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| **(CHDV B22)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. Objectives: Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation. Consider the effect of social context, child’s state of health and well-being, primary language, ability and environment on assessment processes. | Pre-test/Post-test | 2,3 | I,III | N/A |
| 2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children’s developmental, cultural and linguistic characteristics. Objectives: Identify and apply basic quantitative and qualitative observation and recording techniques. Demonstrate knowledge of the role that observation and assessment play in intervention. Identify and evaluate logistical challenges, biases and preconceptions about assessing children. | Pre-test/Post-test | 1,2,3 | I,III | N/A |
| 3. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children’s learning and development. Objectives: Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States). Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO). Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes. | Pre-test/Post-test | 1,2 | II,III | N/A |
| 4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. Sample Objectives: G. Articulate the value of involving families and other professionals in the observation and assessment process for all children. | Pre-test/Post-test | 2 | I,II,III | N/A |
| 5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children. Objectives: Demonstrate and apply knowledge of developmental domains to interpretations of observations. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders. Demonstrate knowledge of the role that observation and assessment play in intervention. | Pre-test/Post-test | 1 | I,II,III | N/A |
| **PLOs:**  1. Demonstrate an understanding of developmentally appropriate curriculum and explain principles and practices pertaining to child development.  2. Explain topics concerning the child, family, and community, and will be able to demonstrate pediatric CPR and first aid.  3. Compose observations and assessments, compare and contrast the development of children on children from infancy to adolescents considering culture and typical and atypical needs.  4. Demonstrate an understanding of the needs of infant/toddler and children with special needs, according to their mastery specialization. The master teacher will be able to design a care plan for the needs of infant and toddlers or special education children commensurate to their specialization.  **ILOs:**   1. **Think critically and evaluate sources and information for validity and usefulness.** 2. **Communicate effectively in both written and oral forms.** 3. **Demonstrate competency in a field of knowledge or with job-related skills.** 4. **Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.**   **GELOs:**  **Use the GE categories from the catalog if this is a GE course.**  **A-E** | | | | |
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