

Course Outcomes Guide

Course/Program Title: EDU-116 Infant & Toddler Development
Course/Program Team: Mary Beth Chaney

Date: Summer/2018

Expected Learning Outcomes:

- demonstrate an understanding of the meaning of the attachment bond as it impinges on all development in the future;
- implement scheduling techniques importance of infant-toddler routines and play;
- verbally express an in-depth understanding of the interrelationship between the brain, intelligence, physical-motor skills and human stimulation;
- apply the knowledge of and strategies for promoting language development and intelligence in infant-toddlers.

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

1. Toy Observation
2. Social Story

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

A retired WCPS Infant and Toddler Parent Involvement Specialist, along with education faculty, have graded samples of each assignment using a rubric for each. The results are then compared in order to validate the grading procedure and rubric. Adjustments are made accordingly.

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

1. The Toy Assessment is an assignment in which students are required to evaluate three toys, that cannot have batteries or be electronic, of their choosing, at three different stages. They research and report the various developmental domains that are focused upon, share the connection to brain stimulation and intelligence, and site the reliable sources that are used.
2. A Social Story is a story that my students write to guide relationships, behaviors, reactions, or other similar topics. This is a biblio-therapy text.

Instructor: Chaney			
Assessments: Referred to as # 1 and 2- defined above		Number of students graded =16	
	# of students meeting 80% or above	% of students meeting 80% or above	
	Web Total	Web	Total
1	14 16	88%	88%
2	15 16	94%	94%

Follow-up (How have you used or how will you use the data to improve student learning?)

Due to the fact that 14 (fourteen) students were enrolled in this section, more than two students earning less than 80% would negatively impact the results. Assignment 1, the Toy Observation, had two students who did not meet the goal. One student did not correctly categorize the three toys using the guidelines set within the assignment and the second did not turn in the assignment on time.

The second assignment was strong overall, with just one student who had difficulties with grammatical, spelling, and general language skills that must be displayed when modeling text to be shared with children. Many students from this course discussed that they enjoyed writing their social story and that it helped them know how they can work with students when a challenge arises, whether it be a simple problem or one more complex. I will continue to use student outcomes to evaluate my effectiveness and adjust my teaching accordingly.

Budget Justification (What resources are necessary to improve student learning?)

None at this time