Assessment Date:  _12/13/13__________________________

Faculty Name(s):  Michele McDowell & Janice Jones

1. Course Name and Number:

ECS 300 Principles and Practices of Teaching Young Children

2. All Course SLOs from the Course Outline of Record:

1. Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
2. Identify the underlying theoretical perspective in forming a professional philosophy.
3. Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
5. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.
6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

3. Specific Course SLO(s) assessed as part of this project:

1. Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.

4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

4. Will this SLO assessment count toward GE Plan A?  ___Yes  _X_ No

If Yes, identify what area:  ___Area I Natural Sciences  ___Area II Social and Behavioral Sciences  ___Area III Fine Arts/Humanities  ___Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies  ___Area VII Information Competency
Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

N/A

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

The following essay questions were used in the assessment:

1. Describe/define your understanding of DAP and its application in the ECE environment
   a) upon entering this class (students were asked at the beginning of the semester to answer this question and the answer was saved until end of the semester for review/comparison by students.)
   b) upon completion of this course. (SLO 1&4)

2. How has your understanding of ECE changed/grown/developed upon completion of this course? (SLO 1 & 4)

3. Curriculum contrast and comparison of Child Centered, Traditional, and Montessori ECE Environments. (SLO 1 & 4)

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #5 above.):

See # 6 Above

7. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

Twenty-four students responded to Item #5 above, below are the results:

#1.a. In reviewing beginning of year responses to this questions eighteen students did not understand DAP’s definition or implementation policies. Six students were able to provide a basic definition of DAP based upon NAEYC’s definition at the beginning of the semester.

#1.b. Twenty-two of twenty-four students were able to definitively respond by providing the position statement of NAEYC to questions one and two on Developmentally Appropriate Practices at the end of the semester, in their own wording. Two students provided the same answers as given in the beginning of the course.

#2. Twenty-two of twenty four students responded that they now understand that 1) childcare is part of the academic/school process for children; 2) children deserve professional trained teachers and staff to implement programs using DAP 3) childcare is “more than babysitting and that loving
children is great”, but education and training is needed to provide quality programs; 4) this is
professional field requiring professional/academic (education) training.
Two students had no response.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e.
Were results shared at a department meeting? Was there discussion about changing any SLOs?
Etc.):
We agreed to continue placing emphasis on DAP and its implementation as a major
philosophy/tenet using techniques provided by NAEYC Position Statement for Early Care and
Education.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student
success, future assessment plans, etc.):
N/A

10. Results of implemented changes, if available at this time:
N/A

Please save your finished document in the following format. (Date should be for the
semester in which data was collected; same date should be listed at top of this form.)
yyyysemester-sloa-courseid.doc
example: 2013fall-sloa-engl101c.doc