

**Assurance of Student Learning  
2019-2020**

College of Health and Human Services

Applied Human Sciences

Early Childhood Education Director Certificate (1739)

**Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.**

**Student Learning Outcome 1: Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.**

Instrument 1     Direct: FACS 335 Curriculum Project

Instrument 2     Direct: FACS 336 Curriculum Project

Instrument 3     Direct: FACS 191 Observation Assignment

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

**Student Learning Outcome 2: Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.**

Instrument 1     Direct: FACS 299 Resource File

Instrument 2     Direct: FACS 335 Curriculum Project or FACS 336 Curriculum Project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

**Student Learning Outcome 3: Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.**

Instrument 1     Direct: FACS 299 Resource File

Instrument 2     Direct: FACS 335 or FACS 336 Curriculum Project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.

Met

Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

This was the first year for the certificate, and only one student completed the program. Thus, data would not provide a program-level assessment. The assessment process for 2019-2020 will look to review a pool of students for program-level assessment.

<b>Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.</b>		
<b>Instrument 1</b>	<b>Direct: FACS 299 Resource File</b>	
<b>Instrument 2</b>	<b>Indirect: FACS 191 Observation Assignment</b>	
<b>Instrument 3</b>	<b>Indirect: FACS 336 or FACS 335 Curriculum Project</b>	
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.		Met
		Not Met

<b>Student Learning Outcome 1</b>			
<b>Student Learning Outcome</b>	<b>Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children.</b>		
<b>Measurement Instrument 1</b>	Direct: Observation assignment in FACS 191 Child Development		
<b>Criteria for Student Success</b>	students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 2</b>	Direct: FACS 335 Curriculum Project or FACS 336 Curriculum Project		
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>	students achieve “meets expectations” or higher	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			

<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>	students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>	<b>80 %</b>	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			
			<b>Met</b>
			<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

**Student Learning Outcome 2**

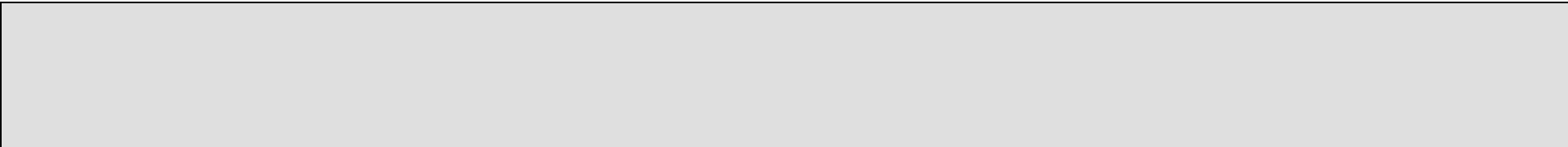
<b>Student Learning Outcome</b>	<b>Student Learning Outcome 2: Students know and understand children’s characteristics and needs from birth to age eight and can use developmental knowledge to create developmentally appropriate curriculum for young children and families.</b>		
<b>Measurement Instrument 1</b>	Direct: FACS 299 Student Resource File		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 2</b>	Direct: FACS 335 Curriculum Project or FACS 336 Curriculum Project.		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>			<b>Met</b>
<b>Not Met</b>			
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			

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<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	<b>Students can demonstrate an understanding of state and national regulations and laws pertaining to the education of young children, methods for supervising staff and their development, and financial management and marketing in the early childcare setting.</b>		
<b>Measurement Instrument 1</b>	Direct: FACS 299 Resource File		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>	80%	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 2</b>	Direct: FACS 336 Curriculum Project. Or FACS 335 Curriculum Project.		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Data will be collected in FACS 299 and FACS 336 Spring 2020 and in FACS 335 Fall 2020. Upon collection and analysis of data, discussions will take place among faculty teaching these and the prerequisite classes about student performance. If student performance is below the target expectations, a discussion will take place about what needs to happen in the courses to make certain students understand the concepts, are able to apply them and understand expectations of the assignments for the measurement instruments. Plans for teaching and assessment adjustments will be made upon the completion of these discussions.			

**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

<b>Student Learning Outcome 4</b>			
<b>Student Learning Outcome</b>	<b>Student Learning Outcome 4: Students demonstrate an understanding of the NAEYC Code of Ethics when working with children, families, and faculty.</b>		
<b>Measurement Instrument 1</b>	Direct: FACS 299 Resource File		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 2</b>	Indirect: FACS 191 Observation Assignment		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>	Indirect: FACS 335 or FACS 336 Curriculum Project		
<b>Criteria for Student Success</b>	80% students achieve “meets expectations” or higher		
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>			<b>Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			<b>Not Met</b>



**Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

# FACS 335 Infant and Toddler Curriculum Project

## Key Assessment #4 Rubric

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
<b>1. Child Development</b>			
1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction did not include toys/materials that are age appropriate, included materials that do not create healthy, respectful, supportive or challenging learning environments and/or rational for the toys/materials was not provided.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rational supported developmentally appropriate methods. Rational for selection were supported with research.
<b>2. Family and Community Relationships</b>			
2c. involving families and communities in young children's development and learning	The family involvement plan was incomplete and/or did not include multiple methods for involving the family in the curriculum plan. Methods did not meet the requirements set for the family materials.	Family involvement component included ways to involved children's families in the classroom and at least two (2) activities to send home which fit assignment requirements.	Family involvement component included ways to involved children's families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rational for the materials included.
<b>3. Observing, Documenting and Assessing</b>			
3a. understanding the goals, benefits, and uses of assessment-including its use in development	Student did not use information gleaned during their observations in the development	Student did use information gleaned during their observations in the development of their goals	Student did use information gleaned during their observations in the development of their goals



## FACS 335 Infant and Toddler Curriculum Project

### Key Assessment #4 Rubric

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
of appropriate goals, curriculum, and teaching strategies for young children	of their goals and objectives or in the development of their curriculum activities.	and objectives or in the development of five of their curriculum activities and provided specific information from the observations to support these five activities.	and objectives and in the development and selection of seven or more curriculum activities and provided specific information from the observations to support these activities.
<b>4. Using Developmentally Effective Approaches</b>			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	Student did not discuss the importance of positive, interactive relationships in their teaching philosophy statement.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching AND students incorporate material about respectful, responsive, and reciprocal relationships.
4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	Project introduction does not include effective strategies, classroom setups or schedules for teaching infants and toddlers. Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an infant and toddler classroom and incorporates current guidelines and research. PLUS the project introduction incorporates

## FACS 335 Infant and Toddler Curriculum Project

### Key Assessment #4 Rubric

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
			positive practices observed and integrates these.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Activities did not vary in type of learning approach or were developmentally inappropriate. Accommodations and adaptations were not made.	Activities included a variety of teaching approaches and utilized at least 4 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made.	Unit activities included a variety of different teaching approaches and utilized ALL 8 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made AND rational was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection on goals objectives, and activities was not provided or did not reflect a depth or breadth of understanding. Reflections were not supported by references and did not provide insight about the teaching models used in the development of the materials.	Reflection on goals objectives, and activities reflected a depth and breadth of understanding. Reflections were supported by references and did provided insight about the teaching models used in the development of the materials.	Reflection on goals objectives, and activities reflected a depth and breadth of understanding. Reflections were supported by references and did provided insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations were provided.
<b>5. Content Knowledge for Meaningful Curriculum</b>			
5a. understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual	Infant and toddler activities did not incorporate at least 4 of the areas listed with this standard for each age group.	Infant and toddler activities incorporated at least 4 of the areas listed for each age group and indoor/outdoor areas.	Infant and toddler activities incorporated MORE than 4 of the areas listed with this standard for each age group and indoor/outdoor areas.

# FACS 335 Infant and Toddler Curriculum Project

## Key Assessment #4 Rubric

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
arts; mathematics; science, physical activity, physical education, health and safety; and social studies			
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Logic for goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC Developmentally Appropriate Practices, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC standards, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester PLUS additional professional sources.
<b>6. Professional</b>			
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum was not included or did not include the six elements required in the assignment or answers were not explained or referenced.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding AND supported by material from observations.
<b>7. Observation</b>			
7a. opportunities to observe and practice in at least two of the three early childhood age groups (b-3, 3-5, 5-8)	Less than four hours of observations were conducted or included.	At least four hours of observations in infant and toddler classrooms were conducted.	At least four hours of observations in infant and toddler classrooms were conducted and appropriate incorporated into the project.

# FACS 336 Preschool and Pre-K Curriculum Project

## Key Assessment #4 Rubric

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
<b>1. Child Development</b>			
1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children	Classroom setup/arrangement section of the project introduction did not include toys/materials that are age appropriate, included materials that do not create healthy, respectful, supportive or challenging learning environments and/or rationale for the toys/materials was not provided.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rationale supported developmentally appropriate methods.	Classroom setup/arrangement section of the project introduction was comprised of toys/materials that are age appropriate, and included materials that create healthy, respectful, supportive or challenging learning environments as studied throughout the semester. Details about rationale supported developmentally appropriate methods. Rationale for selection were supported with research.
<b>2. Family and Community Relationships</b>			
2c. involving families and communities in young children's development and learning	The family involvement plan was incomplete and/or did not include multiple methods for involving the family in the curriculum plan. Methods did not meet the requirements set for the family materials.	Family involvement component included ways to involve children's families in the classroom and at least two (2) activities to send home which fit assignment requirements.	Family involvement component included ways to involve children's families in the classroom and at least two (2) activities to send home which fit assignment requirements AND included a well-supported rationale for the materials included.
<b>3. Observing, Documenting and Assessing</b>			
3a. understanding the goals, benefits, and uses of assessment-including its use in development	Student did not use information gleaned during their observations in the development	Student did use information gleaned during their observations in the development of their goals	Student did use information gleaned during their observations in the development of their goals

# FACS 336 Preschool and Pre-K Curriculum Project

## Key Assessment #4 Rubric

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
of appropriate goals, curriculum, and teaching strategies for young children	of their goals and objectives or in the development of their curriculum activities.	and objectives or in the development of five of their curriculum activities and provided specific information from the observations to support these five activities.	and objectives and in the development and selection of seven or more curriculum activities and provided specific information from the observations to support these activities.
<b>4. Using Developmentally Effective Approaches</b>			
4a. understanding positive relationships and supportive interactions as the foundation of their work with young children	Student did not discuss the importance of positive, interactive relationships in their teaching philosophy statement.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching.	Students teaching philosophy statement refers to relationships with the children as being important elements in teaching AND students incorporate material about respectful, responsive, and reciprocal relationships.
4b. knowing and understanding effective strategies and tools for early education, including appropriate uses of technology	Project introduction does not include effective strategies, classroom setups or schedules for teaching preschool and pre-K children. Project includes inappropriate use(s) of technology or no plan for technology for the classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an preschool and pre-K classroom and incorporates current guidelines and research.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching preschool and pre-K children by including and supporting different teaching methods and plans used in the proposed classroom. The philosophy for technology is appropriate for an preschool and pre-K classroom and incorporates current guidelines and research. PLUS the project introduction

## FACS 336 Preschool and Pre-K Curriculum Project

### Key Assessment #4 Rubric

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
			incorporates positive practices observed and integrates these.
4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Activities did not vary in type of learning approach or were developmentally inappropriate. Accommodations and adaptations were not made.	Activities included a variety of teaching approaches and utilized at least 4 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made.	Unit activities included a variety of different teaching approaches and utilized ALL 8 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills). Activities were developmentally appropriate and acceptable accommodations and adaptations were made AND rational was provided for these.
4d. reflecting on their own practice to promote positive outcomes for each child	Reflection in the lesson plan critic form was not provided or did not reflect a depth or breadth of understanding. Reflections were not supported by references and did not provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflected a depth and breadth of understanding. Reflections were supported by references and did provide insight about the teaching models used in the development of the materials.	Reflection in the lesson plan critic form reflected a depth and breadth of understanding. Reflections were supported by references and did provide insight about the teaching models used in the development of the materials. Suggestions for future applications and/or adaptations were provided.
<b>5. Content Knowledge for Meaningful Curriculum</b>			
5a. understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual	Preschool and pre-K activities did not incorporate at least 4 of the areas listed with this standard for each age group.	Preschool and pre-K activities incorporated at least 4 of the areas listed for each age group and indoor/outdoor areas.	Preschool and pre-K activities incorporated MORE than 4 of the areas listed with this standard for each age group and indoor/outdoor areas.

## FACS 336 Preschool and Pre-K Curriculum Project

### Key Assessment #4 Rubric

Standard/Supportive Skill	Novice (0 points)	Proficient (1 point)	Distinguished (2 points)
arts; mathematics; science, physical activity, physical education, health and safety; and social studies			
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child	Logic for goals, objectives, and activities are not based on NAEYC Developmentally Appropriate Practices and are not substantiated by professional sources.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC Developmentally Appropriate Practices, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester.	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally appropriate according to NAEYC standards, and were evaluated by the student in their reflective summary. Comments in the reflective summary incorporated readings from the semester PLUS additional professional sources.
<b>6. Professional</b>			
6d. integrating knowledgeable, reflective and critical perspectives on early education	Critique of curriculum was not included or did not include the six elements required in the assignment or answers were not explained or referenced.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding.	Critique of curriculum was completed and answers to questions were explained and referenced demonstrating a depth of understanding AND supported by material from observations.
<b>7. Observation</b>			
7a. opportunities to observe and practice in at least two of the three early childhood age groups (b-3, 3-5, 5-8)	Less than four hours of observations were conducted or included.	At least four hours of observations in preschool and pre-K classrooms were conducted.	At least four hours of observations in preschool and pre-K classrooms were conducted and appropriate incorporated into the project.

# FACS 191 Child Development Observation Assignment

## Key Assessment #1 Rubric

<b>FACS 191 Assignment Rubric (Fall 2016)</b>			
<b>Standard/Supportive Skill</b>			
<b>1. Promoting Child Development and Learning.</b>	<b>Does Not Meet Expectations (0-59 points)</b>	<b>Meets Expectations (60-76 points)</b>	<b>Meets and Exceeds Expectations (77-86 points)</b>
1a: Knowing and understanding young children’s characteristics and needs, from birth through age 6.	Responses to questions posed in the assignment specifics, for the final paper, do not address the physical, cognitive, language, and socio-emotional development of the children who were observed. Answers are not comprehensive in their scope nor do they include examples from the child observations.	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed.  In addition, the responses are complete in their scope, including some illustrative and applicable examples from the child observations	Responses to questions posed in the assignment specifics for the final paper, address the physical, cognitive, language, and socio-emotional development of the children who were observed.  In addition, responses are comprehensive in their scope, including illustrative and applicable examples from the child observations.
	<b>Does Not Meet Expectations (0-20 points)</b>	<b>Meets Expectations (21-26 points)</b>	<b>Meets and Exceeds Expectations (27-30 points)</b>
1b. Knowing and understanding the multiple influences on development and learning.	Responses to questions posed in the assignment specifics, for the final paper, do not apply the observations to the developmental domains nor address the Interdependence / Interrelatedness of the four domains.	Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Some appropriate examples from the child observations provide additional support to the discussion.	Responses to questions posed in the assignment specifics, for the final paper, address the Interdependence / Interrelatedness of the four developmental domains. Appropriate examples from the child observations provide clear validity to the discussion.
<b>3. Observing, Documenting &amp; Assessing</b>	<b>Does Not Meet Expectations (0-58 points)</b>	<b>Meets Expectations (59-84 points)</b>	<b>Meets and Exceeds Expectations (NA)</b>



# FACS 191 Child Development Observation Assignment

## Key Assessment #1 Rubric

FACS 191 Assignment Rubric (Fall 2016)			
Standard/Supportive Skill			
<p>3b: knowing and using observation, documentation, and other appropriate assessment tools and approaches.</p>	<p>Observation protocol as outlined in the assignment specifics was NOT followed nor documented</p>	<p>Observation protocol as outlined in the assignment specifics was followed and documented</p> <ol style="list-style-type: none"> <li>1. 5 hours per child, @ least 2 observation visits, with no visit &lt; 3hours.</li> <li>2. Child observed in licensed child care setting.</li> <li>3. No information about the child's identity included.</li> <li>4. Observations completed and submitted in developmental order (infant, toddler)</li> </ol>	<p>N/A</p> <p><u>Note:</u> In order to receive credit for this portion of the assignment ALL requirements for observation protocol must be met. The student either meets or does not meet expectations for this aspect of the assignment.</p>

# FACS 191 Child Development Observation Assignment

## Key Assessment #1 Rubric

	<b>Does Not Meet Expectations (&gt; 3 points)</b>	<b>Meets Expectations (3 points)</b>	<b>Meets and Exceeds Expectations (4-5 points)</b>
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child.	Content of observations was either not included or not formatted in response to assignment specifics.	Content of observations typically followed assignment specifics with occasional lack of detail in: <ol style="list-style-type: none"> <li>1. Description of childcare setting provided.</li> <li>2. Description of observed child's behavior provided.</li> <li>3. Observation format follows a "running record" structure.</li> <li>4. For the most part, it can be determined what the child was doing, and when, during the time they were being observed.</li> </ol>	Content of observations followed assignment specifics: <ol style="list-style-type: none"> <li>1) Detailed description of childcare setting provided.</li> <li>2) Description of observed child's behavior provided.</li> <li>3) Observation format clearly follows a "running record" structure. It can be determined what the child was doing and when during the time they were being observed</li> </ol>
<b>Standard/Supportive Skill</b>	<b>Does Not Meet Expectations (&gt; 6 points)</b>	<b>Meets Expectations (7 points)</b>	<b>Meets and Exceeds Expectations (8-10 points)</b>
<b>SS3: Written and verbal skills</b>	Materials were unclear and contained spelling and grammatical errors. APA format was not adhered to.	Responses written in APA format in complete sentences, with very few spelling and/or grammatical errors.	Responses written in APA format in complete sentences, free of spelling and grammatical errors.

## FACS 299 Administration of Early Childhood Programs Final Project

### Key Assessment #5 Rubric

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
<b>2. Family and Community Relationships</b>			
2b: supporting and engaging families and communities through respectful, reciprocal relationships	Identified LESS than three unbiased responsibilities that a program has toward families and LESS than three responsibilities that parents have to the program.	Identified three unbiased responsibilities that a program has toward families and three responsibilities that parents have to the program.	Identified MORE than three unbiased responsibilities that a program has toward families and MORE than three responsibilities that parents have to the program.
2c: involving families and communities in young children's development and learning	Did not prepare a summary of "talking points" for each of the three activity/learning center to use as a guide (or a staff person) for talking with parents about the importance of these areas and why you have them in your setting.	Prepared a summary of "talking points" for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting.	Prepared a summary of "talking points" for each of the three activity/learning center to use as a guide for talking with parents about the importance of these areas and why you have them in your setting AND included references and professional journal support for the information.
<b>3. Observing, Documenting and Assessing</b>			
3b: knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection	Did not observe the same center in more than one classroom. Assessment of the success of the center did not incorporate readings from the semester.	Observed the same center (dramatic play, arts, nature, writing, reading, manipulatives, etc.) in three classrooms and wrote about the success of the center in each classroom. Readings from the semester were incorporated in the assessment of the centers' success.	Observed the same center (dramatic play, arts, nature, writing, reading, manipulatives, etc.) in three classrooms and wrote about the success of the center in each classroom. Readings from the semester AND extra professional readings were incorporated in the assessment of the centers' success.
<b>5. Content Knowledge for Meaningful Curriculum</b>			

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5a: understanding content knowledge and resources in academic disciplines: language and literacy; arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies	Did not include at least three learning centers and/or provide quality “talking points” to share.	Demonstrated understanding of three learning centers by writing a summary of quality “talking points” to share with parents or teachers about the importance of each learning center.	Demonstrated understanding of three learning centers by writing a summary of talking points to share with parents or teachers about the importance of each learning center AND incorporated research into the talking points.
<b>6. Professional</b>			
6a: identifying and involving oneself with the early childhood filed	<p>Did not locate and summarize two professional early childhood organizations or include what it takes to become a member, member benefits and the organization’s focus.</p> <p>Did not successfully complete the KY self-assessment, outline personal strengths and challenge are in early childhood education or develop a plan for professional development.</p>	<p>Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits, and the organization’s focus.</p> <p>Outlined personal strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and developed a plan for professional development.</p>	<p>Located and summarized two professional early childhood organizations including what it takes to become a member, member benefits and the organization’s focus AND incorporated material about how the student and organization can benefit one another.</p> <p>Outlined strengths in early childhood education and areas in which to improve based on the KY Self-Assessment and develop a plan for professional development AND long-term goals in the field of early childhood education.</p>
6b: knowing about and upholding ethical standards and other early childhood professional guidelines	Did not identify 3 KY regulations and/or summarize the regulations and describe how they would be made stricter and why that is important.	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important.	Identified 3 KY regulations for centers. Summarized the regulations. Described how they would be made stricter and why that is important AND included

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			resources for the supporting argument.
6c: engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource	The developed 3-month training plan for new teachers was not thorough and did not align with KY continuing education regulations.	The developed a thorough 3-month training plan for new teachers aligned with KY continuing education regulations.	The developed a thorough 3-month training plan for new teachers aligned with KY continuing education regulations AND was supported by training resources
6d: integrating knowledgeable, reflective and critical perspectives on early education	Minimal recommendations were made and material submitted was not substantiated utilizing recommended sources.	Recommendations for food changes integrate knowledge acquired in PH 100 Personal Health, HMD 211 Human Nutrition, and from the U.S. Department of Agriculture.	Recommendations for food changes integrate knowledge acquired in PH 100 Personal Health, HMD 211 Human Nutrition, and from the U.S. Department of Agriculture AND include rationale about the importance of these changes for the development of the child.
6e: engaging in informed advocacy for young children and the early childhood profession	Did not submit documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities.	Submitted documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities.	Submitted documentation proving registration for NAEYC's Children's Champions updates and participation in one of the NAEYC advocacy opportunities AND the summary incorporated support for the importance of advocacy in the early childhood field.
<b>7. Early Childhood Field Experiences</b>			
7b: opportunities to observe and practice in at least 2 of the 3 main types of early education settings (early school grades, ccc or homes, Head Start)	Student observed in less than two of the main types of education settings (early school grades, child care center or homes, or Head Start) when observing the	Student observed in two of the main types of education settings (early school grades, child care center or homes, or Head Start) when observing the learning	Student observed in all three of the main types of education settings (early school grades, child care center or homes, or Head Start) when observing the

**Commented [DLB1]:** Describe in greater detail

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### Key Assessment #5 Rubric

	learning center.	center.	learning center.
<b>Supportive Skills</b>			
SS1: Self-assessment and self-advocacy	Plan for personal professional development did not include an assessment of personal skills and abilities.	Plan for personal professional development incorporated assessment of personal skills and abilities.	Plan for personal professional development incorporated self-assessment of personal skills and abilities PLUS included the importance of these skills in the field of early childhood.
SS2: Mastering and applying foundational concepts from general education	Knowledge and information from HMD 211 and PH 100 were not used in the critique of health and nutrition services.	Utilized knowledge from HMD 211 and PH 100 in the critique of health and nutrition services.	Utilized knowledge from HMD 211 and PH 100 in the critique of health and nutrition services AND integrated professional references from HMD 211 and PH 100.
SS3: Written and verbal skills	Written narratives and critiques included spelling and grammatical errors.	Written narrative was typed and free of spelling or grammatical errors.	Written narrative was typed and free of spelling or grammatical errors AND all material was clear and concise, utilizing APA formatting.
SS4: Making connections between prior knowledge/experience and new learning.	Materials from FACS 191, 292, 294, 295, and 296 were not incorporated into the written portions of the project.	Knowledge, information and materials from FACS 191, 292, 294, 295, and 296 were incorporated into written portions of the project.	Knowledge, information and materials from FACS 191, 292, 294, 295, and 296 AND 180 and 311 were incorporated into written portions of the project.