**Candidate Learning Objectives and Outcomes**

**Program: Associate Degree in Applied Science; Major in Early Care and Education**

**Academic Year: 2022-2023**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **College Outcomes** | **Program Outcomes**  Graduates will be able to: | **Course Learning Outcomes**  Students will be able to: | **Performance Measure** | **Results** | **Curricula Use of Results** | **Success Trends** |
| 2, 3 | **Standard 1:**  **Child Development and Learning in Context**  Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental  variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities. | While placed in a lab placement setting that includes exceptional children, the student will observe and record information in specified areas of development, research specific areas of disability, design and implement learning opportunities, and document findings in a Case Study paper. | **Benchmark:**  80% of students in ECD 107 will earn a passing grade on the Case Study assignment.  **Action Level: Below 80%** | **Benchmark Met**  100% of students who completed the assignment earned a passing score. | This comprehensive assignment requires students use skills gained over time to observe, interact, research, plan, and implement activities in the classroom that support the needs of an exceptional child. In reviewing student performance in 2023, all of the students in the course have been enrolled fewer than 3 years. Because this assignment relies heavily on accumulated knowledge from previous coursework, the length of time taken for successful prerequisite course completion impacts the assignment success rate. To assist in maintaining this, faculty will provide advisement and support to keep students on track. The instructor will also continue spending class time discussing and reviewing the requirements and providing individual support as needed. |  |
| 2 | **Standard 2:**  **Family–Teacher Partnerships and Community Connections**  Early childhood educators understand that successful early childhood education depends upon educators’  partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships  with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families,  and they build connections between early learning settings, schools, and  community organizations and agencies. | Students will demonstrate the ability to actively engage with parents and children while completing the Parent Engagement Plan assignment. Students will meet with families, gather information, complete assessments, plan and provide activities for parents to use with their children and reflect on the parent survey responses to improve their planning and teaching skills. | **Benchmark:**  80% of Students in 108 will score a passing grade or higher on the Family Engagement Plan assignment.  **Action Level: Below 80%** | **Benchmark Met**  100% of students earned a passing score on the assignment. | This comprehensive assignment requires students use skills gained over time to connect with a specific family and then interact, research, plan, and implement activities with a child in the family that supports family and the needs of the child. All students enrolled in this course have been in the program less than 3 years. Moving forward to support accreditation goals and requirements, we will continue to monitor the length of time students have been in the program to help keep them on track. Additionally, instructors will provide additional online reference materials for students and will spend class time reviewing the assignment requirements and discussing parent/student interactions. |  |
|  | **Standard 3:**  **Child Observation, Documentation, and Assessment**  Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings.  They (b) know how to use observation, documentation, and other appropriate  assessment approaches and tools. Early childhood educators (c) use screening  and assessment tools in ways that are ethically grounded and developmentally,  culturally, ability, and linguistically appropriate to document developmental  progress and promote positive outcomes for each child. In partnership with  families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the  findings, to plan learning experiences. | ECD 203 students attend a lab practicum setting where they observe and assess children’s skills on all domain areas. These assessments include a formal development checklist as well as a variety of assessment tools they create to accompany activities they have written up, conducted, and evaluated in class. Students will demonstrate the ability to use ethically grounded and developmentally,  culturally, ability, and linguistically appropriate assessment tools to document developmental  progress and promote positive outcomes for each child by using the results to plan learning experiences. | **Benchmark:**  80% of students in ECD 203 will earn a passing grade on the Lab Practicum Placement assignment.  **Action Level: Below 80%** | **Benchmark Not Met**  100% of students earned a passing score on the assignment. | Students learn about and observe children to complete assessments in their 1st lab practicum course in the fall of their freshman year. The subsequent course includes observing, creating and evaluating assessments in a preschool lab practicum setting. Student performance in 2023 improved with all students meeting the 80% mark. Observation and assessment is one of the most difficult skills for students because they have to learn to think objectively without bias. Moving forward, student will continue to use lab practicum settings to complete assessments. Instructors will expand in-class discussion related to objectively and anti-bias strategies for assessment. |  |
|  | **Standard 4: Developmentally, Culturally,**  **and Linguistically Appropriate**  **Teaching Practices**  Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate  positive, caring, supportive relationships and interactions as the foundation for  their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant,  anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning. | Students will demonstrate  Positive relationships and interactions with children in the preschool lab practicum setting which is a component of the Integrated Teaching Plan. They will use teaching skills that follow developmentally appropriate practice for young children. In developing the Integrated Teaching Plan, a broad repertoire of culturally and linguistically relevant,  anti-bias, and evidence-based teaching approaches will be used. | **Benchmark:**  80% of students in ECD 237 will earn a passing score for the Integrated Teaching Plan assignment.  **Action Level: Below 80%** | **Benchmark Met**  82% of students earned a passing score on the assignment. | Students continue to attend an on-campus lab practicum and a school-based lab practicum as a part of this course. The on-campus lab provides students with resources and instructor support to complete the assignment and the school-based lab setting allows students to build lesson plans based on the classroom environment where those plans will be used in the next semester. The two students who did not pass this assignment were both been enrolled in the ECD program for more than 5 years and both had been out of school for a year or more before returning to complete their capstone coursework. The time away from school caused both students to struggle in completing assignments and remembering information learned in previous coursework. Moving forward to support accreditation goals and requirements, we will continue to monitor the length of time students have been enrolled in the program and provide suggestions and support for students who began the program more than 5 years previous. Additionally, instructors will provide additional online reference materials for students and will spend class time reviewing the assignment requirements. |  |
|  | **Standard 5:**  **Knowledge, Application, and Integration of Academic Content** **in the Early Childhood Curriculum**  Early childhood educators have knowledge of the content of the academic disciplines (e.g., language  and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating,  challenging, and meaningful to each child. | The Integrated Teaching Plans created in ECD 237 are implemented in ECD 243 during the Supervised Field Experience student teaching experience. Students demonstrate the ability to revise plans based on the needs of the students, teach content and domain knowledge using developmentally appropriate practices, and ensure that learning will be stimulating,  challenging, and meaningful to each child. | **Benchmark:**  80% of students in ECD 243 will earn a passing grade on this assignment.  **Action Level: Below 80%** | **Benchmark Met**  100% of students met the standard for implementing lesson plans. | Rebuilding low student enrollment and completion numbers after the COVID shutdown continues to be a focus of the program. The program will continue to build and maintain community connections with childcare centers and school districts to ensure that students have access to student teaching settings. Moving forward, the instructors will continue to provide mentoring and support for students as they complete their student teaching in preparation for sending them into the workforce. When possible, working students may be permitted to complete their student teaching in their place of employment if accreditation requirements are not impacted. |  |
|  | **Standard 6:**  **Professionalism as an Early Childhood Educator**  Early childhood educators (a) identify and participate as members of the early  childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use  ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their  relationships and work young children**,** families, and colleagues. Early  childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and  intentional practice in their daily work with young children and as members of the early childhood profession. | Students document their viewpoints ad reflect on classroom practices related to professionalism as an early childhood educator by completing the Philosophy of Teaching paper. Students use written communication skills to reflect on how they see themselves in the education field, how they will advocate for children and the profession, their understanding of professional guidelines and how they plan to continue forward as a lifelong learner working with others in this profession. | **Benchmark:**  80% of students in ECD 243 will earn a passing grade on this assignment.  **Action Level: Below 80%** | **Benchmark Met**  91% of students met this standard. | Students are encouraged to identify professionally with the field of Early Care and Education beginning in ECD 101 Introduction to Early Childhood Education and this continues throughout the program coursework. This sense of professionalism develops over time as students participate in lab practicum experiences and complete related assignments throughout the program. Moving forward, this assignment has been moved to ECD 201 Principals of Ethics and Leadership course. By placing this assignment in an ethics and leadership course, the importance of professionalism in the field of education can be emphasized. |  |

**Program Outcomes Assessment Table (POAT)**