Assessment Data is from what semester?  Fall 2014__________________________

Faculty Name(s):  Michelle McDowell and Janice Jones______________________________

1. Course Name and Number:

ECS 302 Curriculum and Instruction

2. List all Course SLOs from the Course Outline of Record:

1. Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
2. Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.
3. Identify theoretical and program model implications for curriculum. Analyze activity plans with regard to theory and program model foundations.
4. Demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities.
5. Recognize variation in individual child needs and strategies to accommodate those needs.

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

2. Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.
3. Identify theoretical and program model implications for curriculum. Analyze activity plans with regard to theory and program model foundations.
4. Demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities.

4. Is this course on GE Plan A?    ____Yes   ___x_ No (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)

___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

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

SLO’s were assessed by asking student to respond to 3 questions:
1. How has your understanding of the many aspects of the teachers’ role in early childhood program curriculum grown/changed and developed through this course.
2. Can you identify theoretical and program model implications for curriculum based upon DAP, if so how?
3. Has your understanding of assessment, curriculum planning and implementation, documentation and evaluation of ECE activities changed if so how?
Of the 40 students enrolled in the two ECS 302 38 responded to Question 1 in the following manner:

SLO #1 - Question 1. How has your understanding of the many aspects of the teachers’ role in early childhood program curriculum grown/changed and developed through this course.

All of the respondents replied that they now have a better understanding of the importance of play in the ECE environment and that it is the teacher's responsibility to be an intentional teacher and plan the environment, activities and curriculum based upon the interest of the children and not upon a preplanned curriculum, and observation is the key to the use of developmentally appropriate instruction. Student’s also responded it is the teacher’s job to educate parents on the importance and value of play, reading to children and creativity in the growth and development of young children.

SLO#2 - Question 2. Can you identify theoretical and program model implications for curriculum based upon DAP, if so how?

100% of respondents replied theoretical program models must be based upon constructivist, social-cultural and child centered theorist (i.e. Piaget, Vygotsky, Froebel, etc.) to develop and implement a child centered curriculum that implements DAP. 35 students identified one or more of the program models that apply the above theoretical models for Early Childhood instruction: High Scope, Reggio Emilia, Project Approach, Emergent and Waldorf.)

SLO #3 - Question 3. Has your understanding of assessment, curriculum planning and implementation, documentation and evaluation of ECE activities changed if so how?

39 of the 40 respondents stated there is a change in their understanding of observation and assessment after completing ECS 302. One student stated they had no idea what observation meant in the early childhood classroom, nor did she understand the importance of observation, assessment and evaluation in the Early Childhood Environment before taking this course. The main changes noted are:

A. Children attending early childhood programs should be observed and assessed using some form of either checklist, running records, time samples, anecdotal or narratives, and portfolios displaying children’s work versus the use of any type of testing;

B. Observations should be completed in a naturalistic play based environment to provided unbiased assessment and evaluation versus structured observation (or manipulation of environment);

C. Observation is the key to planning a developmentally appropriate environment and curriculum activities based upon the interest of the children versus teacher directed instruction (academic);

D. Observation and assessment are needed to identify any special needs a child may have and required services;

F. Observation and assessment of children is needed to delineate a teacher’s ability to plan and implement the curriculum, environment, and classroom management skills;

G. Observation, assessment and evaluation results are the determining factor the quality of an early childhood program versus academic “achievement” of children.

7. What are you going to do based on the results of the data? (Any planned revisions?)

Based upon the information received from the assessment ECS Faculty will incorporate more assignments for students to create and implement DAP and activities into classroom environments and activities. More in class practical teaching demonstrations versus theoretical discussion of these activities will be incorporated into in class instruction.

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: 2014spring-sloa-engl101c.doc