

Child Dev Brightspace Post Pilot Review

Summer 2019

Topics

- Overview of the Summer Pilot
- Challenges & Opportunities
- Reporting
- Changes for the fall
- Expectations for the fall

Overview: Summer Pilot Planning & Timeline

Spring
2019

Jen/Carrie **built** rubrics and assignments in master course (Spring 2019)

Brandon/Carrie/Elissa **researched** competencies, learning objectives, rubrics, and assignments connectivity in Brightspace (Spring 2019)

Elissa **built** competencies (standards and key elements) into the master course

Elissa **aligned** competencies & learning objectives to assignment and specific related rubric criterion

Discipline meeting to present Summer Pilot plan (May 9)

Summer
2019

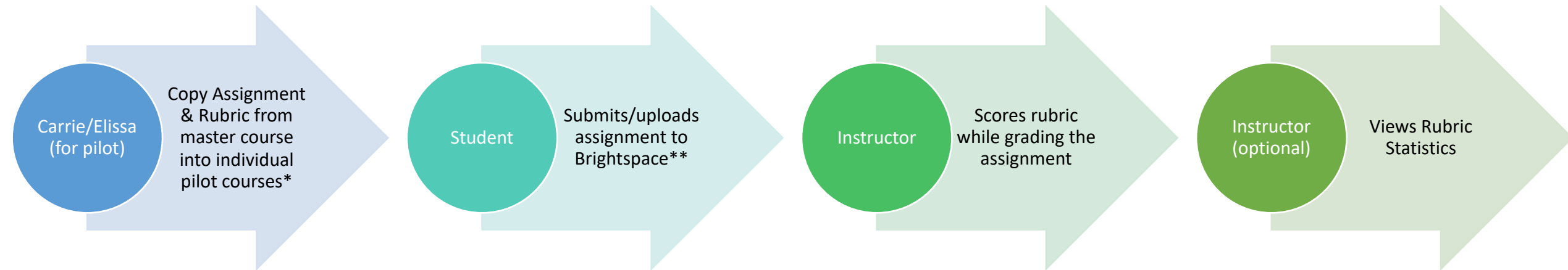
Elissa **copied** appropriate competencies, rubrics, and key assessments into the pilot courses from the master

Pilot/Kickoff Meeting (June 14)

End of term Q&A (July 26)

End of Term debrief and reflection (July 30)

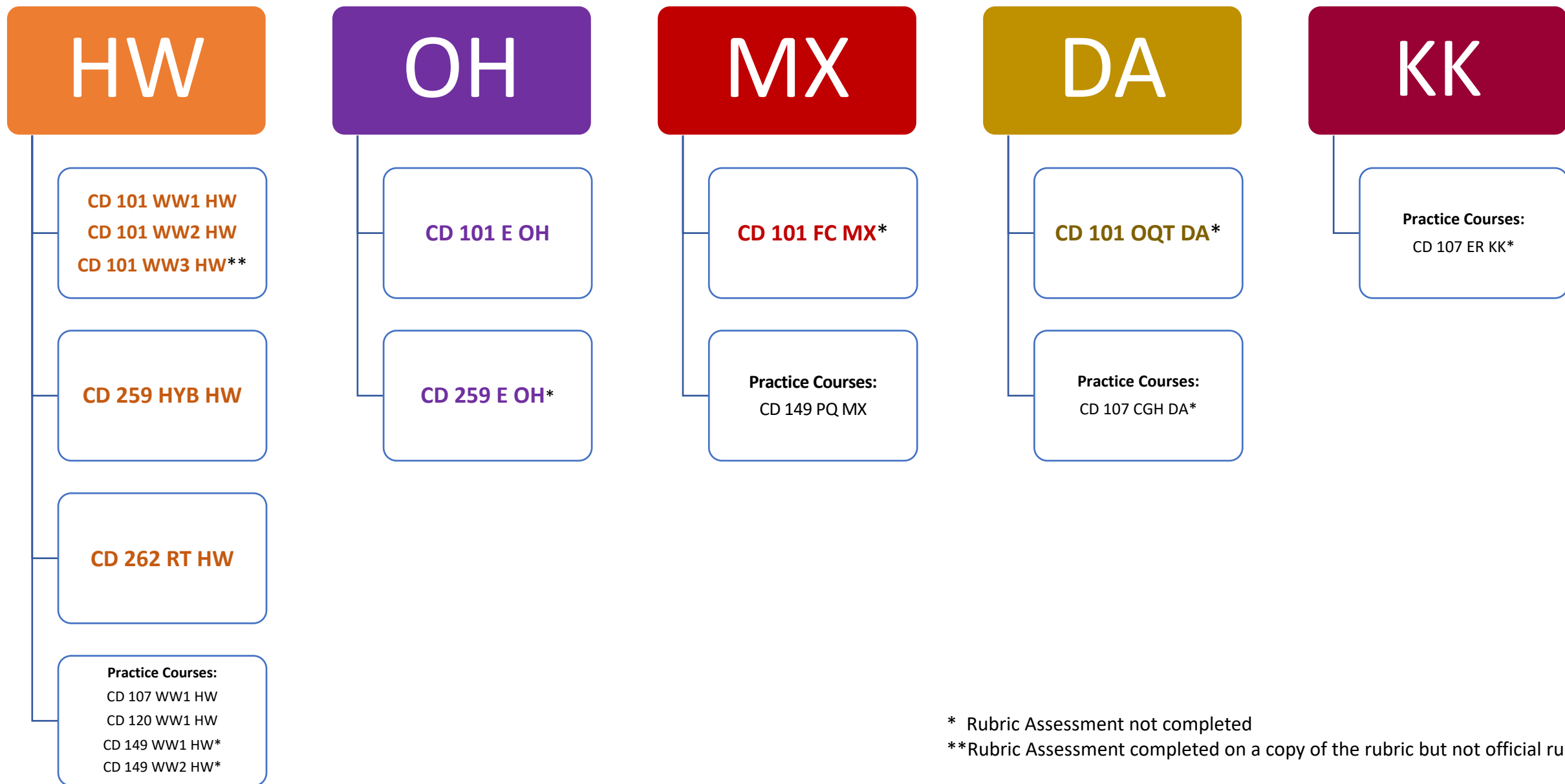
Overview: Expected Summer Pilot Course Steps



* This also unexpectedly required some additional work after discovering some of the challenges (discussed on future slide)

**Some instructors collect assignments hard copy rather than having students submit online.

Summer 2019 Pilot Courses



Challenges & Opportunities

Pilot Completion Rate

- Completion rate is defined as assessed students using the rubric embedded in the course for the key assessment.



Different ways faculty:

- assign the assignment
- grade the assignment
- use Brightspace
- assess the assignment with the KA rubric



Technical

- Discovered in order for competencies and associations to copy from master it required an admin (requires further 'permission' research)
- Rubrics were not truly connected (each course section had a unique rubric id rather than a shared rubric id)
- Some rubric data only appeared in the course and not in the back-end data sets (d2l issue reported)
- Competency data also didn't calculate as expected (potentially a setup issue or a d2l issue)

Evaluation and Revisions Identified

- This process allowed the discipline to identify areas of improvement within the assignment instructions as well as the rubric levels and criteria descriptions

College	Planned	Rubric Assessment Completed	Pilot Completion Rate
HW	5 KA courses 4 practice courses	5 KA courses** 2 practice courses	100 % 50 %
OH	2 KA courses	1 KA course	50 %
MX	1 KA course 1 practice course	0 KA courses 1 practice course	0 % 100 %
DA	1 KA course 1 practice course	0 KA courses 0 practice courses	0 % 0 %
KK	1 practice course	0 practice courses	0 %

- 101 example – assignment happens 3 times with 3 different age groups, but rubric assessment is only meant to be assessed on the final observation. Instructions mention all 3 age group observations which can be confusing.
- Some faculty already had existing assignments in Brightspace for the KA and therefore a simple resolution was to attach the KA rubric with that assignment instead, but it meant all the associations to the competencies had to be reconnected.
- Some faculty have students submit hard copy, some faculty have students submit through Brightspace. The created “assignment” was setup as ‘file submission’ type rather ‘on paper submission’ and faculty had to learn the work around to “assess” with the rubric when students didn't submit online. An alternative would have been to change the assignment type *before* any students accidentally submitted it electronically.
- Some (many) of the KAs are a culminating assignment at the end of the term therefore, assessing with the NAEYC standard/rubric may be an after thought or likely happens *after* all other grading is done. We have to take this into consideration when pulling data.

Example of Course Level Rubric Report

Criteria Score Frequency for 'Observation/Interpretation #3 Preschool 3-5'

[Expand All](#) [Collapse All](#)

Criteria	Frequency
▼ HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. NAEYC 1a.	
Distinguished	50 % <div><div></div></div>
Proficient	44 % <div><div></div></div>
Needs Improvement	0 % <div><div></div></div>
Unsatisfactory	0 % <div><div></div></div>
Unable to Assess	0 % <div><div></div></div>
No level selected	6 % <div><div></div></div>
▼ HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. NAEYC 1b.	
Distinguished	44 % <div><div></div></div>
Proficient	44 % <div><div></div></div>
Needs Improvement	0 % <div><div></div></div>
Unsatisfactory	6 % <div><div></div></div>
Unable to Assess	0 % <div><div></div></div>
No level selected	6 % <div><div></div></div>

▼ HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. NAEYC 1a.	
Distinguished	50 % <div><div></div></div>
Proficient	44 % <div><div></div></div>
Needs Improvement	0 % <div><div></div></div>
Unsatisfactory	6 % <div><div></div></div>
Unable to Assess	0 % <div><div></div></div>
▼ HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. NAEYC 1b.	
Distinguished	50 % <div><div></div></div>
Proficient	44 % <div><div></div></div>
Needs Improvement	0 % <div><div></div></div>
Unsatisfactory	6 % <div><div></div></div>
Unable to Assess	0 % <div><div></div></div>
▼ HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. NAEYC 1c.	
Distinguished	50 % <div><div></div></div>
Proficient	44 % <div><div></div></div>
Needs Improvement	0 % <div><div></div></div>
Unsatisfactory	6 % <div><div></div></div>
Unable to Assess	0 % <div><div></div></div>

HAROLD WASHINGTON - Summer 2019

Key Assessment #1 Rubric - CD 101 Observing Early Childhood Development and Learning

Summer 2019 CHLD DV 101-1 WW1 HW 16

Summer 2019 CHLD DV 101-1 WW2 HW 16

Summer 2019 CHLD DV 101-1 WW3 HW** 25

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Row Labels	Distinguished	Proficient	Needs Improvement	Unsatisfactory	No level/unable to assess	MET THRESHOLD	Total Students Assessed
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. NAEYC 1a.	19	22	10		6	41	57
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. NAEYC 1b.	18	27	4	6	2	45	57
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. NAEYC 1a.	18	23	9	6	1	41	57
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. NAEYC 1b.	18	29	3	6	1	47	57
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. NAEYC 1c.	18	24	7	7	1	42	57
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. NAEYC 3b.	18	24	8	6	1	42	57
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. NAEYC 3c.	18	26	2	8	3	44	57
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition NAEYC 2a	18	21		2	16	39	57
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. NAEYC 3d.	18	26	1	11	1	44	57
Organization	28	21	5	1	2	49	57
Writing	28	23	3	1	2	51	57

HAROLD WASHINGTON - Summer 2019

Key Assessment #4 Rubric - CD 259 Activity Planning, Implementation, and Reflection Summer 2019 CHLD DV 259-1 HYB HW (1201_10020)

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Row Labels	Distinguished	Proficient	Needs Improvement	Unsatisfactory	No level/Unable to Assess	MET THRESHOLD	Total Students Assessed
CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. NAEYC 3a.		7				7	7
CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. NAEYC 3d.		7				7	7
CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. NAEYC 4b.	1	4	2			5	7
CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning. NAEYC 1c	1	5	1			6	7
CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning. NAEYC 4d.		6	1			6	7
CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning. NAEYC 5b.	2	3	1	1		5	7
CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs NAEYC 2c.	1	1	5			2	7
CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs. NAEYC 4a.	1	4	2			5	7
CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs. NAEYC 4c		6	1			6	7
CPD4: Describes appropriate methods supportive of young children's development and learning. NAEYC 5b.		7				7	7
CPD5: Describes appropriate content supportive of young children's development and learning. NAEYC 5a.		7				7	7
CPD6: Selects appropriate content, aligned with relevant standards NAEYC 5c.		7				7	7
CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content. NAEYC 5c.		7				7	7
CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests. NAEYC 4b.		2	5			2	7
CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests. NAEYC 4c.		4	3			4	7
CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. NAEYC 5b.		4	3			4	7
Organization	3	2	2			5	7
Writing	2	1	2	2		3	7

HAROLD WASHINGTON - Summer 2019

Key Assessment #5 Rubric - CD 262 Family/Practitioner Interview and Collaboration Plan

Summer 2019 CHLD DV 262-1 RT HW

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Row Labels	Distinguished	Proficient	Needs Improvement	Unsatisfactory	No level/Unable to Assess	MET THRESHOLD	Total Students Assessed
FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting. NAEYC Standard 1b	1	7	2			8	10
FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting. NAEYC Standard 2b	1	7	2			8	10
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education. NAEYC Standard 2c	2	4	4			6	10
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices. NAEYC Standard 2a	1	7	2			8	10
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices. NAEYC Standard 2b	1	5	4			6	10
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices. NAEYC Standard 3d		5	5			5	10
FCR4: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting. NAEYC 1c		8	2			8	10
FCR4: Describes culturally and linguistically responsive communication and collaboration strategies which facilitate culturally sensitive expectations for children's development and learning and family engagement in assessment and goal setting. NAEYC 3d		6	4			6	10
Organization	2	8				10	10
Writing	8	2				10	10

Olive-Harvey - Summer 2019

Key Assessment #1 Rubric - CD 101 Observing Early Childhood Development and Learning

Summer 2019 CHLD DV 101-1 E OH

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Row Labels	Distinguished	Proficient	Needs Improvement	Unsatisfactory	No level/unable to assess	MET THRESHOLD	Total Students Assessed
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. NAEYC 1a.		4	1			4	5
HGD1: Identifies and describes theories of typical and atypical growth in all developmental domains and the interaction between individual and contextual factors on development and learning. NAEYC 1b.	1	3	1			4	5
HGD2: Describes the interrelationship between developmental domains, holistic well-being, and adaptive/living skills. NAEYC 1a.	2	2	1			4	5
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. NAEYC 1b.		3	2			3	5
HGD3: Defines how cultural, familial, biological, and environmental influences, including stress, trauma, protective factors, and resilience, impact children's well-being, and learning. NAEYC 1c.		4	1			4	5
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. NAEYC 3b.	1	3	1			4	5
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. NAEYC 3c.		4	1			4	5
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition NAEYC 2a		1	4			1	5
HGC4: Interprets children's unique developmental patterns and identifies supportive resources for children who may require further assessment. Demonstrates knowledge of processes of first and second language acquisition. NAEYC 3d.		4	1			4	5
Organization	2	1	1		1	3	5
Writing	2	2	1			4	5

NAEYC STANDARDS & KEY ASSIGNMENT CROSSWALK

	NAEYC Standards																							
Course & Assessment	1a	1b	1c	2a	2b	2c	3a	3b	3c	3d	4a	4b	4c	4d	5a	5b	5c	6a	6b	6c	6d	6e	7a	7b
KA 1: Observation CD 101	X	X	X	X				X	X	X													X	X
KA 2: Child Study CD 201	X	X	X	X				X	X	X													X	X
KA 3: Philosophy CD 120 & 258																		X	X	X	X	X		
KA 4: Activity Plan CD 259			X			X	X			X	X	X	X	X	X	X	X						X	X
KA 5: Family/Practitioner Interview CD 262		X	X	X	X	X				X													X	X
Key Element Totals	2	3	4	3	1	2	1	2	2	4	1	1	1	1	1	1	1	1	1	1	1	1	4	4
Standard totals	9			6			9				4				3			5					8	

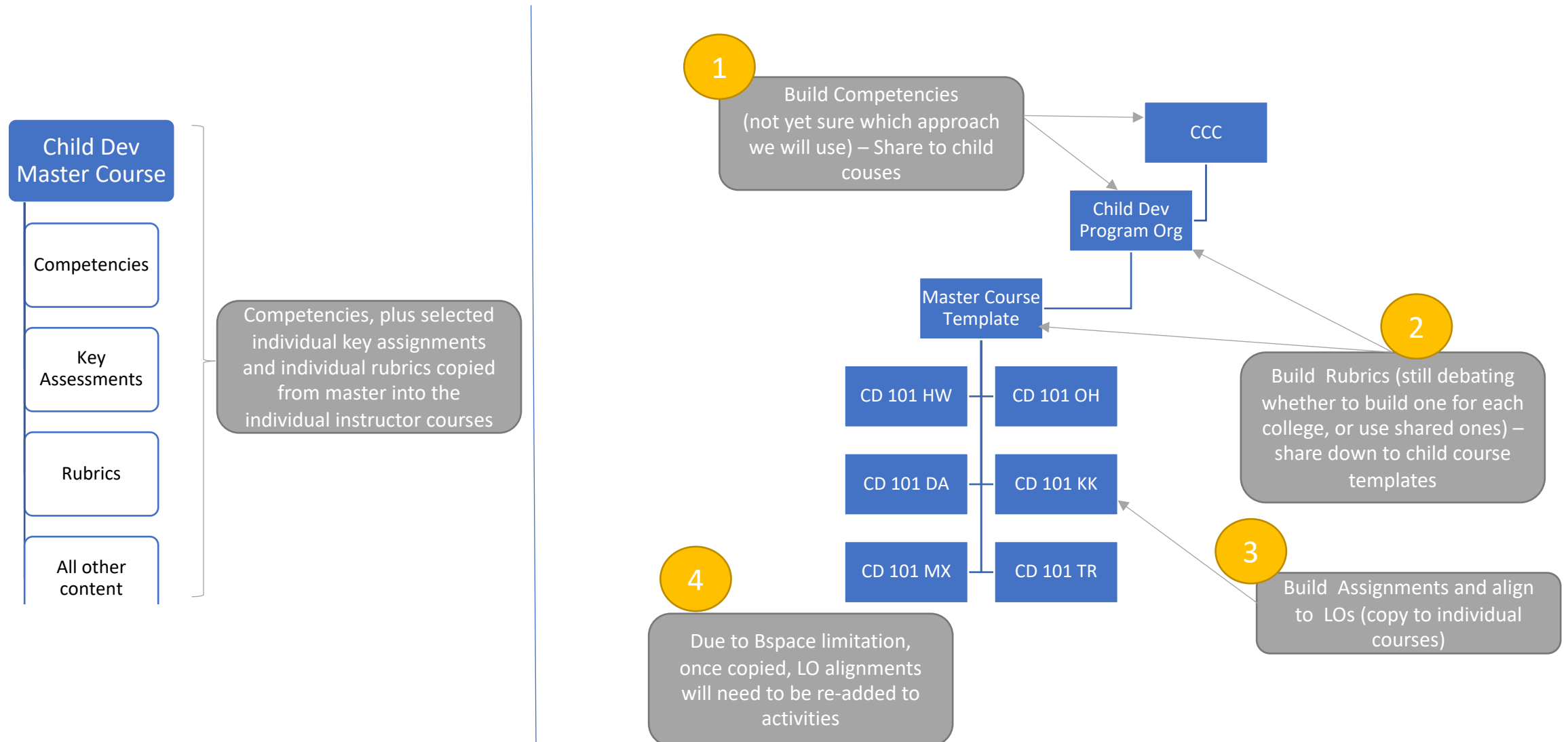
Future Report: Competency Achievement Based on NAEYC Crosswalk

NAEYC STANDARDS & KEY ELEMENTS (Competencies & Learning Objectives)		Meets	Does Not Meet
Standard 1: Promoting Child Development and Learning Key Elements			
	1a. Knowing and understanding young children's characteristics and needs, from birth through age 8.		
	1b. Knowing and understanding the multiple influences on development and learning.		
	1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.		
Standard 2: Building Family and Community Relationships Key Elements			
	2a. Knowing about and understanding diverse family and community characteristics.		
	2b. Supporting and engaging families and communities through respectful, reciprocal relationships.		
	2c. Involving families and communities in young children's development and learning.		
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families Key Elements			
	3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.		
	3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.		
	3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.		
	3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.		
Standard 4: Using Developmentally Effective Approaches Key Elements			
	4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		
	4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		
	4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		
	4d. Reflecting on own practice to promote positive outcomes for each child.		
Standard 5: Using Content Knowledge to Build Meaningful Curriculum Key Elements			
	5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social stud		
	5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.		
	5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.		
Standard 6: Becoming a Professional Key Elements			
	6a. Identifying and involving oneself with the early childhood field.		
	6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.		
	6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.		
	6d. Integrating knowledgeable, reflective, and critical perspectives on early education.		
	6e. Engaging in informed advocacy for young children and the early childhood profession.		
Supportive Skills			
	SS1. Self-assessment and self-advocacy.		
	SS2. Mastering and applying foundational concepts from general education.		
	SS3. Written and verbal skills.		
	SS4. Making connections between prior knowledge/experience and new learning.		
	SS5. Identifying and using professional resources.		

Summer 2019 Pilot Success Criteria & Outcomes

- Goal: 100% Harold Washington Child Dev summer instructors **to commit** to summer pilot (using the agreed upon key assessment/rubric in their summer course.)
 - Target hit
- Goal: to have at least 1 non-HW Child Dev summer course/instructor from each college **to commit** to summer pilot (not a requirement)
 - Target (almost) hit: OH has 2, MX has 2, DA has 2, KK has 1 (TR = 0)
- Goal: Build and Align 100% of NAEYC Standards and Key Elements into Brightspace using competencies, learning objectives, assignments, and rubrics.
 - Target hit
- Goal: 90% of pilot-instructors to **complete** the pilot (instructor score student's key assessment using master rubric)
 - 67% completion of KA courses
 - 43% completion of 'practices' courses
- Outcome: Be able to generate a rubric data report that can be sliced by term, college, course/key assessment, and rubric criteria, learning objective, and competency.
 - Target Not Hit – on-going exploration with data team and Brightspace team internally
 - For the purpose of the pilot, we were able to manually build a version of this
- Outcome: Be able to visualize & compile that data easily for Child Dev programs at each college for NAEYC Reports.
 - Target Not Hit – on-going exploration with data team and Brightspace team internally
 - For the purpose of the pilot, we were able to manually build a version of this

Technical Changes for Fall



Technical Changes for Fall

1. Rebuild Competencies & Learning Objectives (Standards and Key Elements) into Brightspace at the Org Level or at a new Program org level
2. Rebuild Rubrics based on changes that Child Dev discipline finalize into Brightspace at the Org Level or at a new Program org level, or in the new master course under the new master template mentioned below.
3. Archive the Competencies and Rubrics used this summer so as not to re-use them or get confused.
4. Create an Program level org unit
 - Make this a parent of all the courses that get key assessment (101, 201, 258, 259, 262, and the template below)
5. Create a Master Template under that Program level org unit
 - Create a master course under each of these (101, 201, 258, 259, 262)
6. Share the rubric down into the appropriate course templates
7. Share the competencies down into the appropriate course templates
8. If pilot instructors copy from summer into fall, have them delete the existing key assessment, and rubric. (rubric should be archived unless copy is done after we archive).
9. Because of this glitch (see below), Elissa or instructors will need to align LOs to activities and rubric criteria after the copy from the master course.
 - **Exception**
 - Under the following conditions, the learning objective association is not preserved after copying the course to a new shell:
 - The learning objective is evaluated by a rubric, and
 - The rubric was created at a higher level in the org structure tree (i.e. it is a shared rubric), and
 - The learning objective is being evaluated based on a single criterion in the rubric (as opposed to the overall rubric score)
 - If all of these conditions hold true then the learning objective will need to be re-associated with the assessment for every section in every semester. This issue will be fixed in a future version of the Learning Environment.