

Self Study Report Cover Sheet

Institution/College: Southwestern Oregon Community College

Website address: <http://www.socc.edu/dept/childed-famstudy/index.html>

State: Oregon

Date Submitted: 12/14/2009

Full Name of Each Degree Submitted for Accreditation (e.g., A.S. in Early Childhood Education):

A.A.S. Childhood Education and Family Studies

A.S. Childhood Education and Family Studies

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We verify that the information contained in this report is an accurate representation of the program's characteristics.

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Primary Contact _____ Secondary Contact _____

**NAEYC EARLY CHILDHOOD
ASSOCIATE DEGREE ACCREDITATION**

SELF-STUDY REPORT FOR ACCREDITATION REVIEW

NAEYC 1313 L Street, Suite 500 NW, Washington D.C. 20005-4101

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PART ONE: PROGRAM CONTEXT

A. PROGRAM IDENTITY AND ROLE

Criterion 1: Mission and Role in Community

Southwestern Oregon Community College's Main Campus (153-acre institution), is located in Coos Bay Oregon, bordered on the north and east by the city of North Bend. The campus is located on the Shore of Upper Empire Lake in a natural tract of coastal pine. Southwestern's vision "Southwestern leads and inspires lifelong learning." is accompanied by the following mission statement "Southwestern provides quality learning opportunities." Core values include: Quality, Access and Opportunity, Teaching and Learning, Innovative Change, Student Satisfaction, Sense of Community, and Social Responsibility.

Enrollment has grown from 266 students in 1961 to nearly 14,500 students annually. Cultural and athletic events at the college attract 20,000 men, women, and children each year.

Throughout the college's years, a comprehensive instructional program has evolved. Instructional offerings include two-year transfer programs, one and two-year professional/technical programs, short course occupational programs, adult education, a high school diploma program, and adult enrichment courses. Classes are offered on the Coos Bay campus, on the Curry campus, and in towns throughout the college district.

The Childhood Education and Family Studies Department supports the mission and values of the college by our commitment to offering quality and accessible educational opportunities, which includes two fully online degree programs. We implement "Quality Matters" (MarylandOnline, 2006) standards for all our online courses, ensuring teaching and learning is appropriate, and that we are on the cutting edge of innovation. Student satisfaction is rated for both live and online classes. Faculty and adjuncts are involved in community early childhood boards and initiatives.

The Childhood Education and Family Studies program at Southwestern is part of a larger program, Southwestern Community Partnership / Family Center. Here are the mission and goals of the partnership.

Our Mission:

Our Family Center provides young children with a nurturing, supportive environment that fosters their love of learning and their development as happy, healthy, responsible human beings who can achieve their fullest potential in society.

Guided by current research and sound educational practices from the fields of child development and family studies, we are committed to providing a resource for the people of Coos County that strengthens child, parent, and community well being.

Program Goals:

1. To provide a model facility which promotes education, training, and support for children, families, staff, and students.
2. To view the family as the child's primary nurturer, educator and caretaker.
3. To work with families as a team and share expertise in the healthy development of the child.
4. To employ only qualified, trained educators knowledgeable in the field of child development, early childhood education and family studies.
5. To provide resources for children, families, staff, and the community.
6. To provide a model teacher training program which emphasizes excellence in education.
7. To work with partners and clients of the Newmark Center and Southwestern Oregon Community College to assist in providing needed support for parents to facilitate their self-sufficiency and independence.

The Childhood Education and Family Studies Program is dedicated to this mission and goals. We provide a trained, educated and diverse workforce capable of teaching and caring for young children, and supporting children and families. Our program uses ongoing authentic assessment strategies that require students to demonstrate their ability to think critically and to apply and synthesize their knowledge. Professionalism and higher quality experiences for children in early childhood programs are indicators that we are meeting our goal, proven through successful practicum and student teaching experiences. We provide the foundation for further study through articulation agreements with several four-year Oregon Universities.

The *purpose* of Southwestern Oregon Community College Childhood Education and Family Studies (CE&FS) is:

- to educate early childhood teachers and caregivers, with our overall goal being to serve and act on behalf of the needs, rights, and well-being of children from birth to age eight and their families, with special emphasis on professionalism, respect for diversity and improving the quality of early childhood care and education.

The *mission* of Southwestern Oregon Community College's CE&FS program is to promote quality care through education at the community college level.

Program Outcomes:

Graduates of Southwestern Oregon Community College's degree and certificate programs will be able to:

- ★ Devise ways to meet each child's individual needs and ways to plan culturally relevant activities to nurture cognitive, physical, social, and emotional development (NAEYC Associate Degree Program Standard 1).
- ★ Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures (NAEYC Associate Degree Program Standard 1).
- ★ Devise ways to build partnerships with families and ways to share information, resources, and referrals (NAEYC Associate Degree Program Standard 2).
- ★ Determine and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills (NAEYC Associate Degree Program Standard 3).
- ★ Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight (NAEYC Associate Degree Program Standard 4).
- ★ Prepare and establish culturally relevant learning environments that support each child's individual skills and interests (NAEYC Associate Degree Program Standard 4).
- ★ Demonstrate an understanding of professionalism and advocacy, applying ethics to situations they encounter (NAEYC Associate Degree Program Standard 5).

Description of how these outcomes are achieved through our certificates and degrees:

Starting with the basic 15 certificate, students begin to understand how these outcomes can be reached through foundational coursework and two practicum courses. In our quest for improving quality, this certificate's credits have increased from 15 to 18 credits, adding a course in Guidance and Classroom Management.

The 30 credit certificate adds more groundwork to these two practicum courses along with child development coursework and a curriculum course to build a stronger foundation for these outcomes.

The 50 credit certificate adds more foundational knowledge with additional family studies courses and supportive skills work in math and writing.

Our Associate of Science degree offers a path for students to complete a 4-year transfer degree in elementary education. Therefore, more coursework in supportive skills are

offered to prepare the student, with less concentration on family studies and curriculum work. This degree offers two practicum courses, but no student teaching courses, which are substituted with a three-credit internship where students can choose their own setting, up to third grade.

Southwestern's Associate of Applied Science degree has all the coursework designed to allow students to fully reach the above goals. Twenty-one credits of supervised practicum and student teaching are key to the attainment of these goals. These practicum and student teaching courses are supported with a blend of foundational, child development, curriculum, family studies and supportive skills coursework. This degree is also articulated to 4-year degrees in early childhood education.

Sources of evidence:

Report: A one-page description of mission and program identity in relation to the community

Site Visit: Interviews with stakeholders as identified by the program

B. PROGRAM DESIGN

Criterion 2: Conceptual framework

Southwestern Oregon Community College's Childhood Education and Family Studies Degree Programs prepare students "to know, be and do" (Morris, 2009) as early childhood professionals. These three things cover the domains of Bloom's Taxonomy: "to know" is the cognitive domain, "to be" applies to the affective domain and "to do" refers to the psychomotor domain.

Preparing Students "to know"

Southwestern's Childhood Education and Family Studies Program is committed to continuous improvement, for our students and for the whole program. We believe the key to be in our knowledge base. This is the first piece of the puzzle we are constructing in each student. We show our commitment by evaluating what and how students are learning while they are engaged in the program's activities, whether these are in-class assignments, practicum experiences, or other learning opportunities. Authentic assessment allows faculty to revise their teaching in order to help all students improve their performance throughout the quarter. Self-assessment is another important part of our commitment to knowledge. By examining their own goals and performance, students strengthen their sense of self-discovery and are better able to improve their skill and knowledge. The ultimate goal is to give students the tools and confidence to grow continuously throughout their careers, becoming lifelong learners.

Our program's conceptual framework is a work in progress. During our self study, we have been putting into words the "big picture" of what we value and what kind of graduates our program aims to produce. Program outcomes were recently developed to help us see this picture. We are planning to include a focus on this conceptual framework in our new student orientation. Our new student handbook will describe the program outcomes and as advisors we will use these pieces as concrete discussion guides when meetings with students, so that everyone sees this emphasis on *knowing, being and doing*. We also plan to have our program's philosophy of education part of the orientation process.

Preparing Students "to be"

Our core values on the development of young children and on the preparation of professionals who will work with them is contingent on students internalizing knowledge into the affective domain. Faculty starts by using strength-based views of our students, seeing them as capable of learning and internalizing knowledge. Reflection is a key process for affective learning, involving contemplation, evaluation, and being open-minded. Our program utilizes participatory, exploratory teaching strategies with the goal of leading students to higher levels of thinking and action in educational settings for young children.

Preparing students “to do”

Our entire program’s learning experiences are organized around NAEYC’s professional preparation standards, which describe not just what graduates should know, but what they should be able to do. As pointed out earlier, our students will work or intend to work in diverse careers within the field of early care and education. We want our students to gain greater skill and competency in working with young children as a result of learning opportunities both in the classroom and in the real world of diverse early childhood programs. Consistent with NAEYC standards, especially Standard 4, we place high value on preparing our students to **use** developmentally appropriate activities, routines, and materials, with 21 credits of practicum in our AAS and 9 credits of field experience in our AS degree. We also emphasize skills in doing observations during these field experiences (NAEYC Standard 3), because the children with whom our students work often live in extreme poverty and are from diverse cultures and language groups. Thoughtful observation helps our students know how best to meet the children’s needs.

In the future, we will continue to improve our program. By using the tracking data we collect for our NAEYC accreditation as well as our College’s Northwest Commission on Community Colleges and Universities’ Accreditation, we will be able to assess and track the program outcomes’ success.

Sources of evidence:

Report: A two-page summary of conceptual framework and how it has been developed and used.

Site Visit: Discussions with faculty, students, and other stakeholders.

Criterion 3: Program of Studies

At present, the CE&FS program has two degree programs:

- Associate of Applied Science in Early Childhood (101 Credits)
- Associate of Science in Early Childhood (95 credits)

We also offer the following Certificates:

- Certificate of Completion Childhood Education and Family Studies (50 Credits)
- Certificate of Completion Childhood Education and Family Studies (30 Credits)
- Certificate of Completion Childhood Education and Family Studies (18 Credits)

Please see the charts on the following pages, which describe all of the required courses in these programs of studies, including course descriptions.

Remembering our *purpose* helps to frame our challenges, strengths and future plans in the area of program. Southwestern Oregon Community College Childhood Education and Family Studies' purpose is to provide a model teacher training program which emphasizes excellence in education. We work alongside the other programs in Southwestern Community Partnership in their purpose as well.

Since beginning to work on this accreditation process, faculty has been working to align courses closely to the standards and supportive skills. This process was started by looking at our coursework and aligning our syllabi to the five standards for Associate Degree Programs. The desired student outcomes of the Associate of Applied Science and Associate of Science in Early Childhood Education are now matching what is emphasized in the NAEYC standards and supportive skills.

As the attached chart shows, our program of studies has a sequence of courses designed to help students first gain foundational competencies in child development, family support, and observation/assessment, and then to apply these competencies to planning and implementing activities with young children. As the course descriptions show, the conceptual framework's emphasis on *knowing, being, and doing* is seen throughout the program of studies. Overall, we believe that this program of studies, along with the other features of our program, results in our graduates having the skills they need to be excellent teachers of young children.

One strength of our program is successful alignment for transfer to 4-year degree-granting institutions. Our Associate of Science degree, with an emphasis in CE&FS, leads to the Baccalaureate degree in Human Development or Early Childhood Education. Students may petition for adjustments in the Southwestern Associate of Science degree if course requirements are met for the first two years of any regionally accredited four-year institution offering a degree in Education, Early Childhood Education, Family Studies, Human or Child Development. An advising agreement is in place with Eastern Oregon University for students working towards teacher certification and Eastern's newest distance education degree of Liberal Studies with an Early Childhood Education

emphasis. This degree is articulated with Portland State University through their external degree program.

The Associate of Applied Science in Childhood Education and Family Studies is closely aligned with Southern Oregon University's Early Childhood Development program. Students who transfer to Southern Oregon University, and are accepted into the program, should be able to complete requirements for the baccalaureate degree in Early Childhood Development with two additional years of course work. This degree is also offered as a distance learning degree through Southwestern Oregon Community College and is articulated with the distance education department at Portland State University leading to a Bachelors of Social Science with an Early Childhood certificate; with careful course work choices, all lower division requirements will be met at transfer.

Another strength of our program is our course delivery. We offer all of our coursework for both degrees online. Some of the courses also have live classes, which are taught on Southwestern's Coos Bay Campus. This plan allows students access to quality education in the rural areas of Oregon. We have in place strategies for placing students in quality practicum experiences in their local area as part of this plan. To date, we have had one student successfully complete our A.A.S. degrees fully online, and one who has applied to graduate in Spring of 2010.

One challenge of our program was that although coursework has health and safety in mind throughout the curriculum, we did not have a health and safety class as part of our programs. As a result of this self-study process, we have added ECE 170 Health and Safety in Early Childhood Programs (2 credits) to our A.A.S. Degree, starting in the 2009-2010 catalog.

Another challenge that we have in common with many other programs which offer online coursework is being able to offer class experiences equal to those that students who attend live classes receive. Since starting this self-study process, we have checked the equality of live / online coursework, and feel that now students from either delivery method are asked to do consistent and equal work. We are currently adding many small group projects and small group discussions online to help students connect. We have been working on a video project to be able to add short lectures to the courses, to add my "human" touch to the classes. Another method we are beginning to use is hybrid courses, which are a combination of live and online coursework. We believe these will strengthen our online coursework and our overall programs as well.

In the future, we would like to design a clear pathway of our courses that includes all the training hours for Child Development Associate Certification. Students who take these classes successfully will have acquired all the training hours needed to apply for their CDA.

Sources of evidence:

Report: Outline of student program of studies.

Site Visit: Follow-up meeting with administrators and faculty as needed and as suggested by the program.

AAS: SOCC Associate of Applied Science -Childhood Education and Family Studies	
GRADUATION REQUIREMENTS	
Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Childhood Education and Family Studies degree is awarded.	
PREREQUISITES	
CS101 Computers in Society (or pass waiver test) (2) Reading Score of ASSET 39 COMPASS 69	
2009-2010 Catalog	Cr
First Year Fall	
CS120 Concepts of Computing	4
ECE150 Introduction & Observation in ECE	3
HDFS225 Prenatal, Infant & Toddler Development	3
ECE151/ED151 Guidance & Classroom Management	3
MTH 70 Elementary Algebra (or higher)	4
PE 185 Physical Education	1
First Year Winter	
ECE154 Children's Literature and Literacy 3	3
ECE209 Theory and Practicum I 3	3
ECE240 Lesson and Curriculum Planning 3	3
HDFS247 Preschool Child Development 3	3
WR121 English Composition 3	3
PE185 Physical Education	1
First Year Spring	
ECE102 Theory and Practicum II	3
FN225 Nutrition	4
HDFS140 Contemporary American Families	3
HDFS229 Development in Middle Childhood	3
SP100 or higher Basic Speech Communications	3
PE185 Physical Education	1
First Year Summer	
ED 258 Multicultural Education and ED 199 Specific Electives are offered EVERY summer ONLINE*	
Second Year Fall	
ECE152 Creative Activities	3
ECE163 Preschool Practicum	3
ED169 Overview Students with Special Needs	3
MTH94 Intermediate Algebra I (or higher)	4
Elective	3
Second Year Winter	
ECE261 Student Teaching I, ECE	6

ED258 Multi cultural Education*	3
HDFS222 Family Relations	3
Elective	3
BA285 Human Relations in Organizations	3
Second Year Spring	
ECE262 Student Teaching II, ECE	6
HDFS285 Professional Issues in ECE	3
ECE170 Health & Safety in Early Childhood	2
Specific Elective (2)*	2
Elective	3
Total Technical Credits	81
Total Program Credits	101

AS: SOCC Associate of Science – Childhood Education and Family Studies	
GRADUATION REQUIREMENTS	
Students must complete a minimum of 91 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.	
PREREQUISITES	
CS101 Computers in Society (or pass waiver test) (2)	
MTH95 Intermediate Algebra I (4) (or placement test score)	
Reading Score of ASSET 39 COMPASS 69	
Or WR90 Paragraph	
2009-2010 Catalog	Cr
First Year Fall	
ECE 150 Intro and Observation in ECE	3
HDFS 225 Prenatal, Infant and Toddler Development	3
ECE 151/ED 151 Guidance/Classroom Management	3
WR 121 English Composition	3
First Year Winter	
ECE 154 Children’s Literature & Literacy	3
ECE 209 Theory and Practicum I	3
HDFS 247 Preschool Child Development	3
WR 122 English Composition	3
Arts and Letters Course	3
First Year Spring	
ECE 102 Practicum II	3
HDFS 229 Development in Middle Childhood	3
WR 123 English Composition	3
Approved Health / PE Course	3
Arts and Letters Course	3
First Year Summer	
ED 258 Multicultural Education and ED 199 Specific Electives are offered EVERY summer ONLINE	
Second Year Fall	

ED 169 Overview of Students with Special Needs	3
ED 280 Cooperative Work Experience	3
MTH94 Intermediate Algebra I (or higher)	4
Arts and Letters Course	3
Lab Science Course	3
Second Year Winter	
CS 120 Concepts of Computing	4
ED 258 Multicultural Education	3
Lab Science Course	4
Specific Elective	3
Speech Course	3
Second Year Spring	
HDFS 140 Contemporary American Families	3
Lab Science Course	4
Arts and Letters Course	3
Arts and Letters Course	3
Science / Math/ Computer Science Course	3
Total Credits	92

Childhood Education and Family Studies 15 Credit Certificate

ECE150 Introduction and Observation in ECE	(3)
ECE154 Children's Literature and Literacy	(3)
ECE209 Theory and Practicum I	(3)
ECE102 Practicum II	(3)
ED169 Overview Students with Special Needs	(3)

Childhood Education and Family Studies 30 Credit Certificate

ECE150 Introduction and Observation in ECE	(3)
HDFS225 Prenatal, Infant & Toddler Development	(3)
ECE154 Children's Literature and Literacy	(3)
ECE209 Theory and Practicum I	(3)
ECE240 Lesson and Curriculum Planning	(3)
HDFS247 Preschool Child Development	(3)
ECE102 Practicum II	(3)
HDFS229 Development in Middle Childhood	(3)
ED169 Overview Students with Special Needs	(3)
ED258 Multi cultural Education	(3)

Southwestern Oregon Community College
EARLY CHILDHOOD EDUCATION Courses

ECE102 Theory and Practicum II

3 credits (1 lec, 6 lab hrs/wk)

Students will gain experience in various roles and responsibilities of the early childhood educator. Students will gain experience in working with young children in an organized setting and assisting with supervision of daily activities in a preschool program. Students will also gain experience in observation/assessment and curriculum development.

Prerequisite: ECE209 with a "C" or better.

Childhood Education and Family Studies 50 Credit Certificate

CS120 Concepts of Computing	(4)
MTH70 Elementary Algebra	(4)
WR121 English Composition	(3)
SP100 Basic Speech Communications	(3)
ECE150 Introduction and Observation in ECE	(3)
ECE151/ED151 Guidance & Classroom Management	(3)
HDFS225 Prenatal, Infant & Toddler Development	(3)
ED169 Overview Students with Special Needs	(3)
ECE154 Children's Literature and Literacy	(3)
ECE209 Theory and Practicum I	(3)
ECE240 Lesson and Curriculum Planning	(3)
HDFS247 Preschool Child Development	(3)
ED258 Multi cultural Education	(3)
ECE102 Practicum II	(3)
HDFS140 Contemporary American Families	(3)
HDFS229 Development in Middle Childhood	(3)

ECE150 Introduction and Observation in Early Childhood Education

3 credits (3 lec hrs/wk)

A beginning course focusing on the history and basic concepts of early childhood education and the value and usage of objective observations as a teaching tool. Includes weekly discussion and weekly observation.

ECE151/ED151 Guidance and Classroom Management

3 credits (3 lec hrs/wk)

This introductory course introduces students to the principles of positive guidance. Emphasizes the role of the

teacher and direct and indirect techniques for individual and group guidance and management.

Topics include observing children, managing behavior, building prosocial behaviors and helping children develop positively and in the social and emotional domains.

ECE 152 Creative Activities

3 credits (3 lec hrs/wk)

A curriculum course focusing on understanding and implementing a development approach to creative activities as well as discussion on presentation and methods of evaluation. Students will learn how to utilize various art mediums and materials, incorporate science/cooking experiences, drama/puppetry, and the development of mathematical thinking. Specifically, this course will teach students how to develop art, math, science, music and movement activities, and curriculum.

ECE154 Children's Literature and Literacy

3 credits (3 lec hrs/wk)

This course is designed to give the student an in-depth experience of studying and observing how children develop emerging literacy skills. Students will also study children's literature, what is available in quality children's literature, along with a rationale for the purpose of such literature, ways to implement its use, and ways to evaluate its appropriateness in given school situations.

ECE163 Preschool Practicum

3 credits (1 lec, 6 lab hrs/wk)

The student will gain experience working with young children in a laboratory preschool setting. The student will assist with supervision of the various activities in a preschool program, including planning, executing, and evaluating curriculum materials appropriate for the young child. The student will continue to develop skills in observation/assessment and curriculum planning.

Prerequisite: ECE102 with a "C" or better.

ECE170 Health and Safety in Early Childhood Education

3 credits (3 lec hrs/wk)

This course covers health/safety practices recommended for the early childhood field and includes information on common diseases and health problems. Students will learn how to teach health and safety to children in developmentally appropriate ways. First Aid and CPR Certification is required to pass this course.

ECE209 Theory and Practicum I

3 credits (1 lec, 6 lab hrs/wk)

Assists students in developing their leadership potential through classroom discussion and practicum opportunities in early childhood education classrooms.

Students will also gain experience and orient themselves to the various roles of the early childhood educator.

Students will gain experience in working with young children in a supervised setting and assisting with various daily activities in a preschool program. Students will gain experience in observation/ assessment and guidance techniques.

ECE240 Lesson and Curriculum Planning

3 credits (3 lec hrs/wk)

Instruction is planning daily and weekly activities for Early Childhood Education teachers. Methods and materials are used to focus learning on the whole child's needs including social, emotional, creative, physical and cognitive, developmentally appropriate practice, and multiple intelligences.

ECE261 Student Teaching I, Early Childhood Education

6 credits (2 lec, 12 lab hrs/wk)

Students will engage in supervised teaching of young children in a laboratory setting. Students will apply what they have learned through coursework and previous lab work-curriculum planning, observation/ assessment, daily planning, working with children and families.

Prerequisite: ECE163 with a "C" or better.

ECE262 Student Teaching II, Early Childhood Education

6 credits (2 lec, 12 lab hrs/wk)

Students will continue to engage in supervised teaching of young children in a laboratory preschool and in a community setting.

Prerequisite: ECE261 with a "C" or better.

ED169 Overview of Students with Special Needs

3 credits (3 lec hrs/wk)

An introductory course covering the handicapping and medical conditions that teachers in the public and private sector must be able to recognize and understand in order to plan accordingly. The following are special conditions which may be covered: learning disabled, mentally retarded, severely emotionally disturbed, speech and language impaired, vision and hearing impaired, physically handicapped, other health impairments, autism, traumatic brain injuries, Tourette's syndrome, and attention deficit disorder. Although not a handicapping or medical condition, the needs of at-risk youth and techniques for teaching students for whom English is a second language will be presented. This course is also offered on-line.

ED258 Multicultural Education

3 credits (3 lec hrs/wk)

A course that will introduce the student to anti-bias curriculum. Students will be instructed in how to creatively value diversity and help children respect each other as individuals; confronting, transcending and eliminating barriers based on race, culture, gender, or ability.

ED280 Cooperative Work Experience

1-4 credits (3-12 hrs/wk)

Cooperative Work Experience in education is a course which provides students with the opportunity to gain practical experience in applying teaching or tutoring methods and techniques. The course also allows students to explore the field of public education as a possible career choice.

Prerequisite: Instructor consent.

HUMAN DEVELOPMENT AND FAMILY STUDIES Courses

HDFS140 Contemporary American Families

3 credits (3 lec hrs/wk)

This course will provide an introduction to family studies. It will focus on the diversity of the American family today and a historical overview of changes in the family environment and structure over time. Students will become familiar with a variety of internal and external factors influencing families, such as parenting, violence, gender, divorce, remarriage, economics and culture.

Prerequisite: WR121 with a grade of "C" or better.

HDFS222 Family Relations

3 credits (3 lec hrs/wk)

A practical and theoretical course examining communication patterns and relationships between adults, adults and children, and within intimate personal relations (marriage, families, and couple relations). Emphasis is placed on understanding the role of the family and its consequent role in the development of the child, along with the development of practical application skills to use this knowledge base to conduct individualized home visits with families with young children.

HDFS225 Prenatal, Infant, and Toddler Development

3 credits (3 lec hrs/wk)

This course introduces the principles of development, prenatal through two years of age. Emphasis will be on physical, intellectual, emotional, and social growth and development of young children.

HDFS229 Development in Middle Childhood

3 credits (3 lec hrs/wk)

This course includes the study of growth and development in six through twelve year old children. Emphasis will be placed on physical, cognitive, emotional, and social growth of the school-aged child.

HDFS247 Preschool Child Development

3 credits (3 lec hrs/wk)

The principles of development as they apply to the young child ages two and one-half through five. Emphasis is placed on physical, cognitive, emotional, and social growth in children in this age group. Students gain experience in observation and assessment.

HDFS285 Professional Issues in Early Childhood Education

3 credits (3 lec hrs/wk)

Early childhood educators fulfill a diverse role in present society. This course prepares students to meet the many professional roles requiring knowledge of ethics, conflict resolution, advocacy, and understanding of how to influence the government process. Also covers the latest information available in child development, family studies, and changes in rules and regulations governing early childhood education programs.

Prerequisite: WR121 with a "C" or better.

Criterion 4: Quality of Teaching

Consistent with our conceptual framework's emphasis on "doing", students are involved in cooperative work exercises, observations of children, and real-world experiences in practicum and student-teaching. Courses are taught using innovative techniques consistent with best adult-learning practices such as learning by doing, using a variety of teaching methods, creating an atmosphere conducive to the adult learner, and using the principles of constructive teaching. Some of the ways we accomplish this include long term projects and cooperative learning. With innovative teaching as a college-wide priority at Southwestern, the childhood education department wants to make sure we practice what we preach. We also strongly believe in and use the principles of "Getting Results" in helping our students gain essential knowledge, skills, and dispositions.

During the summer of 2007, Cathy Meier, lead faculty for our Childhood Education and Family Studies Program, was a part of first cohort of SOCC faculty who studied best practices in community college teaching. (League of Innovations, 2006) As part of this experience, each faculty member implemented a teaching innovation project which would improve teaching practices. Cathy was awarded a NISOD (National Institute for Staff & Organizational Development) Excellence Award for her work in this cohort, and presented a workshop about the experience at the National NISOD conference in May of 2008.

Since Cathy Meier started working at Southwestern in March of 2006, one of her main goals has been to prepare our programs of study for this accreditation process. She has been reviewing and changing texts in some courses to reflect new teaching practices in our field.

In spring of 2009, Cathy applied with a Psychology Professor to receive a Faculty Excellence Grant from Southwestern's Foundation Board. Cathy Meier and Anny Mueller were awarded the \$5,000.00 grant to improve a classroom on campus. This grant has allowed Cathy and Anny to replace furniture and technology to create a student-centered, collaborative classroom. This innovative grant was the first of its type at Southwestern. Cathy and Anny are proving the success of this project, allowing for more classrooms to be transformed for twenty-first century students.

In addition to the strengths Cathy Meier brings to our program which are listed above, our four instructors have over 80 years of combined experience in the field of early childhood. These years bring strong diversity of experience to our program: infant, toddler, preschool and early elementary experiences, with diverse positions such as caregiver, teacher, director and owner of small to large early childhood programs.

Face-to-face, online and hybrid course offerings is a strength, because our access for all students interested in our program is wide. However, this can also be considered a challenge, as we strive to offer quality in a small program with less than 100 students enrolled. Every student does not come to us ready to succeed in online classes, and we do not have the enrollment numbers to offer every class as a live class. One way we try

to help these students that are “technologically-challenged” is to hold study groups to augment the fully-online courses. In the future, we hope to expand our program to include more face-to-face classes.

Sources of evidence:

Report: A one page summary of the program’s teaching-learning processes.

Site Visit: Discussions with faculty and students; visits to representative classes.

Criterion 5: Quality of Field Experiences

Because of our stated belief in being able “to know, be and do”, we place students in a variety of high quality real-world experience settings. Field experiences are intertwined throughout the program of studies in specific courses as well as specific assignments in non-field experience classes. Learning opportunities include observation, lesson planning, and implementing lessons as well as daily interaction with children, family and staff in our campus childcare and education center (lab school).

Our program has established criteria for approving high quality field experiences for our online students. This criterion for choosing locations and placing students includes qualified supervising teachers with degrees as well as high quality centers such as Head Starts, NAEYC Accredited Centers and Military Childcare Programs. This system of quality checks is also augmented with students sending video tapes of their field experiences as another proof of quality.

A major challenge however is that some rural areas where our online students live do not offer centers such as listed in the above criteria. To help combat this, starting in fall of 2008, in several of our courses we have added the program quality assessment tool ECERS (Harms, 1998), which they use to assess the program in which they are placed. This is useful because even if the program is not of the highest quality, students may see what the differences are between what is emphasized in the environmental rating scales and what exists in their placement or work setting. We also require students to keep journals in which they reflect on their reactions to issues they encounter during their field experience coursework.

Another challenge we sense in the field experience is the fact that the instructor does not get enough feedback from the supervising teachers. Often we do not hear anything from them until the midterm evaluation is submitted. Sometimes this evaluation is even submitted late. We do not feel we have enough time to remedy any weaknesses when reporting is solely based on the two formal evaluations. Starting in winter of 2010, we will add weekly short evaluations that have sections filled out by the supervising teachers and the students, and submitted to the instructor. The instructor then adds suggestions for improvement and returns the form (which could be completed via email, ANGEL, or on paper).

Sources of evidence:

Report: A one page description of program’s approach to using field experiences.

Site Visit: Interviews with faculty, students, cooperating teachers, and other supervisors

C. STUDENTS

Criterion 6: Qualifications and Characteristics of Students:

Total number of students enrolled in our two programs: 80

Part-time: 68 Full-time: 12

Graduates for 2007, 2008, 2009 in our degree programs:

	2007	2008	2009
Associate Science – Childhood Ed / Family Studies	-	1	-
Associate of Applied Science – Childhood Ed / Family Studies	2	2	1

Number of students ENROLLED in our degree programs as of 12/2009:

	Number of Students Currently Declaring our Major
Associate Science – Childhood Ed / Family Studies	24
Associate of Applied Science – Childhood Ed / Family Studies	56

1. Demographics: Associate of Science – Childhood Ed / Family Studies

Age	#	%
Under 18	0	0
18-21	6	25
22-24	1	4.5
25-29	3	12
30-34	3	12
35-39	3	12
40-49	8	34.5
50 – above	0	0
Unknown	0	0
Total	24	

Race / Ethnicity	#	%
Asian		
American Indian	1	.045
African American		
Hispanic / Latino	1	.045
Pacific Island		
Caucasian	17	.71
Unknown	2	.08
Undisclosed	3	.12
Total	24	

Gender	#	%
Male	0	0
Female	24	100
Total	24	

2. Associate of Applied Science – Childhood Ed / Family Studies

Age	#	%
Under 18	0	0
18-21	15	27
22-24	1	2
25-29	7	12
30-34	8	14
35-39	9	16
40-49	10	18
50 – above	6	11
Unknown	0	0
Total	56	

Race / Ethnicity	#	%
Asian	3	5
American Indian	4	7
African American	1	2
Hispanic / Latino	1	2
Pacific Island	1	2
Caucasian	37	66
Other	8	14
Undisclosed	1	2
Total	56	

Gender	#	%
Male	2	4
Female	52	94
Undisclosed	1	2
Total	56	

Southwestern Oregon Community College is one of the few community colleges with residential buildings, so students in remote areas do not have to commute. This helps us to retain students as well.

Our state has recently funded a scholarship program to support staff who works in Oregon’s early childhood programs to take courses and achieve associate’s degrees. The John and Betty Gray Scholarship is an excellent way to recruit and keep students who are currently working in the field.

Besides recruiting students from local Head Start and other early childhood programs, we are seeing the importance of reaching out to high school students to build a new generation of staff in our community. Our 2+2 program has expanded since starting in 2007 with two Child Development Courses in Brookings to adding North Bend High School with three Child Development Courses. This year we are adding Marshfield High School with three courses.

Sources of evidence:

Report: A one-page summary of who students are and how they are invited into the ECE program.

Site Visit: Follow-up discussion with administrators as necessary.

Criterion 7: Advising and Supporting Students

Southwestern Oregon Community College offers support services to our students, ranging from testing to career advising to placement. Our Student Support Center and Student First Stop fulfill the goal of supporting students.

In addition to services above, the Early Childhood faculty has made the support and well-being of students a priority. Each student in our program is assigned an academic advisor who meets regularly with advisees individually and in groups. Childhood Education Faculty typically advises 25 students, depending on other responsibilities. Cathy Meier typically has at least 25 students. Because we are such a small program, our faculty knows and interacts with their advisees on a regular basis. We meet formally 3- 4 times a year for advising, and informally when they are in field experiences, as our offices are located in the Family Center, where the field experiences take place. In addition to the advisee load, both Cathy Meier and Laurie Potts advise part time students who are not assigned advisors.

One challenge which we feel our program meets at this time is advising our online students. Since the faculty who advise the students are the same faculty that teaches the majority of our core courses, advising faculty is able to interact with these students. As our program grows and we need more adjunct faculty to teach courses, we will have to be innovative in our advising of these distance students. In the future, we plan to set up an online site in ANGEL Learning for student advising. Cathy Meier is also plan of a committee in January 2010 to pilot online advising with our Teaching and Learning Center.

Sources of evidence:

Report: A one-to-two page summary of how student progress is assessed and how advisement and support services are provided to students.

Site Visit: Discussions with students and faculty. Follow-up with administrators as needed and as suggested by program.

D. FACULTY

Chart of faculty names and qualifications - include all full time and adjunct faculty

Name	Academic degrees	Professional experience
Laurie Potts – Director and Adjunct	M.A. Human Development B.S. General Studies with Early Childhood Emphasis	23 years in the field as a teacher,
Cathy Meier – Full time, Lead Faculty	M.Ed. Early Childhood Education B.S. Elementary Education A.S. Early Childhood Education	25 years in the field: 22 in caring and educating young children; 7 in teaching adults.
Dan Birskovich – Adjunct	B.S. Sociology B.S. Elementary Education (abd) M.A. Human Development	20 years in the field as a teacher.
Mary Corey – Adjunct	M.A. Special Education with Early Intervention / Early Childhood Education Endorsement	18 years in the field.

The Early Childhood Program currently has one full-time faculty and 3 part time instructors as listed above.

The Southwestern Oregon Community College Childhood Education and Family Studies Program began in 1995 as a collaborative effort among the college, Head Start as employer, and social service agencies. The original curriculum was developed through a DACUM (Developing a Curriculum) process where all partners met at the college to identify what knowledge, skills and attitudes were necessary to be effective and successful in the professional field of early childhood education. Laurie Potts, SOCC CE&FS Director, attended the DACUM meeting as a Head Start employee at that time.

Since then, the degree programs have developed along with the Southwestern Community Partnership Family Center, which is the home of the lab school for our practicum courses. Partners and Family Center programming have changed over the years in relation to funding sources, but our commitment to growth, development and quality has been consistent.

At this time, our major partners are: Even Start, Pathways to Positive Parenting, the Commission on Children and Families, CARE Connections Child Care Resource & Referral, and, of course, Southwestern Oregon Community College. Our partners are one of our greatest strengths, as together we keep abreast of what is needed and effective in our community and profession. Our students are also one of our greatest strengths, as they also bring their experience and insights into program development as they assess what we do and how it supports their growth and development.

Our challenges are related to our commitment to always keep pace with the profession. We held a workshop last year offered by one of our colleagues from Portland Community College titled *Growing the Profession* where our students, child care providers and staff members came together to look at the challenges of staying current and “charged” about the important work that we do. We are a rural college and must make an effort to stay in the mix of things – which we have done.

We have worked with a statewide project to create the first online ECE degree in Oregon. We created the first Pathways Certificates in ECE in Oregon. We recently received a grant from the Kellogg Foundation to support the work that we do in the Ready Kids Ready Schools Ready Communities project. We keep at it. It is a challenge that continually increases our strengths!

Sources of evidence:

Report: Chart listing program faculty with brief description of qualifications.

Site Visit: Review of documents related to faculty qualifications as needed.
Discussions with administrators as needed.

Criterion 9: Professional Responsibilities

Faculty responsibilities allow them to promote students' learning in relation to the NAEYC standards and supportive skills.

Along with course instruction, work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support student learning. For our lead faculty, Cathy Meier, these include curriculum development and evaluation, advising, collaboration with families and other professionals, and service to the institution, profession, and community.

The full-time faculty course load at SOCC is thirty-seven workload credits per contract, on a nine month contract, with five office hours per week for student advising/consulting. Faculty also supervises students in field experiences. The program director's course load is limited in order to free this position to handle non-teaching responsibilities. Adjunct faculty is employed on an as-needed basis for course teaching.

Although it is not required by their contract, most faculty and adjuncts are also leaders in the local Early Childhood community. Examples of the faculty's professional service activities during the past academic year have included:

- Members of Coos County Early Childhood Committee
- Board Chair of Coos County Early Childhood Committee

Strengths of our program include faculty dedicated to professionalism. We enforce the NAEYC Code of Ethical Conduct in our programs and for students in teaching experiences. Our online courses are designed with "Quality Matters" (MarylandOnline, 2006) standards in place.

The challenge of teaching 45 workload credits in a quarter system can be overwhelming. Since we are a small program, our small faculty pool teaches every course only 1-2 times per year, instead of numerous sections of classes being taught each term. This means that Cathy Meier, lead faculty, is the only one to develop new curriculum and update courses with edition changes for all but 3 of the 20 CE&FS courses. All these courses are offered online and 6-10 are offered each year as live face-to-face classes.

Sources of evidence:

- Report: A one-page summary of policies related to faculty responsibilities.
Site Visit: Discussions with faculty and administrators as needed.

Criterion 10 Professional Development

Southwestern Oregon Community College offers ongoing professional development for all faculty through its Teaching and Learning Center. With the support of a Title III grant, the center assists faculty in meeting the college commitment to innovative teaching practices. A regular schedule of faculty in-service occurs before fall and winter classes begin. Our strength here at SOCC is our commitment to best teaching practices, fulfilled through our Teaching and Learning Center and its director, Katie Paulson.

Our biggest challenge is funding for ongoing professional development. With the downturn in the economy comes funding issues. One source we tap is use of Perkins Funds for our A.A.S. Program. We have also petitioned the Faculty Development Committee for scholarship funds for professional development.

The faculty evaluation process has been designed for the purpose of maintaining the delivery of high quality educational services to our students and our community. It has as its focus the development of faculty, the improvement of programs, and the collection of substantive information upon which to base personnel decisions.

Peer Faculty Evaluation is mandated by college policy. Full-time tenured faculty are evaluated every three years on a rotational schedule. Probationary (tenure-track) faculty are evaluated annually each fall term. (If problems are noted, all faculty can be evaluated at any time, as needed, and solutions proposed and acted upon.) There are two aspects to the full-time faculty evaluation process: 1) the administrative evaluation; and 2) the peer evaluation process. The process includes development of a faculty portfolio¹, peer evaluation, student course evaluation and review by the Office of Instruction. Student evaluations are used as part of the recommendations generated by the faculty evaluation process.

Sources of evidence:

- Report: A one-page summary of how program provides professional development and how it conducts and uses faculty evaluations.
- Site Visit: Follow-up meeting with administrators and faculty as needed and as suggested by the program.

¹ Cathy Meier's most current Faculty Portfolio can be accessed at <http://www.socc.edu/faculty/cmeier/>. Please email cmeier@socc.edu for the password.

E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION OF PROGRAM

Criterion 11: Program Organization and Guidance

SOCC's Childhood Education and Family Studies Program is dedicated to our mission to support children and families and our degrees and certificates are organized to fulfill this by teaching quality early childhood curriculum. We teach our student how to meet children's needs in all the learning domains, how to create and maintain quality, healthy and safe environments, and how to build partnerships with families. We help students learn the skills of teaching by allowing them opportunities to create and implement culturally-relevant curriculum in a quality setting which advocates for ethical conduct and professionalism.

Our participation in the Coos County Early Childhood Committee, a committee of local stakeholders, gives us the data needed to focus and maintain a program which meets the needs of the local area. In addition, because we have distance education students from many different geographical areas in Oregon as well as Florida, Texas, Montana, Washington and California, we know we are meeting the needs of students in areas beyond our local county.

One strength is that 75 % of our faculty work at the main campus in the family center building. Only one adjunct lives and works off-site. This allows for ease of communication and meetings when decisions are made. We utilize email to connect with our adjunct who lives in Gold Beach, Oregon.

SOCC just went through Northwest Commission on Community Colleges and Universities accreditation during 2006. There were weaknesses identified, which are being addressed. One of these weaknesses was assessment-related; college-wide faculty has been developing program outcomes and course outcomes. CE&FS was actually ahead of the rest of the faculty, due to the fact that we had already begun working on this self-study process for NAEYC. We were the first to submit program and course outcomes for approval.

Sources of evidence:

Report: A two-page summary of key features of program's organization, decision-making processes, and faculty/stakeholder involvement.

Site Visit: Discussions with stakeholders as needed and as suggested by the program. Program should have available a summary of current strategic objectives and how they were developed.

Criterion 12: Program Resources

The SOCC CE&FS program is supported by 2 college budget funds.

One fund is specific to the degree and certificate programs and includes salary and fringe for administration, both full time and part time faculty, and part time classroom staff, as well as funds for materials and supplies and photocopying.

The second fund is more specifically in support of the Educare laboratory classroom – both staffing and materials and supplies. The classroom is also partially funded through USDA CACFood Program reimbursements and Even Start funds for placement of children in the classroom.

Our program is also qualified to receive funds for innovative upgrading classroom materials and professional development through Perkins funds. These funds have been used to upgrade our cooperative learning classroom, purchase classroom materials and assessment materials to use with students and to send our lead faculty member to NAEYC conferences.

Our ability to maintain three funding sources since the inception of the program is a strength. In the past five years there have been many program and staff reductions due to college wide budget issues. Our program has been able to maintain our college budget and position as a viable program for SOCC.

Our challenge is to maintain our visibility and credibility as a program both locally and statewide. So far – we have been able to do that based on the quality of our programming and the success of our students.

Southwestern's Library Resources

The purpose of Southwestern's Library is to assist in fulfilling the college's mission of providing quality education that helps students achieve their goals. It primarily exists to aid students in their educational goals, faculty in their instructional and professional development goals, and community members in their life enrichment pursuits. To accomplish this, the library will do the following:

- Maintain a balanced and organized collection of high quality materials and professional assistance to all its users.
- Provide access to information located elsewhere.
- Deliver education and training in developing information-gathering skills including accessing, evaluating and using various information sources.
- Promote technological competence by providing access to information available in electronic formats, including online resources via the Internet.
- Cooperate with other organizations for the advancement of scholarship and college goals.
- Support the cultural awareness of students and the community at large.

Although our library has had recent funding reduction issues, the resources and personnel are more than sufficient for our needs at this time.

Southwestern's Technology Services Resources

Mission Statement

To support the college mission and strategic plan for Integrated Technology Services by developing, coordinating, and supporting the use of technology to enhance learning and working opportunities.

Our Integrated Technology Service's (I/T) goals include serving our students. We are proud of our commitment to student success when it comes to technology. One technician is assigned to trouble shoot problems students have with their personal computers. I/T also offers online support, which is very helpful to our distance students. They manage a student email system, and keep our network safe from viruses. Their efficiency as a department helps us to be successful in the Childhood Education and Family Studies Department.

Sources of evidence:

- Report:** A one-page description of the program's budget and other resources. The program may include a chart comparing the support for the ECE program with support for comparable programs at the college. Program should include brief description of how it is planning to address challenges and build on its current strengths in this area.
- Site Visit:** Discussions with faculty and administrators. Review of additional materials related to program resources. Tours of relevant sites such as media center or curriculum lab, as needed and as suggested by the program.

PART TWO: PROGRAM CONTENT AND OUTCOMES

F. LEARNING OPPORTUNITIES

Curriculum Chart: Sample learning opportunities and assessments for each accreditation standard			
Standard 1: Promoting Child Development and Learning	Sample opportunities for students to learn and practice	AAS/AS	Sample related assessments of student performance
1a: Knowing and understanding young children’s characteristics and needs	ECE 209 / 102: 132 hours of documented successful Practicum Experience	AAS/AS	ECE 209, 102: Supervising Teacher, Course Instructor Evaluations of Practicum Experiences
	HDFS 225, HDFS 247, HDFS 229: Studying Child Growth and Development from Prenatal through Adolescence.	AAS/AS	Quizzes, reflective assignments, midterm and final exams, journals, final projects.
	ECE 261 / 262: 112 hours of documented successful Practicum Experience	AAS	ECE 261, 262: Supervising Teacher, Course Instructor Evaluations of Practicum Experiences LAURIE
1b: Knowing and understanding the multiple influences on development and learning	ED 258: Case Study Assignments	AAS/AS	Rubric
	Practicum and Student Teaching Experiences	AAS/AS	Recording observations, reflections and journals to document the experiences.
	ED 169 Inclusion Debate	AAS/AS	Rubric
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments	ECE 102/209: ECERS Environment Assessment	AAS/AS	Rubric
	ECE 240: Module Three Environment Study Assignment	AAS	Rubric
Standard 2: Building Family and Community Relationships	Sample opportunities for students to learn and practice		Sample related assessments of student performance
2a: Knowing about and understanding family and community characteristics	HDFS 140: Genogram Assignment	AAS/AS	Rubric
	HDFS 222: Final Project	AAS	Rubric

2b: Supporting and empowering families and communities through respectful, reciprocal relationships	HDFS 140: Final Reflection Paper	AAS/ AS	Rubric
	HDFS 222: Midterm Project (Parent Meeting)	AAS	Rubric Parent Rubric Self-evaluation
2c: Involving families and communities in their children’s development and learning	HDFS 222: Course readings and discussions	AAS	Quizzes, exams, assignments
	ECE 154: Create a family Literacy Back Pack	AAS/ AS	Rubric
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	Sample opportunities for students to learn and practice		Sample related assessments of student performance
3a: Understanding the goals, benefits, and uses of assessment	ECE 150: Assessment Assignment in Module One	AAS/ AS	Rubric
3b: Knowing about and using observation, documentation, and other appropriate assessment tools	ECE 209 / ECE 102: Lab Assignments	AAS/ AS	209 Rubric 102 Rubric
	ECE 154: Create a Literacy Development Checklist	AAS/ AS	Rubric
3c: Understanding and practicing responsible assessment	ECE 209: Creating an individual child development portfolio on social and emotional development assignment	AAS/ AS	Rubric
	ECE 102: Creating an individual child development portfolio on motor and cognitive development assignment	AAS/ AS	Rubric
3d: Knowing about assessment partnerships with families & other professionals	ECE 209: Present child portfolio to parents	AAS/ AS	Assessed by: A rubric which is completed by parents A self-assessment by student
	ECE 102: Present child portfolio to parents	AAS/ AS	Assessed by: A rubric which is completed by parents A self-assessment by student
Standard 4: Teaching and Learning	Sample opportunities for students to learn and practice		Sample related assessments of student performance
4a: Knowing, understanding, and using positive relationships and supportive interactions	ED 169: Lesson Plans with Adaptations for Different Abilities	AAS/ AS	Rubric (needs revised when text changes)
	ECE 209: Study the causes of misbehavior & solutions.	AAS/ AS	Observations and quizzes
4b: Knowing, understanding, & using	ECE 150 – Lesson Plans	AAS/ AS	Rubric

effective approaches, strategies, and tools for early education	ECE 240 Multiple Intelligences Project	AAS	Rubric
4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	ECE 102: Planning developmentally appropriate curriculum	AAS/AS	Lesson plan Rubric
	Specific Electives: Students choose from a variety of content area teaching courses	AAS	Course content, including assignments and quizzes.
	ECE 240 Final Project – Meaningful Curriculum	AAS	Rubric
4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	ECE 152: Completion of 7 lesson plans – math, science, literacy, art, music, motor, using program lesson plan format & meeting Early Learning Content Standards.	AAS	Rubric
	ECE 261, 262: Students implement lesson plans using program lesson plan format & meeting Early Learning Content Standards.	AAS	Rubric – Laurie
	ECE 102: Implementing developmentally appropriate curriculum.	AAS/AS	Lesson Implementation Rubric.
Standard 5: Becoming a Professional	Sample opportunities for students to learn and practice		Sample related assessments of student performance
5a: Identifying and involving oneself with the early childhood field	ECE 150, ECE 240 & HDFS 285 –Develop a Philosophy of Early Childhood Education	AAS/AS	Rubric for Peer Assessment
	Capstone Portfolio and Interview for A.S. and A.A.S. Degrees	AAS/AS	Rubric for Portfolio Rubric for Interview
5b: Knowing about and upholding ethical standards and other professional guidelines	ECE 150: Students will pass Preliminary Code of Ethics Exam.	AAS/AS	Exam worth 20 points
	HDFS 285: Students will pass advanced Code of Ethics Exam	AAS	Exam worth 50 points
	HDFS 285: Students will write their own case studies about ethical situations & use code of ethics to solve the dilemmas	AAS	Grading Rubric
5c: Engaging in continuous,	ED 169: Inclusion Debate: Peer Assessment	AAS/AS	Peer Assessment Rubric

collaborative learning to inform practice	HDFS 225, 247, 229: Collaborative Group Projects: Peer Assessment	AAS/ AS	Peer Assessment Rubric
5d: Integrating knowledgeable, critical & reflective perspectives on early education	HDFS 285: Current Events Portfolio	AAS	Rubric
	HDFS 247: Research Proposal Assignment	AAS/ AS	Rubric
5e: Engaging in informed advocacy for children and the profession	ED 258 Activism Project:	AAS/ AS	Grading Rubric
	HDFS 229: Advocacy Paper. HDFS 140: Advocacy Project Assignment	AAS/ AS	Grading Rubric Grading Rubric
Supportive Skills	Sample opportunities for students to learn and practice		Sample related assessments of student performance
Supportive Skill 1: Self –assessment and self-advocacy	ECE 150, ECE 240: Multiple Intelligences self-assessment	AAS/ AS	Self-evaluation Questionnaire
	ECE 209, ECE 102: Self Evaluations on practicum work	AAS/ AS	Self-evaluation
	ECE 151 Self Evaluation on Guidance Skills	AAS/ AS	Self-evaluation Questionnaire
Supportive Skill 2: Mastering and applying foundational concepts from general education	HDFS 225: Literature Review	AAS/ AS	Rubric
	HDFS 247: Research Proposal	AAS/ AS	Rubric
Supportive Skill 3: Written and verbal skills	Successful completion of WR 121	AAS/ AS	Grade of C or better in Course
	Successful completion of a speech class.	AAS/ AS	Grade of C or better in Course
Supportive Skill 4: Making connections between prior knowledge/ experience and new learning	HDFS 229: Final Research Project	AAS/ AS	Rubric
	Class Discussions in all classes (live and online through the discussion forum)	AAS/ AS	Assessed through rubrics for online classes and through granting participation points in live courses.
Supportive Skill 5: Identifying and using professional resources	HDFS 285: Advocacy Project	AAS/ AS	Rubric
	ECE 150: Final Project	AS	Rubrics

This chart has by far been the most complicated portion of this self-study. Balancing the standards and supportive skills throughout the program has been a three-year process where Cathy Meier, who writes the entire curriculum, has woven the various concepts throughout the coursework for both the degree programs. Through this process, the students have repeated opportunities to learn and develop these skills.

The recommended sequence of courses set up by our degree programs allows for students to continuously build knowledge and skills starting with a solid foundation and many opportunities to refine skills. Because we focus on all the learning domains “know, be, do” (Morris, 2009), we are insuring that students develop knowledge, skills and the dispositions of early childhood education.

As students collect artifacts for their capstone professional portfolio, they are showing their development and growth in these areas. The capstone portfolio stands as proof that the student has indeed learned and applied the information necessary for successful professional work in the field of Childhood Education.

Based on the evidence listed in the chart above, a weakness which needs to be worked on is involving our adjunct faculty more in the process. Compensation is an issue for adding extra work. Perhaps in the future we can find alternative funding sources for adjuncts involved in gathering curriculum learning evidence.

Sources of evidence:

Report: Chart of program’s learning opportunities in relation to the standards and the supportive skills. Program should include a one-to-two page commentary on the chart (for example, description of how the program decides which aspects of the standards to address in greater depth; themes or aspects of the conceptual framework embedded throughout the opportunities) and brief description of how it plans to address challenges and build on current strengths in this area.

Site Visit: Discussions with faculty and students; visits to classes and field experience sites as needed and as suggested by the program. Review of additional documentation of alignment, such as worksheets used to align or map standards and course of studies.

G. ASSESSMENTS AND EVIDENCE OF STUDENT OUTCOMES

Standard 1: Promoting Child Development and Learning

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know and understand young children's characteristics and needs.
2. Students know and understand the multiple influences on development and learning.
3. Students use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building Family and Community Relationships

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know about and understand family and community characteristics.
2. Students can support and empower families and communities through respectful, reciprocal relationships.
3. Students involve families and communities in children's development and learning.

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students understand the goals, benefits, and uses of assessment.
2. Students knowing about and use observation documentation, and other appropriate assessment tools and approaches.
3. Students understand and practice responsible assessment.
4. Students know about assessment partnerships with families and other professionals.

Standard 4: Teaching and Learning

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
2. Students know, understand, and use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.
3. Students understand the importance of each content area in young children's learning. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and they can identify resources to deepen their understanding.
4. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive development and learning outcomes for all young children.

Standard 5: Becoming a Professional

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students identify and involve themselves with the early childhood field.
2. Students know about and uphold ethical standards and other professional guidelines.
3. Students engage in continuous, collaborative learning to inform practice.
4. Students integrate knowledgeable, reflective, and critical perspectives on early education.
5. Students engage in informed advocacy for children and the profession.

NAEYC SUPPORTIVE SKILLS

Rationale: NAEYC has identified five skills that support associate degree students' ability to gain competence in relation to the core standards. With these skills, students are better able to make use of learning opportunities provided by the program and progress in a career as an early childhood professional.

Skill 1: Self-Assessment and Self-Advocacy

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students assess their own goals, strengths, and needs.
2. Students know how to advocate for their own professional needs.

Skill 2: Mastering and Applying Foundational Concepts from General Education

Indicator of strength:

The key assessments submitted in section G provide evidence that

1. Students understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
2. Students can apply these concepts in their work as early childhood professionals.

Skill 3: Written and Verbal Communications Skills

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students have effective skills in written and verbal communication.
2. Students are technologically literate.

Skill 4: Making Connections between Prior Knowledge/Experience and New Learning

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students respect and draw upon their past or current work experience.
2. Students are able to reflect critically upon their experience.

Skill 5: Identifying and Using Professional Resources

Indicators of Strength:

The key assessments submitted in section G provide evidence that

1. Students know how to identify and use credible professional resources from multiple sources.
2. Students use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Sources of Evidence

Report: Chart and accompanying attachments and narrative, describing **no more than 5 selected examples of important assessments used by the program**. These assessments are “evaluated activities” or performance tasks that the program regularly uses to document evidence of student competence related to NAEYC Standards and Supportive Skills. Typically, each of these assessments will address more than one standard and, at the same time, more than one supportive skill. These major or comprehensive assessments might include evaluations of a practicum or capstone field experience; evaluations of a child study assignment; evaluations of student performance on a major curriculum development project, etc. The program should provide a **summary of any available data** on student performance on these assessments. In addition to the chart, for each of the 5 examples program should attach the actual **directions or guidelines** given to students and faculty/supervisors, as well as the **rubrics or scoring guides** used to evaluate students’ performance on each task. Program should also include a **one-to-two page narrative** describing its plans to collect additional evidence of student growth and

performance in upcoming terms and how it will use the evidence of student growth for program planning and improvement.

Site Visit: Review of additional examples of assessments related to standards and supportive skills, their scoring guides, and evidence of student competence. Discussion with faculty and administrators about how evidence is being used or will be used to support student growth and program improvement.

OVERVIEW CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS

Write a short title for each of your key assessment (portfolio, interview, case study, student teaching evaluation, advocacy project, etc.) to assist your readers.

Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.

STD = standards 1-5, SS = Supportive Skill 1-5

Assessment	STD1	STD2	STD3	STD4	STD5	SS 1	SS 2	SS 3	SS 4	SS 5
1. Capstone Portfolio For AS & AAS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Lesson Plans ECE 102	✓		✓	✓	✓	✓	✓	✓	✓	✓
3. Advocacy Project (activism plan) ED 258, HDFS 229	✓	✓	✓	✓	✓		✓	✓	✓	✓
4. Case Study ED 258	✓	✓	✓	✓	✓		✓	✓	✓	
5. Inclusion Debate ED 169	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 1: Early Childhood Professional Portfolio

All ECE, ED, HDFS courses: culminates with HDFS 285 for our AAS degree, our capstone course. AS majors must complete the portfolio during their final quarter before graduation.

Students are given specific assignments in for their portfolio in each class; in addition, all students are required to save artifacts from their ECE, ED and HDFS courses which show their progress and attainment of NAEYC standards. During HDFS 285, our capstone course, students are required to put together this portfolio along with reflections on each section and submit it to the Childhood Education and Family Studies Faculty with their graduation application. This portfolio, along with an exit interview, is used to assess whether or not they are approved to graduate.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity
 STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

A rubric with a scoring range of 1-5 will be used starting in Fall of 2009 and this rubric will be used to collect data on student performance. Evidence will be stored in the College's Trac-Dat program along with other college-wide assessment of learning outcomes.

Describe how data are or will be used to improve the program:

Faculty will be required starting in the Fall of 2009 to gather the rubric results to see student strengths and weaknesses on all key assessments; a report of how faculty plans to address weaknesses will be submitted to the program director within 3 weeks of quarter grade due dates.

Insert:

- Key Assessment #1 as they are given to students
- The rubric or scoring guide for Key Assessment #1 that is used by faculty or field supervisors to evaluate student work on each key assessment

Key Assessment #1

Childhood Family Studies Professional Portfolios

As you begin your professional career as an early care and education teacher, you will find it necessary to have and continue to build a professional portfolio.

A Professional Portfolio is an organized, goal-driven, documentation of your professional growth and achieved competence. It can be electronic or on paper. (Electronic is recommended – many jobs in today’s job market require online application.)

During your capstone experience at SOCC, you will present a portfolio which documents your growth in the following areas:

NAEYC STANDARDS

Standard 1: Promoting Child Development and Learning

1a: Knowing and understanding young children’s characteristics and needs

1b: Knowing and understanding the multiple influences on development and learning

1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments

Standard 2: Building Family & Community Relationships

2a: Knowing about and understanding family characteristics

2b: Supporting and empowering families and communities through respectful, reciprocal relationships

2c: Involving families and communities in their children’s development and learning

Standard 3: Observing, Documenting & Assessing to Support Young Children & Families

3a: Understanding the goals, benefits and uses of assessment

3b: Knowing about and using observation, documentation and other appropriate assessment tools

3c: Understanding and practicing responsible assessment

3d: Knowing about assessment partner-ships with families & other professionals

Standard 4: Teaching and Learning

4a: Connecting with children and families

4b: Using developmentally effective approaches

4c: Understanding content knowledge in early education

4d: Building meaningful curriculum

Standard 5: Becoming a Professional

5a: Identifying and involving oneself with the early childhood field

5b: Knowing about and upholding ethical standards and other professional guidelines

5c: Engaging in continuous, collaborative learning to inform practice

5d: Integrating knowledgeable, critical & reflective perspectives on early education

5e: Engaging in informed advocacy for children and the profession

NAEYC SUPPORTIVE SKILLS

Skill 1: Self-Assessment and Self-Advocacy

Skill 2: Mastering and Applying Foundational Concepts from General Education (areas such as science, mathematics, literature, and the behavioral and social sciences.)

Skill 3: Written and Verbal Communications Skills

Skill 4: Making Connections Between Prior Knowledge/Experience and New Learning (past or current work) Experience.

Skill 5: Identifying and Using Professional Resources

****In order to fulfill these portfolio requirements, you will need to keep documentation from your courses, including your capstone statements and other work that demonstrates competence in the above areas. ****

The portfolio will be arranged in sections by using the NAEYC Standard and Supportive Skills categories. In addition to artifacts in each of these categories, you will write a reflection for each section (underlined above). The reflections will provide evidence (along with the artifacts) of your proficiency in each area.

Capstone Portfolio Rubric

Standard 1: Promoting Child Development and Learning

Key Elements:

- 1a: Knowing and understanding young children’s characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using knowledge of development to create healthy, respectful, supportive, and challenging environments

0=unacceptable **1**=poor **2**= below average **3**=average **4**= above average **5**= excellent

Standard	Performance	Rating:					
Standard 1	Are the artifacts clearly & directly related to the standard?	0	1	2	3	4	5
	Does the reflection help the reviewer to understand the student’s growth toward the standard?	0	1	2	3	4	5
	Do the artifacts & the reflection provide evidence of the student’s proficiency in key elements of the standard?	0	1	2	3	4	5

Standard 2: Building Family & Community Relationships

Key Elements:

- 2a: Knowing about and understanding family characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children’s development and learning

0=unacceptable **1**=poor **2**= below average **3**=average **4**= above average **5**= excellent

Standard	Performance	Rating:					
Standard 2	Are the artifacts clearly & directly related to the standard?	0	1	2	3	4	5
	Does the reflection help the reviewer to understand the student’s growth toward the standard?	0	1	2	3	4	5
	Do the artifacts & the reflection provide evidence of the student’s proficiency in key elements of the standard?	0	1	2	3	4	5

Standard 3: Observing, Documenting & Assessing to Support Young Children & Families

Key Elements:

- 3a: Understanding the goals, benefits and uses of assessment
- 3b: Knowing about and using observation, documentation and other appropriate assessment tools

3c: Understanding and practicing responsible assessment
 3d: Knowing about assessment partner-ships with families & other professionals

0=unacceptable 1=poor 2= below average 3=average 4= above average 5= excellent

Standard	Performance	Rating:					
Standard 3	Are the artifacts clearly & directly related to the standard?	0	1	2	3	4	5
	Does the reflection help the reviewer to understand the student's growth toward the standard?	0	1	2	3	4	5
	Do the artifacts & the reflection provide evidence of the student's proficiency in key elements of the standard?	0	1	2	3	4	5

Standard 4: Teaching and Learning

Key Elements

- 4a: Connecting with children and families
- 4b: Using developmentally effective approaches
- 4c: Understanding content knowledge in early education
- 4d: Building meaningful curriculum

0=unacceptable 1=poor 2= below average 3=average 4= above average 5= excellent

Standard	Performance	Rating:					
Standard 4	Are the artifacts clearly & directly related to the standard?	0	1	2	3	4	5
	Does the reflection help the reviewer to understand the student's growth toward the standard?	0	1	2	3	4	5
	Do the artifacts & the reflection provide evidence of the student's proficiency in key elements of the standard?	0	1	2	3	4	5

Standard 5: Becoming a Professional

Key Elements:

- 5a: Identifying and involving oneself with the early childhood field
- 5b: Knowing about and upholding ethical standards and other professional guidelines
- 5c: Engaging in continuous, collaborative learning to inform practice
- 5d: Integrating knowledgeable, critical & reflective perspectives on early education
- 5e: Engaging in informed advocacy for children and the profession

0=unacceptable 1=poor 2= below average 3=average 4= above average 5= excellent

Standard	Performance	Rating:					
Standard 1	Are the artifacts clearly & directly related to the standard?	0	1	2	3	4	5
	Does the reflection help the reviewer to understand the student's growth toward the standard?	0	1	2	3	4	5
	Do the artifacts & the reflection provide evidence of the student's proficiency in key elements of the standard?	0	1	2	3	4	5

NAEYC SUPPORTIVE SKILLS

Skill 1: Self-Assessment and Self-Advocacy

0=unacceptable 1=poor 2= below average 3=average 4= above average 5= excellent

Standard	Performance	Rating:
Supportive Skill 1	Do the reflections provide evidence that the student understands and practices valuable self-assessment?	0 1 2 3 4 5

Skill 2: Mastering and Applying Foundational Concepts from General Education (areas such as science, mathematics, literature, and the behavioral and social sciences.)

Standard	Performance	Rating:
Supportive Skill 2	Is there evidence that the student understands foundational concepts from areas such as science, mathematics, literature & the behavioral Social Sciences? – Proof of this competency will be found in various lesson plans submitted throughout the portfolio.	0 1 2 3 4 5

Skill 3: Written and Verbal Communications Skills

Area Being Assessed	Unacceptable – 0 pts	Partial Points	Full Points - Excellent	PTS
Mechanics	Frequent serious spelling, grammar and usage errors that obscure meaning.	Predominantly correct in spelling, grammar and usage (some errors)	Flawless in spelling, grammar & usage or only 1-2 minor slip-ups	
Structure/ Language	Follows no discernable pattern of organization; major structural elements are missing (e.g. lacks paragraph coherence; many errors in word choices; awkward phrasing)	Vague or confusing organization; structural elements show weaknesses. Some awkward phrasing or word usage errors.	Organized in an appropriate, logical way with an effective structure throughout the portfolio. Displays precise word choices & fluent economical phrasing – writing flows exceptionally well.	

Skill 4: Making Connections between Prior Knowledge/Experience and New Learning (past or current work) Experience.

Area Being Assessed	Unacceptable – 0 pts	Partial Points	Full Points - Excellent	PTS
Support	Lacks supporting details, data or examples; may include irrelevant discussion.	Some detail, but more support is needed for effectiveness.	Convincing data, vivid details and effective examples to clarify & support each standard.	

Skill 5: Identifying and Using Professional Resources

Area Being Assessed	Unacceptable – 0 pts	Partial Points	Full Points - Excellent	PTS
Evidence	Incorporates outside sources or textual evidence inappropriately, incorrectly or ineffectively – may lack support altogether.	Incorporates outside sources, but more evidence is needed to be convincing.	Strategically incorporates outside sources or textual evidence to support or illustrate ideas effectively.	

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 2: Lesson Planning throughout the Required Coursework

Beginning with ECE 150, our introductory course, Childhood Education and Family Studies majors will practice writing formal lesson plans. In some courses, like ECE 102, students will implement these lessons with children. Standards 1, 3, 4 and 5 are covered as students integrate lessons to content areas, use assessment techniques, and self-assess their own implementation of the lessons. State and national standards are aligned to the lessons.

Courses which Include Lesson Plans as Assignments:

ECE 150 ECE 152 ECE 154 ECE 102 ED169
 ECE 240 ECE 261 ECE 262 ECE 163

ECE 102 was chosen as the class for this key assessment because in our AS degree, this serves as a capstone course!

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
✓		✓	✓	✓	✓	✓	✓	✓	✓

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance.

See attached Rubric. Evidence will be stored in the College's Trac-Dat program along with other college-wide assessment of learning outcomes.

Describe how data are or will be used to improve the program

Faculty will be required starting in the Fall of 2009-2010 to gather the rubric results to see student strengths and weaknesses on all key assessments; a report of how faculty plans to address weaknesses will be submitted to the program director within 3 weeks of quarter grade due dates.

Students address their weaknesses through self-assessment and a plan of improvement.

Key Assessment #2

LESSON PLAN ASSIGNMENTS FOR ECE 102

- Lab 3b. (40 points) Lesson Plan 1 - Math or Science: Using the lesson plan form (found under the lesson planning module), write a small or large group lesson plan that intentionally teaches a science or math concept. Implement your lesson with a group of children during your practicum hours. Be sure to get prior approval from your supervising teacher for any lessons you implement!

3c. (5 points) Reflection for Lesson Plan 1 – Reflect on this lesson plan... how did the implementation go? What would you do differently next time? What did you learn about math/science during the process of finding/ writing/ implementing your lesson plan?

- Lab 4b. (40 points) Lesson Plan 2: Physical - Using the lesson plan form (found under the lesson planning module), write a large group lesson plan that encourages physical movement – preferably an outside activity. The activity must be cooperative, not competitive. Implement your lesson with a group of children during your practicum hours. Be sure to get prior approval from your supervising teacher for any lessons you implement!

4c. (5 points) Reflection for Lesson Plan 2 -After completing lab 4b, your lesson plan, reflect on how it went. What would you do differently next time? Why? What did you learn about physical movement during the activities and assignments you completed this week?

- Lab 5b. (40 points) Lesson Plan 3: The Arts - Using the lesson plan form (found under the lesson planning module), write a small or large group lesson plan that intentionally teaches the arts (Visual arts ch. 7, or 3-d art or collage art). Implement your lesson with a group of children during your practicum hours. Be sure to get prior approval from your supervising teacher for any lessons you implement!

5c. (5 points) Reflection 5 - After completing lab 5b, your lesson plan, reflect on how it went. What would you do differently next time? Why? What did you learn about The Arts during the activities and assignments you completed during this module?

SOCC Childhood and Family Studies Lesson Plan Format

PRELIMINARY INFORMATION:

Student
Class ECE 102

ECE

Title of Lesson Plan

Subject Areas (math, science, language, art, social studies, music, PE, etc.)

Age / Grade level (of the children this plan is intended for.)
Number of Children in the Group

____ Large Group ____ Small Group ____ Free Choice Activity
____ Other: (describe)

Materials needed / Set Up [List all materials you will need to implement the lesson (even the most incidental). How will you set up the area for children to be successful?]

* Date and Time the lesson will be implemented (scheduled with the Supervising Teacher ____ in the classroom and the Instructor ____ of this course.)

OBJECTIVES:

Upon completion of this activity, children will be able to:
(Examples - Classify, Compare, Think critically, Analyze, Contrast, Evaluate, Identify, Recall, Examine, Use Knowledge, Experience, Predict, Understand, Explore, Create, Recognize, Formulate new hypothesis, Generalize, Acquire an interest in.)

OREGON STANDARDS ADDRESSED IN THE LESSON:

(If you do not live in Oregon, you can use the standards from your own state here. Oregon Standards can be found in ANGEL under ‘Course Content’ in the ‘Lesson Planning’ Folder.)

STEP-BY-STEP PROCEDURES:

A step-by-step numbered listing of how you will present the lesson, beginning with the introduction . . . (Something to spark the children’s interests.) Ending with lesson closure. . . . (How you will wrap things up?)

CREATIVE ADAPTATIONS / EXTENSIONS - optional:

How could you adapt this lesson to add more creativity? What will you change in the classroom to allow students to continue practicing this skill? Or what lessons will follow to continue student learning?

INCLUSIVE ADAPTATION OF INSTRUCTION:

How will you adjust instruction for the youngest, oldest in the group, a child with challenge(s) or any exceptional children in your group?

VOCABULARY:

New words or concepts you will introduce.

EVALUATION OF STUDENT LEARNING OBJECTIVES:

How will you assess whether students are meeting the objectives for the lesson? (observation, a grading rubric, check list, etc.)

***EVALUATION OF LESSON IMPLEMENTATION:**

(After this lesson plan is implemented....) Self-Reflection. What worked and what did not? What would you do differently next time? Where do you want to go from here?

RESOURCES:

Bibliography of book(s) or website(s) you used to design this lesson.

Follow these color codes:				
Author(s)	Date	Title of Book	Title of Article	Title of Periodical
Volume	Pages	Place of Publication	Publisher	Other Information

Books

Okuda, M., & Okuda, D. (1993). *Star trek chronology: The history of the future*. New York, NY: Pocket Books.

Websites: [see [notes](#) below]

Epsicokhan, J. (2004, February 20). *Confessions of a closet trekkie*.

Retrieved October 12, 2009, from Jammer's Reviews website:

<http://www.jammersreviews.com/articles/confessions.php>

For more information on bibliography, go to

<http://www.liu.edu/CWIS/CWP/library/workshop/citapa.htm>

***ECE 102, ECE 163, ECE 261 and ECE 262 require students to implement lesson plans. If you are a distance student, this may require you to videotape your implementation. See your course syllabus for more information.

Grading Rubric follows on the next page.

SOCC ECE 102 Lesson Plan Rubric

Section of LP <i>NAEYC Standard/Skill</i>	0 Points Unacceptable	Partial Points	Full Points	PTS
Planning: Integrated Approach / Standards-based. Preliminary Info / Materials Needed <i>5a: Integrating knowledgeable, critical & reflective perspectives on early education. Skill 4: Making Connections Between Prior Knowledge/Experience & New Learning Experience. 4d: Building meaningful curriculum</i>	0 pts: Plan does not reflect an understanding of how to integrate curriculum and address learning standards. Preliminary information / materials needed missing from plan.	2-8 pts Plan reflects some understanding of how to integrate curriculum and address learning standards. Preliminary information / materials needed are included in the plan, but pieces are missing.	10 pts - Plan reflects a thorough understanding of how to integrate curriculum and address learning standards. Preliminary information / materials needed are included in the plan.	/10
Objectives <i>3c: Understanding & practicing responsible assessment Skill 2: Mastering & Applying Foundational Concepts from General Education. 4b: Using developmentally effective approaches</i>	0 pts: Objectives do not answer any of the criteria listed on the LP format and/or is not DAP / OR No objectives are listed.	3 pts: Objectives list skills, but they do not match the actual lesson being presented. (or) Skills listed are DAP but not challenging for the age group listed.	5 pts: Objectives address the criteria listed on the LP Format and are DAP. Skills the student will actually practice during the lesson are listed under objectives.	/5
Step-by-Step Procedure <i>Skill 3: Written & Verbal Communications Skills</i>	0 pts: Student written procedures are not numbered &/or appear to be random; confusing procedural language. (Not Substitute-friendly)	3 pts: Student written procedures leave out one or two important steps which could cause confusion upon implementation.	5 pts: Student written procedure has specific, clear-cut numbered steps which could easily be followed by a substitute.	/5
Vocabulary <i>4c: Understanding content knowledge in early education</i>	0 pts:	3 pts: Important words to the plan are omitted in the section.	5 pts: All significant topic vocabulary words are listed and defined in this section.	/5
Inclusion of all Students <i>1b: Knowing & understanding the multiple influences on development & learning</i>	0 pts: No instructional modifications or the accommodations are not DAP.	3 pts: Some instructional modifications listed, but do not match the lesson or contain minor DAP issues.	5 pts: Instructional modifications or accommodations for differences in abilities, needs and development	/5
How will Student Learning be Evaluated? <i>3c: Understanding & practicing responsible assessment</i>	0 pts: Plans do not include assessment of children's learning; Assessment does not measure objectives.	3 pts: Some errors or omissions are present in the evaluation process.	5 pts: Plans for appropriate assessment of children's learning; Assessment measures objectives.	/5
Resources <i>Skill 5: Identifying & Using Professional Resources</i>	0 pts: The source of the lesson plan is missing or not DAP.	3 pts: Problem following the web link or some information about the source is missing.	5 pts: A DAP source is accurately listed under this section, and if a website, the link goes directly to the page which includes the lesson.	/5
Self-Evaluation will be turned in AFTER the student implements the lesson with children.				
Implementation self-Evaluation (if Implemented) <i>Skill 1: Self-Assessment & Self-Advocacy Standard 5c: Engaging in continuous, collaborative learning to inform practice</i>	0 pts: Does not use self-assessment to effectively evaluate implementation of lesson. Assessment is not valid for improving future lesson plans.	3 pts: Some thought in the self-evaluation, but errors or omissions are present	5 pts: Uses self-assessment to effectively evaluate implementation of lesson. Assessment is valid for use in improve lessons.	___/5

ECE 102 Lesson Implementation Rubric

Criteria / NAEYC Standard-Skill	Unacceptable	Partial Points	Excellent	Pts
Implements instruction for children using knowledge of content & appropriate standards. <i>Standard 4c: Understanding content knowledge in early education</i>	Knowledge of the content area is minimal &/or instruction is not adequate to meet state/national standards.	Some of the lesson reflects adequate understanding of each content area & adequately addresses state/national standards.	The lesson reflects understanding of content area & appropriately addresses state/national standards.	/10
Establishes, communicates high expectations for children's achievement & participation. Uses appropriate voice tone & inflection to deliver instruction effectively. <i>Standard 4a: Connecting with children & families</i>	Student does not communicate experiences that encourage children's participation & learning in a challenging, supportive environment. Delivery of instruction lacks skill, poise, sensitivity &/or appropriate voice tone & inflection. Student appears uncomfortable.	Student communicates some experiences that encourage children's participation & learning in a challenging, supportive environment. Student sometimes delivers instruction with skill, poise, sensitivity & appropriate voice tone & inflection.	Student communicates experiences that encourage children's participation & learning in a challenging, supportive environment. Student delivers instruction with skill, poise, sensitivity & appropriate voice tone & inflection. Student appears comfortable teaching	/10
Provides learning experiences that allow children to form connections between the specific subject areas and to everyday life <i>Standard 4c: Understanding content knowledge in early education Standard 4d: Building meaningful curriculum</i>	Student does not utilize effective approaches & strategies that enable children to form connections to their prior & future learning in other subject areas. Student does not make efforts to make the subject matter more by employing practical applications or by using the children's' real-life experiences.	Student utilizes some effective approaches & strategies that enable children to form connections to their prior & future learning in other subject areas. Student sometimes makes the subject matter more meaningful by employing practical applications &/or using the children's' real-life experiences.	Student utilizes very effective approaches & strategies that enable children to form connections to their prior & future learning in other subject areas. Student makes the subject matter more meaningful by employing practical applications &/or using the children's' real-life experiences.	/10
Uses instructional judgment in the implementation of lessons. <i>Standard 4d: Building meaningful curriculum</i>	Student displays minimal instructional judgment in adjusting instruction in response to students' developmental, individual & cultural needs & interests.	Student displays some instructional judgment by making appropriate instructional adjustment in response to students' developmental, individual & cultural needs & interests.	Student displays sound instructional judgment by making appropriate instructional adjustment in response to students' developmental, individual & cultural needs & interests.	/10
Uses a variety of instructional strategies to actively engage all children. (<i>Standard 4b: Using developmentally effective approaches</i>)	Student does not employ multiple approaches, instructional strategies to engage students in lessons.	Student sometimes employs appropriate, instructional strategies to engage students in lessons.	Student employs multiple approaches, instructional strategies to engage students in lessons.	/10
Uses a variety of assessments & feedback	Student does not adequately use responsible assessment to demonstrate student learning.	Student sometimes uses responsible assessment to demonstrate student learning.	Student uses responsible assessment to demonstrate student learning. Student	/10

<p>to evaluate & guide children's learning & to modify instruction as needed.</p> <p><i>Standard 3b: Knowing about & using observation, documentation & other appropriate assessment tools</i></p>	<p>Student does not make modifications during instruction for students.</p>	<p>Student sometimes makes modifications during instruction for students.</p>	<p>frequently makes modifications during instruction for students.</p>	
			TOTAL	/60

Comments:

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 3: Advocacy Project: ED 258/ HDFS 140 / HDFS 229

Advocacy is the topic of three papers from our degree programs. Students must identify an area of concern in early childhood (in ED 258, the problem relates to diversity issues; in HDFS 140 to family and community issues, and in HDFS 229 to issues involving children and/or adolescents.

After identifying and describing the problem, students must develop and present an action plan that would advocate for this concern and help to resolve the problem.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity
 STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
✓	✓	✓	✓	✓		✓	✓	✓	✓

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

See attached Rubric. Evidence will be stored in the College's Trac-Dat program along with other college-wide assessment of learning outcomes.

Describe how data are or will be used to improve the program

Faculty will be required starting in the Fall of 2009-2010 to graph the rubric results to see student strengths and weaknesses on all key assessments; a report of how faculty plans to address weaknesses will be submitted to the program director within 3 weeks of quarter grade due dates.

Attach or insert:

- The directions or guidelines for Key Assessment #3 as they are given to students
- The rubric or scoring guide for Key Assessment #3 that is used by faculty or field supervisors to evaluate student work on each key assessment

Key Assessment #3

Advocacy Grading Rubric – for the following Assignments
ED 258: Final Project

- Identify your Issue
- What objectives would you like to meet in relation to addressing this issue?
- What will you need to do... Who will you need to reach/impact/educate/sway/etc. to meet your objectives?
- Who do you plan to be involved with in meeting your objectives? (You must include some parents and community members.) – Be specific.
- How will you get them involved?
- How will you begin to create your action plan to address your objectives?
- What would a possible action plan look like to meet your objectives? Use a similar chart as below. (Feel free to copy chart onto a new page, make it landscape, and fill it in. Elaborate on your action statements and desired outcomes.)

Date to Begin	Objective	Action	Desired Outcome of Action	Resources Needed for Action	Date to be completed

- How will you assess your action plan?
- How did you incorporate the information from your texts regarding working with parents and community members, and on activism, into your project? – Justify your responses and action plan to a sound theoretical basis.
- Do you intend to implement your project?

HDFS 229: Final Paper

Application Paper – Group Project for HDFS 229

Topic Due: 2nd week of class

Outline Due: 4th week of class

Paper: Presented on the Discussion Forum during the last week of class.

Purpose: This paper gives you the opportunity to use what you have learned in Child Development to think about a particular problem and to develop solutions based on that learning. For example, you may want to consider the role of TV in children's lives, peer pressure, or bullying. What makes the best school? These questions and many others are

addressed in your textbook, which should give you a good starting point. Some additional research will be necessary. The main point of your paper is to show me that you can use what you have learned to make judgments about issues with which parents and teachers typically must deal with. Having a group of four will be very helpful as you brainstorm solutions to these issues.

Preparing to write the paper:

- Select an issue that interests you and your group members
- Think about what age group is most affected (Most of you will want to choose a topic related to this course – HDFS 229 – Middle Childhood and Adolescence, but with instructor approval, I will allow groups to do their paper on a different age level or combination of ages.)
- Think about how the issue may influence physical, intellectual and emotional development ...
- Which theories and concepts need to be considered? What additional information would be helpful to you?
- Decide on the best rules or strategies for parents or teachers to follow for your conclusion

Think about these issues, read the textbook, do additional research at the Library, and make an outline. Contact me at this or any other stage for help as needed. You will decide within your group who will do which tasks for the project.

Writing the paper:

- Begin by clearly articulating the issue you have chosen. Why is it an issue?
- Describe the relevant characteristics of the age group that is most effected, using concepts from the textbook accurately.
- Discuss the various issues as they relate to children (What's OK about TV for children, What's inappropriate about it, for example)
- Describe the guidelines you have decided are best.
- Cite the article using APA style (or MLA) at the end of your paper.
- The writing tutors at SOCC can help too! (They are also available online by email² for help.)

Many students do not realize the seriousness of plagiarism. Writing about complex material is difficult, and often it seems that the author has said it so well that your own words will be inadequate. There are however two important reasons for doing it the hard way.

1. If you can't put something in your own words, it usually means you don't understand it yet. If you don't understand it, it has no business in a paper you are writing. Discuss the material with your group's members – you can go into a chat room for this! (I will set one up for each group to use) Please also email me for help understanding difficult articles. 2. **Plagiarism is theft.** It can result in an "F" for the assignment, being dropped from the class, or other penalties may be inflicted by the college.

¹ Email to: onlinewritingtutor@socc.edu Include the following: Your name, the course, and instructor; the instructor's description of the assignment; Specific questions about where you need help (i.e. Is my thesis clear? Is paragraph 4 clear?)
. Attach: Word Perfect, Microsoft Word, or Works

Grading Rubric

Student's Name _____

Date _____

Section / <i>NAEYC Standard or Skill</i>	0 pts	2-8 pts	10 pts	POINTS
1. CONTENT: The Issue / Background <i>Standard 4c: Understanding content knowledge in early education; Standard 1b: Knowing & understanding the multiple influences on development & learning</i>	The topic chosen for the project is not related to course content, &/or is not significant. Background information does not indicate student understand the multiple influences on children's development & learning.	Topic is weak – vaguely related to course content &/or a minor issue.	The advocacy topic is related to course content & a significant problem in early childhood. Background information indicates understanding the multiple influences on children's development and learning.	/10
2. CONTENT (Objectives) <i>4b: Knowing, understanding, & using a wide variety of effective approaches, strategies, & tools for early education.</i>	Important information is missing in the objectives section.	Minor issues.	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable	/10
3. CONTENT Including Families / Community members <i>2b: Supporting & empowering families & communities through respectful, reciprocal relationships</i>	Student does not show evidence of understanding family relationships in this assignment	Evidence weak. Student fails to elaborate & make necessary connections	Student shows evidence of understanding family relationships through completion of this assignment.	/10
4. Content : Actions <i>5e: Engaging in informed advocacy for children & the profession</i>	Student does not show competence in creating a solution to a problem in early childhood using advocacy.	Evidence weak. Student fails to elaborate & make necessary connections	Student shows competence in creating a solution to a problem in early childhood using advocacy.	/10
5. Content: Solutions are ethical, reflect best practices. <i>5b: Knowing about & upholding ethical standards & other professional guidelines</i>	Major ethical issues; does not reflect early childhood best practices (Paper may receive an overall grade of zero for ethical issues)	Minor ethical questions / minor issues related to best practices in the solution to the issue.	Solutions are ethical, reflect best practices.	/10
6. Assessing your Action Plan <i>Standard 3a: Understanding the goals, benefits & uses of assessment</i>	Student does not show evidence of understanding how to use a wide variety of approaches, strategies, & tools for advocacy.	Evidence weak. Student fails to elaborate & make necessary connections	Student shows evidence of understanding how to use a wide variety of approaches, strategies, & tools for advocacy.	/10
7. Clarity /effort: <i>Supportive Skill 2: Mastering & applying foundational concepts from general education</i>	No effort; not neat or legible. No evidence that student followed the instructions for content of the paper.	Solid ideas, but lacks enhancements of the basic info. Student provides information, but fails to elaborate	Effort and Clarity obvious... All instructions were followed. Student demonstrates adequate knowledge, with detailed	/10

			explanation & elaboration.	
8. Analysis OF INFORMATION / Conclusion: <i>Supportive Skill 4 Critical Reflection upon Experiences</i>	Little or no analysis of information. No valid conclusions presented.	Demonstrates some thought; Draws a conclusion, but analysis not supported by facts. Weak conclusion, not entirely supported by the paper.	Solid & well-expressed conclusions drawn from the information presented in the paper shows student understood the purpose of the assignment	/10
9. Evidence to validate your topic / Support your Action Plan: <i>Supportive Skill 5 Identifying & Using Professional Resources</i>	Student fails to use valid sources / or does not cite sources.	Errors in citing sources or articles chosen do not relate to the topic.	Student uses valid sources for background information and cites these sources properly.	/10
10. Mechanics: (sentence structure, organization, grammar/ spelling) <i>Supportive Skill 3 Written & Verbal skills</i>	Assignment is confusing due to lack of organizing sequence of information. Many errors in spelling, grammar, punctuation &/or format (MLA or APA)	Student presents information with some organization or sequence, but it does not encompass the entire paper. Some spelling / grammar / punctuation errors &/or Formatting (APA/MLA) errors	Student presents information in a clear, logical way which enhances the effectiveness. Few or no spelling, punctuation, & grammar errors – typed, double-spaced, APA or MLA format	/10
Total Possible: 100 points			Total	/100

Teacher Comments:

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 4: Case Study, ED 258

Students write a series of case studies on the topics of diversity presented in this multiculturalism class. These case studies include the family and community aspects, and clearly identify and discuss issues pertinent to diversity.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity
 STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
✓	✓	✓	✓	✓		✓	✓	✓	

See Attached Rubric. Evidence will be stored in the College's Trac-Dat program along with other college-wide assessment of learning outcomes.

Describe how data are or will be used to improve the program

Faculty will be required starting in the Fall of 2009-2010 to gather the rubric results to see student strengths and weaknesses on all key assessments; a report of how faculty plans to address weaknesses will be submitted to the program director within 3 weeks of quarter grade due dates.

Attach or insert:

- The directions or guidelines for Key Assessment #4 as they are given to students
- The rubric or scoring guide for Key Assessment #4 that is used by faculty or field supervisors to evaluate student work on each key assessment

Key Assessment #4

ED 258 Multicultural Education Casebook Assignments

You will have a series of Casebook assignments to do in this course. Each case is worth 40 points. So how will you do them? I will try to clarify that a bit here.

Each part of the book is focused on a particular topic that diversity issues surface in. For each assignment, you should read the examples given in your “Casebook” text. They are interesting and can be very helpful in assisting you as you develop your own plans of how you may respond to certain situations in your own teaching in the future.

After the examples in each section, there is a blank template titled: Design Your Own Case. (For example, the first one you will look at is race, and the "Design Your Own Case" can be found on page 57.) A Casebook for Exploring Diversity 3rd Edition, George Redman. (Redman, 2007) There is also help in Resource C – page 164.

This is where you get to be creative, thoughtful, and insightful. For each part, or topic, you will create a narrative of your own that you review.

Part One: First you will have to set the scene for us. Where is the scenario taking place? Who is being taught? Grade level, content, etc.

--The teacher characteristics should reflect you.

--The student characteristics can be varied according to multiple groups that you think you may have the opportunity to teach in your futures.

Then – tell us the story.... The story can be a narrative of a scenario that you have observed in another teacher's classroom, been faced with in your teaching experiences so far, or one that you can envision occurring. Challenge yourself! Choose scenarios that you know you want to be prepared for so they don't catch you off guard.

(Please always respect confidentiality, and do not use names or references that would designate any specific person as being involved.) End your story with your response to the situation.

Part Two: Questions, Extensions and Your Reflection

Next –What were the questions that came to you in preparing your response? What are the questions that come to your mind that you will reflect on to analyze your response?

Now – that you have had a scenario with an initial response – what might you do next to extend the learning on this topic based on this interaction for your class, co-workers, or whoever was involved in the story.

And, lastly – reflect on and analyze your work. Include what would have been alternate acceptable responses and unacceptable responses.

You do not have to use the template from the text exactly as it is written, but you should include each of the steps and content above.

Any questions??? – ask away..... email me!

Part Three: The Discussion Forum

After posting your case study, you will read and respond to the other case studies in your small group. In your response, you will address the reflective questions posted for each case study. You will also give your insights on what the teacher (and possibly other adults) did in the scenario. If you think the teacher’s actions were not optimal for the scenario, tell us why you disagree with the actions and what else the teacher could have done. Offer other suggestions as appropriate.

ED 258 Case Study RUBRIC Cathy Meier, M.Ed.

Student’s Name _____ Date _____

Case Study Topic:

Section / <i>NAEYC Standard or Skill</i>	0 Credit	Partial Credit	Full Credit	PTS	
I. CASE STUDY					
Context & Background Information (Setting the Scene) 9 pts <i>Skill 2: Mastering & Applying Foundational Concepts from General Education;</i> <i>Standard 2a: Knowing about & understanding family characteristics</i>	No context or background information. The family & community are not included in the context. (0 pts)	The episode has few of the appropriate details (3 pts)	The episode is situated with most of the appropriate details. (6 pts)	The episode is clearly situated with appropriate details-e.g. topic of case study, details necessary to set the scene, enough background information to understand the study. The family & community are included as details. (9 pts)	/9
Content (The case study) 9 pts <i>Standard 4c: Understanding content knowledge in early education Skill 2</i>	Incidents are neither interesting, nor realistically portrayed. (0 pts)	Incidents are realistically portrayed but not interesting. (3 pts)	Incidents are interesting but not realistically portrayed. (6 pts)	Incidents are interesting & realistically portrayed. (9 pts)	/9

Writing Skills / Format 4 pts <i>Skill 3: Written & Verbal skills</i>	Errors are frequent Report of the episode is extremely long-winded. Format is appropriate but seldom enhances the understanding of the episode. (0 pts)	Errors are more than occasional; Report could be tightened a lot Format is appropriate & enhances the understanding of the episode some of the time (1 pt)	There are occasional errors; Report could be tightened a little. Format is appropriate & enhances the understanding of the episode in a dramatic manner for most the case (2-3 pts)	Writing is free of errors; Report of the episode is very concise; Format is appropriate & enhances the understanding of the episode in a creative & dramatic manner throughout the case (4 pts)	/4
2. ANALYSIS: Making connections from theory/evidence to your practice (Your Questions / Extensions to Learning / Your Reflection)					
Identification of the Main Issues/ Problems (Questions) (3 pts) <i>Standard 1b: Knowing & understanding the multiple influences on development & learning.</i>	Identifies & understands few of the issues in case study (0 pts)	Identifies & understands some of the issues in the case study (1 pt)	Identifies & understands most of the main issues in the case study (2 pts)	Identifies & understands all of the main issues in the case study (3 pts)	/3
Analysis of the Issues (Reflection) (3 pts) <i>Standard 5d: Integrating knowledgeable, critical & reflective perspectives on early education</i>	Incomplete analysis of the issues	Superficial analysis of some of the issues in the case	Thorough analysis of most of the issues	Insightful & thorough analysis of all the issues	/3
Effective solutions (The solution may be in the case already or proposed by you in the reflection) (3 pts) <i>Standard 3a: Understanding the goals, benefits & uses of assessment</i>	Little or no action suggested, &/or inappropriate solutions to all of the issues in the case study; Little or no appropriate extensions included	Superficial &/or inappropriate solutions to some of the issues in the case study & extensions.	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study; Extensions included.	Well documented, reasoned & pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study; Extensions on what to do next included	/3
3. DISCUSSION FORUM - RESPONSES TO YOUR CLASSMATES' CASES					
Identifies Issues/Problems (if applicable) (3 pts) <i>Skill 2</i>	Demonstrates superficial understanding of an issue in the case study.	Demonstrates limited/surface understanding of an issue in the case study.	Demonstrates deep understanding of an issue in the case study.	Demonstrates a clear & deep understanding of an issue in the case study.	/3
Connections: Theory & Practice (3 pts) <i>Skill 4: Making connections between prior knowledge/ experience & new learning (past or current work) experience.</i>	Makes little or no connection between the coursework & the topic.	Makes appropriate but somewhat vague connections between the coursework & the topic.	Makes appropriate & insightful connections between the coursework & the topic.	Makes appropriate, insightful & powerful connections between the coursework & the topic.	/3

Recommendations (3 pts) <i>Standard 5d: Integrating knowledgeable, critical & reflective perspectives on early education</i>	Makes realistic or appropriate recommendations with limited support from the information presented on the topic.	Makes realistic or appropriate recommendations supported by the information presented on the topic.	Makes realistic & appropriate recommendations clearly supported by the information presented on the topic.	Makes realistic, appropriate & insightful recommendations clearly supported by the information presented on the topic.	/3
Total Possible:				/40	

TEACHER COMMENTS:

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 5: Inclusion Debate ED 169

In our ED 169 class, students are randomly assigned to two teams during the third week of class: pro-inclusion and anti-inclusion. Each team must research their argument throughout the quarter, meeting together outside of class. During final's week, the debate is a portion of the final course exam. In the online sections of the class, this debate is "virtual" – it happens in a discussion forum.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity
 STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

See attached rubric.

The value of this assessment is that it is authentic and skill-based assessment: Students who understand the concept of inclusion will be able to confidently argue their position on either side of this issue, which is intertwined throughout the whole quarter's coursework.

A rubric will be used for this activity, with instructor input, peer input and student self-assessment sections. Evidence will be stored in the College's Trac-Dat program along with other college-wide assessment of learning outcomes.

Describe how data are or will be used to improve the program

Faculty will be required starting in the Fall of 2009-2010 to gather the rubric results to see student strengths and weaknesses on all key assessments; a report of how faculty plans to address weaknesses will be submitted to the program director within 3 weeks of quarter grade due dates.

Attach or insert:

- The directions or guidelines for Key Assessment #5 as they are given to students
- The rubric or scoring guide for Key Assessment #5 that is used by faculty or field supervisors to evaluate student work on each key assessment

Key Assessment #5

Inclusion Virtual Debate Information for ED 169

Upon completion of this lesson, students will be able to:

- Use information from the internet to form a position statement
- Synthesize information from multiple sources into a solid argument
- Describe, rebut & defend some of the pro & con issues related to Inclusion.

Problems used & questions asked:

- What are the pro & con issues surrounding inclusion of young children (ages 0-7) with disabilities?

Materials & Duration:

- The introduction to this activity proceeds throughout all the modules (1-3).
- This assignment begins the first week of class, with students' meeting with their group, making plans for the discussion forum debate & beginning the research for their position statements.
- The assignment culminates with posting of position statements during week ten on the discussion forum. (Instead of taking a final exam, you will participate in this debate via the discussion forum.)

Background information / Description of Assignment:

1. You will begin by researching articles about inclusion to help you begin to understand some of the issues surrounding that topic.
2. You will either be assigned a "pro" or "con" point of view. In other words, you are either for or against including children with disabilities in regular classrooms. I sometimes have students who are concerned about being assigned to a side of this topic they may not personally agree with. Part of the learning process of being able to defend your beliefs is being able to understand ALL sides of the issue. This is one of the main purposes of this assignment!
3. You will be meeting with your group through ANGEL in emails, chats & your group Wiki.
4. You will have to spend a considerable amount of time on the Internet researching for other sites & articles related to their stance.
5. This debate will be "virtual". Unlike typical debates where students speak their positions, rebuttals & defenses, the debate activity will take place on the discussion forum. Each group will post their position statement. You will then respond to three fellow students with opposing views- these are your rebuttals. You must also defend any opposing views to your position statement.
6. You will follow up the debate by each student turning in his or her final paper on Inclusion. This paper is due by Thursday of Final's Week.

Assessment: Students will be assessed on their written position statement on the ANGEL site according to the grading rubric provided, their counter-arguments to their fellow classmates' position statements, & their participation in the live segment of the debate. In addition, there will be a self-assessment & a peer assessment based on participation in the group portion of this assignment. (See grading rubrics at the end of this document)

Student Steps in the Inclusion Virtual Debate Process

1. Research the topic in order to support or refute the real-world issue of inclusion. You will be teamed with a small group (2-3 members) during the first week of class to help with the research & for the debate Discussion Forum segment. Be sure to coordinate with your group on the following:
2. Within your group, you will cooperatively decide what the main issues on your side of the topic are. Each group member will be assigned one or more of these issues. Each group member will write their section of the position statement about their assigned section(s) of the argument. Each student should select at least 2 articles for their position statement, & they should be different from the other group members.
3. Meet with your group periodically & check email / wiki from your group section. To be successful, your group must work together throughout the quarter.
3. During the final week of classes (week ten), each student will post their position statement on the discussion board, respond to three opposing arguments with pertinent facts (Rebuttals), & finally defend all opposing arguments to their own position statement.
4. During Final's week, each student will submit:
 - A. A 3-4 page paper (double-sided) on Inclusion. This paper will cover the topic on both sides of the argument. You will include what you learned about Inclusion during this quarter.
 - B. his or her individual section of the position statement for grading.
 - C. "Peer & Self Assessment" of the group work throughout the quarter.

Debate Definitions for the Purpose of this Assignment:

Debate: an informal contest in which the affirmative & negative sides of a proposition are advocated by opposing groups.

Rebuttal: the speech act of refuting by offering a contrary contention or argument

Defense: Use of facts to support your point of view; showing the main differences between two things.

Inclusion Virtual Debate Rubric Information for ED 169

Explanation of this Color-coded ASSESSMENT:

Group POSITION STATEMENT	20 points
RESPONSES TO OTHER'S POSITION STATEMENTS ON THE DISCUSSION BOARD	20 points – you are graded on your individual responses during this segment.
REBUTTALS TO THOSE OPPOSING YOUR POSITION STATEMENT ON THE DISCUSSION BOARD	
YOUR INCLUSION PAPER	25 points
YOUR INDIVIDUAL POSITION STATEMENT	10 points
YOUR GROUP & SELF ASSESSMENT OF WORK THROUGHOUT THE QUARTER	25 points
TOTAL POSSIBLE:	100 points

EVALUATION OF YOUR POSITION STATEMENT.

Your Position Statement is **not a term paper**. It needs to be concise. I do not want to put a page number limit, because each group should decide among themselves how long this should be in order to state their position accurately.

GROUP POSITION STATEMENT RUBRIC: scored by INSTRUCTOR

Category/ NAEYC Standard/ Supportive SKILLS	Unsatisfactory: 0 points	Partial Points	Excellent: Full Points	GROUP SCORE	INDIVIDUAL SCORE
RESEARCH SKILLS Standard 4C; Skills 2,3, 5	The research results did not relate to the essential questions &/or did not result in appropriate information.	Some of the research related to the topic & were effective & appropriate.	The research results related to the essential questions & resulted in appropriate information being used.	/5	/3
ORGANIZATION Skill 3, 5	The Position Statement did not cite sources, &/or did not use APA or MLA format.	One source per member used &/or partially correct formatting of APA or MLA.	The Position Statement included citation formats for 2 or more sources per group member; summarized & used format models (APA or MLA) correctly.	/5	/2
ANALYSIS / SYNTHESIS Standard 2, 3A, 5D; Skills 3,4	The <i>Position Statement</i> did not provide a variety of valid points & was not relevant or sufficient to answer the essential questions for the argument, including the family	Some valid points &/or answered some questions.	The <i>Position Statement</i> provided a variety of valid points & was relevant & sufficient to answer the essential questions for the group/student's argument.	/5	/4

	& community views & information on assessment.		including the family & community views & information on assessment.		
DRAFTING / EDITING Skill 3	Many grammar & spelling errors.	Some grammar / spelling errors.	The Position Statement demonstrated a high level of use of correct language arts mechanics	/2	/1
ORGANIZATION / SYNTHESIS Standard 4C; Skills 2,3,4	The Position Statement did not flow from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details.	The Position Statement sometimes grabbed attention & parts of it flowed together.	The Position Statement flowed from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details.	/3	/na
Total				/20	/10

DISCUSSION FORUM RUBRIC: Scored by INSTRUCTOR				
Category/NAEYC Standard/ Supportive SKILLS	Unsatisfactory: 0 points	Partial Points	Excellent: Full Points	SCORE
Category 1: Posting Position Statement (YOUR INITIAL POST)				
Promptness & Initiative <i>Standard 5b: upholding professional guidelines</i>	Delays in posting first response or does not post.	Posts position statement 1 day late. Posts replies & rebuttals very late in week ten, not allowing fellow student's time to reply.	Posts position statement By Tuesday of week 10; Each group member loses points when statement is posted late~ Demonstrates good self-initiative & timeliness in posting Replies & Rebuttals.	/4
2: Responses to Classmates Posts (Rebuttals) & to Posts made to their Position Statement (Defenses)				
Promptness & Initiative <i>Standard 5b: upholding professional guidelines</i>	Delays in posting rebuttals or does not respond.	2- 3 rebuttals. Posts initial responses to classmates well before the end of the module. (Waiting until a day or 2 before the due date to try to respond to everything will result in partial points because this does not allow classmates ample time to respond back!)	Posts AT LEAST 3 thoughtful & complete RESPONSES to students with the opposing view (Rebuttals). Posts responses consistently throughout the module time period. Demonstrates good self-initiative.	/4
Relevance of Posts <i>Standard 4c: understanding content knowledge in early education</i> <i>Supportive Skill 4: making connections between prior knowledge/experience & new learning</i>	Posts content which do not relate to the topic. Posts are short &/or remarks irrelevant. Student makes no reference to topic. Is not demonstrating comprehension &/or reflecting on topic or general EC knowledge. Minimal or no response.	Frequently posts content related to topic & prompts further discussion of topic. Post touches upon the topic. Comprehends the surface level meaning of texts & begins to relate issues to general knowledge of EC Education.	Consistently posts content related to topic. Posts indicate the ability to relate to & interpret satisfactorily the materials studied. Is able to make suitable inferences & comprehends the meanings consistently, thus demonstrating insight & relevance to EC education...	/6
Expression within the posts <i>Standard 1a, 1b</i> <i>Supportive Skill 1: Self-Assessment</i>	Does not express opinions or ideas clearly, &/or no connection to topic or EC development.	Posts are vaguely connected to the topic & EC Development, evidenced in minimal expressions of opinions &/or ideas. Opinions & ideas are stated clearly with occasional lack of connection to topic.	Expresses opinions & ideas in a clear, concise manner with an obvious & understandable connection to topic & to EC development. Student demonstrates personal growth & awareness of the topic.	/6
TOTAL POINTS:				/20

Individual Inclusion Paper Rubric				
Criteria / Standards	Unsatisfactory – 0 Points	Partial Points	Excellent – Full Points	POINTS
Research: <i>Standard 1: Knowing & understanding young children's characteristics & needs</i>	0 pts: Articles used as sources are not valid based on criteria for assignment.	Articles allude to some related issues, but also include information which does not pertain to the topic.	Articles are valid based on the criteria for the assignment.	/3
Introduction: Description of the topic material <i>Supportive Skill 3: Written & Verbal Skills</i> Standard 3a: Understanding the goals, benefits & uses of assessment	0 pts: Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall topic that is to be examined.	The topic is introduced, & groundwork is laid as to the direction of the paper.	/2
Body & Coverage of Content: Flow of the Paper <i>Supportive Skill 3: Written & Verbal Skills</i>	0 pts: The paper appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted or greatly run-on. Too long or too short.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in a concise manner.	The paper goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. All pertinent content required is covered in depth without being redundant. Significance is unquestionable. 3-4 pages in length, with no more than 4 pages total.	/5
Conclusion: A synthesis of ideas <i>Supportive Skill 3: Written & Verbal Skills</i>	0 pts: There is no indication the author tried to synthesize the information or make a conclusion based on the topic.	The author provides concluding remarks that show an analysis & synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the paper.	The author was able to make succinct & precise conclusions relevant to the topic. Insights are appropriate. Conclusions are strongly supported in the paper.	/5
Clarity of writing & writing technique <i>Supportive Skill 3: Written & Verbal Skills</i>	0 pts: It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, & improper punctuation are evident.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	Writing is crisp, clear, & succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, & non-sexist language are appropriate.	/5
Citations/References/ Grammar: Proper Citing of references <i>Supportive Skill 2: mastering & applying foundational concepts from general education</i>	0 pts: Citation errors: Invalid website addresses for referenced material &/or works referenced were not cited; &/or many grammar &/or spelling errors.	Citations within the body of the paper & a corresponding reference list were presented. Some formatting problems exist, or components were missing; &/or 4-6 grammar/spelling errors.	Citations of referenced material were included & valid (MLA or APA format). Sources are cited when specific statements are made; Less than 3 grammar /spelling errors.	/5
	Additional Instructor Comments: on the back			
			TOTAL:	/25

Group & Self Assessment: Each student Scores one of these rubrics. It is available ONLINE with fill in the blanks!

List your Group Member's Names here:

Member #1

Member #2

Member #3

Your Name: *(Skill 1 - Self Assessment)*

CATEGORY	Unsatisfactory (0 Points)	Partial Points	Full Points	TOTAL
Contributions / Quality of work <i>Standards 4c, 5b; Skills 2,3,4</i>	Rarely provides useful ideas when participating in the group discussion. May refuse to participate. &/or Provides work that usually needs to be checked/redone by others to ensure quality.	Sometimes provides useful ideas for the group discussion. A group member who does the very minimum of what is required. &/or provides work that needs to be checked/ redone by other group members to ensure quality.	Routinely provides useful ideas when participating in the group discussions. A definite leader who contributes a lot of effort &/or provides work of the highest quality.	Member 1 /4
				Member 2 /4
				Member 3 /4
				Self /1
Time-management <i>Standard 5b: upholding professional guidelines</i>	Rarely gets things done by the deadlines & group has to adjust deadlines or work responsibilities because of this person's inadequate time management.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Member 1 /4
				Member 2 /4
				Member 3 /4
				Self /1
Problem-solving / Attitude <i>Skills 2,3,4</i>	Does not try to solve problems or help others solve problems; or lets others do the work; &/or often is publicly critical of the project or the work of other members of the group. Often has a negative attitude.	Refines solutions suggested by others, or willing to try out suggestions of others, but does not make suggestions. &/or rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Actively looks for & suggests solutions to problems. Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Member 1 /4
				Member 2 /4
				Member 3 /4
				Self /1
Focus on the task / Preparedness / Pride <i>Standard 5b:</i>	Rarely focuses on the task or what needs to be done. Lets others do the work. Often forgets to post materials or is rarely ready to work. Work reflects very little effort on the part of this student.	Focuses on the task & what needs to be done most of the time. Other group members can count on this person most of the time. Almost always posts needed materials & is ready to work. Work reflects some effort from this student.	Consistently stays focused on the task & what needs to be done. Very self-directed. Posts needed materials & is always ready to work. Work reflects this student's best efforts.	Member 1 /4
				Member 2 /4
				Member 3 /4
				Self /1
Working with Others <i>Skills 2,3,4</i>	Rarely listens to, shares with, or supports the efforts of others. Often not a good team player, or completes the work without asking for input from group members.	Often listens to, shares, with, & supports the efforts of others. Does not often cause "waves" in the group.	Almost always listens to, shares with, & supports the efforts of others. Tries to keep people working well together. Does not try to "take over" the group by making all the decisions.	Member 1 /4
				Member 2 /4
				Member 3 /4
				Self /1
			Total Points	Member 1 /20
				Member 2 /20
				Member 3 /20
				Self /5

These key assessments were chosen because they are major assignments in both our Associate of Science Degree and our Associate of Applied Science degree. Our college-wide effort to embed learning outcomes, as well as our department's commitment to alignment with NAEYC's standards and supportive skills clearly and consistently support our commitment to quality education experiences.

The rubrics for these key assessments, as well as rubrics for all other major assignments in our degree programs are aligned to the standards and supportive skills as well. Over the past three years, Cathy Meier has systematically aligned all the courses to these standards. These rubrics are in place and being used by all faculty in the department.

Plans on collecting and analyzing data are in place, and we have a college-wide computer system called Trac-Dat to help us keep the data together. Preliminary formal data should be available by the time our site visit occurs.

As we continue these processes of building on our strengths and strengthening our weaknesses, we hope to grow our program's number of students. With appropriate support and a larger number of students in our program, we can continue to make a positive difference in the lives of children and families.

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