

**NAEYC EARLY CHILDHOOD  
ASSOCIATE DEGREE ACCREDITATION**

**MARCH 30, 2016  
KENNEDY-KING COLLEGE, IL  
ANNUAL REPORT**

# REPORT CONTENTS

## **A. UPDATES TO CONTACT INFORMATION**

## **B. UPDATES TO PROGRAM CONTEXT**

Criterion 1, 2 & 3: Mission and Role, Conceptual Framework, Program of Studies

Criterion 4 & 5: Quality of Teaching, Quality of Field Experiences

Criterion 6 & 7: Candidate Qualifications, Characteristics, Advising and Support

Criterion 8, 9 & 10: Faculty Qualifications, Composition, Professional Responsibilities and Professional Development

Criterion 11 & 12: Program Organization, Guidance and Resources

## **C. EVIDENCE OF A CULTURE OF CONTINUOUS PROGRAM IMPROVEMENT**

Chart of Key Assessments Aligned with Standards and Skills

Chart of Key Elements Aligned with Key Assessments

Chart of Assessments and Evidence

Sample Assessment: Student Instructions, Rubric & Data Table

Use of Candidate Performance Data for Continuous Program Improvement and Innovation

## **D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION**

**A. UPDATES TO CONTACT INFORMATION**

Institution/College: Kennedy-King College

Mailing Address: 6301 S. Halsted Street Chicago, IL 60621

Website address / URL: http://www.ccc.edu/colleges/kennedy/Pages/default.aspx

State: IL Date Submitted: March 30, 2016

**Program Name as listed in college catalog, including degree type (A.A., A.A.T. etc.)**

Child Development Program-Associate of Applied Science Degree (A.A.S.)

**Primary Contact (Faculty member representing the program):**

Name Alishia M. Atkins

Title: Assistant Professor /Coordinator: Child Development Program

Phone 773-602-5334 Fax 773-602-5350

E-mail: aatkins11@ccc.edu

**Secondary Contact (Faculty member representing the program):**

Name Ayelet Miller

Title Instructor: Child Development Program

Phone 773-602-5337 Fax 773-602-5350 E-mail: amiller148@ccc.edu

**President, Dean or other administrator representing the institution:**

Name Catherine Lisle, Ph.D.

Title Vice-President, Academic and Student Affairs

Phone 773-602-5568 Fax 773-602-5510

*We verify that the information contained in this report is an accurate representation of the program's characteristics.*

*We would like to schedule a phone consultation with NAEYC staff. (Name and email address of the person to be contacted: \_\_\_\_\_)*

**B. UPDATES TO PROGRAM CONTEXT**

- 1. Is there any change to the accreditation status of your institution?  
 No             Yes
  
- 2. Have there been any changes to the name of your institution?  
 No             Yes
  
- 3. Have there been any changes to the name of your degree program?  
 No             Yes
  
- 4. Have there been significant changes in teaching methods or field experiences?  
 No             Yes
  
- 5. Have any courses been removed from your program?  
 No             Yes
  
- 6. Have any new courses been added to your program?  
 No             Yes
  
- 7. Have there been any changes to your campus or physical facilities that affect delivery of your program?  
 No             Yes
  
- 8. 8. Have there been any significant changes resulting from unforeseen conditions, e.g., natural disasters, health calamities, etc.?  
 No             Yes
  
- 9. Have there been significant changes in your college service area or candidate characteristics?  
 No             Yes
  
- 10. Are online classes offered to students in this degree program?  
 No             Yes

If yes, what percentage of courses in this program is offered online?  
 25% or less             50% or less             More than 50%  100%

Headcount Enrollment in most recent semester available 116

Number of FTE enrollments in most recent semester available 61

Number of associate degree program graduates in past academic year 22

CCC Open Book (Business Intelligence System). Reporting criteria, unduplicated student headcount of those currently enrolled, Spring 2016, with a home campus of Kennedy-King College, and in a decal red major of AC or AAS in Child Development/Pre-School Education. Data pull as of 3/2016.

Please explain any "yes" answer above. If changes are reported in #5 or #6, please note that key assessments need to remain in classes that are required of all students in the program.

**Please update your faculty information**

<b>Name</b>	<b>PT FT</b>	<b>Assignment</b>	<b>Academic Degrees</b>	<b>Professional Experience</b>
<b>Alishia Atkins</b>	FT	Child Development Core Practicum Supervisor Program Coordinator Program's Student Advisor (required of all faculty)	B.A., E.C.E.  Ed.M., Elementary Education	Literacy Coach: Early Reading First Program - University of IL-Chicago  Teacher: Joplin Elementary School Teacher/Administrator Instructional Leadership Team  Liaison: Joplin Elementary School  Instructional Leader: R. Moton Early Childhood Center, Early Childhood Center/Lead Teacher ESL Pilot Classroom, Hampton City Public Schools  Illinois Teaching License: Birth-Grade3 Endorsements: Reading Teacher (K-3)
<b>Benita Hunter</b>	PT	Child Development Core Program's Student Advisor (required of all faculty)	M.Ed., Erickson Institute/Loyola University E.C.E./ Administration and Supervision	Early Childhood Teacher  Early Learning Center Site Director  Dean of Instruction: City Colleges of Chicago
<b>Ayelet Miller</b>	FT	Child Development Core Program Student Advisor  Program's Student Advisor (required of all faculty)	B.A. , Human Development & Family Life  M.AT., E.C.E	Adjunct Faculty, Early Childhood Education Department-Triton College and McHenry College  Preschool Teacher, Triton Child Development Center and Lab School  Kindergarten Teacher, Chicago Public Schools  Illinois Teaching License: Birth- Grade3

<b>Dr. Calvin Moses</b>	PT	C.D. 101 C.D. 102 C.D. 107 C.D. 262  Registration Advisor (Program Training and Administrative Permission)	B.S., M.S., Physical Education  M.A., Administration and Supervision  Ed. D., Early and Middle Childhood Education	Early Childhood Instructor: Malcolm X College & Kennedy-King College Consultant: CPS Teachers and Administration Assistant, Associate, and Acting Principal: Chicago Public Schools (8 years of Administrative Experience) High School Instructor and Basketball Coach: Chicago Public Schools College Basketball Coach: Creighton University (3 years)
<b>Anna Russell</b>	PT	CD 120 CD 143 CD 149 CD 201 CD 258	B.A., ECE  Ed.M., Curriculum and Instruction	Illinois Teaching License (Birth-Grade 3) Leadership Certification - National Louis University Early Childhood Classroom Teacher-19 years Assistant Director - 3 years Director --2 years Adjunct Faculty: City Colleges of Chicago of Chicago -3years
<b>Yolanda Simmons</b>	FT	Child Development Core  Program Student Advisor (required of all faculty)	B.A., Criminal Justice  Ed.M., ECE	Illinois Teaching License (Birth-Grade 3) ECE Teacher Infant/Toddler Specialist Family Support Specialist
<b>Adrienne Stewart</b>	PT	CD 120 CD 262 CD 205	M.Ed., ECE Doctoral Candidate	Head Start Teacher- 3years Curriculum Resource Teacher South Area Head Start Facilitator: Chicago Public Schools (CPS) Director of Parent Engagement: CPS
<b>Sharon Taylor</b>	PT	CD 120 CD 258 CD 262	M.A., ECE	Director of Curriculum & Instruction Classroom Teacher Grades (Pk-4)-23 years Team Leader: Supporting Instruction for ECE and Primary Teachers



**Comment on any substantive changes in faculty members, full-time or part-time status, professional development or professional responsibilities.**

Two adjunct faculty members, Ms. Jeanette Williams and Dr. Deedra Austin, have embarked upon other professional opportunities, and are no longer instructors in the Child Development Program. All other full-time and adjunct faculty members continue to serve as instructors in the program.

**Please update your program of studies**

Attach your current program of studies as described in your college catalog, including concentrations or other degree program options, with course lists. *Attach the actual college catalog page as a photocopy or copy and paste in pages from the college website.*

Please see the attached program of studies on the following page.

CITY COLLEGES OF CHICAGO  
**Academic  
Catalog**  
2015-2016



# SEMESTER MAPS

## Education



DEGREE CODES:  
AAS 278  
AC 282  
BC 277

### PATHWAY: Child Development: Pre-school Education

Visit your College Advisor, [ccc.edu](http://ccc.edu), or your college's Transfer Center for more information.

This is an **example course sequence** for students interested in earning a degree in Child Development: Pre-school Education. It does not represent a contract, nor does it guarantee course availability. If this pathway is followed as outlined, you will earn a Basic Certificate (BC), an Advanced Certificate (AC) and an Associate in Applied Science (AAS) Degree in Child Development: Pre-school Education. One course will satisfy the Human Diversity (HD) requirement, and is labeled with an (HD) in the sequence below. The AAS degree program in Pre-school Education provides child development theory and skills for the student who intends to work immediately in a pre-school program as a teacher or teacher assistant in public and private preschools, child care centers, or nursery schools as well as prepare students to work as teacher aides and activities supervisors.

Choose your courses with your College Advisor.

Communications and mathematics pre-credit requirements. Placements based on COMPASS, ACT or department chair recommendation.			College-level courses that can be taken while in pre-credit courses.	
ENGLISH PLACEMENT	READING PLACEMENT	MATHEMATICS PLACEMENT	ELECTIVE COURSES	
<input type="checkbox"/> ESL/FS Writing	<input type="checkbox"/> ESL/FS Reading	<input type="checkbox"/> FS Mathematics I	<input type="checkbox"/> College Success	
<input type="checkbox"/> ESL/English 98	<input type="checkbox"/> ESL/Reading 99	<input type="checkbox"/> FS Mathematics II	<input type="checkbox"/> Child Development 107	
<input type="checkbox"/> ESL 99	<input type="checkbox"/> ESL Reading 100	<input type="checkbox"/> Mathematics 98	<input type="checkbox"/> Child Development 120	
<input type="checkbox"/> ESL/English 100	<input type="checkbox"/> Reading 125	<input type="checkbox"/> Mathematics 99	<input type="checkbox"/> Child Development 149	

### SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters.

D	AC	BC	SEMESTER 1	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
•	•	•	Child Development 107—Health, Safety and Nutrition (3)	Required Program Core	
•	•	•	Child Development 120—Introduction to Early Childhood Education Group Care (3)	Required Program Core	
•	*	*	English 101—Composition I (3)	Communications	DO THIS—Meet with advisor to discuss academic goals and plan coursework
•	*	*	Mathematics 118 OR higher (4)	Mathematics	
<b>15 CREDIT HOURS</b>					
D	AC	BC	SEMESTER 2	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
•	•	•	Child Development 101—Human Growth and Development I (4)	Required Program Core	
•	•	*	Child Development 149—Creative Activities for Young Children (3)	Required Program Core	COMPLETION of Basic Certificate in Child Development: Pre-school Education DO THIS—Meet with advisor to confirm plans
•	*	*	Child Development 262—Child, Family, and Community Relations (3)	Required Program Core	
•	*	*	Social & Behavioral Sciences course (3)	Social & Behavioral Sciences	
<b>15 CREDIT HOURS</b>					
D	AC	BC	SEMESTER 3	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
•	•	*	Child Development 109—Development of the Exceptional Child (3)	Required Program Core	
•	•	*	Child Development 143—Science and Mathematics for Young Children (3)	Required Program Core	DO THIS—Go to Career Center to explore both continued education and employment options DO THIS—Mid-term check-in with advisor
•	•	*	Child Development 201—Observation, Assessment, and Documentation to Support Young Children and Families (3)	Required Program Core	
•	*	*	Fine Arts & Humanities course (3)	Fine Arts & Humanities (HD)	
<b>12 CREDIT HOURS</b>					
D	AC	BC	SEMESTER 4	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
•	•	*	Child Development 258—Principles and Practices of Pre-school Education (4)	Required Program Core	
•	*	*	Child Development 102—Human Growth and Development II (3)	Elective	DO THIS—Mid-term check-in with advisor
•	*	*	Child Development 205—Development of the Exceptional Child (3)	Elective	
•	*	*	Physical or Life Sciences course (3–5)	Physical & Life Sciences	
<b>13–15 CREDIT HOURS</b>					
D	AC	BC	SEMESTER 5	CATEGORY	ACHIEVEMENTS & NEXT ACTIONS
•	•	*	Child Development 259—Practicum in Pre-school (6)	Required Program Core	COMPLETION of Advanced Certificate and Associate in Applied Science in Child Development: Pre-school Education
•	*	*	Computer Information Systems 120—Introduction to Microcomputers (3)	Elective	
•	*	*	Program Elective (3)	Elective	
<b>12 CREDIT HOURS</b>					
<b>DEGREE MINIMUM: 62 CREDIT HOURS // PATHWAY TOTAL: 63 CREDIT HOURS</b>					

# SEMESTER MAPS

## Education

**PROGRAM ELECTIVES (AAS)**

The three courses listed below in the Child Development and Computer Information Systems disciplines are recommended for elective credit in addition to other courses recommended by a College Advisor:

- Child Development 102—Human Growth and Development II (3)
- Child Development 205—Development of the Exceptional Child (3)
- Computer Information Systems 120—Introduction to Microcomputers (3)

D = DEGREE // AC = ADVANCED CERTIFICATE // BC = BASIC CERTIFICATE // Programs offered at: 

EDUCATION

# CREDIT COURSE DESCRIPTIONS

## Credit Courses

### CHEMISTRY 297

#### Independent Research in Chemistry III

Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Chemistry 296 or consent of Department Chairperson.

1-2 LECTURE HOURS. 5-20 LAB HOURS. 2-6 CREDIT HOURS.



### CHEMISTRY 298-1

#### Independent Research in Chemistry IV

Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Chemistry 297 or consent of Department Chairperson.

1-2 LECTURE HOURS. 5-20 LAB HOURS. 2-6 CREDIT HOURS.



### CHEMISTRY 299

#### Independent Research in Chemistry V

Original laboratory research supervised by a faculty member, either on campus or off-campus. A well-defined academic goal must be outlined by the instructor and students. This course will usually require library research, laboratory work, and the preparation of final and oral reports. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Chemistry 298 or consent of Department Chairperson.

1-2 LECTURE HOURS. 20-10 LAB HOURS. 3-6 CREDIT HOURS.



## CHILD DEVELOPMENT

### CHILD DEVELOPMENT 100

#### Critical Readings in Child Development

Prepares students to read critically in the field of human development. Writing assignments, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 101

#### Human Growth and Development I

This course provides a foundation in theory and principles of human development, from conception to early adolescence, including an in-depth study of physical, social, emotional, cognitive, and language development, including children's play. Five hours observing young children, ranging in age from birth to age eight, are required. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

*Prerequisite(s):* Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

4 LECTURE HOURS. 4 CREDIT HOURS.



### CHILD DEVELOPMENT 102

#### Human Growth and Development II

Continuation of Child Development 101. Emphasizes adolescence through late adulthood. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 107

#### Health, Safety, and Nutrition

This introductory course explores practices that promote good nutrition, dental, physical and mental health, as well as the safety of infants, toddlers, pre-school, and school-aged children in group settings. The course has a dual emphasis on the health, safety, and nutrition of young children and adult students. Health, lifestyle, preventative health, community resources, and emergency response procedures are examined. This course introduces cultural beliefs that influence health, safety, and nutrition. It explores ethical and legal responsibilities of adults in protecting the emotional and physical well-being of young children. Five observation hours observing young children in an early childhood education setting are required. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 109

#### Language and Literacy Development in Early Childhood

This course explores the developmental process of language and literacy development from birth to age eight. In addition, the course explores the relationship between language, literacy, and all other domains of development. Planning for a variety of developmentally appropriate activities that support language and literacy development are explored, as well as an examination of the role the environment plays and how to design a language and literacy-rich environment for young children. Bilingualism, multiculturalism, and the role of culture in language and literacy development and early childhood education are explored. Eight hours observing young children in an early childhood education setting are required for this course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101 and Child Development 120 or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 120

#### Introduction to Early Childhood Education Group Care

This introductory course is designed to familiarize students with the historic roots and philosophical foundations of early childhood care and education. The course includes an exploration of different types of early childhood programs, the role of the early childhood professional, and an examination of students' personal qualities in relationship to expectations of the field. The course will include an examination of the role of culture in child development and anti-biased practices in early childhood education. Finally, the course defines the profession and explores the profession's Code of Ethical Conduct. Five hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 130

#### Special Topics in Child Development

Study of a single topic in child development that would enhance students' ability to support children and the families of young children. Writing assignments, as appropriate to the discipline, are part of the course. **Allowed Repeatable Course:** Not more than an accumulated four credit hours will be counted toward graduation. **ARC: 4 times.**

*Prerequisite(s):* Grade of C or better in Child Development 101 or consent of Department Chairperson.

1 LECTURE HOUR. 1 CREDIT HOUR.



### CHILD DEVELOPMENT 141

#### Activity Programming

Recreational and creative activities as factors which change patterns of behavior in children. Writing assignments, as appropriate to the discipline, are part of the course.

1 LECTURE HOUR. 2 LAB HOURS. 2 CREDIT HOURS.



# CREDIT COURSE DESCRIPTIONS

## Credit Courses

### CHILD DEVELOPMENT 142

#### Methods and Materials for Infant and Toddler Care

Acquaints current and prospective caregivers with the ways infant and toddlers play and learn at specific developmental levels. Through use of observations students will plan to meet needs of individual children in a group setting. Emphasis will be on creating a context for responsive and respectful care giving in a group setting. Writing assignments and observations, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101 or consent of Department Chairperson.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 143

#### Science and Mathematics for Young Children

This course explores the relationship of play to the content areas of science and Mathematics in early childhood. Planning for a variety of developmentally appropriate experiences in mathematics and scientific inquiry are explored as well as an examination of the role of the early childhood environment in supporting development. The course emphasizes the study of cognitive theory as well as observation and documentation of science and Mathematics learning in diverse early childhood settings. The course includes student reflections of their own attitudes about science and Mathematics. Eight hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101 and Child Development 120, or consent of Department Chairperson.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 144

#### School-Age Activity Programming

Designed to introduce students to a basic understanding of the benefits of play and recreation for school-age children. Develops the basic skills to plan and implement developmentally appropriate activities for school-age children and adolescents. Writing assignments, as appropriate to the discipline, are part of the course.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 149

#### Creative Activities for Young Children

This introductory course explores the importance of creative activities in the early childhood curriculum and the relationship of creativity to physical, cognitive, language, social, and emotional development. Planning for a variety of developmentally appropriate, creative experiences that allow young children to play with art, music, movement, literature, and drama is explored as well as an examination of the role of the early childhood environment on creative expression. This course emphasizes the importance of the process of creative expression and provides diverse, creative experiences for adult students so they may understand the arts as a means of communicating ideas, feelings, and cultural expression. Eight hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

**2 LECTURE HOURS. 2 LAB HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 201

#### Observation, Assessment, and Documentation to Support Young Children and Families

This course provides an examination of developmentally appropriate techniques for observing, documenting, and assessing the development of young children in order to inform curriculum planning and promote positive guidance strategies. The course emphasizes a strengths-based approach to assessment that includes building partnerships with families and professional colleagues. Self-reflection is a major component of the course as well as the examination of bias in the observation and assessment of young children from diverse backgrounds. Fifteen hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101, 107, 120, and 149 or consent of Department Chairperson. Grade of C or better or concurrent enrollment in Child Development 109, 143 or Child Development 262 is recommended.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 205

#### Development of the Exceptional Child

Study of children whose development does not follow normal patterns; problems of identification, diagnosis and potential assessment. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101, or consent of Department Chairperson.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 225

#### Supervision of the Exceptional Child

Techniques in handling and communicating with the deaf, blind, developmentally delayed, and physically challenged child. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 205.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 228

#### Principles of Child Care Practice

Role of the child care worker in group/residential settings; primary objectives and goals; re-examination of child rearing responsibilities in light of treatment goals. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101.

**3 LECTURE HOURS. 3 CREDIT HOURS.**



### CHILD DEVELOPMENT 229

#### Practicum in Residential Child Care

Twenty hours per week of professional, and supervised training in a Child Care Treatment Program; includes two-hour weekly seminar. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 102, 201, and 228, and Social Services 212, or consent of Department Chairperson.

**2 LECTURE HOURS. 20 LAB HOURS. 6 CREDIT HOURS.**



# CREDIT COURSE DESCRIPTIONS

## Credit Courses

### CHILD DEVELOPMENT 230

#### Introduction to Early Intervention

Introduction to the field of early intervention and the role of the Early Intervention Associate. Includes units covering the background and current status of the field, an overview of the characteristics of normal versus at-risk, and special needs population of infants and toddlers, and theoretical models and strategies of early intervention, including Individualized Family Service (IFS) planning and team building. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in English 101, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 248

#### Principles and Practice of Infant and Toddler Care

Acquaints prospective teachers and care-givers of infants and toddlers with theory and practice of care and education of very young children in group setting. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101 or consent of Department Chairperson.

4 LECTURE HOURS. 4 CREDIT HOURS.



### CHILD DEVELOPMENT 258

#### Principles and Practices of Pre-school Education

This class provides opportunities to plan developmentally appropriate play-based activities that support all developmental domains including physical, cognitive, language, and socioemotional development with an emphasis on designing appropriate early childhood environments that address the needs of all children. The course emphasizes the process of becoming a professional including the implementation of the NAEYC Code of Ethical Conduct and other professional guidelines as well as fostering an early childhood environment that is conducive to respecting diversity. Students will write/revise their philosophy of early care and education. Thirty hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101, 107, 109, 120 and 143, or consent of Department Chair. Grade of C or better in Child Development 201 or Child Development 262 recommended.

4 LECTURE HOURS. 4 CREDIT HOURS.



### CHILD DEVELOPMENT 269

#### Practicum in Pre-school

In this capstone course, students spend a minimum of 250 student teaching hours in an early childhood program under the direct mentorship of an on-site supervisor, field supervision by the course instructor, and weekly two-hour seminar discussions with classmates. Students are expected to apply what they have learned in all previous CD courses including: engaging in positive interactions with young children, planning developmentally appropriate activities, and using appropriate assessment techniques. Students will uphold professional and ethical guidelines. Students will design and revise a Child Development Portfolio compiled of artifacts from their previous coursework and other professional experiences. An emphasis is placed on the NAEYC Standards for Professional Preparation. Two-hundred and fifty student teaching hours with on-site supervision in an early childhood education setting are required for this course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101, 107, 109, 120, 143, 149, 201, 258 and 262. To register for this course, all students must have consent of Department Chairperson.

2 LECTURE HOURS. 20 LAB HOURS. 6 CREDIT HOURS.



### CHILD DEVELOPMENT 260

#### Administration and Supervision of Pre-school Centers

For those with experience as teachers or directors of nursery schools or day care centers who wishes to improve their skills in administration and supervision. Writing assignments, as appropriate to the discipline, are part of the course.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 262

#### Child, Family, and Community Relations

This course explores the importance of building positive relationships between young children, their families, the community, and the early childhood setting. It examines issues of diversity, multiculturalism, and anti-bias approaches in working with young children, their families, and the community as well as current policies, and practices that influence families. This course promotes self-reflection, cross cultural communication, and sensitivity to cultural, linguistic, and ability diversity. Five hours observing young children in an early childhood education setting are required for the course. Writing assignments and oral presentations as appropriate to the discipline are part of the course.

*Prerequisite(s):* Grade of C or better in Child Development 101 and Child Development 120, or consent of Department Chairperson.

3 LECTURE HOURS. 3 CREDIT HOURS.



### CHILD DEVELOPMENT 268

#### Principles and Practice of School-Age Programs

Designed to introduce students to the principles of developmentally appropriate practice in a school-age group setting. The student will review the developmental stages of school-age children in the social, emotional, physical and cognitive domains and apply these principles to the design and establishment of the physical environment, program scheduling, health and safety practices and group management. Techniques for parental involvement will be included. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Eligibility for English 101, or grade of C or better in English 100, and grade of C or better in Child Development 101.

4 LECTURE HOURS. 4 CREDIT HOURS.



### CHILD DEVELOPMENT 269

#### Practicum in School-Age Child Care

In this capstone course, students spend a minimum of 250 student teaching hours in a school-age program under the direct mentorship of an on-site supervisor, field supervision by the course instructor, and weekly two-hour seminar discussions with classmates. Students are expected to apply what they have learned in all previous CD courses including: engaging in positive interactions with young children, planning developmentally appropriate activities, and using appropriate assessment techniques. Students will uphold professional and ethical guidelines. Students will design and revise a Child Development Portfolio compiled of artifacts from their previous coursework and other professional experiences. An emphasis is placed on the NAEYC Standards for Professional Preparation. Two-hundred and fifty student teaching hours with on-site supervision in an early childhood education setting are required for this course. Writing assignments and oral presentations, as appropriate to the discipline, are part of the course. Students spend 20 hours a week, under supervision, working with children in a school-child care setting; 17 weeks with a 2 hour seminar. Writing assignments, as appropriate to the discipline, are part of the course.

*Prerequisite(s):* Eligibility for English 101, or ACT English Score range within (21-36), or consent of Department Chairperson.

2 LECTURE HOURS. 20 LAB HOURS. 6 CREDIT HOURS.



Describe any substantive changes in courses, fieldwork, or the program design. There have been no substantive changes in courses, fieldwork, or the program design.

**C. Evidence of a Culture of Continuous Program Improvement**

Chart of Key Assessments, Aligned with Accreditation Standards and Skills  
 Sample Chart of Assessments and Evidence, with candidate performance data  
 Sample use of data for continuous program improvement and innovation.

**CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS**

Write a short title for each of your key assessment (portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers.  
 Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.  
 STD = standards 1-6, SS = Supportive Skill 1-5

<b>Assessment title</b>	<b>STD1</b>	<b>STD2</b>	<b>STD3</b>	<b>STD4</b>	<b>STD5</b>	<b>STD6</b>	<b>SS 1</b>	<b>SS 2</b>	<b>SS 3</b>	<b>SS 4</b>	<b>SS 5</b>
1. Interview with a New Parent	x	x						x	x	x	x
2. Two-Week Teaching Activity Plans	x			x	x		x	x	x	x	x
3. Child Case Study			x	x				x	x	x	x
4. Self-Authored Picture Book	x				x			x	x	x	x
5. Philosophy of Education						x	x		x	x	x
6. (optional)											

**Are there any substantive changes in the chart above?** \_\_\_ No \_\_\_x\_ Yes  
**If yes, please summarize briefly.**



Four of the five key assessments listed have remained the same since last year’s annual reporting cycle. However, one additional key assessment, from a course in the Child Development Program, is included to demonstrate the college’s continued efforts to ensure students are developing the necessary skills to be competent professionals in the field. Key assessment 5, the “Philosophy of Education”, demonstrates how the program is exposing students to learning opportunities that will develop their ability to be reflective practitioners. In addition, the program has re-structured and re-aligned the key assessments from last year’s reporting cycle to more adequately meet all of the NAEYC Professional Standards, key elements, and Supportive skills.

<b>Chart of Key Elements Aligned With Key Assessments</b>						
<b>Standard 1: Promoting Child Development and Learning</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1a. Knowing and understanding young’s children’s characteristics and needs, from birth through age 8.	x	x		x		
1b. Knowing and understanding the multiple influences on development and learning.	x	x		x		
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.	x	x		x		
<b>Standard 2: Building Family and Community Relationships</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
2a. Knowing about and understanding diverse family and community characteristics.	x					
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	x					
2c. Involving families and communities in young children’s development and learning.	x					
<b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3a. Understanding the goals, benefits, and uses of assessment—including its use in development of appropriate goals, curriculum, and teaching strategies for young children.			x			
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.			x			
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.			x			
3d. Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.			x			

<b>Standard 4: Using Developmentally Effective Approaches</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.		x	x			
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.		x	x			
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.		x	x			
4d. Reflecting on own practice to promote positive outcomes for each child.		x	x			
<b>Standard 5: Using Content Knowledge to Build Meaningful Curriculum</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
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 studies.		x		x		
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.		x		x		
5c. Using own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally meaningful, and challenging curriculum for each child.		x		x		
<b>Standard 6: Becoming a Professional</b> <b>Key Elements</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
6a. Identifying and involving oneself with the early childhood field.					x	
6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.					x	
6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.					x	
6d. Integrating knowledgeable, reflective, and critical perspectives on early education.					x	
6e. Engaging in informed advocacy for young children and the early childhood profession.					x	
<b>Supportive Skills</b>	<b>Key Assessment</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
SS1. Self-assessment and self-advocacy.		x			x	
SS2. Mastering and applying foundational concepts from general education.	x	x	x	x		
SS3. Written and verbal skills.	x	x	x	x	x	
SS4. Making connections between prior knowledge/experience and new learning.	x	x	x	x	x	
SS5. Identifying and using professional resources.	x	x	x	x	x	

Select one key assessment. Complete this chart, attaching the assignment as it is given to candidates (including candidate instructions), the rubric or scoring guide used by faculty, and the data on candidate performance.

## d.1) EVIDENCE CHART

### Key Assessment #2: Two-Week Teaching Activity Plans (Child Development 259: Practicum in Preschool Education).

**Briefly describe the assignment and list the courses that use this assignment.**

Practicum in Preschool Education, Child Development 259, is the course in which the two-week teaching manual assignment is completed. Prior to the 259 course, students have received extensive instruction in lesson planning, collecting observational data, documenting, and assessing young children. The purpose of the two-week teaching activity plan assignment is to provide students with experiences creating developmentally appropriate, and comprehensive learning opportunities for preschool-aged children. The students are required to think carefully about the individual, group, community, and family characteristics of the children in their student-teaching placement. Based on conversations with children, and considering information learned in previous child development classes, students are expected to plan for learning opportunities over the course of a two-week time frame, with the support of the cooperating teacher, practicum supervisor, and director of the center. Students will reflect on how to develop concepts through activities that children will find engaging and meaningful. An important part of the assignment is for students to incorporate various content areas within the theme/unit. Students are required to look very closely at the goal of the theme; connect the goal with the writing of objectives; select appropriate Illinois Early Learning Development Standards (IELDS) based on the instructional intent of the activity; and write comprehensive activity procedures. Special attention is given to building vocabulary. More importantly, the ability to connect assessment opportunities to the objectives and standards of the activity is closely examined. It is essential for student-teachers to consider the characteristics of diverse learners to effectively modify instruction, while being reflective about their strengths (glows), areas of improvement (grows), and next steps for future activities. This kind of reflection is also supported by the cooperating teacher and practicum supervisor.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity  
 STD = standards 1-6, SS = Supportive Skill 1-5

STD1			STD 2			STD3				STD4				STD5					STD6					SS1	SS2	SS3	SS 4	SS 5
a	b	c	a	b	c	a	b	c	d	a	b	c	d	a	b	c	a	b	c	d	e							
X	X	X								X	X	X	X	X	X	X						X	X	X	X	X	X	X

Briefly summarize candidate performance data from this key assessment.

**The spring 2015 data indicated the following:**

Standard 5 a. c. Criteria-Instructional Materials: Exceeds Standard: 78% Met Standard:11% Below Standard: 11%

Standard 5 c. Criteria- Instructional Objectives: Exceeds Standard: 56% Met Standard:44% Below Standard: 0%

Standard 5c. Criteria-Illinois Early Learning Developments Standards(IELDS): Exceeds Standard: 67% Met Standard:33% Below Standard: 0%

Standard 1a.b.c SS#3 Criteria- Lesson Procedure: Exceeds Standard: 44% Met Standard:44% Below Standard: 12%

Standard 4a; Standard 5a.b.c.; SS#2,3 Criteria-Two-Week Teaching Brainstorm: Exceeds Standard:56% Met Standard: 22% Below Standard:22%

Standard 1 a.b.c.; Standard 4b.c.d.; SS#5 Criteria-Lesson Modifications: Exceeds Standard:11% Met Standard: 78% Below Standard:11%

Standard 5 a. b. SS#2 Criteria-Vocabulary Exceeds Standard:56% Met Standard:22% Below Standard: 22%

Standard 4 b. c.; Standard 5c. SS#3 Criteria-Assessment Opportunities: Exceeds Standard:0% Met Standard: 67% Below Standard:33%

Standard 4 a. b. Criteria-Family Partnerships: Exceeds Standard:33% Met Standard: 56% Below Standard: 11%

Standard 4d. SS#1,3, 4 Criteria: Reflection Exceeds Standard: 22% Met Standard:56% Below Standard:22%

**The fall 2015 data indicated the following:**

Standard 5 a. c. Criteria-Instructional Materials: Exceeds Standard: 63% Met Standard: 37% Below Standard: 0%

Standard 5 c. Criteria- Instructional Objectives: Exceeds Standard:50% Met Standard: 38% Below Standard: 12%

Standard 5c. Criteria-Illinois Early Learning Developments Standards(IELDS): Exceeds Standard:63% Met Standard: 37% Below Standard: 0%

Standard 1a.b.c SS#3 Criteria- Lesson Procedure: Exceeds Standard: 50% Met Standard:25% ,Below Standard: 25%

Standard 4a; Standard 5a.b.c.; SS#2,3 Criteria-Two-Week Teaching Brainstorm: Exceeds Standard: 75% Met Standard: 25% Below Standard 0%

Standard 1 a.b.c.; Standard 4b.c.d.; SS#5 Criteria-Lesson Modifications: Exceeds Standard:50% Met Standard: 38% Below Standard: 12%

Standard 5 a. b. SS#2 Criteria-Vocabulary Exceeds Standard: 63% Met Standard: 37% Below Standard: 0%

Standard 4 b. c.; Standard 5c. SS#3 Criteria-Assessment Opportunities: Exceeds Standard: 50% Met Standard: 38% Below Standard: 12%

Standard 4 a. b. Criteria-Family Partnerships: Exceeds Standard:75% Met Standard: 25% Below Standard: 0%

Standard 4d. SS#1,3, 4 Criteria: Reflection: Exceeds Standard: 63% Met Standard: 25% Below Standard: 12%

Describe how data from this key assessment are being used to improve teaching and learning related to the standards.

In reflecting on the data from both semesters, it is clear that students were in need of additional support in the following areas: lesson procedures, assessment, and reflection. In the spring 2015 semester, 12% of the students were below standard in writing developmentally-appropriate lesson procedures, and in the fall of 2015, 25% were below standard in this area. Additionally, assessment was an area in which students displayed the most need with 33% of the students below standard in the spring of 2015, and 12% below standard in fall 2015. Finally, more scaffolding was necessary for students around the use of reflective practices with 22% below standard in the spring of 2015, and 12% below standard in the fall 2015 semester. In order to provide more support for students in the areas of lesson procedures, assessment, and reflection, the instructor of the course further discussed the findings of the assessment with other faculty members in the Child Development Program. There was extensive discussion, and reflection about strategies for better supporting students in the areas of writing lesson procedures, assessment, and reflection. Specifically, the instructors adopted a uniform activity/lesson planning template to be utilized across courses. Upon further discussion, faculty agreed on an introductory and advanced lesson template for students in the program. The idea was to ensure that students receive consistency in their instructional experiences around activity/lesson planning. Also, the instructor of the Child Development 259 course incorporated lesson demonstrations in the seminar portion of the class. Lessons were demonstrated for students, and they had the opportunity to demonstrate a lesson of their choice, from the two-week teaching plans to the class. The students who were not demonstrating an activity observed a lesson, and collected information on a form to guide their thinking about key features noticed in the lesson's presentation. As a class, students and the instructor discussed information about the content of the lesson, and students were given direct feedback about the activity. Some of the areas students examined during lesson demos were: the quality and appropriateness of materials; clarity of theme and goals; measurability of objectives; consistent and developmentally-appropriate modifications for diverse learners; age-appropriate procedures; the correlation of the objectives with Illinois Early Learning Standards (IELDS); and assessment. Students who demonstrated lessons received feedback in the above areas verbally and in writing. This exercise seemed to really help students write, and implement more developmentally appropriate lesson procedures. Also, observing a lesson, identifying, analyzing teaching practices, and assessment processes were also impactful for students. The idea of teaching a lesson, receiving written, and verbal feedback within the context of a modeled lesson had a positive effective on students' ability to be more reflective and purposeful in their implementation of the activity plans. More importantly, the instructor of the class modeled lessons for students, and showed videos of developmentally-appropriate activities in action. Finally, the directions and template of the assignment were modified to better meet the needs of students. For example, faculty members reviewed the language of the assignment to ensure the requested tasks were more salient and easy to follow. The additional reinforcement and scaffolding indicated an increase in students meeting, or exceeding standards when comparing spring 2015 to fall 2015 data in the areas of reflection and assessment. However, in the area of writing lesson procedures, there was a slight increase in the number of students who were below standard, as compared to spring and fall 2015 data in this area. In response to this trend, faculty members are continually assessing the needs of each cohort of students. It is also clear that the needs of students from one semester to the next may vary. The practicum supervisor included more lesson planning workshop opportunities during the seminar class to offer direct individualized feedback; peers supported one another in the lesson planning process through a workshop model. The amount of modeling, or scaffolding offered may vary each semester. Overall, students are receiving additional support in the areas of assessment, instructional procedures, reflection, and the practicum supervisor makes additional field site visits as necessary for students.

Briefly describe how supportive skills are developed within this key assessment.

**The following supportive skills are developed within this assessment:**

SS #1: Students are able to think critically about their needs as a pre-service educator. When creating, and implementing lessons, they are able to reflect on the needs and strengths of children in their student teaching placement, to make informed decisions about how to improve instruction and learning opportunities.

SS #2: Students are expected to integrate knowledge about all of the content/discipline areas into their lesson plans. As early childhood educators, students are charged with teaching all subjects; as a result, students are required to incorporate key concepts and skills that will establish a foundation for children to be successful in science, math, language arts, social-science, and technology.

SS#3: Students are expected to write all components of the lesson plan in a way that clearly conveys the intent of the instructional activity, and how children will be supported throughout the lesson. Meaning within the lesson/activity plan is not hidden, and is written in ways that follow the rules of Standard American English.

SS#4: Students are able to connect information learned in previous child development classes to follow best practices. They can represent this knowledge in practical ways, and it is evident in how lessons are written, the implementation of activities, assessment, and the reflection of how to continually improve practice at the conclusion of instruction.

SS#5: Students are required to use many professional journals, guides, and internet resources to support their teaching practices, during the Practicum experience. Many resources are provided to students, and they are also encouraged to incorporate professional sources of their choice <i.e. Lawrence Hall of Math and Science; International Literacy Association; National Council for the Teachers of Math; NAEYC; Phonological Awareness Literacy Screening (PALS); Carl's Corner; Reading Rockets, etc.>.

## Attach or insert:

- The directions or guidelines for the Key Assessment as they are given to candidates
- The rubric or scoring guide for the Key Assessment that is used by faculty or field supervisors to evaluate candidate work on each key assessment
- Data table for this assessment showing two applications of the assessment. This information must be disaggregated by standard. If you are submitting multiple programs in one Annual Report, you must also disaggregate the data by degree program.

### **Two-Week Teaching Activity Plans Assignment**

<b>NAEYC Standard</b>	<b>Key Elements</b>	<b>Supportive Skills</b>
Standard 1: Promoting Child Development and Learning Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Standard 5: Using Content Knowledge to Build Meaningful Curriculum	1a. Knowing and understanding children's characteristics and needs. 1b. Knowing and understanding multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children. 4b. Knowing and understanding effective strategies and tools for early education. 4c. Using a broad repertoire of developmentally appropriate teaching/learning practices 4d. Reflecting on their own practice to promote positive outcomes for each child. 5a. Understanding content knowledge and resources in academic disciplines 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	SS#1: Self-Assessment and Self-Advocacy SS#2: Mastering and Applying Foundational Concepts From General Education SS #3: Written and Verbal Communication SS #4: Making connections between prior knowledge/ experience and new learning SS#5: Identifying and using professional resources

<b>Directions:</b>	<b>NAEYC Standards/Supportive Skills:</b>
1. Choose a theme/ unit that is developmentally appropriate for preschool-aged children.	1.a.b.c
2. Complete the brainstorming outline to identify various activity options for your assigned classroom.	5.a.b.c. SS#2
3. Have conversations with students about the upcoming theme/unit and develop an overall goal for the theme/unit based on the needs and interests of the students in your classroom.	1a; 4a SS#3
4. Use Bloom's Taxonomies, as listed in Blackboard, to write 2-3 measurable objectives for your activities.	4c.
5. Reference the Illinois Early Learning Development Standards (IELDS) as you plan out your activities for the preschool students.	5.c SS#5
6. Select Illinois Early Learning Development Standard(s) that correlate to the goal and objectives of the theme/unit.	5.c

7. Curriculum Component: Determine the type of activity (Small Group; Whole/Large Group; Read-Aloud, and Centers).	1c
8. Develop activities based on the theme or unit of study, and incorporate various content areas (Language Arts, Math, Science, and Social Science).	5a.b. SS#2
9. Reference course discussions, NAEYC's developmentally appropriate practice handbook, and other professional resources. Consider the individual, cultural, age-specific characteristics (across domains) of the students in your assigned classroom.	4.b; 4.c SS#5
10. List developmentally appropriate instructional materials that will be utilized to support instruction.	5a.c.
11. Ensure that your lesson procedures are developmentally appropriate, and sequentially written to provide opportunities for children to access their available background knowledge.	1a.b.c. 5c. SS#3
12. Include key vocabulary terms to target during instruction.	5a.b. SS#2
13. Reflect on the characteristics of diverse learners in your classroom. Provide modifications to planned activities, thinking of specific students who may need more support, or challenge with the learning opportunities offered.	1a; 1b; 1c; 4b; 4c; 4d. SS#5
14. Develop an assessment that captures how students met the intended objectives of the activities.	4b; 4c.; 5c SS#3
15. Family Partnerships: List at least two exercises that provide opportunities for incorporating families into the learning activities for the week. Think very closely about the features of community and families in your classroom. Provide activities that may be helpful to supporting the early educational experiences of students.	4a.; 4b
16. After a given lesson, reflect on students' responses to instruction. Did students meet the outlined objectives? What will students need to know more about? Was the activity a good fit for the students in your classroom? What were the successes (glows) of the activity? What were the areas of improvement (grows) for the activity?	4d. SS#1, 3, 4

**Two-Week Teaching Plan**  
**Brainstorming**

**Student Teacher:**

**Date:**

<b>Theme:</b>
<b>Goal(s):</b>
<b>Objectives:</b>
1.
2.
3.
4.
5.




**Activities**

<b>Whole Group:</b>
1.
2.
3.
4.
5.
6.
7.
8.

<b>Small Group</b>
1.
2.
3.
4.
5.
6.

<b>Centers</b>
1.
2.
3.
4.
5.
6.
7.

<b>Books</b>		<b>Songs</b>	<b>Poems</b>
1.	6.	1.	1.
2.	7.	2.	2.
3.	8.	3.	3.
4.	9.	4.	4.
5.	10.	5.	5.

**Week:**

**Teacher:**

**Theme/Topic/Study:**

**Goal:**

**\*IELDS (Illinois Early Learning Development Standards)**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Interest Areas/ Centers</b>	IELDS: Materials:	IELDS: Materials:	IELDS: Materials:	IELDS: Materials:	IELDS: Materials:
<b>Large Group Songs/ Poems/ Literacy Skills Activities</b>	Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:
<b>Read- Aloud</b>	Book: Reading# Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Book: Reading # Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Book: Reading# Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Book: Reading # Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:	Book: Reading # Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:
<b>Small Groups</b>	High-Med-Low Group Activity #1 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #2 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #3 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment:	High-Med-Low Group Activity #1 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #2 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #3 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment:	High-Med-Low Group Activity #1 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #2 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #3 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment:	High-Med-Low Group Activity #1 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #2 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #3 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment:	High-Med-Low Group Activity #1 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #2 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment: Modification:  Group Activity #3 Materials: Objectives: IELDS: Vocabulary: Procedure: Assessment:

	Modification:		Modification:	Modification:	
<b>Focus Question(s)</b>					
<b>Outdoor Experiences:</b>					
<b>Family Partnerships:</b>					
<b>Wow! Experiences:</b>					
<b>Reflection of Learning Experiences:</b>					
	<b>Monday:</b> Activity: Glow: Grows:	<b>Tuesday:</b> Activity: Glow: Grows:	<b>Wednesday:</b> Activity: Glow: Grows:	<b>Thursday:</b> Activity: Glow: Grows:	<b>Friday:</b> Activity: Glow: Grows:

**Child Development 259: Practicum in Preschool Education  
Key Assessment Rubric: Two-Week Teaching Activity Plans**

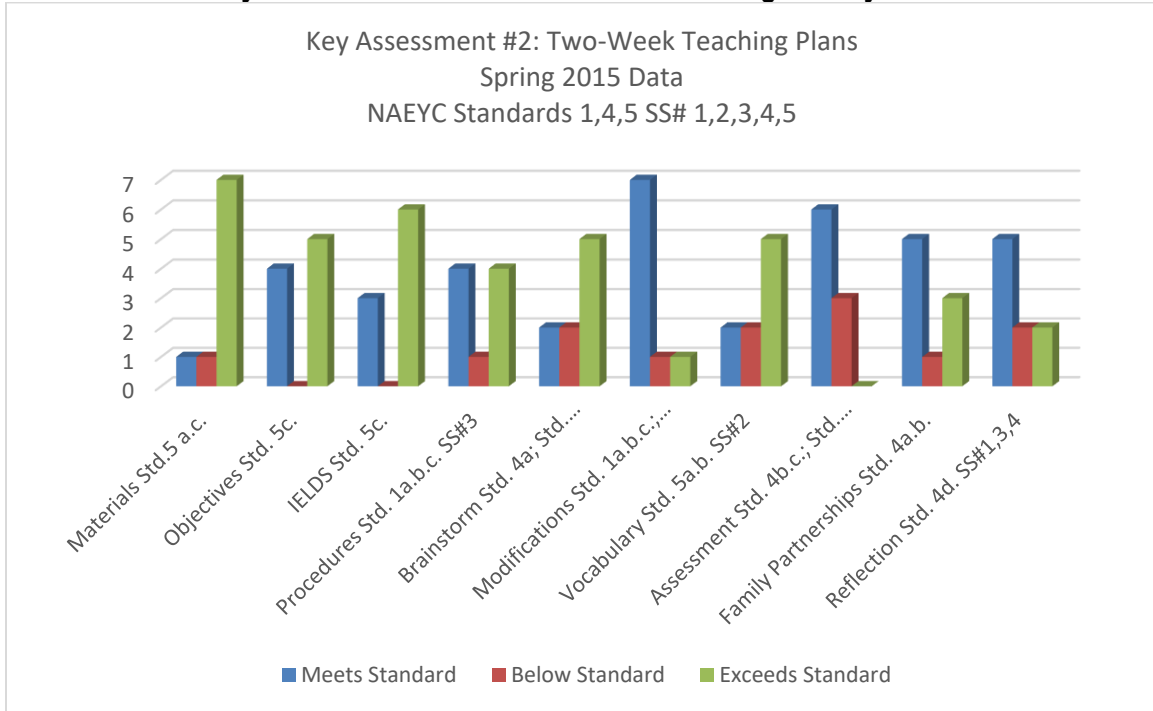
<b>Key Assessment: CD 259- Two-Week Teaching Activity Plans</b>		
<b>NAEYC Standard</b>	<b>Key Elements</b>	<b>Supportive Skills</b>
Standard 1: Promoting Child Development and Learning Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families Standard 5: Using Content Knowledge to Build Meaningful Curriculum	1a. Knowing and understanding children's characteristics and needs. 1b. Knowing and understanding multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children. 4b. Knowing and understanding effective strategies and tools for early education. 4c. Using a broad repertoire of developmentally appropriate teaching/learning practices 4d. Reflecting on their own practice to promote positive outcomes for each child. 5a. Understanding content knowledge and resources in academic disciplines 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	SS#1: Self-Assessment and Self-Advocacy SS#2: Mastering and Applying Foundational Concepts From General Education SS #3: Written and Verbal Communication SS #4: Making connections between prior knowledge/ experience and new learning SS#5: Identifying and using professional resources

<b>Criteria</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Below</b>
<b>Materials</b> NAEYC Standard 5a.c.	All instructional materials required for the activity(s) are included, and reflect thorough and careful consideration of the age-specific and individual characteristics of students.	Instructional materials are included that reflect consideration of age-specific characteristics. Additional consideration should be given to the needs of diverse learners when selecting instructional materials.	The instructional materials included do not reflect an evaluation of age-specific, or individual student characteristics.
<b>Instructional Objectives</b> NAEYC Standard 5c.	The instructional objectives selected are measurable, consistent with the IELDS, and reflect developmentally appropriate practice. The objectives are connected to the	The instructional objectives identified are measurable and consistent with the IELDS. However, the objectives should more closely reflect the instructional intent, and	The instructional objectives are not measurable. In addition, the objectives are not consistent with the IELDS identified. More attention must be given to how the activity procedures are aligned with the objectives and IELDS.

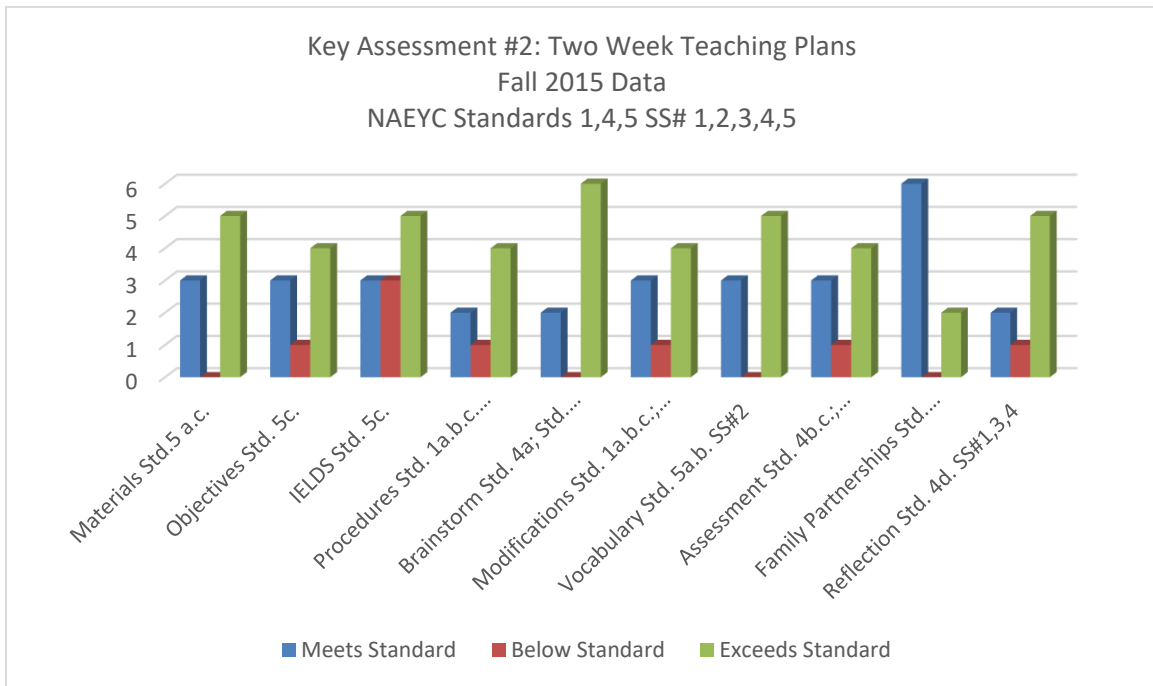
	cognitive demands outlined in the activity procedures.	cognitive demands outlined in the procedures of the activity.	
<b>Illinois Early Learning Development Standards (IELDS) NAEYC Standard 5c.</b>	The IELDS included are well-aligned with the objectives, and consistent with the cognitive demands of the activity procedures.	The IELDS included are aligned to the objectives. Additional attention must be given to all steps of the activity procedure to ensure the IELDS are reflective of the cognitive demands of the activity.	The IELDS included are not properly aligned to all of the objectives and procedures of the activity.
<b>Lesson Procedure NAEYC Standard 1 a.b.c. SS#3</b>	All of the lesson procedures are sequentially listed using language that makes following the activity procedures seamless. All lesson procedures are developmentally appropriate, and considerate of individual as well as group characteristics.	The lesson procedures are sequentially listed. The language utilized is clear. However, additional attention must be given to how the concept is taught based on individual and group characteristics.	Little or none of the lesson procedures are sequentially listed. The language utilized is unclear, which makes the instructional intent of the lesson hidden. Much of the lesson is not consistent with developmentally appropriate practice.
<b>Two-Week Teaching Brainstorm NAEYC Standard 4a 5a.b.c. SS#2 SS#3</b>	Evidence of rich conversations with students before and during (question of the day) the teaching of the unit/theme is clear. Student-teachers have created a brainstorming outline to reflect students' ideas and interests in the upcoming unit/theme. All components (books, poems, songs, activities across instructional settings) of the two-week teaching brainstorm are included. It is also reflective of extensive planning in which students have examined the unit/theme, and the types of activities that will engage the learners in the assigned classroom.	There is evidence of conversations with students before and during (question of the day) the teaching of the unit/theme. Student-teachers have created a brainstorming outline to reflect the upcoming unit/theme. More attention must be given to children's interest in the creation of activities. All components (books, poems, songs, activities across instructional settings) of the two-week teaching brainstorm are included.	There is little of evidence of students reflecting on the needs, or interest of children in the thematic/unit planning. Few or no components (books, poems, songs, activities across instructional settings) of the two-week teaching outline are included. There is not clear evidence of consideration of the individual and age-specific traits of the children in the classroom.
<b>Lesson Modifications NAEYC Standard 1a.b.c.; 4b; 4c; 4d SS#5</b>	The lesson modification(s) offered closely examines the diversity of all learners in the classroom. Appropriate instructional alternatives to the lesson procedures are outlined to specifically accommodate students with diverse needs.	The lesson modification(s) offered provides some alternatives to the lesson procedures, but requires closer consideration to properly accommodate diverse student populations.	There are no lesson modification(s) offered, if one is offered, it provides no developmentally appropriate alternatives to the lesson procedures to properly accommodate diverse student populations.
<b>Vocabulary NAEYC Standard 5a.b. SS#2</b>	Numerous vocabulary words are included, and appropriate to the topic introduced. The vocabulary included is consistent with key concepts, or ideas targeted in the activity procedures, and provide rich opportunities for oral language and vocabulary development.	Vocabulary words are included, and appropriate to the topic introduced. However, additional consideration must be given to the topic to ensure the vocabulary words offered are an extensive reflection of the activity/topic introduced. There are opportunities to build oral language and vocabulary development.	Little or no words included are appropriate to the topic introduced. More consideration must be given to the topic or activity introduced to maximize opportunities for building oral language and vocabulary.
<b>Assessment Opportunities NAEYC Standard 4b; 4c; 5c.</b>	Assessment opportunities that adequately evaluate student knowledge based on the lesson's instructional objectives, IELDS, and procedures are	Assessment opportunities that provide some insight into student knowledge based on the lesson's instructional objectives, IELDS, and	There are no assessment opportunities included, or the assessment offered provides minimal opportunities to evaluate student knowledge based on the instructional objectives, IELDS, and

<b>SS#3</b>	included. A method for recording and utilizing assessment data is clear, developmentally appropriate.	procedures are included. A method for recording assessment data is indicated, but more consideration should be given to the structure, or use of the assessment is recommended.	procedures. A method for recording and using assessment data is not clear, or appropriate.
<b>Family Partnerships NAEYC Standard: 4a; 4b</b>	Two exercises were designed to provide developmentally appropriate opportunities for families to illustrate student learning. The exercises included reflect a thorough evaluation of the developmental characteristics of preschool children, the traits of their families and communities.	Two exercises are illustrated that provide evidence of developmentally appropriate opportunities for families to support student learning. While there is some evidence of evaluating the traits of children's families and communities, additional attention should be given in this area.	Two exercises are listed. However, there is limited evidence of developmentally appropriate opportunities for families to support student learning. There is not a clear indication of and evaluation of the traits of children's families and communities.
<b>Reflection NAEYC Standard 4d. SS#1, 3, 4</b>	There is clear and substantial evidence of an in-depth evaluation of instruction in which students write their personal areas of strength (glows) and improvement (grows). A detailed appraisal justifying their ideas are included with next steps for re-designing future instructional activities to improve practice.	There is evidence of an analysis of instruction in which students identify their personal areas of strength (glows) and improvement (grows). Supportive information is included to demonstrate the student-teacher's understanding of his or her progress, or needs as a practitioner. Ideas for improving practice are identified.	There is limited evidence of reflecting on instructional practices. Areas of strength (glows) and weaknesses (grows) are identified in superficial terms. There is a lack of information included to support the student-teacher's understanding of his or her progress, or needs as a practitioner.

**Child Development 259: Practicum in Preschool Education**  
**Key Assessment Rubric: Two-Week Teaching Activity Plans**



Key Assessment: Two-Week Teaching Manual  
 Spring 2015 Data: 9 enrolled; 9 completed assignments

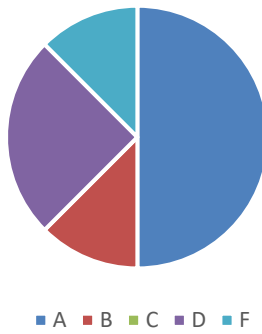


Key Assessment: Two-Week Teaching Manual  
 Spring 2015 Data: 8 enrolled; 8 completed assignments

Key Assessment #2: Child Development 259 Two-Week Teaching Plans  
Grades: Spring 2015



Key Assessment #3: Child Development 259 Two-Week Teaching Plans  
Grades: Fall 2015



## SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Tell us how you used data to inform teaching and learning. Describe how you are collecting data from key assessments.

Assessment data is collected through the use of assignment rubrics and course surveys, which inform teaching and learning. For example, if students are not performing well on exams and summative assessments, instructors have implemented more formative assessment methods during the instructional process. For example, to ensure students are grasping course concepts from the text, and during course lectures, small group discussions have been incorporated. Students are provided with a prompt or question to guide their thought processes, as the instructor visits each group to listen to student comments and questions. This is an excellent opportunity for faculty members to differentiate instruction. As needed, the instructor extends thinking, provides additional explanation, or clears up student misconceptions. Moreover, pupils have an opportunity to listen to the ideas and thoughts of their group members as it relates to course concepts. This is known as the "circle of voices" exercise in which each student listens, summarizes the comments of the previous group member, and includes his or her comments and questions. Furthermore, in-class assignments and exercises provide instructors with immediate information about student progress. Moreover, students benefit from detailed course assignment sheets and rubrics. An addition that most instructors have included is the use of a work sample, which offers students a chance to review an exemplar, average, and below average example of course tasks. Finally, a specified amount of class time is allotted to review, explain, and answer questions about upcoming assignments. All instructors endeavor to give students a minimum of two weeks or more to adequately complete key assessments and other course assignments. The data from the assessments is very useful for informing the instructional plans of faculty members. Ultimately, instructors are able to create authentic in-class activities, homework assignments, exams, and small group discussion prompts to further support the learning process.

Briefly describe one change or innovation that was made in your program in the past year. What evidence or data about your candidates' performance or your program context provided the impetus for making this change?

In order to ensure students are being properly advised by both Child Development Program instructors, and academic advisors, the Coordinator of the Child Development Program has attended Advising Department meetings. More targeted collaboration between the Child Development Program, and Advising Department ensures students are properly coded as Child Development majors in the Academic Management system. Consequently, students are more likely to receive consistent information about how to successfully matriculate through the program. In addition, students can receive targeted support before, during, after class, and at office hours in regards to the curriculum, or any developments in the Education field. The ACT Preparatory Workshops have replaced the previous Test of Academic Proficiency (TAP) Workshops offered by the Program. The Illinois State Board of Education has made a provision for pre-service teachers to have the option to take either the TAP or ACT. As a result, many of our students have been more successful with the



structure and reporting practices of the ACT. The workshops are designed to increase student awareness and preparation for Professional Education Program requirements. Kennedy-King College students participate in the annual "Week of the Young Child" event. The event is the result of a partnership between the Child Development Program, local child development centers, and other community agencies. Kennedy-King students, and community partners deliver presentations about best-practices in early childhood education, and showcase the resources a given center, or agency offers. A luncheon, Power Point presentations, visual displays, and tours of college facilities are included. The event is a great way for students to participate in professional development, networking, service, and offer valuable feedback about their experiences in the Child Development Program.

Note: The annual report is a sampling of your assessment system. All programs will be expected to submit candidate performance data from two applications of each key assessment at renewal of accreditation.

## D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Did your most recent Accreditation Decision include Conditions? \_\_\_ No\_x\_ Yes

If no, your report is complete.

If yes, copy and paste the condition statement(s) here exactly as it appears on the Decision Report cover page.

**Condition 1: Revise key assessment rubrics for Standards 1-5 to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards.**

Improvement has been noted. The key assessment rubrics have been redesigned to align with Standards 1, 3, and 5. However, there is more work that needs to be done to demonstrate explicit alignment with the depth and breadth of the standards and to meet the cognitive demands and skill requirements congruent with the standards.

**Condition 2: Revise all rubrics so they provide qualitative distinctions between levels of student performance expected with regard to each standard they are designed to assess.**

This condition is met. The program has made significant progress to include qualitative distinctions between levels of student performance in the rubrics. However, much of the rubric language still guides students toward submitting more work, rather than higher quality work; for example, on page 25 of the Annual Report, the rubric is based on "all" vs. "most," and on page 48 of the Annual Report, the rubric is based on "all," "some," and "little or no." As the program continues to revise rubrics, consideration of the quality of student work is encouraged.

Describe your progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents that provide evidence of change. The first Annual Report must document progress. The second Annual Report must satisfactorily address conditions in order to maintain accreditation status.

**Condition One Description of Progress:** The Child Development Program of Kennedy-King College has worked diligently to revise all key assessment rubrics and assignments for Standards 1-6. Additional attention was given to ensure the requested assignment tasks were evident in the rubrics, and were seamlessly aligned with the NAEYC Standards, key elements, and supportive skills. Faculty members have worked collaboratively to provide feedback in regards to how each criteria within a key assessment should be aligned to the NAEYC standards, key elements, and supportive skills. Furthermore, all of the faculty members spent extensive time investigating, and reflecting on the key elements for each standard. The faculty team understands the Program must address each key element in order to efficiently meet each NAEYC Standard. Additionally, faculty members closely reviewed key assessment rubrics and assignments from courses they do not regularly instruct to ensure consistency, clarity, and accuracy in the re-alignment of the rubrics. All rubrics have been re-aligned since last year's annual report. The cognitive demands and skill requirements are consistent with the standards. Samples of the completed key assessment rubrics, and assignments are included below for review.

**Note:** The program met condition two during last year's annual reporting cycle. However, additional attention was given to revise the language within the rubrics to indicate qualitative, as opposed to quantitative, distinctions between levels of performance.

<b>Key Assessment #1 CHLD DV 101</b>
<b>Interview with a New Parent</b>

**Objectives:**

1. Interview of a new parent in order to gain first-hand information about their experience during pregnancy, birth and parenting.( 1b, 2a, 2b)
2. Observation of an infant to determine general norms in age/stage development and also, individual differences. (1a, 1b)
3. To gain an understanding of how genetics and environment play a role in a child's development and learning. (1b, 2a)
4. To obtain knowledge on the diversity of families and communities. (2a)
5. To advocate for children and families by providing parents with helpful resources to support them in their role as their child's first teacher. (1c, 2c)
6. Utilize the interview research method and uphold ethical standards and professional guidelines.

**NAEYC Standards Addressed:**

## Standard 1. Promoting Child Development and Learning

## Key elements of Standard 1:

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

## Standard 2. Building Family and Community Relationships

## Key elements of Standard 2:

- 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 their children's development and learning

**Procedure:**

1. Select a new mother/ father (has had a child within the last 12 months, does not have to be the first child) to interview.
2. Collect demographic (background) information about the family including the members of the family, the age and gender of the child/children, the neighborhood they reside in, and any other information that is applicable. Be sure to maintain confidentiality by using the participants' initials rather than their full names.
3. Interview a parent about the recent birth of their baby. Ask questions based upon your readings, videos and discussions in class. While start-up questions are listed below, you are also required to create a minimum of **two to five additional questions** that indicate your knowledge in each of the following: the birth process, birthing practices and parenting issues.
4. Conduct an in-depth interview of at least 45 minutes.
5. Select a comfortable setting for the interview (preferably in the parent's home).
6. Take detailed notes of the interview. Be sure to notate every question and answer objectively. Use of a tape recorder is ideal, but only if the parent gives their permission to its use. You must include a typed transcript of each question asked and responses when submitting the assignment.
7. Use open-ended questions to gain information from the interviewee.
8. **Use follow-up questions in response to comments that can be explained or elaborated on.**
9. Use the **exact** words of both the interviewer and the subject in your transcript. Record questions and answers in the following way:
  - a. Question: "How were you informed about the process of labor?" (**open-ended question**)
  - b. Answer: "I have other children, so I was already experienced in the birth process."
  - c. Question: "You said that you had other children, what were the differences between each labor?" (**follow-up question**)
10. Once mandatory questions have been asked, be sure to ask your additional two to five self-created questions.

11. When the interview is complete present the parent tips and milestone handout and explain to the parent their role in assisting in their child's optimal development.
12. Research and provide one community resource that may be helpful to the parent(s).
13. **Type** a summary of the session:
  - a. Include a heading with your name, date, assignment title, and the family demographics.
  - b. Include at least one paragraph comparing the ideas, feelings and opinions shared in the interview with **ideas from the text, class discussions and videos**. Include at least one paragraph on your interpretation/analysis of the comments, mood and environmental clues in the home. Discuss your opinions about the mother's expectations for the growth and development of her child, her preparedness to nurture and stimulate the child and available resources to help provide for the child. Also, include your discussion of the parent tips and milestones and the resource you provided. Your summary should be at **minimum** one page in length.
  - c. Submit a typed transcript (questions and answers) and your summary through Turn-it-in.

**Mandatory Start-up Questions:**

1. How were you informed about the process of labor?
2. What did you understand about your body and the baby's development in your womb?
3. What kind of training did you receive in prenatal care and child birth instructions?
4. How many clinic visits did you make during the pregnancy?
5. What concerns did you have about your pregnancy?
6. Was your delivery considered normal, or were there complications?
7. What type of care did you receive during labor/delivery/after delivery?
8. What kind of personality does your baby demonstrate?
9. Does he/she have any preferences for specific: people, food, activities?
10. Other than issues of love and care, what family values do you want to teach this child?

## Interview with a New Parent Rubric

### Key Assessment: CD 101-Interview with a New Parent

NAEYC Standard	Key Elements	Supportive Skills
Standard 1: Promoting Child Development and Learning Standard 2: Building Family and Community Relationships	1a. Knowing and understanding young children's characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. 2a. Knowing about and understanding diverse family and community characteristics 2b. Supporting and empowering families and communities through respectful, and reciprocal relationships 2c. Involving families and communities in their children's development and learning	SS #2: Mastering and applying foundational concepts from general education SS #3: Written and Verbal Communication Skills SS#4: Making connections between prior knowledge/experience and new learning SS#5: Identifying and using professional resources

Criteria	Standard	Proficient	Competent	Novice
Follows Assignment Instructions	<b>S.S. 3</b>	Adheres to instructions concerning the heading, question/answer format, & summary remarks.	Adheres to some instructions concerning the heading, question/answer format, & summary remarks.	Does not Adheres to instructions concerning the heading, question/answer format, & summary remarks.
Grammar/ Spelling	<b>S.S. 3</b>	Observes use of proper grammar, spelling, and word usage (excludes mother's comments).	There are several (more than four) grammar, spelling, and word usage errors (excludes mother's comments).	There are many (more than eight) grammar, spelling, and word usage errors (excludes mother's comments).
Professionalism of interviewer	<b>Standard 2: 2b</b>	Interviewer upholds professionalism during the interview by using professional language, demonstrating sensitivity towards the interviewee and maintaining confidentiality.	Interviewer does not consistently uphold professionalism during the interview by using professional language, demonstrating sensitivity towards the interviewee and maintaining confidentiality times.	Interviewer does not uphold professionalism during the interview by using professional language, demonstrating sensitivity towards the interviewee and maintaining confidentiality.
Self-created questions	<b>S.S. 3</b>	Uses several original questions (3-5); does not solely rely upon those of the instructor.	Use of only 1 or 2 self-created question.	Only used questions provided by instructor.

preparation	<b>S.S. 2</b>	Asks questions indicating interviewer's competent preparation in obtaining knowledge on the subject of human growth and development.	Asks questions indicating some competent preparation in obtaining knowledge on the subject.	No indication of preparation in obtaining knowledge on the subject.
Questions cover a range of issues	<b>Standard 1: 1a,1b  S.S. 3</b>	Questions cover a range of issues that relate to prenatal care, birth process, bonding, stimulation, gender typing and parenting style. Questions also demonstrate an understanding of the multiple influences on development and learning	Questions cover a limited range of issues that relate to prenatal care, birth process, bonding, stimulation, gender typing and parenting style.	Questions do not cover range of issues that relate to prenatal care, birth process, bonding, stimulation, gender typing and parenting style.
Utilizes open-ended questions	<b>S.S. 3</b>	Utilizes 3 or more open-ended questions to obtain more expansive answers.	Utilizes 1 or 2 open-ended questions to obtain more expansive answers.	Does not utilize open-ended questions to obtain more expansive answers.
Utilizes follow-up questions	<b>S.S. 3</b>	Follows-up on 3 or more comments to obtain more detail or clarity.	Follows-up on 2 or less comments to obtain more detail or clarity.	Does not follow-up on comments to obtain more detail or clarity.
Transcription of the interview	<b>S.S. 3</b>	1. Transcription of the interview indicates 45 to 60 minutes were devoted to the proceedings.	2. Transcription of the interview indicates 30 minutes were devoted to the proceedings.	3. Transcription of the interview indicates less than 30 minutes were devoted to the proceedings.
Summary remarks	<b>Standard 1: 1a, 1b  Standard 2: 2a  S.S. 4  S.S. 5</b>	Summary remarks illustrates an in depth understanding of young children's characteristics and needs, the multiple influences on development and learning, and Knowing about and understanding	Summary remarks illustrates a basic understanding of young children's characteristics and needs, the multiple influences on development and learning, and Knowing about and understanding diverse family and community characteristics	Summary remarks illustrates a limited understanding of young children's characteristics and needs, the multiple influences on development and learning, and Knowing about and understanding diverse family and community characteristics (first paragraph) draws few comparisons of the child's development, home environment, family demographics, etc., with references

		<p>diverse family and community characteristics (first paragraph) compares the child's development, home environment, family demographic etc, with references to text, handouts, videos and lectures in order to establish self as an informed authority and advocate.</p>	<p>(first paragraph) draws some comparisons of the child's development, home environment, family demographics, etc., with references to text, handouts, videos and lectures in order to establish self as an informed authority and advocate.</p>	<p>to text, handouts, videos and lectures in order to establish self as an informed authority and advocate.</p>
Summary conclusion	<p><b>Standard 1:</b> <b>1b,1c</b></p> <p><b>Standard 2:</b> <b>2a, 2b, 2c</b></p> <p><b>S.S. 2</b></p> <p><b>S.S. 3</b></p>	<p>Summary conclusion (second paragraph) renders an informed opinion or perspective regarding diverse family and community characteristics, supporting and engaging families and communities through respectful, reciprocal relationships, Involving families and communities in their children's development and learning, and Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>The summary conclusion provides a detailed discussion regarding the family demographics and available resources as well as an explanation of how this may influence the</p>	<p>Summary conclusion (second paragraph) renders a somewhat informed opinion or perspective regarding diverse family and community characteristics, supporting and engaging families and communities through respectful, reciprocal relationships, Involving families and communities in their children's development and learning, and Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>The summary conclusion provides some details regarding the family demographics and available resources as well as an</p>	<p>Summary conclusion (second paragraph) does not renders an informed opinion or perspective regarding diverse family and community characteristics, supporting and engaging families and communities through respectful, reciprocal relationships, Involving families and communities in their children's development and learning, and Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p>The summary conclusion provides a brief discussion regarding the family demographics and available resources as well as an explanation of how this may influence the child's development. A brief discussion of the milestones, parent tips and community resources shared is presented in the summary conclusion.</p>

		child's development. A detailed discussion of the milestones, parent tips and community resources shared is presented in the summary conclusion.	may influence the child's development. A discussion of the milestones, parent tips and community resources shared is presented in the summary conclusion.	
		<b>Additional Comments</b>		
				Points x 2 =
				Grade =

**Key Assessment #2: Child Development 259: Two Week Teaching Activity Plans**

Please refer to the section of the report, which requires a sample of an assignment, rubric, data, and analysis of data. The rubric and assignment sheet for key assessment 2 is included in this section of the report.



**Key Assessment #3: Child Development 201: Child Case Study**

**CHLD DV 201: Child Case Study Assignment**

<b><u>NAEYC Standard</u></b>	<b><u>Key Elements</u></b>	<b><u>Supportive Skills</u></b>
<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families                      Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families</p>	<p>3a. Understanding the goals, benefits, and uses of assessment.                      3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.                      3c. Understanding and practicing responsible assessment to promote positive outcomes for each child.                      3d. Knowing about assessment partnerships with families and with other professionals.                      4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.                      4b. Knowing and understanding effective strategies and tools for early education.                      4c. Using a broad repertoire of developmentally appropriate teaching/learning practices                      4d. Reflecting on their own practice to promote positive outcomes for each child.</p>	<p>SS#2: Mastering and Applying Foundational Concepts From General Education                      SS #3: Written and Verbal Communication Skills                      SS#4: Making Connections between prior knowledge/experience and new learning                      SS#5: Identifying and using professional resources</p>

Submit the Child Case Study assignment in Blackboard. If necessary, work samples can be collected directly. However, all other assignment components must be submitted electronically.

- Create a table of contents, cover page and/or tab for each section of the Child Case Study (SS#3).
- The following sections should be included in the table of contents for all three developmental domains (social-emotional, physical, and cognitive) (SS#3).
- Observation Methods Section: (Narrative Double-Column Observation Form; Checklists; Rating Scales; Sampling)
- Work Samples
- Learning Prescription
- Reflection: Sharing Observational Data With Families

**Directions:**

1. Observe a child in an early education setting, in all of the developmental domains (social/emotional, cognitive, and physical). Be sure to use a pseudonym, and all other observation protocols discussed in class to ensure confidentiality  
**(NAEYC Standard 3a; 3c. SS#3, 4).**
2. Use at least three observation methods (checklists, anecdotal records, running records, time samples, event samples, or rating scales) to gather and collect information about the child's development **(NAEYC Standard 3b.)**

3. Provide an explanation discussing the purposes and benefits of the observation methods selected, based on the developmental needs and characteristics of the child **(NAEYC Standard 3a; 3b; SS#3)**.
4. Reference course handouts, notes, Observing the Development of the Young Child, and NAEYC's guide to Developmentally Appropriate Practice. These and other educational resources can be used as tools to reflect on the developmental characteristics, and best practices for teaching and interacting with young children **(NAEYC Standard 4b. SS#5)**.
5. Include at least two work samples for each domain, with detailed descriptions about the learning task displayed. Reflect on how the sample collected relates to the identified developmental domain(s). Remove all identifying information from work samples to maintain confidentiality **(NAEYC Standard 3a; 3b; 3c.; NAEYC Standard 4d; SS#3 and SS#4)**.
6. Complete one **learning prescription** for each domain. Based on your observation of the child, and use of various observation methods, provide detailed information about the strengths, areas needing improvement, and recommended instructional/ co-curricular activities to assist the child. Consider his or her individual characteristics, and the areas of improvement in the creation of the learning prescription **(NAEYC Standard 3a; 3b; 3c; 3d NAEYC Standard 4b. and 4c; SS#2, SS#4, SS#5)**.
7. There must be proof of three or more observation methods, two or more work samples, and at least one learning prescription for each developmental domain **(NAEYC 3b.)**.
8. **Sharing Observational Data with Families:** Reflect on how you would approach sharing observational data with the child's family, if you were the assigned teacher in the classroom. What are some ways you can share the information included in the learning prescription (strengths, areas of improvement, and activities to help) with families? How might you use other support professionals to assist the child under study? Consider the child as an individual, his or her background, and family and community characteristics. Reflect on the role families play in their children's education. Collaborate with the lead teacher in the classroom to learn more background information about the child included in your case study, as needed. **(NAEYC Standard 3d; NAEYC Standard 4a and 4d; SS# 3 and SS#4)**.

**Child Development 201: Observation, Management, and Documentation to Support Young Children and Families**

**Key Assessment Rubric: Child Case Study**

<b>Key Assessment: CD 201-Child Case Study</b>		
<b>NAEYC Standard</b>	<b>Key Elements</b>	<b>Supportive Skills</b>
Standard 3: Using Content Knowledge to Build Meaningful Curriculum Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	3a. Understanding the goals, benefits, and uses of assessment. 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child. 3d. Knowing about assessment partnerships with families and with other professionals. 4a. Understanding positive relationships and supportive interactions as the foundation of their work with children. 4b. Knowing and understanding effective strategies and tools for early education. 4c. Using a broad repertoire of developmentally appropriate teaching/learning practices 4d. Reflecting on their own practice to promote positive outcomes for each child.	SS#2: Mastering and Applying Foundational Concepts From General Education SS #3: Written and Verbal Communication Skills SS#4: Making Connections between prior SS#5: Identifying and using professional resources

<b>Criteria</b>	<b>NAEYC Standard</b>	<b>NAEYC Supp.Sk</b>	<b>Exceeds Criteria</b>	<b>Meets Criteria</b>	<b>Below Criteria</b>
Three Developmental Domains Examined	Standard 3a.b.c.	SS # 3	All of the developmental domains (physical, social/emotional, and cognitive) are examined in significant detail. Three or more observation methods (narrative, sampling, checklist, and rating scales) are utilized to provide the pre-service teacher with relevant information about the child's developmental progress. All of the observation tools utilized have been thoughtfully implemented, and are appropriate. The methods offer useful information about the child's development.	All of the developmental domains (physical, social/emotional, and cognitive) are examined. The observation methods (narrative, sampling, checklist, and rating scales) are utilized accurately, but careful consideration must be given to which methods are utilized, which are more appropriate for a given child, to offer a more salient/clear picture about the child's development.	The developmental domains (physical, social/emotional, and cognitive) are not examined extensively. Additional consideration must be given to all methods (narrative, sampling, checklist, and rating scales) to ensure they are utilized accurately. The observation tools are not used in developmentally appropriate ways, and/or do not offer useful information about the child's development.
Confidentiality	Standard 3a.c.	SS#3,4	All of the documentation displays careful attention has been given to maintaining confidentiality of the child's identity. Information in regards to the child's progress is written professionally, and	The documentation displays maintenance of confidentiality. However, additional consideration must be given to how information is shared with individuals who	The documentation included is not reflective of following guidelines surrounding confidentiality. The information shared must be written in a more professional, and organized manner to be

			only shared with individuals who have a direct stake in the child's development and academic success.	have a stake in the child's academic development and success.	useful to the individuals who have a stake in the child's development and academic success.
Work Samples	Standard 3a.b.c. Standard 4d.	SS#3,4	Four or more work samples are included. All of the samples provide a detailed explanation of the learning task, and a reflection of how the task provides information about the child's development. To maintain confidentiality, pseudo names are utilized. There is evidence of an in-depth reflection of how the work sample relates to the developmental domain examined.	Three or more work samples are included. Most of the samples provide a detailed explanation of the learning task, and how the task provides information about the child's development. To maintain confidentiality, pseudo names are utilized.	Two or less work samples are included. Few samples provide a detailed explanation of the learning task, and how the task provides information about the child's development. To maintain confidentiality, pseudo names may or may not be utilized.
Learning Prescription & Content  DAP	Standard 3a.b.c.d. Standard 4 b. c.	SS #2,4,5	A learning prescription is included for each developmental domain. The learning prescription provides detailed and descriptive information about the strengths and weaknesses of the child. The recommendations made to caregivers, or other professionals supporting the child are developmentally appropriate, and at least three are offered. The recommendations are clear and detailed accounts of resources, strategies, tools, and modifications that can be made to assist the child. There is evidence of referencing various content areas, and developmentally appropriate practices as discussed course literature and other professional sources.	A learning prescription is included for each developmental domain. The learning prescription contains descriptive information about the strengths and weaknesses of the child. However, more extensive accounts of resources, strategies, tools, and modifications to assist the child should be included. There are some references made to content areas, course literature, and other professional resources about developmentally appropriate practice.	A learning prescription is included for some developmental domains. The learning prescription lacks detailed and descriptive information about the strengths and weaknesses of the child. The recommendations to caregivers or other professionals supporting the child are not all developmentally appropriate. The recommendations are not clear and detailed accounts of resources, strategies, tools, and modifications that can be useful for assisting the child. Minimal evidence exists of references made to content areas, course literature and other professional resources about developmentally appropriate practice.
Reflection: Sharing Observational Data with Families	Standard 3d. Standard 4a.d.	SS#3,4	There is strong evidence of in-depth reflection and analysis of best practices for sharing observational data with families. There is careful consideration given to the important role of educational support professionals, and families in promoting positive outcomes for young children. The unique family and community characteristics of the child under study are considered and discussed in great detail.	There is evidence of reflection and analysis of best practices for sharing observational data with families. However, more consideration must be given to the important role of educational support professionals in promoting positive outcomes for young children. The unique family and community characteristics of the child under study are examined.	Very little or no evidence exists of reflection and analysis of best practices for sharing observational data with families. No consideration is given to the important role of educational support professionals in promoting positive outcomes for young children. The unique family and community characteristics of the child under study not examined.
Grammar/ Mechanics		SS #3	Sentences are coherent and thoughtfully constructed responses. The intended meaning of ideas is clear, and well-articulated.	Some sentences are coherent and thoughtfully constructed response. Few grammatical errors exist. More detailed information should be to fully communicate ideas.	Multiple sentences are incoherent and are not thoughtfully constructed responses. Much of the meaning communicated is hidden or unclear.

**Key Assessment #4: Child Development 109: Self-Authored Picture Book**

**Assignment Due:** \_\_\_\_\_

<b>NAEYC Standard</b>	<b>Key Elements</b>	<b>Supportive Skills</b>
Standard 1: Promoting Child Development and Learning Standard 5: Using Content Knowledge to Build Meaningful Curriculum	1a. Knowing and understanding young children's characteristics and needs 5a. Understanding content knowledge and resources in academic disciplines 5b. Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines. 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curricula for each child.	SS#2: Mastering and applying foundational concepts from general education SS #3: Written and Verbal Communication Skills SS#4: Making connections between prior knowledge/experience and new learning

**Create an Early Literacy Book for Preschool Children**

1. Choose a topic, or theme that is relevant to the lives of preschool children (NAEYC Standard 1a.).
2. Develop the topic or theme into a 7-10 page picture book for children (NAEYC Standard 1a.b.c; NAEYC Standard 5c; SS#3).
3. Include illustrations and text in the early literacy book that provide opportunities for learning across various content areas (NAEYC Standard 5a.b.c; SS#2).
4. Remember to include important vocabulary based on the theme or topic of your book, and provide multiple learning opportunities for children (NAEYC Standard 1c.; NAEYC Standard 5b.c).
5. Use current early childhood picture books to develop ideas for the creation of a picture book (NAEYC Standard 5c; SS #4).
6. The book may be fiction or non-fiction (NAEYC 5a.b.).
7. Present your children's literature book to the class (SS#3).
8. Reference examples of quality children's literature that were provided during course lectures and discussions. Also review NAEYC's guide to Developmentally Appropriate Practice when creating the children's literature book (NAEYC Standard 5c; SS # 4).

<b>Criteria for Quality Children's Literature Books (Infants &amp; Toddlers)</b>
• Repetitive & Predictable
• Rhythmical
• Simple Illustrations; easy to read
• Filled with feel, touch, and smell opportunities
• Sturdy, easy to turn pages
• Relatively short, easy, concise story lines related to daily life & environmental experiences

- Illustrations match text on the page

**Checklist For Assessing Children's Literature** (Preschool & Early Elementary)

Please consider the questions below when evaluating and selecting children's literature books.

***Story:***

- Are the stories interesting to children?
- Are there various conflicts for children to explore?
- How are the conflicts resolved?

***Characters:***

- Do characters represent people from a variety of cultural groups?
- Do "good" characters reflect a variety of backgrounds?
- Are females as well as males depicted in leadership roles?

***Themes:***

- Does the story offer children a variety of things to think about, to question, and to consider?
- Are values being explored instead of preached?
- Are there lessons to be learned?

***Settings:***

- Do the stories reflect a variety of settings?
- Are urban, suburban, and rural settings represented realistically?
- Are cultural settings represented realistically?

**Key Assessment: CD 109-  
Self-Authored Picture Book**

NAEYC Standard	Key Elements	Supportive Skills
Standard 1: Promoting Child Development and Learning Standard 5: Using Content Knowledge to Build Meaningful Curriculum	1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning. 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. 5a. Understanding content knowledge and resources in academic disciplines 5b. Knowing and using central concepts, inquiry tools, and structures of content areas or academic disciplines. 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful and challenging curricula for each child.	SS#2: Mastering and applying foundational concepts from general education SS #3: Written and Verbal Communication Skills SS#4: Making connections between prior knowledge/experience and new learning

Criteria	Excellent 15 pts.	Good 13 pts.	Fair 11.25pts.	Poor 7.5 pts.
	All Element(s) Present	Most Elements Present	Significant Element(s) Missing	Element(s) Not Present
<b>1. Developmentally Appropriate Theme</b>  <b>NAEYC Standard 1.a</b>	<p>The chosen theme consists of an extensive set of ideas that are relevant to the everyday lives of the targeted age-group of children. There is clear evidence of consideration of the individual and diverse learning needs of children.</p>	<p>The chosen theme provides information to students about topics surrounding the everyday lives of the targeted age-group of children. However, additional information to support diverse learners should be included.</p>	<p>The chosen theme consists of some ideas that provide information about the daily lives of the targeted age group. However, special consideration should be given to the way in which information presented to ensure developmentally appropriate practice.</p>	<p>The chosen theme provides very little or no relevant information to children, and is not relatable to their daily lived experiences. There is no evidence of support for diverse learners.</p>
<b>2. Theme Development</b>  <b>Fiction: Follows Pyramid Outline of a Story, i.e., characters and setting (exposition), problem, rising action, climax, falling action, (dénouement), resolution</b>  <b>Non-Fiction: Topic, Main Idea, At least four supporting details</b> <b>NAEYC Standard 1 a.b.c.</b> <b>NAEYC Standard 5 c.</b> <b>SS#3</b>	<p>Fiction: The theme is very-well developed, and consists of all of the elements of story from the Pyramid Outline.</p> <p>Non-Fiction: The theme includes all of the necessary components of a non-fictional text, with four or more supporting details.</p>	<p>Fiction: The theme is developed, and consists of most of the elements of story from the Pyramid Outline. More attention should be given to how some of these ideas are presented in the story.</p> <p>Non-Fiction: The theme includes most of the necessary components of a non-fictional text. The supporting details require the use of more child-friendly language to assist children’s comprehension of the story.</p>	<p>Fiction: The theme is not clear throughout the story, and consists of some of the elements of story from the Pyramid Outline are difficult to identify.</p> <p>Non-Fiction: The theme includes some of the necessary components of a non-fictional text. More attention has been given to include more supportive details and information to aid comprehension.</p>	<p>Fiction: The theme is poorly developed, and consists of very few elements of story from the Pyramid Outline. Special attention must be given to the developmental characteristics of all children, especially diverse learners.</p> <p>Non-Fiction: The theme includes minimal components of a non-fictional text, with no supporting details. It is difficult to follow the information in the story.</p>

<p><b>3. Creativity</b> <b>NAEYC Standard 1a.</b></p>	<p>The book is aesthetically appealing to young children, and is consistent with all of the features of high-quality children's literature for the specified age group. (Features: Bright colors, size of font, material of the book, story length, clear illustrations, and relevant learning opportunities)</p>	<p>The book has some visual appeal for young children, and is consistent with the some features of high-quality children's literature for the specified age group. (Features: Bright colors, size of font, material of the book, story length, clear illustrations, and relevant learning opportunities)</p>	<p>The book's features may be aesthetically appealing, but is missing some of the central concepts around how to create both a developmentally appropriate and visually appealing book for the targeted age-group. (Features: Bright colors, size of font, material of the book, story length, clear illustrations, and relevant learning opportunities)</p>	<p>The book is missing key components of an aesthetically appealing book for young children. It is not consistent with the (two or less) features of high-quality children's literature for the specified age group. (Features: Bright colors, size of font, material of the book, story length, clear illustrations, and relevant learning opportunities)</p>
<p><b>4. Illustrations</b> <b>NAEYC Standard 5a.b.c</b> <b>SS#2</b></p>	<p>All of the illustrations are clear, simple, and easy to follow. The illustrations relate directly to the print, events, or message of the story, and offer extensive opportunities for building content area knowledge.</p>	<p>The illustrations (at least five pages) are clear, simple, and easy to follow. Most illustrations relate directly to the print, events, or message of the story. Content area knowledge is available based on how the illustrations are formatted in the book.</p>	<p>Some of the illustrations (at least four) require additional attention to detail. While the illustrations are simplistic, it is not always easy to determine how they relate to the story. More opportunities for learning about various content areas must be provided.</p>	<p>Very few illustrations (three or less) are clear, simple, and easy to follow. Few illustrations relate directly to the print, events, or message of the story. There is very little information about content knowledge.</p>
<p><b>5. Readability</b> <b>NAEYC Standard 1a.b.</b> <b>SS #3; SS#4</b></p>	<p>All of the text in the book is printed neatly, and clearly. The letter size, font, print directionality, and the number of words included, are appropriate for the specified age-group, which makes following the story line, or concept seamless.</p>	<p>The text in the book is printed. Most of the letter sizes, font, print directionality, and the number of words included, are appropriate for the specified age-group.</p>	<p>The book is printed clear. Some of the letter sizes, font, print directionality, and the number of words included, are not appropriate for the specified age-group, which makes following the intent of the story difficult.</p>	<p>The text is not printed in such a way that considers the developmental characteristics of young children (five or more pages). Most of the letter sizes, fonts, print directionality, and the number of words included, are inappropriate for the specified age-group, which makes the meaning of the story hidden.</p>
<p><b>6. Instructional Opportunities</b> <b>NAEYC Standard 1c.</b> <b>NAEYC Standard 5b.c.</b> <b>SS#2</b></p>	<p>The book provides multiple opportunities for children to learn new or existing ideas about various content areas.</p>	<p>The book provides some opportunities for children to learn new or existing ideas about content areas.</p>	<p>The book provides few opportunities for children to learn new or existing ideas across content areas.</p>	<p>The book provides no opportunities for children to learn new or existing ideas across content areas, or the information is presented in a developmentally inappropriate manner.</p>
<p><b>7. Effort</b> <b>Durable Construction</b> <b>Neat Construction</b> <b>Aesthetic Appeal to Children</b></p> <p><b>NAEYC Standard 1a.</b> <b>NAEYC Standard 5c.</b></p>	<p>The entire book is durable, neatly constructed, and aesthetically appealing to young children.</p>	<p>Many parts of the book are durable, neatly constructed, and aesthetically appealing to young children.</p>	<p>Some parts of the book are durable, but additional attention must be given to the neatness and aesthetic appeal of the book for young children.</p>	<p>The majority of the book reflects minimal effort in construction and durability of the book.</p>



<b>8 .Vocabulary</b> <b>NAEYC Standard 1c.</b> <b>NAEYC Standard 5b.c.</b> <b>SS#2</b>	The book provides multiple opportunities for teaching new vocabulary words.	The book provides some opportunities for teaching new vocabulary words, but additional attention to including as many visual supports as possible is warranted.	The book provides minimal opportunities for teaching new vocabulary words.	The book provides no opportunities for teaching new vocabulary words.
Points:	120 pts=100%	104pts=86%	90pts.=75%	60pts.=50%

## Key Assessment #5: Child Development 258: Philosophy of Education

“Behind every school and every teacher is a set of related beliefs--a philosophy of education--that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher's role, and what should be taught and by what methods” (Sadker & Sadker, 2003).

### **NAEYC Standards Addressed:**

Standard 6. Becoming a Professional

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

Supportive Skills:

- Self-assessment and self-advocacy (1)
- Written and verbal skills (3)
- Making connections between prior knowledge/experience and new learning (4)
- Identifying and using professional resources (5)

### **Assignment Details:**

- Write a 1-3 page paper explaining your own personal educational philosophy
- Include the following information that will serve as the central ideas of your paper:
  - Why do you want to teach? (6a,6e; SS 1)
  - What do you feel is the goal of education?(6a,6d,6e)
  - What is your role in the education process?(6a,6b,6c,6d,6e; SS 1)
  - How do you feel children learn best? (6a,6d)
  - How do you plan to meet the needs of a diverse group of children? (6a, 6b,6c,6d,6e)
  - What type of learning opportunities will you provide? (6a, 6d; SS 4)
  - What type of learning environment will you provide? (6a, 6d)
  - How do you plan to create partnerships with parents? (6a,6b,6e)
  - In what ways do you plan to collaborate with colleagues? (6a,6b,6c)
  - What type of continuous learning opportunities do you plan on pursuing to insure you are using best practice and staying current in the field? (6a,6c)
- Follow APA style guidelines (Supportive Skill 3)
- Include at least two outside sources to support your ideas: Sources can include theories, practitioners or approaches to early childhood education that have influenced your philosophy (6a,6d,6e; SS 4 and 5)
- Submit the assignment through Turn-it-in
- For information on APA style refer to: <https://owl.english.purdue.edu/owl/resource/560/01>

## Child Development 258 Educational Philosophy Assignment Rubric

Key Assessment: CD 258- Educational Philosophy		
NAEYC Standard	Key Elements	Supportive Skills
Standard 6: Becoming a Professional	6a. Identifying and involving oneself with the early childhood field. 6b. Knowing about and upholding ethical standards, and other professional guidelines 6c. Engaging in continuous, collaborative learning to inform practice. 6d. Integrating knowledgeable, reflective, and critical perspectives on early education. 6e. Engaging in informed advocacy for children and the profession.	SS#1: Self-assessment and self-advocacy SS #3: Written and Verbal Communication Skills SS#4: Making connections between prior knowledge/experience and new learning SS#5: Identifying and using professional resources.

NAEYC Standard and Supportive Skill	Well Developed 5-4	Developed 3	Emergent 2-1
<b>Grammar/Spelling Supportive Skill 3</b>	Observes use of proper grammar, spelling, and word usage	There are several (more than four) grammar, spelling, and word usage errors	There are many (more than eight) grammar, spelling, and word usage errors
<b>Organization of paper Supportive Skill 3</b>	Strong, purposeful organization. Ideas sequenced logically. Transitions evident between ideas.	Evidence of some organization. Some ideas sequenced logically. Some evidence of transitions.	Very little apparent organization. Ideas not arranged logically. No transitions.
<b>Composition Supportive Skill 3</b>	Philosophy of Education is clearly written with all central ideas presented. Strong support of central ideas using specific details.	Central ideas present, but not fully supported. Some specific details. Some digressions.	Unclear or lacking some of the central ideas. Basic support and few specific details. Many digressions.
<b>Style Supportive Skill 3</b>	Purposefully chosen vocabulary. Sentence variety evident. Awareness of audience. APA style is used correctly in the paper and resource page.	Vocabulary less precise. Some sentence variety present. Some awareness of audience. APA style is mostly used correctly in the paper and resource page.	Vocabulary basic and not purposefully selected. Tone flat or inconsistent. APA style is somewhat used correctly in the paper and resource page
<b>Identifying Oneself in the Field NAEYC Standard 6: 6a, 6e Supportive Skill 1</b>	Clear articulation of why the field of Early Childhood Education has been selected as the chosen vocation with a detailed explanation	Articulation of why the field of Early Childhood Education has been selected as the chosen vocation with a brief explanation	Vague or unclear explanation of why the field of Early Childhood Education has been selected as the chosen vocation with no explanation
<b>Purpose of Education NAEYC Standard 6: 6a, 6d, 6e Supportive Skill 4, 5</b>	A thorough discussion of the purpose of education is provided with specific examples from theories, practitioners or approaches to education.	A discussion of the purpose of education is provided with some examples from theories, practitioners or approaches to education.	A brief or vague discussion of the purpose of education is provided with or without examples from theories,

			practitioners or approaches to education.
<b>Role of the teacher</b> <b>NAEYC Standard 6:</b> <b>6a,6b,6d,6e</b> <b>Supportive Skill 3</b>	A thorough discussion of the role of the teacher is provided with specific examples	A discussion of the role of the teacher is provided with some examples	A brief or vague discussion of the role of the teacher is provided with or without examples
<b>Instructional Methods and Classroom Environment</b> <b>NAEYC Standard 6:</b> <b>6a,6b,6d,6e</b> <b>Supportive Skill 4 and 5</b>	Detailed discussion of instructional methods and classroom environment with specific examples that include developmentally appropriate practice, differentiated instruction and diversity.	Some detail is provided of instructional methods and classroom environment with some specific examples that include developmentally appropriate practice, differentiated instruction and diversity.	A brief or vague explanation is provided of instructional methods and classroom environment with or without examples that include developmentally appropriate practice, differentiated instruction and diversity.
<b>Parent Involvement</b> <b>NAEYC Standard 6:</b> <b>6a,6b,6e</b>	A thorough discussion of ways parents will be involved in the education process is provided with specific examples.	A discussion of ways parents will be involved in the education process is provided with some specific examples.	A brief or vague discussion of ways parents will be involved in the education process is provided with or without examples
<b>Collaboration with Colleagues and Continual Learning</b> <b>NAEYC Standard 6:</b> <b>6a,6b,6c</b>	Detailed explanation of ways collaboration among colleagues will take place. Specific examples of ways continual learning will be sought out.	An explanation of ways collaboration among colleagues will take place. Some examples of ways continual learning will be sought out are provided.	A brief or vague discussion of ways collaboration among colleagues will take place. Few or no examples of ways continual learning will be sought out.

**Total Points 50 (Score will be multiplied by 2)**

**Total Score** \_\_\_\_\_