Assessment Record

Program: Child Development Program

Assessment period: 2020-2021

Program or Department Mission:
The mission of the Child Development Program at Jefferson State Community College is to provide a quality, innovative program of study and to promote Child Development (Early Care and Education) as a professional field of study. The program has three tracks: Educarer, Administrator, and Afterschool.

Instructional Program Student Learning Outcomes & Assessment Plan

Student Learning Outcomes

1. Demonstrate competency in performing basic teaching and caring skills.
2. Demonstrate and utilize foundational knowledge of Child Development in providing care and learning opportunities for young children.
3. Develop competencies necessary to meet the needs of children and their families.
4. Utilize observation, assessment and evaluation in developing safe, healthy, learning opportunities for young children.
5. After knowledge gained through observation, develop a simple accessibility material that will enable greater success in the classroom for children with exceptional needs.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
SLO 1: Demonstrate competency and develop awareness of multiple influences on children. Demonstrate and record	Student successful completion of CHD 201 – Child Observation Portfolio. Key Assessment Assignment	At least 70% will successfully score average or above average in the assignment.	13 of 19 students scored average (70%) or above on their Child Observation Portfolio.	**Benchmark Not Met –** We believe due to Covid -19 there was a shift in ability to focus fully as a student in all of our courses. However,

specific developmental information on children, infants through school-age.	#1: Student must pass the Key Assessment with other requirements to pass the course.			we will continue to provide various ways to assist students to enhance engagement and overall grade success. We have found with now implementation of live classrooms in all courses, this helps students who are struggling to get help 7 days a week and is effective towards student success even during the current crisis. Last year this benchmark was met, so we know the strategies work, but with a global pandemic that affects everyone, we are not surprised by this data outcome.
SLO 2: Demonstrate and utilize foundational knowledge of dilemmas in Child Development and develop a personal philosophy of education based on research and experiences.	Student successful completion of CHD 205 – Completion of Ethical Dilemma Journal Assignment. Key Assessment Assignment #5: Student must pass the Key Assessment with other requirements to pass the course.	At least 70% will successfully score average or above average in the assignment.	4 of 4 students scored average (70%) or above on their Ethical Dilemma Journal Assignment.	**Benchmark Met –** With continuous review and an effectiveness evaluation. We will continue to encourage students to complete the course and offer more guidance towards course completion.

SLO 3: Develop competencies necessary to meet the needs of children and their families.	Student successful completion of CHD 214 – Key Assessment Course – Family Focus Project Key Assessment #2. Student must pass the Key Assessment with other requirements to pass the course.	At least 70% will successfully score average or above average in courses.	12 of 12 students scored average (70%) or above on their Family Focus Project.	Benchmark Met – With continuous review and an effectiveness evaluation. The instructions and the fill-in forms will be separated for clearer understanding of the expectations. Program Director has implemented required teaching modification to enhance the score average to 100% for every offering of this course. Live classroom videos will continue to be offered to help students with this project.
SLO 4: Utilize observation, assessment, planning and evaluation in developing safe, healthy, learning opportunities for young children.	Student successful completion of CHD 206 – Key Assessment Course –Comprehensive Unit Planning Key Assessment #4. Student must pass the Key Assessment with other requirements to pass the course.	At least 70% will successfully score average or above average in the assignment.	9 of 9 students scored average (70%) or above on their Comprehensive Unit Planning Assignment.	Benchmark Met – With continuous review and an effectiveness evaluation. We will continue to examine the course to determine what can be done to continue to improve the success of this assessment.

SLO 5: After knowledge gained through observation, develop a simple accessibility material that will enable greater success in the classroom for children with exceptional needs.	Student successful completion of CHD 210 – Key Assessment #3 Modified Accessibility Material- Oral Presentation and Project. Student must pass the Key Assessment to pass the course.	At least 70% will successfully score average or above average in the assignment.	15 of 15 students scored average (70%) or above on their Modified Accessibility Material-Oral Presentation Assignment.	Benchmark Met – With continuous review and an effectiveness evaluation. We will continue to examine the course to determine what can be done to continue to improve the success of this assessment. Program Director has implemented required teaching modification to enhance the score average to 100% for every offering of this course. Live classroom videos will continue to be offered to help students with this project.
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Plan submission date: October 1, 2021			**Submitted by: Dr. Cindy Shackelford**	

SLO 1: CHD 201

ASSIGNMENT·OVERVIEW—*A·cornerstone·of·working·with·young·children·is·to·have·knowledge·of·and·use·understanding·of·each· child's·basic·characteristics·and·needs·while·considering·in·the·multiple·influences·interacting·and·impacting·each·and·her/his· development.··Then·using·this·knowledge·and·understanding·of·each·child's·development·to·create·learning·environments·that·are· healthy,·respectful,·supportive,·and·challenging·for·each·and·every·child---individually,·developmentally·and·culturally.·*¶

This·Child·Observation·Portfolio·is·intended·to·provide·students·with·a·sequential·opportunity·to·observe·and·record·specific· developmental·information·on·individual·children·from·three·of·four·developmental·ages---infancy,·toddlerhood,·preschool·and· elementary·school·age.··The·observations·will·include·opportunities·to·develop·greater·awareness·and·understanding·of·the·multiple· influences·on·each·child.··The·student·will·then·utilize·the·observation·information·gained·to·consider·and·reflect·on·how·to·create·a. individually·supportive,·developmentally·appropriate,·culturally·sensitive·learning·environment·to·meet·each·individual·child's·needs
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Step·1:·Signed·Permissions·(Std.·2c,·SS1)—·Week·1—·3·points¶

A.·**(2c)You**·MUST·have·signed·permissions·from·each·child's·family·**BEFORE**·receiving·your·observation·checklists.· REMEMBER·a·Preschooler·aged·3-5·years·is·required.··Submit·signed·permissions·in·Blackboard·E-mail·¶
B.·**(2c)**·You·must·also·secure·child·care/afterschool·program·and·child's·home·observation·permission·for·each·child.·¶
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Step·2:·Observation·Checklists—·(Std.·3c)—·Week·2—·3·points¶

(3c) Upon·receipt·of·the·signed·family·permission·forms,·you·will·receive·copies·of·an·age-related·child·observation· checklist·to·be·completed.··NOTICE·the·FACTUAL·NATURE·of·the·Checklist·as·your·individual·observation·should·be·as· factual,¶

SLO 2: CHD 205

Key Assessment 5
CHD 205/CHD 231 – Ethical Dilemma with Educational Philosophy
Journal Assignment

160 points total
REMINDER: Key Assessments are to be retained.

NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 1: Child Development and Learning in Context
    1a: Understanding the developmental period of early childhood from birth to age 8
NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
    4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children
      and to the needs of each child
NAEYC Standard 6: Professionalism as an Early Childhood Educator
    6a: Identifying and involving themselves with the early childhood field
    6b: Knowing about and upholding ethical and other professional guidelines
    6d: Engaging in continuous, collaborative learning to inform practice
NAEYC Supportive Skills: 1. Self-assessment and self-advocacy
            2: Mastering and applying foundational concepts from general education
            3: Written and verbal skills
            4: Making connections between prior knowledge/ experience and new learning
            5: Identifying and using professional resources

ASSIGNMENT OVERVIEW – *The NAEYC Code of Ethics was intended to serve as a thoughtful, researched guide for individuals working in the Early Childhood field. Daily decisions are made by teachers and administrators in response to situations. The Code provides ideals and principles to be considered as important decisions are being made that have the potential to positively or negatively impact children, families and programs.*

SLO 3: CHD 214

NEAYC Code of Ethical Conduct -- Part 7 of 7 -- YouTube

You will find a series of seven YouTube videos explaining the history, purpose, and use of the Code of Ethical Conduct. You are to view a MINIMUM of FOUR (more preferred) of the videos. Two of the videos: *#2-Overview* and *#3-Use* are **REQUIRED**, as is either *#4 Scenario OR #5 Scenario*, you are to choose the remaining video to view. Then answer the following questions in a word document to be placed at the beginning of your Ethical Dilemma Journal. **(6b)**

C. → The Codes Reflection Questions based on hard copy of the Code and YouTube videos.

1. → *In the NAEYC Code of Conduct (CHD 205) begins with a Preamble. The NAA Code (CHD 231) begins with an introduction. Describe your understanding of the purpose of the respective Code as set forth in the document.*
2. → *All — NAEYC Code identifies Core Values that lay the foundation for the Code. Choose two of the Core Values and explain in two or more paragraphs why, for his time, these two Core values speak more strongly to you.*
3. → *Both Codes are divided into four sections. Identify the four sections and discuss the one section you feel is least considered in our profession and why you feel it is not considered as much. (one paragraph MINIMUM)*
4. → *Both Codes identify the same basic overriding principle. What is it and what does it say to you? (one paragraph MINIMUM)*
5. → *The NAEYC Code closes with a statement of Commitment? Choose two of the Statements that for this time speaks most to your personal commitment and discuss why. (one paragraph MINIMUM)*
6. → *In NAEYC YouTube #2 on the Code Overview, Stephanie Feeney discusses three things we bring to our work. Choose one and reflect on it and how you see it impacting your work with young children.*
7. → *In NAEYC YouTube #2, the mission and the purpose of the Code are explained. In your own words, explain both as you see them.*
8. → *Describe your thoughts regarding the "Ethical Scenario YouTube" you choose to view.*
9. → *Reflect on the following comment by Lillian Katz quoted in YouTube video #2 "The more powerless the client is in relation to the practitioner in any profession, the more imperative the professional ethics becomes."*