be compared to other pro-social curricula which include similar outcomes. This will help stakeholders determine if the unit effectively and appropriately meets the needs of students, or if it should be considered for modification or re-design before future implementation.