

Course Outcomes Guide

Course/Program Title: EDU-103/Foundations of Early Childhood Education

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Expected Learning Outcomes

- Students will analyze the effect of changing views of children and childhood on programs and services for children.
- Students will explore effective teaching strategies that help children achieve important learning and developmental goals and motivate children to learn.
- Students will summarize how teachers use content standards and child development knowledge in planning effective curriculum.
- Students will apply effective strategies for gathering and recording evidence to support children's learning and development.
- Students will analyze how teachers use assessment strategies to improve children's learning outcomes and individualize teaching.
- Students will analyze what it means to become a professional early childhood educator and the obligations and commitments to children that early childhood professionals must understand and embrace.

Assessment (How do or will students demonstrate achievement of each outcome?)

- Students create and deliver a lesson plan that is developmentally appropriate.
- Students create a Power Point presentation to report on the field experience hours. They address curriculum models, classroom environments, literacy, and instructional materials.
- Formal assessments are used to ensure that students are meeting the expected outcomes.

Validation (What methods have you used or will you use to validate your assessment?)

Education professors and outside validators from the Washington County Public Schools have graded portfolios using an assessment rubric, and compared the results, in order to validate the rubric and determine its reliability.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Students' course grades have correlated with their lesson plans. In the spring and fall of 2011 a common weakness for this assignment was in the area of assessing student learning. I focused on this area of weakness when planning my lessons in the spring of 2012. I implemented a scenario plan in cooperative groups and reflected on them with the class. We also used Curriculum Guides and reflected on information from these models. Grades in the specific area improved. These guides and focus questions have helped to improve performance.

The Power Point presentations have shown success in identifying curriculum models, classroom environments, literacy, and instructional materials.

Formal assessment results are shown at the end of this document.

