

**Assurance of Student Learning Report  
2020-2021**

*College of Health and Human Services*

*Applied Human Sciences*

*Early Childhood Education Director Certificate (1739)*

*Dr. D'Lee Babb*

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1: Students know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.**

**Instrument 1**     **Direct: FACS 335 Curriculum Project**

**Instrument 2**     **Direct: FACS 336 Curriculum Project**

**Instrument 3**     **Direct: FACS 191 Observation Assignment**

Based on your results, check whether the program met the goal Student Learning Outcome 1.

Met

Not Met

**Student Learning Outcome 2: Students know and understand children's characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.**

**Instrument 1**     **Direct: FACS 299 Resource File**

**Instrument 2**     **Direct: FACS 335 Curriculum Project**

**Instrument 3**     **Direct: FACS 336 Curriculum Project**

Based on your results, check whether the program met the goal Student Learning Outcome 2.

Met

Not Met

**Student Learning Outcome 3: Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.**

**Instrument 1**     **Direct: FACS 299 Resource File**

**Instrument 2**     **Direct: FACS 335 or FACS 336 Curriculum Project**

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

**Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.**

**Direct: FACS 299 Resource File**

**Indirect: FACS 191 Observation Assignment**

**Indirect: FACS 336 or FACS 335 Curriculum Project**

Based on your results, check whether the program met the goal Student Learning Outcome 3.

Met

Not Met

<b>Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)</b>		
<p>2020-2021 was the second year for this program. Overall, the certificate-seeking students are performing well in their coursework and, after the review for this report, there were few changes required. Students were able to evaluate, implement, and demonstrate competency through their assignments and projects pertaining to their ability to apply child development concepts to their work with young children and to implement ethical behaviors when working with children, families, and faculty. This was demonstrated in their resource files, observation assignments, and curriculum projects.</p> <p>Although all SLOs were met, changes for improvement are planned for 2021-2022. These were determined valid by looking at full class data rather than just the number of students in the course enrolled in the ECE Director Certificate program. Faculty have reviewed and edited key assessment instructions for clarity and better alignment with the rubrics in FACS 294, FACS 299, FACS 335, and FACS 366. These will be used in the 2021-2022 school year. This was done in hopes of better capturing students understanding and practical application of concepts learned.</p>		

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	<b>Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.</b>		
<b>Measurement Instrument 1</b>	Direct: Students in FACS 191 Child Development are required to observe infants, toddlers, and preschoolers. Upon completion of these fifteen hours of observation, students answer questions requiring the students to apply material from the class and textbook to what they observed. These responses are then measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed. Students achieve “meets expectations” or higher on the rubric for corresponding categories.  In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	75%
<b>Methods</b>	Data was collected in FACS 191 Fall 2020 (n=4) and Spring 2020 (n=5) from student responses to specific questions on the Observation Assignment. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Measurement Instrument 2</b>	Direct: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classrooms. One portion of this assignment requires student design a classroom set up. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive, or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods. Rational for selection were supported with research.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Data was collected in FACS 335 (n=1) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Measurement Instrument 3</b>	Direct: FACS 336 Curriculum Project. Students in FACS 336 completed a curriculum project for Pre-Kindergarten/Kindergarten classrooms. One portion of this assignment requires student design a classroom set up. This portion of the assignment was measured as		

	either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	Classroom set up/arrangement section of the project was made up of toys and materials that were age appropriate but also met an education component to learning as we discussed throughout the semester appropriate materials needed in learning interest areas. Students provided a rational and research to back up materials in the design of their classroom.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	<b>75%</b>
<b>Methods</b>	Data was collected in FACS 336 ( $n=4$ ) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Data was collected in FACS 191 Fall 2020 ( $n=4$ ) and Spring 2021 ( $n=5$ ), 336 Spring 2021 ( $n=4$ ) and in FACS 335 Fall 2020 ( $n=1$ ). Upon collection and analysis of data, faculty discussed student performance and possible rationale for student scores on measures. The additional week of classroom design and preparation were added in FACS 335 in fall 2020. Student understanding of the subject matter and classroom design did improve from fall of 2019.  The assignment in FACS 336 was updated for the spring semester to meet new requirements of NAEYC and some of the scores were not as high as desired. Therefore, the instructions have been updated to better match the language on the rubric and better explain what we are using to measure student success.  All of these classes had a low number of students from the ECE Director Certificate. When looking at data and making decisions based on it, it is best to have a higher number of participants before placing a great deal of meaning on percentages. In many cases, we use total class data to inform changes to curriculum and key assessments.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
After reviewing the data for this year in FACS 336, it was determined that the assignment instructions were unclear and did not align well with the rubric. Therefore, the instructions have been edited to provide clearer directions for students and to better align with the rubric used to measure student performance.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed again: <ul style="list-style-type: none"> <li>• Fall 2021: <ul style="list-style-type: none"> <li>○ FACS 191 (all sections)</li> <li>○ FACS 335</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ FACS 191 (all sections)</li> <li>○ FACS 336</li> </ul> </li> </ul> Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 1. The faculty member teaching the class will be responsible for collecting data. FACS 191 data will be collected by two different faculty members using the same rubric. Data will be compiled and analyzed by the program administrator.			

### Student Learning Outcome 2

<b>Student Learning Outcome</b>	<b>Student Learning Outcome 2: Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.</b>			
<b>Measurement Instrument 1</b>	Direct: FACS 299 Student Resource File. Students in FACS 299 complete a resource file which includes a family engagement section. Within this section, students develop methods for engaging families with preschools and community services. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”			
<b>Criteria for Student Success</b>	Prepared a summary of “talking points” for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information. 75% students achieve “meets expectations” or higher.  See attached rubric.			
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%	
<b>Methods</b>	Data was collected in FACS 299 Spring 2021 (n=4) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
<b>Measurement Instrument 2</b>	Direct: FACS 335 Curriculum Project Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment required students to develop a method for engaging children’s parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students were required to write activities for parents to complete with their children and include how these activities will benefit the children. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”			
<b>Criteria for Student Success</b>	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rational for the materials included. 80% students achieve “meets expectations” or higher  See attached rubric.			
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%	
<b>Methods</b>	Data was collected in FACS 335 Fall 2020 (n= 1) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.			
<b>Measurement Instrument 3</b>	Direct: FACS 336 Curriculum Project. Students in FACS 336 complete a curriculum project for Pre-Kindergarten and Kindergarten classes. One portion of this assignment requires students to develop a method for engaging children’s parents in the classroom and methods for sharing unit plans with parents and encouraging parents to continue teaching children at home. Students are required to write activities for parents to complete with their children and include how these activities benefit the children. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”			

<b>Criteria for Student Success</b>	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included. 80% students achieve “meets expectations” or higher  See attached rubric.		
<b>Program Success Target for this Measurement</b>	80% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	<b>75%</b>
<b>Methods</b>	Data was collected in FACS 336 Spring 2020 (n=4) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data was collected in FACS 299 Spring 2021 (n= 4), 336 Spring 2021 (n= 4), and in FACS 335 Fall 2020 (n= 1). Upon collection and review of data, faculty discussed student performance and possible rationale for student scores on measures. Student scores for those in the ECE Director Certificate program met expectations in all of these classes for SLO 2.  Faculty in FACS 335 adapted the weekly assignments to strnecten the connection between child development and curriculum development by adding video observation and curriculum analysis.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The measures taken in FACS 335 in fall 2020 to adapt weekly assignments to strengthen the connection between child development and curriculum development were effective. Therefore, similar measures will be take in FACS 336 in spring 2022 to strengthen the connection between child development and curriculum development for students.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
This outcome will be assessed again: <ul style="list-style-type: none"> <li>• Fall 2021: <ul style="list-style-type: none"> <li>○ FACS 299</li> <li>○ FACS 335</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ FACS 299</li> <li>○ FACS 336</li> </ul> </li> </ul> <p>Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 2. The faculty member teaching the class will be responsible for collecting data. Data will be compiled and analyzed by the program administrator.</p>			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	<b>Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.</b>		
<b>Measurement Instrument 1</b>	<b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b>		
<b>Criteria for Student Success</b>	<p><b>Direct:</b> FACS 299 Student Resource File. Students in FACS 299 complete a resource file which includes a review of Kentucky regulations for early learning centers and developing a training plan for center staff aligning with Kentucky regulations. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”</p> <p>See attached rubric.</p>		
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	90%
<b>Methods</b>	Data was collected in FACS 299 Spring 2021 (n=4) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Measurement Instrument 2</b>	<p>Direct: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classrooms where the students observed. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”</p> <p>These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.</p>		
<b>Criteria for Student Success</b>	<p>Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research plus the project introduction incorporates positive practices observed and integrates these. 80% students achieve “meets expectations” or higher</p> <p>Please see attached rubric.</p>		
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Data was collected in FACS 335 Fall 2020 (n=1) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Measurement Instrument 3</b>	Direct: FACS 336 Curriculum Project. Students in FACS 336 completed a curriculum project for Pre-K and Kindergarten classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for Pre-Kindergarten and Kindergarten and then adapt and enhance that curriculum for other Pre-Kindergarteners and Kindergartners in the classrooms where the students observed. This portion of the assignment was measured as either “does not meet expectations”, “meets		

	expectations”, or “exceeds expectations.” These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Criteria for Student Success</b>	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research plus the project introduction incorporates positive practices observed and integrates these. 80% students achieve “meets expectations” or higher  Please see attached rubric.		
<b>Program Success Target for this Measurement</b>	75% students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	<b>100%</b>
<b>Methods</b>	Data was collected in FACS 336 Spring 2021 ( <i>n</i> =4) from students Curriculum Project. Percentage reported is number of students who “met expectations” or “exceeded expectations”. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Data was collected in FACS 299 and FACS 336 Spring 2021 and in FACS 335 Fall 2020. Upon collection and analysis of data, reflections took place among faculty teaching these and the prerequisite classes about student performance. All student performance was acceptably above target.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Continuation of teaching methods as were provided in 2020-2021 will take place during the 2021-2022 school year. Faculty will adapt based upon individual student needs as they arise in 2021-2022 classes.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
<p>This outcome will be assessed again:</p> <ul style="list-style-type: none"> <li>• Fall 2021: <ul style="list-style-type: none"> <li>○ FACS 299</li> <li>○ FACS 335</li> </ul> </li> <li>• Spring 2022 <ul style="list-style-type: none"> <li>○ FACS 299</li> <li>○ FACS 336</li> </ul> </li> </ul> <p>Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 3. The faculty member teaching the class will be responsible for collecting data. Data will be compiled and analyzed by the program administrator.</p>			



### Student Learning Outcome 4

<b>Student Learning Outcome</b>	<b>Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.</b>		
<b>Measurement Instrument 1</b>	Direct: FACS 299 Resource File. Students in FACS 299 complete a resource file which includes a review of Kentucky regulations for early learning centers and developing a training plan for center staff aligning with Kentucky regulations. Kentucky regulations align with the National Association for the Education of Young Children Code of Ethics. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument. 80% students achieve “meets expectations” or higher See attached rubric.		
<b>Program Success Target for this Measurement</b>	75% achieved “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Data was collected in FACS 299 Spring 2021 ( $n=4$ ) from specific portions of the Student Resource File. Students scoring in “meets expectations” and “exceeds expectations” were counted for this percentage. These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.		
<b>Measurement Instrument 2</b>	Indirect: FACS 191 Observation Assignment. Students in FACS 191 Child Development are required to observe infants, toddlers, and preschoolers. These observations are required to align with ethical standards for observing and working with young children according to the ethical standards set in the NAEYC Code of Ethics Student procedures are measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	In-person bservation protocol as outlined in the assignment specifics was followed and documented <ol style="list-style-type: none"> <li>1. 3 hours per child, at least 2 observation visits, with no visit &lt; 2hours.</li> <li>2. Child observed in licensed childcare setting.</li> <li>3. No information about the child’s identity included.</li> <li>4. Observations completed and submitted in developmental order (infant, toddler, preschooler)</li> </ol> 75% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>	75% achieved “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Data was collected in FACS 191 Fall 2020 ( $n=4$ ) and Spring 2021 ( $n=5$ ). Studentswho observed in person (smany used videos due to COVID-19 restrictions) correctly observed young children, keeping confidentiality about the children and the teachers. Data was collected on record logs, transcripts, and journal entries. Centers where students observed completed the record logs and confirmed student observations.		
<b>Measurement Instrument 3</b>	Indirect: FACS 335 Curriculum Project. Students in FACS 335 completed a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to observe and then teach in a childcare setting. This portion of the assignment must align with the NAEYC Code of Ethics. This portion of the assignment was measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		

<b>Criteria for Student Success</b>	<p>Observation protocol for in-person observations as outlined in the assignment specifics was followed and documented</p> <ol style="list-style-type: none"> <li>1. Child observed in licensed childcare setting.</li> <li>2. No information about the child's identity included.</li> <li>3. Videos and pictures did not include any identifying information about children.</li> </ol> <p>In addition to this, students were required to teach an activity to a child or adult (depending on availability due to COVID-19 restrictions) and follow the above protocol.</p> <p>75% students achieve "meets expectations" or higher.</p>		
<b>Program Success Target for this Measurement</b>	75% achieved "meets expectations" or higher	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	<p>Data was collected in FACS 335 Fall 2020 (<math>n=1</math>) from students Curriculum Project. Percentage reported is number of students who "met expectations" or "exceeded expectations". These expectations are based upon the National Association for the Education of Young Children accrediting body for the corresponding learning standard.</p>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<input checked="" type="checkbox"/> <b>Met</b> <input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>Data was collected in FACS 191 Fall 2020 and Spring 2021, FACS 299 Spring 2021, and in FACS 335 Fall 2020. Upon collection and analysis of data, reflections about student performance took place among faculty teaching these and the prerequisite classes. All student performance was acceptably above target.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Continuation of teaching methods as were provided in 2020-2021 will take place during the 2021-2022 school year. Faculty will adapt based upon individual student needs as they arise in 2021-2022 classes.</p>			
<b>Next Assessment Cycle Plan</b>			
<p>This outcome will be assessed again:</p> <ul style="list-style-type: none"> <li>• Fall 2021: <ul style="list-style-type: none"> <li>○ FACS 191 (all sections)</li> <li>○ FACS 299</li> <li>○ FACS 335</li> </ul> </li> <li>• Spring 2022: <ul style="list-style-type: none"> <li>○ FACS 191 (all sections)</li> <li>○ FACS 299</li> </ul> </li> </ul> <p>Data will be collected using Key Assessments and Rubrics designed around this Student Learning Outcome and NAEYC Standards pertaining to SLO 4. The faculty member teaching the class will be responsible for collecting data. FACS 191 data will be collected by two different faculty members using the same rubric. Data will be compiled and analyzed by the program administrator.</p>			

# FACS 191 Child Development Observation Assignment

## NAEYC Key Assessment #1 Rubric

### FACS 191 Assignment Rubric (Fall 2020)

Standard/Supportive Skill			
<b>1. Promoting Child Development and Learning.</b>	<b>Novice (&gt; 50 points)</b>	<b>Intermediate (50-64 points)</b>	<b>Advanced (64.5-72 points)</b>
<p>1a: Knowing and understanding young children’s characteristics and needs, from birth through age 6.</p> <p>Points based on answers to Infant/Toddler and Preschool questions marked 1a.</p>	<p>Responses to questions posed in the assignment specifics, for the final paper, do not address the physical, cognitive, language, and socio-emotional development of the children who were observed. Answers are not comprehensive in their scope nor do they include examples from the child observations.</p>	<p>Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed.</p> <p>In addition, the responses are complete in their scope, including some illustrative and applicable examples from the child observations.</p>	<p>Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed.</p> <p>In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations and make direct connection between the observations and the text and class discussions.</p>
	<b>Novice (&gt; 25 points)</b>	<b>Intermediate (25-32 points)</b>	<b>Advanced (32.5-36 points)</b>
<p>1b. Knowing and understanding the multiple influences on development and learning.</p> <p>Points based on answers to Infant/Toddler and Preschool questions marked 1b.</p>	<p>Responses to questions posed in the assignment specifics, for the final paper, do not apply the observations to the developmental domains nor address the Interdependence / Interrelatedness of the four domains.</p>	<p>Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Some appropriate examples from the child observations provide additional support to the discussion.</p>	<p>Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Appropriate examples from the child observations provide clear validity to the class discussion and text.</p>

<b>2. Building Family and Community Relationships</b>	<b>Novice (&gt;3 points)</b>	<b>Intermediate (3 points)</b>	<b>Advanced (4 points)</b>
<p>2a. Knowing about and understanding diverse family and community characteristics.</p> <p>Points based on answer to Infant/Toddler language question 4.</p>	<p>Response to the question did not address individual and cultural differences in language development for infants and toddlers. Answer is not comprehensive in its scope nor does it include examples from the child observations.</p>	<p>Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture.</p> <p>In addition, the response is complete in its scope, including some illustrative and applicable examples from the child observations.</p>	<p>Response to the question addressed individual and cultural differences in language development for infants and toddlers and how families may vary based on culture.</p> <p>In addition, the response is comprehensive in its scope, including illustrative and applicable examples from the child observations and makes direct connection between the observations and the text and class discussions.</p>
	<b>Novice (&gt; 3 points)</b>	<b>Intermediate (3 points)</b>	<b>Advanced (4 points)</b>
<p>4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.</p> <p>Points based on answer to Infant/Toddler cognitive question 4.</p>	<p>Response to the question did not address advice for parents regarding television time for infants and toddlers and/or answer is not comprehensive in their scope nor do they include a rational for their advice.</p>	<p>Response to the question addressed advice for parents regarding television time for infants and toddlers and is complete in its scope, including a logical rational.</p>	<p>Response to the question addressed advice for parents regarding television time for infants and toddlers and is complete in its scope, including a logical rational and citing reliable sources for the rational and evidence.</p>

## FACS 299 Administration of Early Childhood Programs Final Project

### NAEYC Key Assessment #4 Rubric

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
<b>1. Family and Community Relationships</b>			
2b: supporting and engaging families and communities through respectful, reciprocal relationships	Identified LESS than three unbiased responsibilities that a program has toward families and LESS than three responsibilities that parents have to the program.	Identified three unbiased responsibilities that a program has toward families and three responsibilities that parents have to the program.	Identified MORE than three unbiased responsibilities that a program has toward families and MORE than three responsibilities that parents have to the program.
2c: involving families and communities in young children’s development and learning	Did not prepare a summary of “talking points” for each of the three activity/learning center to use as a guide (or a staff person) for talking with parents about the importance of these areas and why you have them in your setting.	Prepared a summary of “talking points” for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting.	Prepared a summary of “talking points” for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information.
<b>3. Observing, Documenting and Assessing</b>			
3d. knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Student did not make a clear case with parents for the importance of at least three learning centers that were observed and neglected to integrate state Kindergarten information into the rational.	Student made a clear case with parents for the importance of at least three learning centers that were observed and integrated state Kindergarten information into the rational.	Student made a strong case with parents for the importance of at least three learning centers that were observed and integrated state Kindergarten information into the rational AND provided

			additional supports for the centers.
<b>5. Content Knowledge for Meaningful Curriculum</b>			
5a: understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Did not include at least three learning centers and/or provide quality “talking points” to share.	Demonstrated understanding of three learning centers by writing a summary of quality “talking points” to share with parents or teachers about the importance of each learning center.	Demonstrated understanding of three learning centers by writing a summary of talking points to share with parents or teachers about the importance of each learning center AND incorporated research into the talking points.
<b>6. Professional</b>			
6a: identifying and involving oneself with the early childhood field	<p>Did not locate and summarize two professional early childhood organizations or include what it takes to become a member, member benefits and the organization’s focus.</p> <p>Did not successfully complete the KY self-assessment, outline personal strengths and challenge are in early childhood education or develop a plan for professional development.</p>	<p>Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits, and the organization’s focus.</p> <p>Outlined personal strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and developed a plan for professional development.</p>	<p>Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits and the organization’s focus AND incorporated material about how the student and organization can benefit one another.</p> <p>Outlined strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and develop a plan for professional development AND long-term goals in the field of early childhood education.</p>
6b: knowing about and upholding ethical standards	Did not identify 3 KY regulations and/or summarize	Identified 3 KY regulations for centers. Summarized the	Identified 3 KY regulations for centers. Summarized the

and other early childhood professional guidelines	the regulations and describe how they would be made stricter and why that is important.	regulations. Described how they would be made stricter and why that is important.	regulations. Described how they would be made stricter and why that is important AND included resources for the supporting argument.
6d: integrating knowledgeable, reflective and critical perspectives on early education	Minimal recommendations were made and material submitted was not substantiated utilizing recommended sources.	Recommendations for food changes integrate knowledge acquired in PH 100 Personal Health, HMD 211 Human Nutrition, and from the U.S. Department of Agriculture.	Recommendations for food changes integrate knowledge acquired in PH 100 Personal Health, HMD 211 Human Nutrition, and from the U.S. Department of Agriculture AND include rationale about the importance of these changes for the development of the child.
6e: engaging in informed advocacy for young children and the early childhood profession	Did not submit documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities.	Submitted documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities.	Submitted documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities AND the summary incorporated support for the importance of advocacy in the early childhood field.

## FACS 335 Infant and Toddler Curriculum Project

### NAEYC Key Assessment #5 Rubric

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
<b>2. Promoting Child Development and Learning</b>			
1c. using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction included toys that age appropriate are not or did not include age-appropriate toys, includes materials that do not create healthy, respectful, supportive, or challenging learning environments and/or rational for the toys/materials is not provided.	Classroom setup/arrangement section of the project introduction is comprised of toys/materials that are age appropriate, and includes materials that create healthy, respectful, supportive, or challenging learning environments as studied throughout the semester. Details about rational support developmentally appropriate methods.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods. Rational for selections are supported with research.
<b>3. Building Family and Community Relationships</b>			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The family involvement plans are incomplete and/or do not include multiple methods for involving the family in the curriculum plan. Methods do not meet the requirements set for the family materials as outlined in the assignment.	Family involvement component includes ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements.	Family involvement component included ways to involved children’s families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rational for the materials included.



Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
<b>4. Observing, Documenting and Assessing to Support Young Children</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	Information gleaned during observations is not used in the development of goals and objectives or in the development of curriculum activities and/or observations were not mentioned in the rational for goals and objectives.	Information gleaned during observations is used in the development of goals and objectives and in the development of three of their curriculum activities and specific information from the observations is provided to support these activities.	Information gleaned during observations is used in the development of goals and objectives and in the development and selection of five curriculum activities and specific information from the observations is provided to support these activities.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Activities are not based upon the interests of the children observed and/or observations are not discussed in the activity reflections.	Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity.	Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity AND a connection between the activities, observations and text is well-developed.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, <b>including the use of assistive technology for children with disabilities.</b>	The use of assistive technology is not provided for any accommodations of activities or an explanation and rational for the use is not provided.	The use of assistive technology is provided for at least one accommodation of an activity and a rational for the use is provided.	The use of assistive technology is provided for at least one accommodation of an activity and a strong rational of the importance and way in which the technology will be used and why is provided along with reliable references.
<b>5. Using Developmentally Effective Approaches</b>			

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	The importance of positive, interactive relationships are not discussed in the teaching philosophy statement.	The teaching philosophy statement refers to relationships with the children as being important elements in teaching.	The teaching philosophy statement refers to relationships with the children as being important elements in teaching AND students incorporate material about respectful, responsive, and reciprocal relationships.
<b>4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</b>	Project introduction does not include effective strategies, classroom setups or schedules for teaching infant and toddler children. Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infant and toddler children by including and supporting different teaching methods and plans used in the proposed classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infant and toddler children by including and supporting different teaching methods and plans used in the proposed classroom. PLUS the project introduction incorporates positive practices observed and integrates these.
<b>4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</b>	Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research.	The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research. PLUS the project introduction incorporates positive practices observed and integrates these.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Activities did not vary in type of learning approach or were developmentally	Activities included a variety of teaching approaches and utilized at least 4 of the	Unit activities included a variety of different teaching approaches and utilized ALL 8

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
	inappropriate. Accommodations and adaptations were not made.	different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made.	of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made AND rational was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection in the lesson plan critic form is not provided or does not reflect a depth or breadth of understanding. Reflections are not supported by references and do not provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflects a depth and breadth of understanding. Reflections are supported by references and provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflects a depth and breadth of understanding. Reflections are supported by references and provide insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations are provided.
<b>6. Content Knowledge for Meaningful Curriculum</b>			
5a. understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Infant and toddler activities do not incorporate at least 4 of the areas listed with this standard for each age group.	Infant and toddler activities incorporate at least 4 of the areas listed for each age group and indoor/outdoor areas.	Infant and toddler activities incorporate MORE than 4 of the areas listed with this standard for each age group and indoor/outdoor areas.

<b>Standard/Supportive Skill</b>	<b>Novice (0 points)</b>	<b>Proficient (1 point)</b>	<b>Distinguished (2 points)</b>
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	Instructions are not provided for how to use each activity with the children or developmentally inappropriate interactions are provided.	Developmentally appropriate instructions for teachers and child interactions are provided for each activity.	Developmentally appropriate instructions for teachers and child interactions are provided for each activity AND possible questions or conversations for teachers to use with the children are provided.
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Logic for goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC Developmentally Appropriate Practices, and are evaluated by the student in their reflective summary. Comments in the reflective summary incorporate readings from the semester.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC standards, and are evaluated by the student in their reflective summary. Comments in the reflective summary incorporate readings from the semester PLUS additional professional sources.
<b>7. Becoming a Professional</b>			
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum is not included or did not include the five elements required in the assignment or answers were not explained or referenced.	Critique of curriculum is complete and answers to questions are explained and referenced demonstrating a depth of understanding.	Critique of curriculum is completed and answers to questions are explained and referenced demonstrating a depth of understanding AND supported by material from observations.

**FACS 336 Preschool and Pre-K Curriculum Project**  
**NAEYC Key Assessment #6 Rubric**

<b>Standard/Supportive Skill</b>	<b>Novice (0 points)</b>	<b>Proficient (1 point)</b>	<b>Distinguished (2 points)</b>
<b>8. Child Development</b>			
1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction did not include toys/materials that are age appropriate, included materials that do not create healthy, respectful, supportive or challenging learning environments and/or rationale for the toys/materials was not provided.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rationale supported developmentally appropriate methods.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rationale supported developmentally appropriate methods. Rationale for selection were supported with research.
<b>9. Family and Community Relationships</b>			
2b. Supporting and engaging families and communities through respectful, reciprocal relationships.	The family involvement plans are incomplete and/or do not include multiple methods for involving the family in the curriculum plan. Methods do not meet the requirements set for the family materials as outlined in the assignment.	Family involvement component includes ways to involve children's families in the classroom and at least two (2) activities to send home which fit assignment requirements.	Family involvement component included ways to involve children's families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included.
<b>4. Observing, Documenting and Assessing</b>			

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Student did not use information gleaned during their observations in the development of their goals and objectives or in the development of their curriculum activities.	Student did use information gleaned during their observations in the development of their goals and objectives or in the development of five of their curriculum activities and provided specific information from the observations to support these five activities.	Student did use information gleaned during their observations in the development of their goals and objectives and in the development and selection of seven or more curriculum activities and provided specific information from the observations to support these activities.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Activities are not based upon the interests of the children observed and/or observations are not discussed in the activity reflections.	Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity.	Activities are developed to meet the interests and needs of the children observed. Observations are mentioned in the reflection on each activity AND a connection between the activities, observations and text is well-developed.
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child, <b>including the use of assistive technology for children with disabilities.</b>	The use of assistive technology is not provided for any accommodations of activities or an explanation and rationale for the use is not provided.	The use of assistive technology is provided for at least one accommodation of an activity and a rationale for the use is provided.	The use of assistive technology is provided for at least one accommodation of an activity and a strong rationale of the importance and way in which the technology will be used and why is provided along with reliable references.
<b>5. Using Developmentally Effective Approaches</b>			
4a. understanding positive relationships and supportive interactions as the foundation	Student did not discuss the importance of positive, interactive relationships in	Students teaching philosophy statement refers to relationships with the children	Students teaching philosophy statement refers to relationships with the children

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
of their work with young children	their teaching philosophy statement.	as being important elements in teaching.	as being important elements in teaching AND students incorporate material about respectful, responsive, and reciprocal relationships.
4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	Project introduction does not include effective strategies, classroom setups or schedules for teaching preschool and pre-K children. Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for a preschool and pre-K classroom and incorporates current guidelines and research. PLUS the project introduction incorporates positive practices observed and integrates these.
4b. knowing and understanding effective strategies and tools for early education, <b>including appropriate uses of technology</b>	Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research.	The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research. PLUS the project introduction incorporates positive practices observed and integrates these.

<b>Standard/Supportive Skill</b>	<b>Novice (0 points)</b>	<b>Proficient (1 point)</b>	<b>Distinguished (2 points)</b>
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Activities did not vary in type of learning approach or were developmentally inappropriate. Accommodations and adaptations were not made.	Activities included a variety of teaching approaches and utilized at least 4 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made.	Unit activities included a variety of different teaching approaches and utilized ALL 8 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made AND rational was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection in the lesson plan critic form was not provided or did not reflect a depth or breadth of understanding. Reflections were not supported by references and did not provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflected a depth and breadth of understanding. Reflections were supported by references and did provided insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflected a depth and breadth of understanding. Reflections were supported by references and did provided insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations were provided.
<b>6. Content Knowledge for Meaningful Curriculum</b>			
5a. understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual arts;	Preschool and pre-K activities did not incorporate at least 4 of the areas listed with this standard for each age group.	Preschool and pre-K activities incorporated at least 4 of the areas listed for each age group and indoor/outdoor areas.	Preschool and pre-K activities incorporated MORE than 4 of the areas listed with this standard for each age group and indoor/outdoor areas.



Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
mathematics; science, physical activity, physical education, health and safety; and social studies			
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	Instructions are not provided for how to use each activity with the children or developmentally inappropriate interactions are provided.	Developmentally appropriate instructions for teachers and child interactions are provided for each activity.	Developmentally appropriate instructions for teachers and child interactions are provided for each activity AND possible questions or conversations for teachers to use with the children are provided.
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Logic for goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC Developmentally Appropriate Practices, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC standards, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester PLUS additional professional sources.
<b>7. Professional</b>			
6c. engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.	Integrating technology was not included, included, or did not include a rationale for why technology would be used in the classroom in this way.	Technology philosophy proposed developmentally appropriate methods for using technology that are based on the textbook and additional class readings.	Technology philosophy proposed developmentally appropriate methods for using technology that are based on the textbook and additional class readings PLUS integrated

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
			additional, reliable, current sources.
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum was not included or did not include the six elements required in the assignment or answers were not explained or referenced.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding AND supported by material from observations.
<b>8. Observation</b>			
7a. opportunities to observe and practice in at least two of the three early childhood age groups (b-3, 3-5, 5-8)	Less than four hours of observations were conducted or included.	At least four hours of observations in preschool and pre-K classrooms were conducted.	At least four hours of observations in preschool and pre-K classrooms were conducted and appropriate incorporated into the project.