



Program: Child Development

Assessment period: 2021-2022

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.

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1: Demonstrate competency and develop awareness of multiple influences on children. Demonstrate and record specific developmental information on children, infants through school-age.</p>	<p>Student successful completion of CHD 201 – Child Observation Portfolio</p> <p>Key Assessment Assignment #1 Student must pass the Key Assessment with other requirements to pass the course.</p>	<p>At least 70% will successfully score average or above average on the assignment rubric.</p>	<p>15 of 19 students scored average (70%) or above on their Child Observation Portfolio.</p>	<p>Benchmark met: Continuing to incorporate live classrooms into the course in addition to adding timed and weekly reminders to help students successfully complete each element of the assignment has proven successful. We will continue to reflect on teaching strategies that work and incorporate</p>

				alternative strategies for success. This assessment did not meet the benchmark last year as we were still exploring pathways to success with the adding of night and weekend help sessions. We have also proposed that this course will have a prerequisite of only being for child development majors which will allow for direct focus on the program's student data.
SLO 2: 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.	17 of 21 students scored average (70%) or above on their Comprehensive Unit Planning Assignment	Benchmark met: Continuing to incorporate live classrooms into the course in addition to adding timed and weekly reminders to help students successfully complete each element of the assignment has proven successful. We will continue to reflect on teaching strategies that work and incorporate alternative strategies for success. We have also proposed that this course will have a prerequisite of only being for child development majors which will allow for direct focus on the program's student data.

<p>SLO 3: Develop competencies necessary to meet the needs of children and their families.</p>	<p>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.</p>	<p>At least 70% will successfully score average or above average in courses.</p>	<p>10 of 15 students scored average (70%) or above on their Family Focus Project</p>	<p>Benchmark not met: This course over the fiscal year included students who were not child development majors. They were not willing to commit to the required observations and research due to this not being a required course for their major. While we know the current implemented teaching strategies work for student success, we have proposed that all Key Assessment courses require that students are Child Development majors to help improve our data of successful completers.</p>
<p>SLO 4: Select and implement creative and age-appropriate experiences for young children.</p>	<p>Student successful completion of CHD 202 Creative Activities with Inclusive Adaptations and Diversity Plans.</p>	<p>At least 70% will successfully score average or above average in courses.</p>	<p>17 of 29 students scored average (70%) or above on their Creative Activities Inclusive and Diversity Plans</p>	<p>Benchmark not met: While this assessment was taught in sections and submitted in sections, it is unknown if the students used their time wisely which affected their ability to submit the assignment or submit the assignment with all of the requirements met. It is also unknown if the information was clearly understood. To help with this for live classrooms in the course, we will incorporate classroom discussion on each element to allow for</p>

				students to demonstrate their understanding of adaptations and diversity in child development before they submit each section by providing examples of the following: health and safety, science, math, social studies, food, music, and two-three-dimensional art.
Plan submission date: 9/26/2022			Submitted by: Dr. Cindy Shackelford	

SLO 1

Key Assessment 1 CHD 201 – Child Observation Portfolio

45 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 birth through age 8
- 1b: Understanding and valuing each child as an individual

NAEYC Standard 2: Family, Teacher Partnerships and Community Connections

- 2a: Knowing about, understanding and valuing the diversity of families.
- 2c: Using community resources to support young children's learning and development.

NAEYC Standard 3: Child Observation, Documentation and Assessment

- 3a: Understanding that assessments are conducted to make informed choices about instruction and for planning
- 3b: Knowing a wide range of types of assessments, their purposes, and their associated methods and tools
- 3c: Using screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate

NAEYC Standard 4: Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

- 4a: Understanding and demonstrating positive, caring and supportive relationships and interactions

NAEYC Standard 6: Professionalism as an Early Childhood Educator

- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education

NAEYC Supportive Skills:

- Self-assessment and self-advocacy
- Mastering and applying foundational concepts from general education
- Written and verbal skills
- Making connections between prior knowledge/ experience and new learning

NOTE: THIS ASSIGNMENT WILL TAKE MORE THAN TWO OR THREE WEEKS TO COMPLETE! There are seven steps laid out for you week by week. If you wait to the last minute to complete it, it will be a challenge. [You can submit the Assessment Early!](#)

REMINDERS: CONFIDENTIALITY IS REQUIRED
BE FACTUAL!
REMEMBER YOU ARE NOT A DIAGNOSTICIAN.

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SLO 1

KEY ASSESSMENT 1 - CHD 201 – Child Observation Portfolio – 45 pts

NAEYC Standards and Skills	Meets Professional Development Standards	Emerging Professional Development Standards	Does not meet Professional Standards	Point Value-Comments
Step 1				
Supportive Skill 2: Mastering and applying foundational concepts from general education	All family and program observation sites permission forms included for each child	Omitted one- or two-family permission forms/ or program observation sites	One or no observation sites or permission forms included	
Step 2				
Supportive Skill 2 Mastering and applying foundational concepts from general education	All age-appropriate observation checklists with comments completed	At least one or two age-appropriate observation checklists with comments is completed	Incomplete or no age-appropriate observation checklist(s).	
Step 3				
Standard 1a Knowing and understanding young children's characteristics and needs, from birth through age 8.	Used more than two methods of observation for documentation that focused on each child's characteristics and needs.	Used two methods of observation for documentation that focused on each child's characteristics and needs.	Observations do not meet observational documentation	
Standard 1b Knowing and understanding the multiple influences on development and learning	Multiple theoretical connections are made in the observation summaries.	Limited theoretical connections are made in the observation summaries.	No theoretical connections are made in the observation summaries.	
Standard 3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, and data collection	Detailed description of specific observations for each child and supporting information are placed in a thoughtful, logical way	Description of specific observations are present however lack supporting information	Limited or missing and description of observations and lacking supporting documentation	
Step 4				
Standard 2a	Detailed description of family and community	Adequate description of description of family and	Limited or no description of description of family and	

SLO 2

CHD 206/CHD 231 – Comprehensive Unit Planning Assignment Key Assessment 4 105 points

REMINDER: Key Assessments are to be retained.

NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understanding and demonstrating positive, caring and supporting relationships and interactions
 4b: Understanding and using teaching skills that are responsive to the learning trajectories of young children and to the needs of each child
 4c: Using a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies

NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum:

5a: Understanding content knowledge and resources in academic disciplines: language and literacy, the arts- music and movement, dance, drama, visual arts; mathematics, science, physical activity, physical education, health and safety; and social studies
 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child

NAEYC Supportive Skills:

- Mastering and applying foundational concepts from general education
- Written and verbal skills

ASSIGNMENT OVERVIEW – Unit planning is an important tool for classroom teachers. It promotes the teaching-learning process and helps teachers maximize each and every child's learning potential based on the knowledge of how children grow and develop as well as the ongoing observation and assessment. Planning also provides organization and helps provide focus to the activities within the classroom for each child.

This assignment is intended to provide students with the opportunity to plan a comprehensive, developmentally appropriate, topical unit of study, including all of the components and considerations incorporated in the classroom learning opportunities. Components included in the assignment are a concept board and lesson plans. Unit planning considerations to include are: addressing all developmental areas for each and every child (socially, emotionally, mentally, and physically), all senses (seeing, feeling, tasting, smelling, and hearing), and child-initiated or teacher directed activities, as well as a concept board and lesson plans.

Please label each section with the appropriate heading.

Part 1: Unit Web: (Standards 4b, 4c, 5c)

- (4b)The student will develop a unit of study on one chosen curriculum topic.
 - This unit can be brainstormed in a rough draft format then placed in a web format with the chosen curriculum topic in the center.
- (5c)Surrounding the center topic should be various subject areas, such as art, science, outdoor play, books, sand/water play, etc.
 - Each of these subject areas should have 3 to 4 activities listed that focus on the chosen curriculum topic.

- (4c)Students will then develop a color code for their web that includes a color for each of the four developmental areas (social, emotional, mental, and physical), senses (seeing, feeling, tasting, smelling, and hearing), and child-initiated or teacher-directed (11 colors in all).
- (4b)Each activity in the various subject areas will be color coded for a major developmental area, and either child-initiated or teacher-directed (3 colors) to show a well-rounded curriculum.
 - Students should see a variety of colors when they are finished color coding their web.
 - If there is not a variety of colors the student may have too many activities that focus on one developmental area or one sense, or the teacher may be overly involved and therefore not promoting autonomy or not involved enough and therefore not building positive relationships with children.
- (4b)The finished web should be displayed on a poster in a professional manner, neat and organized with a color code legend. (Take a picture of your finished web. Place your picture in your document.)
 - Pictures of your poster should be inserted into your word document. DO NOT download jpg pictures to the Assignments tab. They will not be opened! It is important that when you turn your work in online, that you have ONE complete document with ALL your work in the order given here. Work that is turned in in pieces will not be graded.

Part 2: Lesson Plans: (Standards 5a, 5b)

- (5b)The student will choose four activities from the various subject areas on their web that focus on their curriculum topic and create developmentally appropriate lesson plans for each.
 - Each lesson plan should include Name of activity, objectives, materials, procedures, cultural, linguistic, and ability diversity and evaluation/reflection.
- (5a)Lesson plans should be detailed, organized, typed, and follow the guidelines from the text. Unit Planning (Chapters 11, 14,19)

The student will choose four activities from the various subject areas on their web that focus on their curriculum topic and create developmentally appropriate lesson plans for each. Each lesson plan should include the following...(5b)

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SLO 2

Re: Key Assessment Courses in Child Development Program (Prerequisite Needed)



From: Cindy Shackelford <cindy.shackelford@jeffersonstate.edu>
 Sent: Monday, October 24, 2022 10:52 AM
 To: Adam Goodman <ahgoodman@jeffersonstate.edu>; Deborah Foster <deborah.foster@jeffersonstate.edu>
 Cc: Brian Gordon <brian.gordon@jeffersonstate.edu>
 Subject: Key Assessment Courses in Child Development Program (Prerequisite Needed)

Greetings!

I hope that you are doing well.

We have been noticing over the past year or more that education and other majors are registering for our CHD courses and the majority of them are not finishing the courses or failing them which affects our pass rate for NAEYC accreditation approval.

None of our CHD courses are electives and we have five that directly count against our program in pass rates when students drop or do not complete the courses. All students should use their Degree Works to select their courses still needed to graduate or receive advising help. If they are using their Degree Works, the following courses are not listed as still needed for them, so we are not sure why they are choosing these courses or if they are being told to.

After review of grade data, which is in the red in these courses, we have spoken with NAEYC (National Association for the Education of Young Children), and we will need prerequisites for the following Key Assessment courses.

The prerequisite needs to state:
Must be child development major only.

The following five Key Assessment courses need to have this prerequisite:

- CHD Development 201
- CHD Development 214
- CHD Development 210
- CHD Development 206
- CHD Development 205

Key Assessment Courses in Child Development Program (Prerequisite Needed)

...



Barry Graves

To: Adam Goodman; Cindy Shackelford
 Cc: Brian Gordon; Deborah Foster

The requested updates have been made in Banner.

I will also place earmark this email for the 2023-2024 Catalog update cycle. Thank you.

Cheers,

Barry Graves
 Director of Articulation & Registrar
 Phone: 205-856-7757
 bary.graves@jeffersonstate.edu | https://www.jeffersonstate.edu



SLO 3

Key Assessment 2 CHD 214 – Family Focus Project

70 points total – 3 sections
REMINDER: Key Assessments are to be placed in your professional portfolio

NAEYC ASSOCIATE DEGREE STANDARDS FOCUS

NAEYC Standard 2: Building Family and Community Relationships
 2a. Knowing and understanding diverse family and community characteristics
 2b. Supporting and engaging families and communities through respectful, reciprocal relationships
 2c. Involving families and communities in their children's development and learning

NAEYC Standard 1: Promoting Child Development and Learning
 1d. Knowing and understanding the multiple influences on development and learning

NAEYC Standard 6: Becoming a Professional
 6b. Knowing about and upholding ethical standards and other professional guidelines
 6c. Engaging in continuous, collaborative learning to inform practice, using technology effectively with young children, with peers, and as a professional resource
 6e. Engaging in informed advocacy for children and the profession.

NAEYC Supportive Skills:
 1. Self-assessment and self-advocacy
 2. Written and Verbal Communication
 3. Making Connections between prior knowledge and new learning
 5. Identifying and Using Professional Resources.

REMINDEES: CONFIDENTIALITY IS REQUIRED

ASSIGNMENT OVERVIEW – The most impactful relationships for a young child is that child's family. Therefore as teachers of young children it is important to encourage and include families as a part of the "classroom team" to strengthen the positive impact on a child's life and to provide meaningful reciprocal relationships for all. The Family Focus Project is intended to provide students with a greater understanding of the diversity of families found in classrooms and a greater appreciation and need to work with diverse families.

Students will interview families. The interview are to provide students with examples of the various constructs of families found in each classroom. Through reflection of the interview information and utilizing professional and community resources, the student will develop a meaningful, respectful family workshop to appropriately and effectively address identified challenges and questions in support of the families.

Section 1: Family Interview: 30 points – 10 points each (Focus: Standards 2a, 2b, 6b)
 Make arrangements to interview three families with young children (birth to 5*). Mix and match to include as many as possible of the following criteria: (1) at least two of the families need to have a child in same form of care outside the home, (2) include at least one father, (3) one family of an infant-toddler, (4) one family needs to have multiple children, (5) one family should have a child with a disability or English as their second language. Be polite and considerate when scheduling the interview. Schedule the interview at their convenience first. Use this form as a guide for the questions.

Note there are three sections for ALL families to answer. You are to develop two thoughtful interview questions to include in the interview. Take brief reminder notes during the interview. Don't keep them waiting while you try to write down everything they say. Remember they are volunteering their time, sharing their information, and helping you complete an assignment! Include a copy of each thank you note (send the original one). Each thank you note should be professional in presentation and demonstrate respect unique to each family.
 Each interview is to be a minimum of 2-typed pages (6- 1000 pages) and INCLUDE THE FOLLOWING INFORMATION AT THE TOP OF EACH INTERVIEW.

Lastly, prepare thank you notes and send to EACH family. Personalize your thank you for each family and thank them for their willingness to share information about their family with you and for taking time from their busy schedules to help you complete an assignment! Include a copy of each thank you note (send the original one). Each thank you note should be professional in presentation and demonstrate respect unique to each family.
 *Through age 8, for After-school degree track ONLY

Section 1: Family Interview (cont.)

Interview Guide

Name of Interviewee: _____ Date of Interview: _____
 Age of Child(ren): _____ Relationship to child(ren): _____

Describe the family demographic information and characteristics, family type, living situation, siblings, others in the home, etc. Provide background on the child care arrangements (description of the type of program, center/family child care/ Head Start/other)

- FOR ALL FAMILIES-PART A**
 - What was your reaction to parenthood: adjustments, positive and negative aspects, changes in adult relationships and lifestyles?
 - How do you think the role of family has changed since your parents' generation?
 - What do you feel are the greatest family challenges today?
 - Describe a typical day with your child(ren)
- For families with an Infant-Toddler:**
 - What are your greatest challenges with your child?
 - What do you enjoy about your child at this age?
- For families with multiple children:**
 - Did you experience a change in family dynamics when the second child came along?
 - What are some examples of these changes?
- For families with a child with a disability or where English is the second language:**
 - What are the additional challenges you feel you face in trying to meet the needs of your child?
 - Do you feel child care programs are working to meet your child's needs?
 - How do you think child care programs could better meet this need(s)?
- For families with children in an out of home program**
 - What do you look for when seeking an out of home care for their child(ren)?
 - What convinced you that this was the right program for your child?
 - What do you want in terms of your own involvement with the child care program and the teacher?
 - What are some things you feel you have gained from your child's teacher?
 - What is an example of a time when you felt you and the teacher were working as partners?
 - What do you see as a benefit of the teacher and family working together?
 - Have your child care experiences been positive or challenging?
 - What, if anything, would you want to see changed or improved in child care programs?
 - What do you think could be barriers to communication between a teacher and family?
- FOR ALL FAMILIES- PART B**
 - Do you feel businesses and communities benefit from having quality child care? How? If not, why?
 - How do you feel communities and our state can better support young children and families?
 - Are you aware that scientific studies are now proving what we have known for years that the first years are the most formative years in a person's life?
 - Are you aware that Alabama has the second highest percentage of children in out of home care in the country according to a recent national study?
 - Are you aware that being a licensed child care program means meeting a MINIMUM health and safety standard?
- FOR ALL FAMILIES- PART C** – Develop two professional, thoughtful questions of your own to ask?

THANK YOU NOTES Reminder!

Section 2: Family Interviews Reflection: 20 points (Focus on Standards: 1b, 6d, ss3, ss4)
 Utilizing the information from each of the three interviews in Section 1 and focusing on the NAEYC Standards, prepare a minimum of 2-typed pages summary/reflection of the interviews. REMINDER: Remain as factual as possible. Refer to the standards in your summary.

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SLO 3

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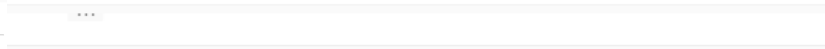
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Key Assessment Courses in Child Development Program (Prerequisite Needed)



BG Barry Graves
 To: Adam Goodman; Cindy Shackelford
 Cc: Brian Gordon; Deborah Foster

The requested updates have been made in Banner.

I will also place earmark this email for the 2023-2024 Catalog update cycle. Thank you.

Cheers,

Barry Graves
 Director of Articulation & Registrar
 Phone: 205-856-7757
barry.graves@jeffersonstate.edu | <https://www.jeffersonstate.edu>



SLO 4

MAJOR ASSIGNMENTS

It will be your responsibility to read the textbook in its entirety. Reading assignments are paced. It's important to stay current or ahead on your assignments.
 Feel free to read and work ahead.
 Respect your work. Quality of work counts.
 Be sure to have your name posted on all work. Be sure all work is yours!
 No commercially prepared activities - No File Folder games - No Xeroxed activities! All assignments must be TYPED and submitted as a Word or PDF format. Font should be Times New Roman point 12. Late assignments are accepted up to 7 days beyond the due date a penalty of 10%.

1. Topic Paper (28 points, 15 points for paper, 5 points for correct bibliography, 5 points for final paragraphs, 3 points for paper proofread by GRAMMAR COMPETENT individual)
 Select an important artist/musician. Prepare a TWO-page (800 word minimum) topic paper. The first page should focus on the biography of the artist or musician you chose. For the second page include two paragraphs minimum. On the second page for the first paragraph you are to select the artist/musician's work of art or music composition. In the paragraph be sure to include the title of the work, tell what attracted you to the work and describe the art/music in your own words. In the second paragraph, describe an activity you would use to introduce young children to this artist/musician (other than showing them a picture, telling them a story, and reading a book). The paper will have a title page, and a reference page with at least three references.

2. Creative Classroom Assessment: (30 points) Print from Blackboard and complete.

3. Creative Activities with Inclusive Adaptations and Diversity Plans (Activity Entries) - (72 points - 4 points each activity, 2 from each group below), 2 points each activity entry. Choose 2 brand new art activity for each of the following themes. Prepare two activity entries using the format shown below. Activities must include adaptations for special needs. Activities must also consider diverse groups of children and involve cultural influences. NO FILE FOLDER ACTIVITIES
 *Remember thoroughness and neatness counts! You are on your honor to do new-to-you activities!

- Infant/Toddler Art
- 2D-3D Art
- Dramatic Play
- Health and Safety
- Science and Math
- Food and Social S.

The Activity Entries must include the following information.

Type as an entry in a Word document	SUBJECT AREA/THEME:
NAME OF ACTIVITY:	
OBJECTIVE(S):	
MATERIALS NEEDED:	
PROCEDURES:	
ACTIVITY SOURCE (Book Title, Unit and Page #):	
EVALUATION OF THE ACTIVITY:	
COMPANION CHILDREN'S BOOK	Your Name/Date

4. Music and Art Hunt (15points) Art - See how many different everyday kinds of things can be found for use in art projects, like leathers, buttons, etc. (7 item minimum) Take a picture of each of your objects to upload to blackboard. USE YOUR CREATIVE MIND TO COME UP WITH DIFFERENT IDEAS! In a Word document type the objects. Music - Collect five props you can use with songs or piece of music and take a picture of each to upload to Blackboard. In a Word document type the objects and the song it would go with. (Example: A stick pony to "ride" to the "William Tell Overture"). (NO pre-prepared items like store bought instrument, etc. Choose multipurpose objects.

Title page required for typed lists.

5. Creative Experiences Children's Books and Internet sites (30 total points - 2 points each) - Read books and locate internet sites related to creative experiences, art, music, movement, etc. Use 8 titles of children's books and 5 Internet sites located at the end of many units and 2 "art-related" books. Summaries should be typed as entries in a Word document. Title page required.

Topic	
Title of Book or Name of Internet Site	
Book - Author (Last Name, First Name)	Illustrator (Last Name, First Name)
Copyright Date.	Publisher
Internet Site - attach original copy of Summary of the book/site (three to four sentence minimum) Points will be deducted for less than 3 sentences	
Your evaluation of the book/site and its classroom use. (one sentence minimum)	
Your Name/Date	

6. Gallery of Art Stages and Student Evaluation Project (35 total points). Observe children (minimum of 5) of various ages engaged in art activities, drawing or painting.

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SLO 4

