

**Assurance of Student Learning
2020-2021**

College of Health and Human Services

Applied Human Sciences

Major in Family and Consumer Sciences (563)

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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 completing the BS degree in Family and Consumer Sciences 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 191 Observation Assignment

Instrument 2 Direct: FACS 335 Curriculum Project

Instrument 3 Direct: FACS 336 Curriculum Project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2: Students completing the BS degree in Family and Consumer Sciences can involve families and communities in young children's development and learning.

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, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: Students completing the BS degree in Family and Consumer Sciences can use a broad repertoire of developmentally appropriate teaching/learning approaches.

Instrument 1 Direct: FACS 335 Curriculum Project

Instrument 2 Direct: FACS 336 Curriculum Project

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

Student Learning Outcome 4: FACS ED majors will know and understand the content needed to be successful in the middle or high school FCS classroom.

Instrument 1 Direct: Praxis II content exam.

Instrument 2

Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met
Student Learning Outcome 5: Students completing the BS degree in Family and Consumer Sciences will be able to apply knowledge and training received to address a relevant concern or issue in the community		
Instrument 1	Direct: FACS 493 Group Project	
Instrument 2	Direct: FACS 495 Community Project	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>Faculty have reviewed and edited key assessment instructions for clarity and better alignment with the rubrics in 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. Ms. Gott taught FACS 493 in Spring 2021. Dr. West taught FACS 495 with a new textbook.</p> <p>The measurement instrument for FACS 191, 299, 335 will be administered during the fall 2021 semester, and FACS 191, FACS 336 and FACS 493 during the spring 2022 semester. The measurement instrument for FACS 495 will be evaluated during both fall 2020 and summer 2021 semesters and the data will be compiled to be analyzed. Praxis II content exam will be administered to graduating FACS ED majors at the end of the fall 2021, spring 2022, and summer 2022, and all collected data will be compiled and analyzed.</p>		

Student Learning Outcome 1

Student Learning Outcome	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.		
Measurement Instrument 1	Direct: Students in FACS 191 Child Development are required to observe infants, toddler 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.”		
Criteria for Student Success	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. In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations. See attached rubric.		
Program Success Target for this Measurement	75% students achieve “meets expectations” or higher	Percent of Program Achieving Target	70%
Methods	Data was collected from all 20 FACS majors in FACS 191 (13 in fall 2020 and 7 in spring 2021 session). This was collected as a part of grading for the assignment.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 will complete a curriculum project for Infant and Toddler classes. One portion of this assignment requires student design a classroom set up. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100%
Methods	Data was collected from all 6 FACS majors in FACS 335 fall 2020 online session. This data was collected after assignments are submitted.		

Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for a Preschool class. One portion of this assignment requires student design a classroom set up. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	71%
Methods	Data was collected and calculated based on all 7 FACS majors in FACS 336 spring 2021 online session. This data was collected after assignments are submitted.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Data will be collected in FACS 191 and FACS 335 during the fall 2021 semester, and FACS 191 and FACS 336 during the spring 2022 semester. 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.			
Follow-Up (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.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The measurement instruments for FACS 191 and FACS 335 will be evaluated upon the completion of the fall 2021 semester, and FACS 191 and 336 upon the completion of the spring 2022 semester.			
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	
Student Learning Outcome	Students can involve families and communities in young children’s development and learning.
Measurement Instrument 1	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 will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”
Criteria for Student Success	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.

	See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	80%
Methods	Data was collected from all 10 FACS majors in FACS 299 in spring 2021 session. This data is collected after assignments are submitted.		
Measurement Instrument 2	Direct: FACS 335 Curriculum Project. Students in FACS 335 will complete a curriculum project for Infant and Toddler 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 will benefit the children. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	100%
Methods	Data was collected from all 6 FACS majors in FACS 335 fall 2020 online session. This data was collected after assignments are submitted.		
Measurement Instrument 3	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for Pre-K 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 will benefit the children. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	71%
Methods	Data was collected and calculated based on all 7 FACS majors in FACS 336 spring 2021 online session. This data was collected after assignments are submitted.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Data will be collected in FACS 299 and 335 during Fall 2021 and in FACS 336 during Spring 2022. 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.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

FACS 299 and FACS 335 will be taught in fall 2021, and FACS FACS 336 will be taught in spring 2022.

The measurement instrument for FACS 299 and FACS 335 will be evaluated upon the completion of the fall 2021 semester, and FACS 336 upon the completion of the spring 2022 semester.

Student Learning Outcome 3

Student Learning Outcome	Students can use a broad repertoire of developmentally appropriate teaching/learning approaches.		
Measurement Instrument 1	Direct: FACS 335 Curriculum Project. Students in FACS 335 will complete 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 classroom. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	89%
Methods	Data was collected from all 6 FACS majors in FACS 335 fall 2020 online session. This data was collected after assignments are submitted.		
Measurement Instrument 2	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete 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 infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classroom. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
Criteria for Student Success	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. See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations”	Percent of Program Achieving Target	86%

	or higher		
Methods	Data was collected and calculated based on all 7 FACS majors in FACS 336 spring 2021 online session. This data was collected after assignments are submitted.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			Met
Not Met			
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Data will be collected in FACS 335 Fall 2021 and in FACS 336 during Spring 2022. 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. The instructions have been updated to better match the language on the rubric and better explain what we are using to measure student success.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
FACS 335 will be taught in fall 2021, and FACS 336 in spring 2022.			
The measurement instrument for FACS 335 will be evaluated upon the completion of the fall 2021 semester, and FACS 336 upon the completion of the spring 2022 semester.			

Student Learning Outcome 4			
Student Learning Outcome	FACS ED majors will know and understand the content needed to be successful in the middle or high school FCS classroom. (Family and Consumer Sciences Education Concentration)		
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.		
Criteria for Student Success	Pass the Praxis II FCS Content exam. In Kentucky, a passing score is 153 or above.		
Program Success Target for this Measurement	90% will pass and be eligible to teach FCS at the middle or high school level.	Percent of Program Achieving Target	100%
Methods	Praxis II exam for FCS Content was administered to all 2 FACS ED majors before graduation.		

Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.			<input checked="" type="checkbox"/> Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			<input type="checkbox"/> Not Met
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
The measurement instrument will be administered at the end of the fall 2021, spring 2022, and summer 2022 to graduating FACS ED majors. All collected data will be compiled and analyzed.			

Student Learning Outcome 5	
Student Learning Outcome	Students completing the BS degree in Family and Consumer Sciences will be able to apply knowledge and training received to address a relevant concern or issue in the community
Measurement Instrument 1	Students in FACS 493 complete a group project. Students develop a six-session family life education program and present one of the sessions in the community. One portion of the assignment includes students presenting their project twice: once in the community and once in FACS 493 class session. As part of the scoring rubric for the class presentation, both the instructors and students evaluate the projects. Only the instructor evaluation scoring rubric was used to as a measurement instrument. This portion of the assignment will be measured as either “does not meet expectations,” “meets expectations,” or “exceeds expectations.”

Criteria for Student Success	The overall organization and content: topic adequately covered, appropriate for audience. The presentation techniques: speaks clearly, creativity in presentation, engaging, time management, professional dress See attached rubric.		
Program Success Target for this Measurement	80% students achieve “meets expectations” or higher	Percent of Program Achieving Target	79%
Methods	Data was collected from all 19 FACS majors in Spring 2021, 15 met “meets expectations” or higher.		
Measurement Instrument 2	Students in FACS 495 develop and present an individual community project to help raise awareness of family and intimate-partner violence in the community. As part of the project, students turn in a written report that details not only the content of their projects, but their self-evaluated learning and growth. The project is evaluated using a separate rubric to measure students in one of three categories: “does not meet expectations,” “meets expectations,” or “exceeds expectations.”		
Criteria for Student Success	Student success is met when students score “meets expectations” on the rubric associated with the project. The course is designed to give students a baseline knowledge about family and intimate-partner violence. Successful students are able to identify a concern in their chosen community, design and conduct a community project, and report on their experience and learning. Students demonstrate their application of knowledge and training by addressing the following topics in their report: why was the topic chosen, target audience, method of delivery, impact on you, impact on target audience, how to follow-up with the target audience, future presentations or project, what knowledge did you need, and a general evaluation of your experience. Student success occurs when a student paper “meets expectations.” See the attached rubric, “Community Project – Report Guidelines, FACS 495.”		
Program Success Target for this Measurement	90% students achieve “meets expectations” or higher	Percent of Program Achieving Target	86%
Methods	Data was collected from all 14 FACS majors in FACS 495 during Fall 2020 and Summer 2021 (12 in Fall 2020, 2 in Summer 2021). Dr. West used the included rubric to evaluate students learning and application of knowledge. Of the students who completed the project as described above, 12 of 14 (86%) students achieved “meets expectations” or higher.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.			Met
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			Not Met

Data was collected in FACS 495 during Fall 2020 and Summer 2021. Dr. West used the include rubric to evaluate students learning and application of knowledge. The sample size was 14 students across the fall and summer sections. Of the students who completed the project as described above, 86% of the students achieved success. Although the target of 90% was not reached, we feel that individual student circumstances led to the two students who did not reach the success target. Each student had mitigating circumstances due to COVID-19 that that prevented them from performing their best on the assignment associated with the assessment.

Dr. West used the new textbook during fall 2020 and summer 2021. The goal of a new textbook is to provide students with more current and relevant knowledge that they can draw upon while working in their communities. We will continue to anecdotally evaluate the impact of the new textbook through information conversations with students. The new textbook also has a new edition which will be implemented during the coming academic year in the FACS 495 sections.

FACS 493 was taught during the spring 2021 semester by an adjunct. The sample size was 19 students in the spring 2021 section. Of the students who completed the project as described above, 79% of the students achieved success.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The new textbook for FACS 495 was implemented for use in Fall 2020 and continued in summer 2021.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

FACS 493 will be taught in spring 2022 and the measurement instruments for FACS 493 will be evaluated upon the completion of the spring 2022 semester.

FACS 495 will be taught in fall 2021 and summer 2022 using the new textbook. Informal assessments such as information conversations with students, will be utilized to evaluate the impact of the new textbook.

FACS 191 Child Development Observation Assignment (Updated Fall 2020)

FACS 191 Assignment Rubric (Fall 2020)			
Standard/Supportive Skill			
1. Promoting Child Development and Learning.	Novice (> 50 points)	Intermediate (50-64 points)	Advanced (64.5-72 points)
<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>
	Novice (> 25 points)	Intermediate (25-32 points)	Advanced (32.5-36 points)
<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>

2. Building Family and Community Relationships	Novice (>3 points)	Intermediate (3 points)	Advanced (4 points)
<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>
	Novice (> 3 points)	Intermediate (3 points)	Advanced (4 points)
<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 (Updated 2020)

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
2. Family and Community Relationships			
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.
3. Observing, Documenting and Assessing			
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.

5. Content Knowledge for Meaningful Curriculum			
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.
6. Professional			
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 and other early childhood professional guidelines	Did not identify 3 KY regulations and/or summarize the regulations and describe how they would be made	Identified 3 KY regulations for centers. Summarized the regulations. Described how	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter

	stricter and why that is important.	they would be made stricter and why that is important.	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 (Updated 2020)

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
1. Promoting Child Development and Learning			
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.
2. Building Family and Community Relationships			
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.
3. Observing, Documenting and Assessing to Support Young Children			

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, including the use of assistive technology for children with disabilities.	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.
4. Using Developmentally Effective Approaches			
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.

<p>4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p>	<p>Project includes inappropriate use(s) of technology or no plan for technology for the classroom.</p>	<p>The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research.</p>	<p>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.</p>
<p>4c. using a broad repertoire of developmentally appropriate teaching/learning approaches</p>	<p>Activities did not vary in type of learning approach or were developmentally inappropriate. Accommodations and adaptations were not made.</p>	<p>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.</p>	<p>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.</p>

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.
5. Content Knowledge for Meaningful Curriculum			
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.
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	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	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

<p>meaningful and challenging curriculum for each child</p>		<p>NAEYC Developmentally Appropriate Practices, and are evaluated by the student in their reflective summary. Comments in the reflective summary incorporate readings from the semester.</p>	<p>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.</p>
<p>6. Becoming a Professional</p>			
<p>6d. integrating knowledgeable, reflective and critical perspectives on early education</p>	<p>Critique of curriculum is not included or did not include the five elements required in the assignment or answers were not explained or referenced.</p>	<p>Critique of curriculum is complete and answers to questions are explained and referenced demonstrating a depth of understanding.</p>	<p>Critique of curriculum is completed and answers to questions are explained and referenced demonstrating a depth of understanding AND supported by material from observations.</p>

FACS 336 Preschool and Pre-K Curriculum Project (Updated 2020)

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
1. Child Development			
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 rational 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 rational 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 rational supported developmentally appropriate methods. Rational for selection were supported with research.
2. Family and Community Relationships			
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.
3. Observing, Documenting and Assessing			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (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, including the use of assistive technology for children with disabilities.	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.
4. Using Developmentally Effective Approaches			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	Student did not discuss the importance of positive, interactive relationships in their teaching philosophy statement.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching.	Students 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.
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 an 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 an 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, including appropriate uses of technology	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

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
			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 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 rationale was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection on goals objectives, and activities 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 on goals objectives, and activities reflected a depth and breadth of understanding. Reflections were supported by references and did provide insight about the teaching models used in the development of the materials.	Reflection on goals objectives, and activities reflected a depth and breadth of understanding. Reflections were supported by references and did provide insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations were provided.
5. Content Knowledge for Meaningful Curriculum			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
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	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.
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.
6. Professional			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
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 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.
7. Observation			
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.

FACS 493

Family Life Education

	Points Possible (5; 10)	Does not meet expectations (1-2; 1-5)	Meets expectations (3-4; 6-8)	Exceeds Expectations (5; 9-10)
Organization and Content				
• Topic adequately covered	10			
• Appropriate for audience	10			
Presentation/Presenters				
• Speak clearly	5			
• Used creativity in presentation	5			
• Engaging/kept my attention	5			
• All students in group involved	5			
• Time well used (15-20 minutes)	5			
• Professionally dressed	5			
Total	50			
Comments/Suggestions				

Community Project – Report Guidelines
FACS 495

	Points Possible	Does not meet expectations (50% or less of possible points)	Meets expectations (50 to 80% of possible points)	Exceeds Expectations (80% or more of possible points)
Introduction				
• Project description	15			
Rationale				
• Why was the topic chosen	10			
• Target audience	10			
• Method of delivery	10			
Impact				
• Impact on you	7			
• Impact on target audience	8			
Future Directions				
• How follow up?	7			
• Future presentations	8			
Feedback				
• What knowledge did you need?	5			
• Evaluate your experience	5			
• Feedback about the assignment	5			
Presentation Materials				
• Submit item from project	5			
• Writing style/grammar	5			
Total	100			