# Early Childhood Education Program Assessment Plan
## Chair: Anne Fulton

## Program Student Learning Outcomes

1. Standard 1: Promoting Child Development and Leaning.
   a. Knowing and understanding young children's characteristics and needs.
   b. Knowing and understanding the multiple influences on development and learning.
   c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.
2. Standard 2: Building Family and Community Relationships
   a. Knowing about and understanding diverse family and community characteristics.
   b. Supporting and engaging families and communities through respectful, reciprocal relationships.
   c. Involving families and communities in their children's development and learning.
3. Standard 3: Observing, Documenting, and Assessing to support young children and families.
   a. Understanding the goals, benefits, and uses of assessment.
   b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
   c. Understanding and practicing responsible assessment to promote positive outcomes for each child.
   d. Knowing about assessment partnerships families and other professional colleagues.
4. Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families.
   a. Understanding positive relationships and supportive interactions as the foundation of their work with children.
   b. Knowing and understating effective strategies and tolls for early education.
   c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
   d. Reflecting on their own practice to promote positive outcomes for each child.
5. Standard 5: Using Content Knowledge to Build Meaningful Curriculum
   a. Understanding content knowledge and resources in academic disciplines.
   b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
   c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
6. Standard 6: Becoming a Professional.
   a. Identifying and involving oneself with the early childhood field.
   b. Knowing about and upholding ethical standards and other professional guidelines.
   c. Engaging in continuous, collaborative learning to inform practice.

d.  Integrating knowledgeable, reflective, and critical perspectives on early education.
e.  Engaging in informed advocacy for children and the profession.

# Curriculum Map

The map below indicates in which course each PSLO standard is assessed and by what general type of artifact (e.g., observation, case study).

*Key:*
*P-Reflection paper*
*CTO – CLASS*
*LEO – Learning environment observation*
*O-Observations*
*CS-Child case study*
*LP-Lesson/activity plans*
*PI-Project investigations*
*P-Portfolio*
*TBD-To be determined*
*SL-Service learning project*
*FE-Field experience log*

| PSLOs | Standard 1 | Standard 2 | Standard 3 | Standard 4 | Standard 5 | Standard 6 |
|---|---|---|---|---|---|---|
| ECE 101 | P, O, CS | SL | | CTO, LEO | TBD | |
| ECE 102 | P, O, CS | | | | TBD | |
| ECE 103 | P, O, CS | SL | | CTO, LEO | TBD | |
| ECE 108 | | | FE, O, CS | | TBD | |
| ECE 111 | P, O, CS | SL | FE, O, CS | CTO, LEO | TBD | |
| ECE 188 | | | FE, O, CS | | TBD | |
| ECE 209 | | | FE, O, CS | | TBD | |
| ECE 238 | P, O, CS | | FE, O, CS | | TBD | |
| ECE 240 | | | | | TBD | P |
| ECE 241 | | | | | TBD | P |
| ECE 256 | | SL | | | TBD | |
| ECE 288 | | | FE, O, CS | | TBD | |