

**Assurance of Student Learning  
2018-2019**

College of Health and Human Services

Applied Human Sciences

Major in Family and Consumer Sciences (563)

**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 can use a broad repertoire of developmentally appropriate teaching/learning approaches.**

Instrument 1    Direct: FACS 295 Curriculum Project

Instrument 2    Direct: FACS 336 Curriculum Project

Instrument 3

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

**Met**

Not Met

**Student Learning Outcome 3: FACS ED majors will know and understand the content needed to be successful in the middle or high school FCS classroom.**

Instrument 1    Praxis II content exam

Instrument 2

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.

**Met**

Not Met

**Student Learning Outcome 4: Students completing the BS degree in Family and Consumer Sciences will be able to apply knowledge and training received to address a relevant concern or issue in the community**

Instrument 1    Direct: FACS 493 Group Project

Instrument 2    Direct: FACS 495 Community Project

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.	Met	Not Met
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<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. (Child Studies Concentration)</b>		
<b>Measurement Instrument 1</b>	Direct: Students in FACS 191 Child Development are required to observe infants, toddler and preschoolers. Upon completion of these fifteen hours of observation, students answer questions requiring the students to apply material from the class and textbook to what they observed. These responses are then measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	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.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	<b>75% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	<b>85%</b>
<b>Methods</b>	Data was collected in FACS 191 fall and spring classes. This was collected as a part of grading for the Observation Assignment and was a part of the grading rubric. Over the sections, students performed at the levels of “meets expectations” or “exceeds expectations” 85% of the time.		
<b>Measurement Instrument 2</b>	Direct: FACS 295 Curriculum Project. Students in FACS 335 will complete a curriculum project for Infant and Toddler classes. One portion of this assignment requires student design a classroom set up. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	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.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	<b>75% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	<b>80%</b>
<b>Methods</b>	Data was collected in FACS 295 fall 2018 class. This was collected as a part of grading for the Curriculum Project and the rubric was completed in addition to their grading rubric but was not counted towards their grade. Students performed at the levels of “meets		

	expectations” or “exceeds expectations” 80% of the time.		
<b>Measurement Instrument 3</b>	<p>Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for a Preschool class. One portion of this assignment requires student design a classroom set up. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”</p> <p>FACS 336 is a new class. Therefore, this data collection point is being added for the 2019-2020 academic year.</p>		
<b>Criteria for Student Success</b>	<p>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.</p> <p>See attached rubric.</p>		
<b>Program Success Target for this Measurement</b>	<b>80% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	
<b>Methods</b>	Data will be collected in FACS 336 for FACS majors. This data will be collected after assignments are submitted in spring 2020.		
<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 (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)</b>			
Data was collected in FACS 191 in fall 2018 and spring 2019 and in FACS 295 in fall 2018. Upon collection and analysis of data, discussions took place about how to best utilize this information and implement it in the classroom. The unit was in the process of transitioning FACS 295 to FACS 335 and shifting the emphasis of the class from curriculum development to understanding and applying concepts of child development to developing classroom setup and practices. Additionally, the shift was made for FACS 296 to 336. Additionally, the implementation of a similar key assessment for FACS 336 was developed in order to measure the application of child development when working with young children.			
<b>Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)</b>			
FACS 335 was taught for the first time in fall 2019 and FACS 336 will be taught for the second time in spring 2020, incorporating the key assessment for this measure.			

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	<b>Students can use a broad repertoire of developmentally appropriate teaching/learning approaches. (Family Studies Concentration)</b>		
<b>Measurement Instrument 1</b>	Direct: FACS 295 Curriculum Project. Students in FACS 335 will complete a curriculum project for Infant and Toddler classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classroom. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	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 National Association for the Education of Young Children (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.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	<b>75% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	<b>80%</b>
<b>Methods</b>	One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classroom. This portion of the assignment is measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Measurement Instrument 2</b>	Direct: FACS 336 Curriculum Project. Students in FACS 336 will complete a curriculum project for Pre-K and Kindergarten classes. One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classroom. This portion of the assignment will be measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<b>Criteria for Student Success</b>	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.  See attached rubric.		
<b>Program Success Target for this Measurement</b>	<b>80% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	<b>85%</b>
<b>Methods</b>	One portion of this assignment requires students to find and evaluate curriculum and another requires students to write curriculum for infants and toddlers and then adapt and enhance that curriculum for other infants and toddlers in the classroom. This portion of the assignment is measured as either “does not meet expectations”, “meets expectations”, or “exceeds expectations.”		
<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 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.)			
Data was collected in FACS 295 in fall 2018. Upon collection and analysis of data, discussions took place about how to best utilize this information and implement it in the classroom. The unit was in the process of transitioning FACS 295 to FACS 335 and shifting the emphasis of the class from curriculum development to understanding and applying concepts of child development to developing classroom setup and practices. Additionally, the shift was made for FACS 296 to 336. Additionally, the implementation of a similar key assessment for FACS 336 was developed in order to measure the application of child development when working with young children.			
<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.)			
Spring 2020 we are implementing student teaching in a pre-K/Kindergarten (FACS 336) and infant and toddler (FACS 335) classrooms. This will require students teach at least one of their designed activities in the classroom setting for supervising teacher approval. Through this, we will have a better assessment of student ability child development not just to the development of curriculum but also in their teaching and interactions with young children.			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	<b>FACS ED majors will know and understand the content needed to be successful in the middle or high school FCS classroom. (Family and Consumer Sciences Education Concentration)</b>		
<b>Measurement Instrument 1</b>	<b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b>		
<b>Criteria for Student Success</b>	Pass the Praxis II FCS Content exam. In Kentucky, a passing score is 153 or above.		
<b>Program Success Target for this Measurement</b>	90% will pass and be eligible to teach FCS at the middle or high school level.	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Praxis II exam for FCS Content administered to students before graduation.		
<b>Measurement Instrument 2</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>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>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.)			

<b>Student Learning Outcome 4</b>			
<b>Student Learning Outcome</b>	<b>Students completing the BS degree in Family and Consumer Sciences will be able to apply knowledge and training received to address a relevant concern or issue in the community</b>		
<b>Measurement Instrument 1</b>	Students in FACS 493 complete a group project. Students develop a six-session family life education program and present one of the sessions in the community. One portion of the assignment includes students presenting their project twice: once in the community and once in FACS 493 class session. As part of the scoring rubric for the class presentation, both the instructors and students evaluate the projects. Only the instructor evaluation scoring rubric was used to as a measurement instrument. This portion of the assignment will be measured as either “does not meet expectations,” “meets expectations,” or “exceeds expectations.”		
<b>Criteria for Student Success</b>	The overall organization and content: topic adequately covered, appropriate for audience. The presentation techniques: speaks clearly, creativity in presentation, engaging, time management, professional dress  See attached rubric.		
<b>Program Success Target for this Measurement</b>	<b>80% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	<b>90%</b>
<b>Methods</b>	Data was collected from the Summer 2019 classroom-based section as part of the group project assignment. Of the student presentations, over 90% met “meets expectations” or higher.		
<b>Measurement Instrument 2</b>	Students in FACS 495 develop and present an individual community project to help raise awareness of domestic and family violence in the community. As part of the project, students turn in a written report that details not only the content of their projects, but their self-evaluated		

	learning and growth. The project is evaluated using a separate rubric to measure students in one of three categories: “does not meet expectations,” “meets expectations,” or “exceeds expectations.”				
<b>Criteria for Student Success</b>	Students applied knowledge about their topics learned throughout the semester. Students reports included discussion of the project description, why was the topic chosen, target audience, method of delivery, impact on you, impact on target audience, how follow up, future presentations, what knowledge did you need, evaluate your experience, feedback about the assignment, submit item from project, and writing style/grammar.  See attached rubric.				
<b>Program Success Target for this Measurement</b>	<b>90% students achieve “meets expectations” or higher</b>	<b>Percent of Program Achieving Target</b>	<b>95%</b>		
<b>Methods</b>	Data was collected from the Fall 2018 online section as part of the community project assignment. Of the project reports, over 95% met “meets expectations” or higher.				
<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 4.</b>			<table border="1"> <tr> <td><b>Met</b></td> <td><b>Not Met</b></td> </tr> </table>	<b>Met</b>	<b>Not Met</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.)					
Data was collected during fall 2018 for FACS 495 and summer 2019 for FACS 493. The unit discussed the content of FACS 493 and the efficacy of the measurement. It was decided that in the spring 2020 semester, the next time the course will be taught during a long semester, the unit would revisit the course content and student learning outcomes. Data from the FACS 495 course was utilized to determine that students can be better prepared to present their projects. One way to help facilitate this preparation is through the selection of an additional/new textbook for the course. Textbook evaluations will being during fall 2019 and spring 2020.					
<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.)					
FACS 495 will be taught in Fall 2019. FACS 493 will be taught in spring 2020. The measurement instruments for both courses will be evaluated upon the completion of the spring 2020 semester. The new textbook for FACS 495 will also be chosen during the spring 2020 for implementation in fall 2020.					

## FACS 191 Child Development Observation Assignment

FACS 191 Assignment Rubric (Fall 2016)			
Standard/Supportive Skill			
<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 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 295 Infant and Toddler Curriculum Project

Standard/Supportive Skill	Does Not Meet Expectations	Meets Expectations	Meets and Exceeds Expectations
<b>1. Child Development</b>			
1a. knowing and understanding young children’s characteristics and needs, from birth through age 8	Activities developed for infant and toddler curriculum units are not appropriate for the age of the child.	Demonstrates understanding of children’s developmental abilities by utilizing activities that are developmentally appropriate for the age of child.	Demonstrates understanding of children’s developmental abilities by utilizing activities that are developmentally appropriate for the age of child AND student provided explanation for why the activities are developmentally strong.
1c. using developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children	Project introduction did not include material from the class this semester or additional research-based sources and materials.	Project introduction demonstrates depth of understanding regarding teacher and child interaction, classroom environment, and schedules for both the infant and toddler classrooms by integrating research and well-founded material about development into the writing.	Project introduction demonstrates depth of understanding regarding teacher and child interaction, classroom environment, and schedules for both the infant and toddler classrooms by integrating research and well-founded material about development into the writing PLUS all 3 components are 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 did not include multiple methods for involving the family in the curriculum plan.	Family involvement component includes more than 2 methods for involving the family in the unit through involvement in the classroom and/or continuing the lessons at home.	Family involvement component includes methods for involving the family in the unit through involvement in the classroom and/or continuing the lessons at home PLUS students have included

			materials to go home regarding the unit.
<b>3. Observing, Documenting and Assessing</b>			
3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Children observed during the observation sessions were not mentioned in regard to the development of the teaching plan.	Student referenced the preschool class observed and developed specific activities which benefit the children.	Student referenced the preschool class observed and developed specific activities which benefit the children PLUS activities were written specifically for the children who were observed and their developmental abilities.
<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 introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and defending different methods and plans use in the proposed classroom.	Project introduction demonstrates an understanding of effective teaching strategies and tools for teaching infants and toddlers by including and defending different methods and plans use in the proposed classroom AND includes information regarding technology.

4c. using a broad repertoire of developmentally appropriate teaching/learning approaches	Most activities developed for the project are similar in type and less than 4 of the learning avenues discussed in class are used.	Unit activities include a variety of different teaching approaches and utilize at least 4 of the different learning avenues (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills) discussed in class.	Unit activities include a variety of different teaching approaches and utilize ALL 8 (play and exploration, attachment, perception, motor skills, cognition, language, emotions, and social skills) of the different learning avenues discussed in class.
<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 arts; mathematics; science, physical activity, physical education, health and safety; and social studies	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.	Infant and toddler activities incorporated MORE than 4 of the areas listed with this standard for each age group.
5b. knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Activity description, preparation and instructions did not demonstrate an understanding of at least three content areas or academic subjects.	Activity description, preparation and instructions demonstrate an understanding of at least three content areas or academic subjects.	Activity description, preparation and instructions demonstrate an understanding of at least three content areas or academic subjects PLUS additional resources were utilized and referenced resources to assist with the development of the project.
5c. using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally	Logic for goals, objectives, and activities are not based on NAEYC standards 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	Goals, objectives and activities for both age groups are based on the observations that took place earlier in the semester, are developmentally

meaningful and challenging curriculum for each child		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.	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>			
6c. engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource	Activities included inappropriate use of technology or did not include the appropriate use of technology.	At least one or more activities included appropriate use of technology OR the use of technology in the classroom was addressed in the Project Introduction.	At least one or more activities included appropriate use of technology AND the use of technology in the classroom was addressed in the Project Introduction.
<b>Supportive Skills</b>			
SS4. Making connections between prior knowledge/experience and new learning.	Material was not development appropriate and therefore did not pull from knowledge acquired in Child Development. Observations were not or were inappropriately used to develop curriculum. Written material contained spelling and grammatical errors, was not professional or was not in APA format.	Utilized knowledge from Child Development to determine developmentally appropriate activities. Utilized knowledge and experience from Assessment of Young Children to properly observe and apply observation material from infant and toddler classrooms to unit and activity development. Written information was typed and free of spelling or grammatical errors. The information was written in a professional manner and used APA format for all references.	Utilized knowledge from Child Development to determine developmentally appropriate activities. Utilized knowledge and experience from Assessment of Young Children to properly observe and apply observation material from infant and toddler classrooms to unit and activity development. Written information was typed and free of spelling or grammatical errors. The information was written in a professional manner and used APA format PLUS material

			flowed well and was very easy to follow.
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## FACS 336 Preschool and Pre-K Curriculum Project

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
<b>3. 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>4. 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>7. Observing, Documenting and Assessing</b>			

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
3a. understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children	Student did not use information gleaned during their observations in the development of their goals and objectives or in the development of their curriculum activities.	Student did use information gleaned during their observations in the development of their goals and objectives or in the development of five of their curriculum activities and provided specific information from the observations to support these five activities.	Student did use information gleaned during their observations in the development of their goals 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>8. 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	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



Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
		an preschool and pre-K classroom and incorporates current guidelines and research.	an preschool and pre-K classroom and incorporates current guidelines and research. PLUS the project introduction 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 rationale 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 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 provide insight about the teaching models used in the development of the materials. Suggestions for

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
			future applications and/or adaptations were provided.
<b>9. 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 arts; mathematics; science, physical activity, physical education, health and safety; and social studies	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.
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>10. Professional</b>			
6d. integrating knowledgeable, reflective and critical	Critique of curriculum was not included or did not include the six elements required in the	Critique of curriculum was completed and answers to questions were explained and	Critique of curriculum was completed and answers to questions were explained and

Standard/Supportive Skill	Does Not Meet Expectations (0 points)	Meets Expectations (1 point)	Meets and Exceeds Expectations (2 points)
perspectives on early education	assignment or answers were not explained or referenced.	referenced demonstrating a depth of understanding.	referenced demonstrating a depth of understanding AND supported by material from observations.
<b>11. 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 493

Family Life Education

	Points Possible (5; 10)	Does not meet expectations (1-2; 1-5)	Meets expectations (3-4; 6-8)	Exceeds Expectations (5; 9-10)
<b>Organization and Content</b>				
• Topic adequately covered	10			
• Appropriate for audience	10			
<b>Presentation/Presenters</b>				
• Speak clearly	5			
• Used creativity in presentation	5			
• Engaging/kept my attention	5			
• All students in group involved	5			
• Time well used (15-20 minutes)	5			
• Professionally dressed	5			
<b>Total</b>	50			
<b>Comments/Suggestions</b>				

Community Project – Report Guidelines  
FACS 495

	Points Possible	Does not meet expectations (50% or less of possible points)	Meets expectations (50 to 80% of possible points)	Exceeds Expectations (80% or more of possible points)
<b>Introduction</b>				
• Project description	15			
<b>Rationale</b>				
• Why was the topic chosen	10			
• Target audience	10			
• Method of delivery	10			
<b>Impact</b>				
• Impact on you	7			
• Impact on target audience	8			
<b>Future Directions</b>				
• How follow up?	7			
• Future presentations	8			
<b>Feedback</b>				
• What knowledge did you need?	5			
• Evaluate your experience	5			
• Feedback about the assignment	5			
<b>Presentation Materials</b>				
• Submit item from project	5			
• Writing style/grammar	5			
<b>Total</b>	100			