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| **(CHDV B41)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children. Objectives: Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning. Demonstrate professional behavior and preparation for the field of early childhood education. | Pre-test/Post-test/Evaluation of Skills | 1, 3 | II, III | N/A |
| 2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children. Objectives: Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children. Demonstrate a professional level of competence in written and verbal expression. Apply principles of effective advocacy in assignments or projects | Pre-test/Post-test/Practicum Portfolio | 1, 2 | I,II,III | N/A |
| 3. Design, implement, and evaluate curriculum activities that are based on observation and assessment of young children. Objectives: Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum. Develop a recordkeeping system to document and track children's progress. | Pre-test/Post-test/Practicum Portfolio | 1, 3 | II,III | N/A |
| 4. Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults. Objectives: Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies. | Pre-test/Post-test/Practicum Portfolio | 1, 3 | II | N/A |
| 5. Critically assess one’s own teaching experiences to guide and inform practice. Objectives: Critically assess personal experiences to inform and guide future teaching and collaborative practices. | Pre-test/Post-test/Practicum Portfolio | 1, 3 | 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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