

**Course Title : Planning and Evaluation I (Preschool Education)**

Code	Course Type	Regular Semester	Lecture (hours/week)	Seminar (hours/week)	Lab (hours/week)	Credits	ECTS
PRD 223	B	3	3	0	0	3.00	5
<b>Lecturer and Office Hours</b>			Arti Omeri, PhD				
<b>Teaching Assistant and Office Hours</b>							
<b>Language</b>			English, Turkish				
<b>Course Level</b>			Bachelor				
<b>Description</b>			Qëllimi i kësaj lënde është që tu japë informacion të rriturve, fëmijëve dhe familjeve të tyre për të mësuarin dhe zhvillimin e fëmijëve duke i ofruar programe. Vlerësimi i zhvillimit dhe të mësuarit të fëmijëve përfshin vëzhgimin inteligjent të fëmijëve nga mësues me përvojë dhe njohuri me qëllim përmirësimin e programit. Vlerësimi kryhet minutë pas minute ndërkohë që të rriturit dëgjojnë, shikojnë, dhe ndërveprojnë me një fëmijë apo me grupe fëmijësh. Këto vëzhgime të vazhdueshme na sigurojnë informacionin bazë për një vlerësim më të thellë që është pjesë integrale e marrjes së vendimeve për përmbushjen e nevojave të fëmijëve.				
<b>Objectives</b>			Planifikimi, masat dhe vlerësimi mund të na japin katër lloje informatash për: fëmijët, prindërit, mësuesit, dhe programet. Lënda në tërësi paraqet strategji kryesore se si të planifikojmë, të masim dhe të vlerësojmë: 1. Identifikimi i fëmijëve që mund të kenë nevojë për shërbime të specializuara. 2. Planifikimi i mësimeve për individët dhe grupet e fëmijëve. 3. Përcaktimi i përmirësimit të programit dhe nevojat e zhvillimit të stafit. 4. Vlerësimi se si një program po realizon qëllimet tek fëmijët.				

**Course Outline**

Week	Topics
1	Introduction to planning and assessment • Introduction to the course • Introduction to course syllabus • course requirement and expectations
2	Preschool curriculum. Aims, principles and features.
3	Planning and developing a yearly plan. Designing a lesson plan and daily plan. Writing educational objectives in a daily plan. Writing effective learning outcomes and objectives. Objective designs versus learning outcomes
4	Assessment procedures appropriate for use with children birth through preschool
5	Formal assessment (Preschool Education)
6	Informal Assessment: Observation as a planning and assessment tool. Event Sampling ,Time Sampling, Running Records and Anecdotal Records
7	Informal Assessment: Rating Scales, Checklists, Rubrics and Samples of Children's Work
8	Midterm exam
9	The importance of feedback in assessment
10	Dynamic Assessment
11	Portfolio
12	Curriculum-based assessment
13	Play-based assesment
14	Keeping records, reporting and cooperation with families and others for evaluation in preschool
15	Assessment and notes
16	Final exam
<b>Prerequisites</b>	

<b>Textbook</b>	• Dominic F. Gullo Understanding Assessment And Evaluation In Early Childhood Education.Second edition.Teachers College Press (2004)
<b>Other References</b>	• Barbara Nilsen, Ed. D.Week by Week.Plans for Observing and Recording Young Children.Second Edition.Delmar Thomson Learning (2001) • CORE CURRICULUM FOR PRE-PRIMARY GRADE AND PRIMARY EDUCATION (KURRIKULA BËRTHAMË PËR KLASËN PËRGATITORE DHE ARSIMIN FILLOR). Tiranë, 2014
<b>Laboratory Work</b>	
<b>Computer Usage</b>	
<b>Other</b>	

### Learning Outcomes and Competences

<b>1</b>	Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
<b>2</b>	Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic
<b>3</b>	Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
<b>4</b>	Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.
<b>5</b>	Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

### Course Evaluation Methods

In-term studies	Quantity	Percentage
Midterms	1	30
Quizzes	0	0
Projects	1	20
Term Projects	0	0
Laboratory	0	0
Attendance	1	10
<b>Contribution of in-term studies to overall grade</b>		<b>60</b>
<b>Contribution of final examination to overall grade</b>		<b>40</b>
<b>Total</b>		<b>100</b>

### ECTS (Allocated Based on Student) Workload

Activities	Quantity	Duration (hours)	Total Workload (hours)
Course Duration (Including the exam week : 16 x Total course hours)	16	3	48
Hours for off-the-classroom study (Pre-study, practice)	14	3	42
Assignments	1	10	10
Midterms	1	12	12
Final examination	1	13	13
Other	0	0	0
<b>Total Work Load</b>			<b>125</b>
<b>Total Work Load / 25 (hours)</b>			<b>5</b>

<b>ECTS</b>	<b>5</b>
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