



## Early Childhood Associate Degree Accreditation

National Association for the Education of Young Children

# Self Study Report Cover Sheet

Institution/College: Black Hawk College

Website address: www.bhc.edu

State: Illinois

Date Submitted: 06/19/09

Full Name of Each Degree Program Seeking Accreditation (e.g., A.S. in Early Childhood):  
Associate in Applied Science in Child Development

*We verify that the information contained in this report is an accurate representation of the program's characteristics.*

### Primary Contact (Faculty member representing the program):

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Signature Christine G. Bachelder

### President, Dean or other administrator representing the institution:

Name Dr. Bettie Truitt

Title Dean of Instruction and Academic Support

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Signature Bettie Truitt

**A. Program Identity and Role**

**Criterion 1: Mission and Role in the Community**

The mission of the Child Development program is to educate persons to work effectively in community facilities with groups of preschool children in ways that foster healthy social, physical, emotional, and intellectual growth. The Associate in Applied Science degree in Child Development as well as program entitlements leading to a state-wide Illinois Network of Resource and Referral (INCCRRA) Infant/Toddler Credential, Level 4 and the Illinois Director Credential, Level 1 support the mission to ensure a credentialed workforce for staffing and administration of early care and education and Infant/Toddler initiatives.

As one of many career and technical degree programs offered by Black Hawk College, the Child Development Program supports the college's mission of providing "the environment and resources for individuals to become lifelong learners." For example, students have opportunities to continue their education after they graduate with the Associate in Applied Science degree by transferring to the elementary and early childhood education programs at Western and Northern Illinois Universities and by completing the new Associate in Arts in Teaching - Early Childhood Education degree that is accepted all over the state of Illinois. To follow the entitled route to the Illinois Network of Resource and Referral's Early Childhood and Infant/Toddler Level 4 credentials, students may return to Black Hawk College to take the required courses up to two years after they graduate.

Although the majority of students in this degree program take their course work in the Quad Cities, students at both the Quad Cities and East Campus can complete their Associate in Applied Science Degree in Child Development. To accommodate students living in rural areas of the college district, Child Development courses are available through alternative formats, including online and Distance Learning, originating from the Quad Cities Campus. Child Development faculty travel to the East Campus to meet with students as well as to teach from that campus location at least once during the semester. East Campus students can access a full complement of general education courses at the East Campus. They also benefit from an on-site Learning Resource Center (library) and array of supportive student services. Appropriate observation and practicum sites are available in the general vicinity of the East Campus, including a Head Start program.

Aware of the vital role a program such as theirs can play in the community, Child Development faculty maintain close ties with community stakeholders. For example, site directors and agency directors from the local community serve on the Advisory Council that meets twice yearly. Also, numerous program graduates serve as cooperating teachers for students completing their practicum experiences in the community.

Faculty members in the Child Development Degree Program have a strong track record of timely responses to identified needs of the early care and education community. For example, several years ago when directors of local Head Start programs asked for an alternative course format, faculty divided selected child development courses into modules to accommodate the identified

community need. Faculty also added Infant/Toddler and Role of the Teacher Assistant courses as electives in our degree program, revised the curriculum to include a required course focusing on administration, and created a rotation of special interest courses such as School-Age Learners, Multicultural Curriculum, Computer Literacy for Early Childhood Personnel, and a variety of 1-credit courses associated with two local conferences.

That the Child Development program adds value to the early care and education community is evidenced by the number of full and part-time early care and education staff who receive work-release time during the day and early evenings to attend classes. A few centers support education for their staff through tuition reimbursement. Some students participate with their centers in the T.E.A.C.H. scholarship program. In the near future, students will also have opportunities to participate in the Illinois Network of Resource and Referral scholarship program. Many Child Development AAS graduates have been promoted through the ranks to become center directors or have established their own centers or child care homes. Sometimes students who are already employed by centers are promoted to lead teacher positions before they have officially completed their degrees. Finally, comments from graduates and students testify to the value added by the Child Development degree program. One graduate who became a director wrote: "I wanted to especially thank you for all the support, guidance and educational opportunities you've offered over the years." Of her experience in child development classes, a student writes: "I'm really excited about this venture to transfer. I want to thank you so much for all the help you've given to me while attending Black Hawk, working to get my degree in Child Development. I only hope that the road ahead will be the same informative, learning experience."

Numerous partnerships with early care and education stakeholders and general members of the Quad Cities community have resulted from Child Development faculty members' engagement in collaborative grant initiatives, cooperative projects and agreements, and participation in local organizations and advisory committees. Examples of grant initiative partnerships include grants for early intervention programs, foster parent training, special needs grant (from University of Illinois), and technology consortium (with Project Head Start). Black Hawk College was a site for the Community Child Care Resource and Referrals offering Starnet downlinks. Currently, Black Hawk College has a Practicum Site Agreement with Project Head Start and offers 1-credit elective courses that coordinate with the themes of the early care and education conferences held twice yearly in the Quad Cities area. Faculty members are working in conjunction with a local Montessori Center to provide college credits for their year-long training program. Finally, Child Development faculty members serve on many community advisory committees and participate in the local Association for Education of Young Children (AEYC) organization.

**B. Program Design**  
**Criterion 2: Conceptual Framework**

**Evidence of linkages of conceptual framework to the unique mission and goals of the CD program and to the NAEYC standards:**

- The overarching mission of the Child Development AAS degree program is to educate persons to work effectively in community facilities with diverse groups of preschool children to foster their healthy social, physical, emotional, and intellectual growth.
- Criteria for assessing program-level effectiveness explicate the unique program goals with respect to skills for working with families and children and professional development:
  - Skills for Working with Families and Children*
    - Students will be able to provide age appropriate activities to meet Illinois Early Learning Standards
    - Students will be able to provide and supervise a healthy learning environment for young children, including routines.
    - Students will be able to provide nurturing and positive guidance for young children
    - Students will be prepared to form caring and nurturing relationships with young children and their families.
    - Students will be able to understand and demonstrate professional and ethical conduct and standards including DCFS licensing and NAEYC ethical standards
  - Professional Development*
    - Students will be prepared to find successful employment in Birth-6 year old programs or after/before school programs or home-based programs
    - Students will develop materials to help with their job search.
- Course outcomes, which integrate NAEYC standards, directly support program outcomes

**Evidence of conceptual framework as a living document:**

- Conceptual framework developed collaboratively by faculty considering input from such information as
  - Surveys of graduates (every other year) about their working situations and the strengths and weaknesses of the program
  - Surveys of current CD students regarding their perception of strengths and weaknesses of the program
  - Feedback from the advisory board with respect to their perception of strengths and weaknesses of the program
- Diagram of conceptual framework created for use by faculty, students, field placement supervisors, and members of the advisory council.

**Evidence that the conceptual framework supports the program's commitment to diversity, equity, and inclusion and to preparing students to work in diverse, inclusive settings:**

- The mission statement demonstrates the program's commitment to diversity, equity, and inclusion
- Diversity and inclusion are imbedded into each course. Additionally, the course on special needs (CD 212) is required for the degree.

The Child Development faculty has had a long-standing sense of mission and purpose that has framed program outcomes or goals, curriculum content, and course objectives. As a by-product of applying to INCCRRA to offer the Illinois Director's Credential Level 1, in 2002, and the Infant-Toddler Credential, Level 4, in 2008, faculty revised the curriculum to incorporate the NAEYC standards into child development courses. Revision involved collaborative efforts among faculty with input from students, graduates, and members of the Advisory Council. Challenges include clearly communicating the conceptual framework to stakeholders, including students, practicum supervisors, members of the advisory council as well as members of the interdisciplinary department and the Dean. Building on the strength of the coherence of the conceptual framework, plans to address the challenges involve:

- Creating resource notebooks for students, practicum supervisors, and advisory council members, including the diagram of the conceptual framework
- Including the updated mission statement on all classroom syllabi and fact sheets
- Initiating a formal orientation for practicum supervisors that includes information about the conceptual framework and program goals as well as how the practicum experience serves as a capstone for achieving these outcomes
- Incorporating discussion of the program's mission and goals into the agenda for the fall advisory council meeting
- Assessing program goals and course objectives to ensure that references to diversity are explicit
- Reviewing the conceptual framework with administration and departmental faculty

### Criterion 3: Program of Studies

To detail the program of studies, three types of information are included: the course descriptions as they appear in the Black Hawk College Catalogue, a copy of the "Fact Sheet" provided to students that details the general education and child development courses required for the Child Development Associate Applied Science (AAS) degree, and a diagram depicting the Child Development degree in relation to additional certificate and credential options.

#### Black Hawk College Catalogue Course Descriptions

**CD100 INTRODUCTION TO EARLY CHILDHOOD:** General overview of the history, and the present and future outlook of early childhood education. Students study types of early childhood programs, develop techniques and observational skills of working with young children and families, and investigate early childhood career paths.

**CD102 ROLE OF TEACHER ASSISTANT:** Duties and responsibilities of the teacher aide in the total educational setting.

**CD115 INFANT/TODDLER DEVELOPMENT:** This course focuses on the physical, social, emotional, cognitive, language and literacy development of infants and toddlers: pre-birth through age three. Knowledge of typical and atypical development is fundamental for implementing best practices in Infant/Toddler care and education. This course provides three credits towards the State of Illinois Infant/Toddler Credential. Observations are required.

**CD200 GROWTH & DEVEL OF YOUNG CHILD:** Covers social, emotional, physical, and intellectual aspects of child growth and development from birth through adolescence. Emphasis is on the stages of development and understanding these factors in working with children.

**CD201 HEALTH, SAFETY & NUTRITION:** Acquaints students with basic health, safety and nutrition and their relationship towards the healthy development of children. Overview of health related guidelines for early childhood settings.

**CD202 OBSERV & GUID OF YOUNG CHILD:** Studies observational techniques and guidance practices which facilitate the development of the young child. Theories are provided that support an analysis of child behavior as well as the development of guidance techniques. Students will develop and understand the relationship between careful observation, communication, and effective interaction with children.

**CD203 CURRICU FOR EARLY CHILD PROG:** Curriculum planning according to developmental needs of children in early childhood settings. Theories of curriculum development will be analyzed and applied to early childhood settings.

**CD204 CHILD DEVELOPMENT PRACTICUM I:** Student spends ten hours a week under supervision working with pre-school children in an early childhood setting.

**CD205 LANGUAGE DEVELOPMENT AND ACTIVITIES FOR YOUNG CHILDREN:** Techniques and methods of encouraging communication skills in young children. Overview of language development, children's literature and developmentally appropriate language activities in the early childhood setting.

**CD206 CREATIVE ACTIVITIES FOR YOUNG CHILDREN:** Introduces students to a wide variety of media suitable for use with the young child. Emphasis placed on creative activities: art, language, music, movement, math and science.

**CD207 MUSIC FOR YOUNG CHILDREN:** Introduction to musical techniques and materials to use with young children.

**CD209 PLAY AND RHYTHMIC ACTIVITIES:** Acquaints student with normal play and movements of young children.

**CD211 EDUCATION OF THE GIFTED CHILD:** Curriculum orientation and guidance practices for working with gifted students.

**CD212 SURVEY OF CHILDREN WITH SPECIAL NEEDS:** A survey course that presents the historical, philosophical and legal foundations of special education, as well as an overview of the characteristics of individuals with disabilities, the programs that serve them under the Individuals with Disabilities Education Act, and the diversity of the populations of individuals with disabilities. Includes overviews of State and Federal regulations.

**CD214 CHILD DEVELOPMENT PRACTICUM II:** Ten hours a week of supervised work in an early childhood setting.

**CD215 INFANT/TODDLER CURRICULUM:** This course details how to organize a high-quality early care and education program for Infants and Toddlers, including routines, activities, learning environment, guidance, health/safety issues, families and assessment. This course provides three credits towards the State of Illinois Infant/Toddler Credential. Observations are required.

**CD220 CHILD CARE CENTER/EARLY CHILDHOOD ADMINISTRATION:** Examines the management processes of planning, staffing, record keeping, budgeting, purchasing, and monitoring for quality. Formulation of policy statements, philosophy, programming, planning, evaluation and working with parents will be included. Students will become familiar with computer usage, licensing standards, accreditation, community resources and professional organizations for early childhood programs.

**CD222 CHILD, FAMILY, AND COMMUNITY:** This course focuses on the child in the context of family and community. Includes issues of communication, diversity, professionalism, and social policy and will promote awareness and effective use of resources.

**CD224 METHODS OF GUIDING CHILD BEHAVIOR:** Presents effective methods of discipline in the guidance of young children's behavior through theory and practical application.

**CD225 MATH AND SCIENCE FOR THE YOUNG CHILD:** Introduces the theory and practice related to the curricular areas of math and science for young children. Emphasis will be placed on the development and evaluation of developmentally appropriate activities and instructional materials.

**CD240 SPECIAL TOPICS IN CHILD DEVELOPMENT:** Designed to provide seminars on various topics as needed.

**CD299 INDEPENDENT STUDY, WORKSHOPS AND SEMINARS:** Designed to fit the needs of each student. Workshop and seminars may be offered for credit under CD 299.



## Child Development:

Associate in Applied Science Degree Code: 5059

Teacher Aide Certificate Code: 5069

### Description

The Child Development curriculum is offered by the Social, Behavioral and Educational Department. The Child Development career program is especially designed to prepare persons to work with groups of pre-school children in facilities which foster healthy social, physical, emotional and intellectual growth. The Teacher Aide Certificate will prepare students to be Teacher Aides in the public school system.

Students will take classes designed to give particular understanding and skills in such areas as human growth and development, nutrition, and behavior. These classes will be taken at the main campus. Observation and practical experience will take place in local (off-campus) preschool and child care facilities.

**For Director's Credential Level I**, student must finish the Child Development A.A.S. Degree including English 101, Computer Science 100, Child Development 222, Child Development 220, and Speech 101.

They must have 1 year of management experience or take Child Development 240, the management internship.

### ASSOCIATE IN APPLIED SCIENCE DEGREE

FIRST YEAR				SECOND YEAR				
FIRST SEMESTER		SEM. HRS.	FIRST SEMESTER		SEM. HRS.	SECOND SEMESTER		SEM. HRS.
+CD 100	Introduction to Early Childhood	3	+CD 205	Language Development and Activities for the Young Child	3	+CD 201	Health, Safety, and Nutrition	3
+CD 200	Growth and Development of the Young Child	3	+CD 204	Child Development Practicum I	3	+CD 214	Child Development Practicum II	3
+CD 206	Creative Activities for Young Children	3	+CD 224	Methods of Guiding Children's Behavior	3	CD 212	Survey of Children with Special Needs	3
COMM 100	Communications Skills OR	3		Mathematics Elective	3	+CD 220	Child Care Center/Early Childhood Admin.	3
*ENG 101	Composition I		HEALTH 102	Living in a Changing World Elective	2	SPEC 111	Business and Professional Communications OR	3
CD 207	Music for Young Children OR	3				SPEC 175	Intercultural Communication OR	
CD 222	Child, Family, and Community					SPEC 101	Principles of Speech and Communication	3
	<b>Semester Total</b>	<b>15</b>		<b>Semester Total</b>	<b>17</b>		<b>Semester Total</b>	<b>15</b>
<b>SECOND SEMESTER</b>				<b>SECOND SEMESTER</b>				<b>SEM. HRS.</b>
+CD 202	Observation and Guidance of the Young Child	3	+CD 201	Health, Safety, and Nutrition	3			
***CD 203	Curriculum for Early Childhood Programs	3	+CD 214	Child Development Practicum II	3			
+CD 225	Math and Science for the Young Child	2	CD 212	Survey of Children with Special Needs	3			
PSYCH 101	Introductory Psychology OR	3	+CD 220	Child Care Center/Early Childhood Admin.	3			
SOC 101	Principles of Sociology		SPEC 111	Business and Professional Communications OR	3			
***HPE 200	First Aid	3	SPEC 175	Intercultural Communication OR				
	Humanities Elective	3	SPEC 101	Principles of Speech and Communication	3			
	<b>Semester Total</b>	<b>17</b>		<b>Semester Total</b>	<b>15</b>			
				<b>Curriculum total</b>	<b>64</b>			

+ Fall only

~ Spring only

\* Students with COMPASS scores below 47 must first take COMM. 105, or appropriate English courses before taking ENG 101.

\*\* May be eligible for articulation credit.

\*\*\* See Mrs. Bachelder for options to HPE 200.

### TEACHER AIDE CERTIFICATE

FIRST SEMESTER				FIRST SEMESTER				
		SEM. HRS.			SEM. HRS.			SEM. HRS.
+CD 200	Growth and Development of the Young Child	3	+CD 202	Observation and Guidance of the Young Child	3			
COMM 100	Communications Skills OR	3		Child Development Elective	3			
*ENG 101	Composition I			Humanities or Fine Arts Elective	3			
SOC 101	Principles of Sociology OR	3	HPE 200	First Aid	3			
PSYC 101	Introduction to Psychology		CD 212	Survey of Children with Special Needs	3			
Health 102	Living in a Changing World	2		<b>Semester Total</b>	<b>15</b>			
+CD 102	Role of Teacher Assistant	2		<b>Curriculum Total</b>	<b>31</b>			
+CD 205	Language Development and Activities for the Young Child	3						
	<b>Semester Total</b>	<b>16</b>						

+ Fall only

\* Students with COMPASS scores below 47 must first take COMM. 105, or appropriate English courses before taking ENG 101.

## Admission Requirements

High school graduate or equivalent.

## Employment Opportunities

Employment possibilities for graduates are in the areas of center child care, home child care, preschool and public school programs. Positions include child care/preschool director, child care/preschool teacher, child care/preschool teacher aide or assistant, home caregiver, public school teacher aide, or recreational worker. Child Care salaries can go up to \$10.00 per hour. Directors make from \$15,000 to \$20,000 per year.

## Desirable Background

1. The student should have had four years of high school English.
2. The student should have or soon develop college level study skills.

## Faculty

The Childhood Development classes will be taught by experienced and highly qualified faculty. The support classes are taught by experienced and highly qualified faculty.

## Facilities

Black Hawk College's classrooms are modern and well equipped to meet the instructional needs of the students.

## Enrollment

Enrollment for summer and fall semesters begins in April. Enrollment for spring semester begins in November. Students are encouraged to register early in to have a greater selection of courses and times available.

## Additional Sources of Information

### Angela Heckman

*Recruiter - Marketing Department*  
Black Hawk College East Campus  
Phone: (309) 854-1724  
E-mail: heckmana@bhc.edu

### Vashti Berry

*Recruiter - Marketing Department*  
Black Hawk College Quad-Cities Campus  
Phone: (309) 796-5341  
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### Christine Bachelder

*Child Development Lead Instructor*  
Black Hawk College Quad-Cities Campus  
Phone: 309-796-5986  
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### Karla Miley

*Professor, Chair of Social, Behavioral and Educational Department*  
Black Hawk College Quad-Cities Campus  
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### Black Hawk College East Campus

1501 State Highway 78  
Kewanee, Illinois 61443-8630  
(309) 852-5671  
1-800-233-5671



### Black Hawk College Quad-Cities Campus

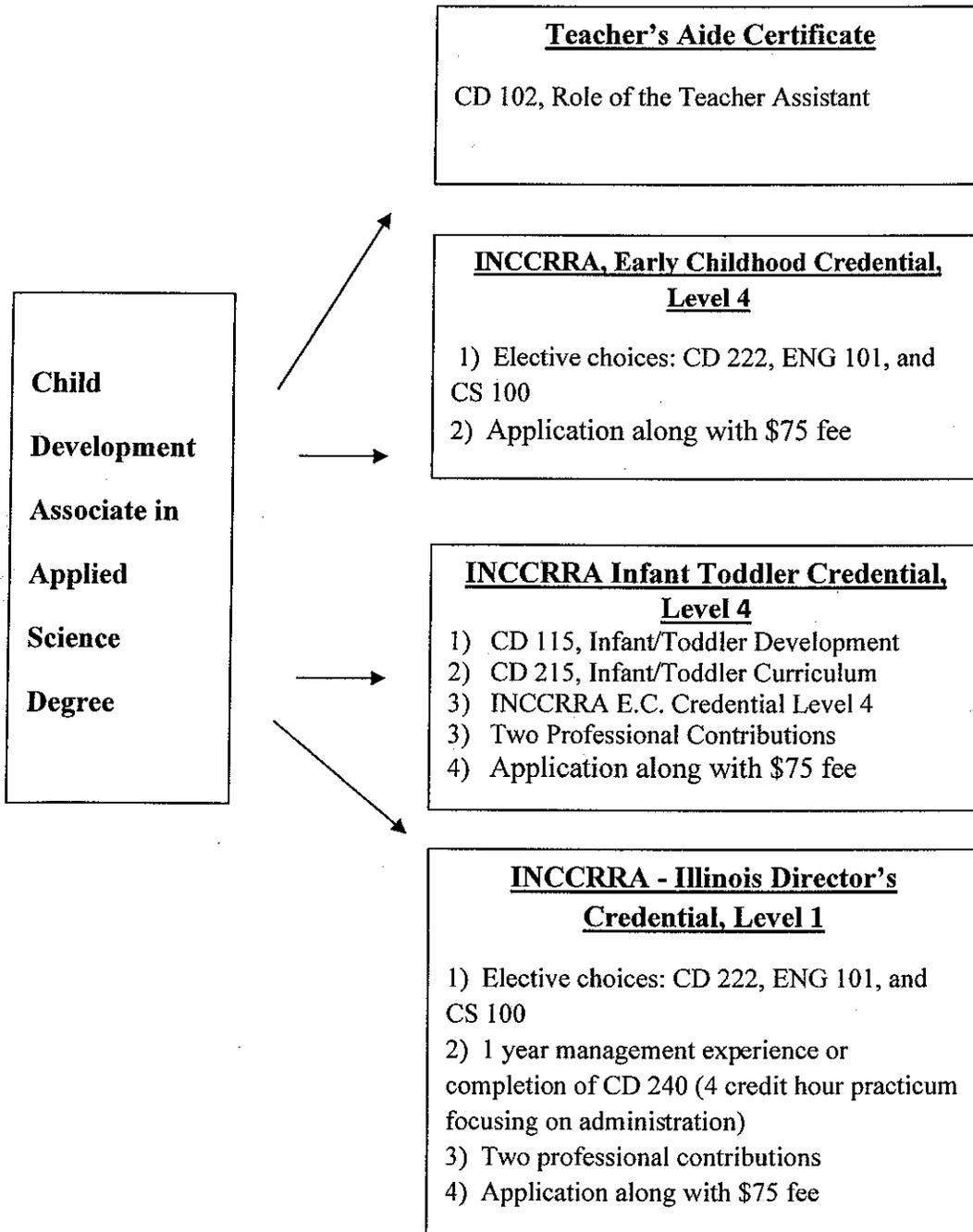
6600 34th Avenue  
Moline, Illinois 61265-5899  
(309) 796-5000  
1-800-334-1311

Black Hawk College will make all educational and personnel decisions without regard to race, color, religion, gender, sexual orientation, marital status, national origin or ancestry, age, physical or mental disability unrelated to ability, or status as a disabled veteran or Vietnam era veteran, except as specifically exempted by law. Coordinator for compliance is located in Building 1, Balcony.

If you will need accommodations due to a disability, please contact Disability Services at Voice/TTY: (309) 796-5900.

Students, faculty, and staff at Black Hawk College participate in a variety of activities designed to assess and improve student learning and to bring about institutional change. Examples of such activities may include placement testing, surveys, collecting random samples of student work, exit testing, and portfolio evaluation.

## Additional Options for Certificates or Credentials



Under the oversight of the Child Development Advisory Committee, the Associate in Applied Science Degree in Child Development has been updated and revised throughout the years to keep pace with emerging knowledge, research and trends in the field of early care and education. Some changes include adding a required course in administration, two Infant/Toddler electives (one course focusing on infant/toddler development and the other on curriculum), and a Teacher Aide elective; reducing the number of credit hours in the Practicum seminar to ensure opportunities for CD electives; and adding general education choices. The Illinois Network of Resource and Referral Agencies entitled Black Hawk College's Child Development Program to offer the Illinois Director Credential Level 1, the Early Childhood Credential and Infant/Toddler Credential Level 4. These additional credentials give students more options for employment as well as expand their foundation of knowledge and skills. As part of the process of applying for these credentials, faculty integrated additional content on diversity and children with special needs into the curriculum. Recognizing the overall strengths of the program of studies, faculty have identified three challenges.

1. Although diversity and special needs content is imbedded into all child development courses, the course objectives need to reflect that content. To address this issue, faculty will:
  - Review course objectives to ensure that they explicitly reflect diversity and special needs content and processing and changes through the curriculum committee.
2. Although the course of study includes some material on the assessment of children, this portion of the curriculum needs to be augmented. To strengthen content on assessment, faculty will
  - Consider ways to imbed additional content and correlated activities about child assessment into child development courses
3. Finally, some students' lack of academic preparation for college-level work. Even though Psychology/Sociology, English, and Math courses have college-level skill prerequisites, many students postpone taking developmental course work until absolutely necessary and/or select non-transfer course options to fulfill Math and English general education requirements. Being under prepared for college-level course work also has implications for long-term career development. To address this issue, faculty will:
  - Investigate the possibility of requiring only the college-math English 101 rather than giving AAS students a choice of non-transfer courses in English and math. Unfortunately, restricting students' options in this way could adversely affect enrollments.
  - Investigate the possibility of imbedding more writing activities in the child development curriculum.
  - Initiate discussions with the Department Chair, Dean, and Advisory Committee members as to the feasibility of one or both of these actions, and soliciting their recommendations as to other actions that can be taken within the constraints of an Associate in Applied Science degree program.

## Criterion 4: Quality of Teaching

### **Teaching-learning experiences consistent with conceptual framework and NAEYC standards:**

- Stated outcomes for child development courses aligned with the NAEYC standards and supportive skills (applications approved by INCCRRA for entitlement to offer the Director's Credential – 2001- and the Early Childhood and Infant/Toddler Credentials – 2007)
- Classroom syllabi reviewed for consistency with articulation syllabi, including outcome objectives, standards, assessments, and course outline
- Conceptual framework, derived from program outcomes, drives course outcomes for all child development courses, and, therefore, the teaching-learning experience

### **Course content reflects current knowledge about early care and education in that:**

- Courses are aligned to the ACCESS (American Associate Degree Early Childhood Educators) generic courses
- Contemporary research and innovative developments are integrated into course content
- Readings from current editions of texts are assigned. To ensure currency and consistency, uniform book adoptions apply when multiple sections of courses are offered
- Faculty members draw on current issues of *Young Children* and other journals to enrich presentations
- Federal Perkins money supports faculty participation in conferences, workshops, etc.

### **To facilitate student learning through learner-centered education, faculty:**

- Model student-centered learning
- Create opportunities for active learning and reaching others
- Build on students' own experiences
- Emphasize work in small groups, discussion, projects, and other collaborative activities

### **Instruction supports diverse adult learners by :**

- Scaffolding lessons from the known to unknown, simple to complex, and concrete to abstract
- Ensuring that texts and readings emphasize diversity and multiculturalism
- Emphasizing "family-centered" rather than traditional approaches to parenting
- Creating projects that challenge these adult-learners to draw on their diverse experiences and backgrounds
- Placing students in observation/practicum sites located close to their homes, place of employment, or convenient bus route

### **In response to the college-wide plan for the assessment of student learning (adopted in 1995), faculty have implemented a plan for class, course, and program level assessments relative to the AAS Child Development Degree and NAEYC standards and supportive skills. Components include:**

- Performance evaluations and disposition checks in all observation and practicum courses
- Formative assessments, such as Classroom Assessment Techniques (CATs), provided immediate feedback
- Twice yearly feedback from Advisory Committee members
- Biannual surveys of current graduates (strengths and weaknesses of their preparation).
- Program-level assessment (annual review of program outcomes based on capstone data).
- AAS Degree Program Review (5-year cycle, Illinois Community College Board))
- Annual curriculum review (annual report, program costs in relation to revenue generated)

Quality instruction is a hallmark of the Child Development degree program at Black Hawk College. Faculty members are familiar with best practices and facilitative models of teaching and, furthermore, incorporate student-centered collaborative learning pedagogies into their day-to-day classroom activities. Furthermore, their depth of experience has prepared them to work with diverse learners. They keep current through extensive professional reading as well as actively participating in such networks as the Early Childhood Coalition, a community group dedicated to communicating information about current research and innovative practices to staff service young children and families in various community service venues and ACCESS, a state-wide chapter of the national ACCESS organization for early childhood community college educators in Illinois.

Quality instruction is also supported by the faculty-driven plan for outcome assessment at the class, course, and program levels. However, given the intricacies of NAEYC accreditation, this assessment plan is becoming increasingly complex. The challenge is to coordinate the various facets of the plan, including assessment of standards, and ensure appropriate communication and feedback to benefit from the quality assurance process of outcomes assessment.

- Faculty will be field testing the use of WEAVE, adopted recently by the college as a portal support for outcomes assessment.

Another instructional challenge is to maintain quality and continuity in sections taught by adjunct instructors. Strategies to address this challenge include:

- Supporting adjuncts with materials, ideas, and ongoing personal contacts
- Hiring adjuncts in a timely manner to facilitate preparation
- Observing adjunct instructors during their first semester of teaching to provide additional support.
- Creating a notebook of materials about the Child Development Degree program to orient adjunct faculty to the mission, philosophy, and conceptual framework
- Providing appropriate resources and opportunities to ensure that adjunct faculty are familiar with outcomes assessment and the NAECY standards and ways in which courses fit into the assessment plan and support the standards

## Criterion 5: Quality of Field Experiences

**Field experiences are consistent with outcomes in NAEYC standards, are well planned and sequenced, and allow students to integrate theory, research and practice in the following ways:**

- All field experiences are framed by observation goals, activities, and/or presentations that support NAEYC standards
- Observations are purposefully layered from simple to complex, starting with guided observations, then extending to observations while participating in classroom activities, and concluding with the multifaceted experiences included in the two practica.
- Students prepare reflective logs in conjunction with each practicum experience to demonstrate their integration of theory, research and practice into their field experiences
- Sequential observations/practicum courses require disposition checks and evaluations
- Most courses include observational activities.

**Compensatory activities to ensure that students are learning to work with young children and families in ways consistent with the NAEYC standards:**

- Provide student experiences to compare and contrast DAP and varying philosophies
- Show videos/DVDs of high quality experiences, including some featuring our students
- Expose students to multiple observation sites to expand their view beyond their place of work (many work part-time or flex their work hours to accommodate their observation/ practicum schedule)

**Opportunities to help students make meaning of their experiences and evaluate those experiences against standards of quality include:**

- Debriefings with the practicum supervisor after every visit, using an evaluation sheet based on best practices
- Practicum assignment that requires students to videotape themselves leading an activity and to prepare a reflective analysis that evaluates their performance in light of standards of quality
- Ongoing dialogue with faculty through e-mail, phone calls, and office hours.
- Once weekly face-to-face meeting with practicum students

**Exposure to a variety of cultural, linguistic and ethnic settings include:**

- Having a written agreement with Head Start to place students at their sites for one of the two practica (applicable if students do not have full-time employment in early care and education)
- Maintaining strong relationships with centers in a wide geographic area to promote access to diverse settings
- Broadening the base of possible practicum sites through the resources of center directors and agency staff who serve on the AAS Advisory Board
- Serving as an employment resource for local diverse sites
- Fostering the resources of graduates who take leadership roles and welcome students into their programs
- Incorporating videos/DVDs focused on diversity into instructional portion of practica courses

The Child Development Degree Program at Black Hawk College has a well-crafted plan for students' field experiences. This plan carefully scaffolds observation and practicum activities, structures field experiences in the context of NAEYC standards, and creates multiple opportunities for students to reflect on their field activities.

Challenges for this important facet of the Child Development Degree Program revolve around the varying quality of the centers in which students are placed and opportunities to interact with ethnically diverse children and their parents in multicultural early care and education settings. Varied strategies are planned to address quality issues.

- Both Child Development faculty members are involved in Quad Cities Association for the Education of Young Children which is running a project called Quality Through Accreditation. This program provides funds to help centers bring the quality of their programs up, and eventually achieve NAEYC accreditation. By continuing to be involved in this project, we hope to see quality improvements in area early care and education centers.
- Since there are so few NAEYC accredited sites in our local community at this time, we may develop criteria for choosing sites for field experiences based on Quality Rating Scales (QRS) or other factors.
- We will investigate funding to host a supervisors' orientation meeting in the fall, which would allow faculty to present the elements of the Black Hawk College Child Development Degree program, including the mission, conceptual framework, and foundation of standards; to explain the requirements and expectations of the practicum course; and to answer their questions
- We will continue to be involved in the two large Early Childhood Conferences in the area: Quad City Early Childhood Conference in the Fall, and Ready to Learn conference in the Spring. Faculty members serve on conference committees and often present at the conferences.
- We will strengthen the requirements for students to reflect on and compare their experiences to quality guidelines in all three experiential courses.

With respect to opportunities to interact with ethnically diverse children and their families in multicultural early care and education settings, we will:

- Continue our agreement with Project Head Start to use their programs as placements for at least one practicum experience.
- Use more multicultural, special education, and at-risk classrooms for observations
- Augment our library of instructional materials to include more examples of diverse classrooms

Expand assignments within CD courses to include additional exposure to diverse families and children

**C. Students**  
**Criterion 6: Who Students Are**

Our students are a mix of recent high school graduates, plus non-traditional career-changers, parents returning to school, current early care and education staff seeking to upgrade their skills, and students interested in being life-long learners. In general, they are mostly female (FY08, 100%; FY07 and FY06, 99%). Data on age and ethnicity are as follows:

<b>Ethnicity</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>
White, non-Hispanic	74%	78%	72%
Black, non-Hispanic	13%	13%	16%
Hispanic	11%	9%	13%
American Indian or Alaskan Native	---	---	1%
<b>Age</b>	<b>FY 06</b>	<b>FY 07</b>	<b>FY 08</b>
7-20	16%	19%	17%
21-24	21%	24%	16%
25-30	14%	20%	20%
31-39	20%	17%	19%
40+	29%	20%	28%

Characteristics of students enrolled in child development courses are different from enrollments in the college. Although there are more women enrolled in the college than men, the gender-split is less dramatic in college enrollments (F -61%, M - 39%). Enrollments in child development courses represent a greater mix of diversity than in the college as a whole (Asian, 1%, American Indian, .48%, Black, non-Hispanic, 6%, Hispanic, 8%, and White, non-Hispanic, 84%). Finally, BHC students as a whole are younger than those enrolled in child development courses (ages 17-20, 39%; ages 21-24, 21%; ages 25-30, 15%; ages 31-39, 13%; and ages 40+, 12%).

**Recruitment and Enrollment Strategies**

- Early Care and Education Fair: April 2008 (coordinated by Student Services)
- Partnership for College and Career Success (PCCS) articulation meeting
- Mailing to all current preschool programs and in-home child care providers announcing courses planned for the fall and spring semesters
- Assertive attention to advisement with current students to promote retention
- Inclusion of courses for fall in August newsletter sent out by Iowa/Illinois Child Care Resource and Referral and on website for the Quad Cities Association for the Education of Young Children
- Addition of Infant/Toddler credentials (BHC is now approved for Illinois Network of Child Care Resource and Referral (INCCRRA) Core 2,3, and 4 and Infant/Toddler 2,3 and 4 credentials)
- High school visits by faculty and college recruiter
- Promotional materials (brochures, fact sheets, career path flow chart) available at twice yearly Early Care and Education Conferences (local)
- 1-credit hour online courses have been offered in conjunction with fall and spring conferences
- On site advisement for staff at large early care center with three satellite operations
- Career flow chart visualizing career paths available with AAS and ECE degrees
- Twice yearly presentations for BHC academic advisors
- "Meet to Teach" advisement session to reach out to all students interested in education curricula

Even as the field of Early Care and Education becomes more complex with the addition of Illinois State funded initiatives, and at-risk preschools, recruiting high-quality students is becoming more challenging due to the low pay scale and lack of benefits associated with positions available for persons with AAS degrees. With this in mind, we have developed multifaceted strategies for recruiting students, including, but not limited to, Career Fairs, high school visits, center visits, mailings, web postings, course articulation with area high schools, participation in local conferences, and partnerships with the Regional Office of Education. We have also enhanced student employability by receiving entitlement for the Illinois Director's Credential, and Illinois Network of Resource and Referral's Early Childhood and Infant/Toddler Credentials additions to the Associate in Applied Science Degree in Child Development.

One of our main challenges is to recruit and retain a more diverse population of students. As the early care and education settings become more diverse, we need to have our student body reflect the demographics of our community. Our agreement with Head Start is a step towards meeting that challenge as are the high school recruiting initiatives that have been bolstered with faculty visits and a Career Fair. Many times students aren't aware of the college resources available to them, so now we have FAFSA Fridays to help students and their families fill in the necessary paperwork for financial aid. Students also have access to the college's support services to assist with transportation and child care arrangements. Reviewing marketing material to ensure its appeal to both men and women and to an ethnically diverse target audience will also support these recruitment efforts.

Retention of students is a challenge. After students have earned 30 hours of college with 6 hours in Child Development courses (and experience), they qualify in Illinois for employment as full-time early care and education lead teachers. To make it possible for these students and others with day-time obligations, we are now rotating courses through the daytime and evening on a predictable schedule. Students have access to the rotation schedule on the Fact Sheets and the college web page so they can know in advance when the courses they need to complete their degrees will be offered. Online courses (3 each semester), an independent study course, and at least one course through a Distance Learning hook up to the East Campus provide additional alternatives. Although plans are in place to address a variety of scheduling needs and attempts have been made to ensure that alternatives are transparent, students are not always aware of the possibilities. In addition to strengthening personal communication between faculty and students, we need to review the marketing material to ensure that the materials promote alternatives and we need to ensure that the various materials used for marketing are up-to-date.

An additional issue is the varying levels of academic preparation for college coursework that our students present to us. We have addressed this in a variety of ways, with the support of the Student Support Services, Career Services Center, Disability Services, the Learning Resource Center and New Student Services. Students are offered note takers, readers, extended test times, tutors, computer labs, developmental math and reading/writing courses, and counseling services. We are also considering curricular changes as noted in the section on programs of study.

## **Criterion 7: Advising and Supporting Students**

**Advisement is used as a tool to assist students in clarifying their goals and career plans by:**

- Providing students with up-to-date fact sheets about the child development curriculum
- Creating a 1-page flowchart that compares degrees with potential careers in early care and education
- Having online access to the current college catalog and advising worksheets
- Participating in the twice yearly college advisors' in-service
- Scheduling students' advisement appointments with child development faculty during the academic year
- Tracking of progress through the curriculum is aided by advising worksheets and/or program fact sheets
- Following-up with students who have not re-enrolled
- Talking personally with students to ensure they have spoken with an advisor

**Equitable access to a comprehensive support system is supported through:**

### *Academic Advisement*

- Year-long availability of trained counselors and advisors
- Clear procedures for online and face-to-face registration

### *Financial Aid Information*

- Financial Aid Services
- FAFSA Fridays, a resource hosted by financial aid staff to assist students with paperwork

### *Academic Support Services*

- "Smart Start," a 2-hour orientation to college session that covers such topics as college success, BHC processes and procedures, MyBlackHawk portal system, resources available to students, financial aid, and a campus tour
- Disability accommodations in conjunction with Disability Services
- Student Success Center services including tutoring, study groups, learning style instruction and coaching, and workshops about study skills, time management, note taking, and test taking provisions
- Evening-hour online tutoring services for general education courses and writing work in other courses
- TRIO grant (first generation college student) and additional support for underrepresented populations, minorities
- Online availability of the BHC *Student Handbook*

### *Career Counseling*

- Job opportunities listed on the bulletin board in the child development classroom, passed out to students, and posted online
- Career opportunities clarified by faculty during advisement sessions
- Career services, career counseling, and employment assistance

### *Other Resources*

- Assistance in areas of admissions, registrations, and academic records through Enrollment Services on the Quad Cities Campus and the Admissions Office at East Campus
- Open door admissions policy
- Varied schedule for compass placement test
- Online availability of the application to attend Black Hawk College
- Student access to MyBlackHawk, the college portal with announcements, student service information, access to final grades, course management systems
- Student e-mail accounts through MyBlackHawk

### **Processes for reviewing students' performance in relation to learning outcomes and provide them with advice and counseling regarding their progress and potential in the program and early childhood profession include:**

- An early alert system through which faculty can identify students who could benefit from the services of Student Success Center staff
- Timely feedback on a variety of classroom assessments assists students in assessing their progress on achieving learning outcomes
- Individual meetings with every student enrolled in the Observation and Practicum courses prior to placement and then periodically for progress checks
- Class, course, and program-level assessments of learning outcomes
- Accessibility of full-time faculty for personal meetings with students during required office hours or meetings before and after classes arranged with faculty

### **The following features have been adopted to ensure that students complete their course of study in a timely manner:**

- Planned rotation of day and night offerings of courses
- Accommodation of East Campus students through a rotation of Distance Learning and online classes
- Public posting of graduation deadlines through MyBlackHawk, the college portal system
- Timely information posted on the Child Development bulletin board and freestanding display
- All students who finish the prerequisite Observation course receive a personal letter from the Child Development faculty inviting them to register for the first practicum course.

This program is strengthened by the fact that Child Development students have access to a number of resources to support their achievement of their academic and career goals. For example, the college has a well-developed system of student services, including advisement, financial aid assistance, career counseling, other supports, and a college portal, called MyBlackHawk, for disseminating information. Additionally, the Child Development faculty members provide regular feedback and are readily available to students for advisement, career planning, assistance, and support. Given their familiarity with college-wide resources, they are also able to steer students toward the assistance available through Student Service initiatives.

Challenges with respect to advising and supporting students include: 1) clearly communicating information about Child Development options and career paths to advisors and new students, 2) tracking data about timely completion, 3) recruiting tutors for child development courses, 4) conveying up-to-date information about careers and professional development opportunities to students enrolled in classes taught by adjuncts, and 5) minimizing the numbers of students who self-advise.

Plans to address these challenges include:

- Spotighting Early Care and Education options at the twice-yearly in-service training for advisors
- Extending formalized Child Development marketing material to include career path flow chart
- Appraising adjunct faculty of the resources available through Student Services
- Creating a system for tracking and reviewing completion and retention data to determine what changes need to be made in scheduling or interventions need to be in place to support students
- Recruiting academically talented students to serve as course tutors in the Student Success Center
- Initiating study groups or study circles to support student learning
- Asking advisors to forward phone numbers of students inquiring about early care and education options so that full-time faculty can follow-up with a personal phone call to these students
- Developing handouts for adjunct faculty that detail information about careers and professional development opportunities or personally visiting sections of program courses taught by adjuncts to convey this information
- Expanding opportunities for faculty to facilitate academic planning with child development students

## D. Faculty

### Criterion 8: Qualifications and Composition of Faculty

Name	Academic Degrees	Professional Experience
Christine Bachelder	MA, Education, University of Iowa	24 years teaching experience, Black Hawk College 7 years teaching experience, primary grade settings 4 years Early Childhood Education experience
Catherine Melear	MEd +30, Education Administration and Supervision	12 years teaching experience, K-6 system, Tennessee 7 years teaching experience pre-K, Illinois 10 years full-time teaching experience, Black Hawk College
Dr. Keith Erickson	PhD – Education Administration, University of Iowa	6 years supervisor student teaching, Western Illinois University; 5 years, adjunct teaching at Black Hawk; 7 years assistant superintendent, Rock Island School District 7 years director of Curriculum, Moline school District 3 years, assistant superintendent, United Township High School 17 years high school educator
Kathy Graver	MS, Education, Western Illinois University	6 years, full-time teaching experience (child development) Scott Community College; 3 years adjunct faculty (Black Hawk) 15 years teaching preschool / elementary education; 2 years teaching special education 7 years director Lutheran Social Services; 5 years coordinator Child Abuse Council
Andrea Muller	MS, Education, Western Illinois University	2 years, Parent Educator, Regional Office of Education 2 years, adjunct faculty, Black Hawk College
George Strader	MS, Education Administration, Western Illinois University	31 years teaching, education coordinator, principal, Moline School district 3.5 years, Child Care Counselor, Residential Treatment Center 15 years adjunct faculty, Black Hawk
Jon Palomaki	MM, University of Northern Iowa	17 college instruction, including 14 at Black Hawk College 11 years directing church choirs, including 7 years as a children's choir director

The educational background, broad base of experience, and long-term professional commitment of the full-time faculty contribute vision and depth to the Child Development Degree Program. The program area has also been fortunate in being able to recruit well-prepared adjunct faculty to teach in the program.

One challenge relates to ensuring an ethnically diverse and gender-balanced cadre of faculty. We have been fortunate in locating male adjunct faculty; however, at present, there are few ethnically diverse master's prepared professionals working in early care and education. We are hopeful that with Western Illinois University's addition of an undergraduate degree in early childhood education to their Regional Center's degree offerings, more ethnically diverse students will pursue careers in early care and education. Strategies to support a diverse pool of instructors include:

- Encouraging minority students to pursue advanced degrees
- Taking advantage of local professional networks such as the QCAEYC and the Early Childhood Coalition to recruit qualified professionals for adjunct faculty positions
- Maintaining a pool ad on the college's website

### Criterion 9: Professional Responsibilities

**Work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support student learning. Policies governing work assignments and examples of faculty involvement include:**

- Work assignments are governed by the union contract and the Faculty Handbook and include such responsibilities and activities as regular office hours (5 hours per week required), service on Faculty Senate and college-wide committees, student advising, participation in the mentoring program, and professional and community service.
- Qualifications for promotion in rank specify the expectations for promotion. The foundation is quality teaching. As faculty are promoted from the instructor-level, expectations detail increased levels of involvement in developing curricula, mentoring, serving on committees, demonstrating involvement in profession organizations, and participating in community service activities
- Specific Data FY 09

**Faculty Teaching Load** – 15 hours per semester, overload optional

FY 09 Bachelor      *Fall* Load -16.7      *Spring* Load - 12.3 Overload 8.4 (6 hrs release time)

FY 09 Melear      *Fall* Load -17.10      *Spring* Load – 12.9 Overload 3.7

**Office hour requirement:** - 5 hours per week

**Full-time/ Part time Faculty Ratios FY 09**

	<u>Fall FY09: By #s</u>	<u>By Credit Hours</u>	<u>Spring FY09: By #s</u>	<u>By Credit Hours</u>
Child Development	2FT/4PT	27FT/11PT	2FT/4PT	29FT/12PT
Law Enforcement	1FT/3PT	15FT/12PT	1FT/3PT	12FT/12PT
Institution-Wide	139FT/214PT	not available	138FT/211PT	not available

**Faculty / Student Ratios FY 09**

Child Development      *FallFY09* – 1:18      *SpringFY09* 1:12

**Both the union contract and long-standing practice of collaborative planning within the larger department ensure that faculty teaching responsibilities are designed allow faculty to engage effectively in activities appropriate to their role in the program and to their ability to promote student learning.**

- Faculty in the Department of Social, Behavioral, and Educational Studies work collaboratively with the Chair on developing the schedule of courses
- The union contract sets the parameters for teaching load, 30 hours during the academic year that can be spread over 12-months with the approval of the faculty member, chair, and dean
- The contract governs the assignment of overloads in that faculty have the “right of first refusal” when overload teaching is available.
- Scheduling of classes at sites off-campus is worked out in conjunction with the faculty member involved
- Child Development faculty members have developed and review the rotation of child development courses regularly
- Faculty determine both which courses to deliver in online and Distant Learning formats and the rotation of these courses
- Faculty work collaboratively with the chair in preparing Program Review and Curriculum
- Faculty participate in long-term planning to make course planning efficient and effective
- Faculty in this program serve as advisors to the Child Development Club
- Both Child Development faculty advise students who identify as child development majors
- Selection of texts

Faculty work assignments are governed by the union contract and the Faculty Handbook. This ensures equity with respect to faculty salaries, work load, required office hours, and other responsibilities. Both faculty members maintain professional memberships in ACCESS, (the Early Childhood Community College Faculty Association (Illinois)) and the Early Childhood Coalition of Illinois: a coalition of local community agencies focused on families and children. Their blocked teaching schedule allows them to actively participate in the monthly meetings of these organizations. The ratio credit hours taught by full-time and part faculty is carefully monitored. At present, the majority of the child development courses are taught by full-time faculty. Additionally, classes are scheduled carefully to ensure child development faculty members are available to meet with students outside of class, able to attend department meetings, and hold membership on Senate and/or college-wide committees.

Ironically, the union-contract based strength of faculty work load in relation to professional responsibilities may also be a source of this primary challenge. Because the facilitator exercises her union right to overload, concerns might be raised as to her having sufficient time for coordinating the program. Currently, the facilitator is teaching online courses as overloads to ensure flexibility in her schedule.

To address this challenge, we will

- Monitor the schedule to ensure sufficient time for program coordination
- Take steps to expand the pool of qualified adjuncts
- Consider teaching online sections collaboratively

## **Criterion 10: Professional Development**

### **Evidence that faculty members stay current and engaged in the field includes faculty:**

- Membership in ACCESS
- Participation in local, state, or national NAEYC Conferences when possible
- Membership in the Early Childhood Coalition
- Membership in Early Childhood International (one faculty)
- Assistance with the local Ready to Learn and Q.C. Early Childhood Conferences
- Participation in Teaching/Learning Center workshops (Black Hawk College)
- Participation in Resource and Referral in-services
- Participation in workshops sponsored by the Regional Office of Education and the Early Childhood Coalition

### **Evidence of interdisciplinary sharing and collaboration includes:**

- Participation in the AAT (Associate of Arts in Teaching Degree) Collaborative (representing such disciplines as child development, education, mathematics, computer science, and psychology)
- Membership in a multidisciplinary department
- Attendance at twice yearly all-faculty in-service orientation day activities
- Informal collaboration with interdisciplinary colleagues in hallways, office areas, floor events, committee meetings, and Teaching/Learning Center events

### **Evidence of support for faculty development includes:**

- College support (monetary and leave) for attending conferences and workshops
- Opportunities to participate in international exchanges (one child development faculty member participated in an exchange to Holland)
- College-level support for Professional Development Leaves (sabbatical leave) as stipulated by the union contract and contingent on the availability of funds

### **Evidence of opportunities for faculty performance evaluation and self-assessment includes:**

- Annual evaluations by the Dean and Department Chair prior to tenure
- Evaluations by the Dean and Department Chair in association with applications for promotion
- Student evaluations of instruction, which by union contract are for the purpose of improving instruction
- Annual Professional Development Plan, including personal articulation of professional strengths and areas of growth, activities exemplifying professional growth, progress toward completing objectives from prior planning cycle; and development objectives for the upcoming planning cycle
- Feedback from formative and summative class-level assessments
- Twice yearly program-level input from the Advisory Board
- Self-study for NAEYC accreditation
- Program Review (5 year cycle), including assessment of student learning

There is strong evidence that the college supports faculty development and that faculty members in the program have been able to take advantage of opportunities for professional development. The fact that the union contract requires faculty to up-date their professional development plan annually, including critically reflecting on professional strengths and points for growth, setting professional goals and strategies for meeting those goals also ensures attention to the importance of personal reflection and professional development. Additionally, there are contract-drive systems in place for formal evaluations of instruction by administrators, department chairs, and students.

The challenge is to extend self-assessment at the program-level to include peer assessments.

Strategies for addressing peer evaluation include:

- Inviting the early childhood faculty from the Scott Community College child development program (located across the river in Iowa) and the Regional campus of Western Illinois University to sit on our Advisory Committee
- Requesting feedback from supervisors at sites that take our students
- Conducting a survey of members of the Early Childhood Coalition or early care and education sites to garner information about educational needs of early care and education staff.

**E. Supportive Infrastructure and Organization of Program**  
**Criterion 11: Program Organization and Guidance**

**The program sets goals and plans in conjunction with the college and program mission and in response to stakeholder and community needs.**

- The department has a yearly Unit plan driving its activities; the plan for child development is integrated into the departmental unit plan
- Advisory committee meets with faculty and Department Chair twice a year, giving input
- The Infant/Toddler and E.C. credentials give students a variety of options
- New AAT degree gives transfer students options
- Classes are rotated day/night, QC/Kewanee campus to meet community needs in Kewanee and working student needs
- Classes have been offered off-campus to meet community needs
- From input of the Advisory Committee, the faculty has added more parent/family components
- Every two years, graduated students are surveyed
- Students participated in needs survey before Western IL. Univ. brought 04 certification program to the Quad Cities

**Evidence for faculty involvement in decision-making about the program includes faculty:**

- Participation in developing unit plan for department as a whole and program in particular
- Involvement in monthly department meetings
- Driven class, course, and program-level assessment
- Contributions to AAS Degree Program Review (5-year cycle, Illinois Community College Board)
- Input for annual curriculum review (annual report, program costs in relation to revenue generated), including action plans detailing strategies to enhance enrollments
- Involvement in developing and monitoring class schedule, rotations of courses, and sequencing of varied delivery formats to meet student and community needs
- Initiation of course- and curriculum level changes
- Strategic plan created electronically and updated through an electronic product called WEAVE

**Evidence for opportunities for faculty to participate in college-wide decision-making includes:**

- Departmental elections for representatives to the Faculty Senate (two seats, three-year rotation); a child development faculty member just completed her 3-year term on the Faculty Senate
- Annual call by Senate President for service on Faculty Senate committees; a child development faculty member currently services on the Curriculum Committee
- Opportunities for service on ad hoc committees, college-wide committees and search committees

**Evidence for students' evaluation of courses, faculty, field experiences and the program includes:**

- Evaluation of instruction by students at the end of every course
- Evaluation of field experiences by students in both practica
- Surveys of graduates every two years

**With advisory council, faculty and other stakeholder involvement, the program establishes strategic objectives to address student and stakeholder needs; incorporate new knowledge about the education of children and families, and enhance its performance**

- Advisory council meets twice a year
- Outcomes assessment has objectives which change to meet student needs
- Objectives of each course are updated every three years
- Textbooks are the latest editions

Planning processes for the Child Development Degree Program benefit from the collaborative involvement in planning that has characterized the Department of Social, Behavioral, and Educational Studies (SBES) in particular and the college as a whole. SBES holds regular meetings; faculty in all disciplines are involved in collaborative planning for schedules and departmental initiatives, debate about college-wide issues and concerns being addressed by the Faculty Senates, and discussions about teaching and learning in the 21<sup>st</sup> century --- for example, pedagogies, retention, the assessment of student learning. Faculty members in SBES are highly involved in departmental and college-wide initiatives. Clear communication and collaborative work extends to our relationships with the administration through our work with the dean.

Challenges revolve around involving adjunct faculty and students in decision-making and planning and bolstering attendance at Advisory Committee meetings. Involving adjunct faculty in planning processes is difficult because of their own work commitments and the fact that the college does not reimburse adjunct faculty for attending meetings. Some possible ways to address this challenge include:

- Meeting separately with child development adjuncts after the Fall orientation for adjuncts
- Hosting a spring semester event for adjuncts
- Enhancing adjuncts' orientation to the mission and conceptual framework by providing them with information about the program as a whole, NAEYC standards, outcome assessment, etc.

Prior to this accreditation process, program faculty had not actively solicited students' perceptions about the program as a whole. Collecting this feedback from students has been useful. Ways to continue to solicit such feedback include:

- Adding questions to the student information sheets every student completes to gather information about their questions, concerns, and perceptions about the programs' strengths and weaknesses
- Surveying graduates before they leave in practicum (captive audience)

Stakeholder information through the Advisory Committee has been invaluable, but attendance varies. Ways to increase their investment include:

- Calling to remind members of the meeting time and date a few days before the meeting
- Surveying members to determine the best time for meetings
- Expanding membership to ensure representation from a variety of early care and education settings
- Following-up each advisory meeting with a letter to members thanking them for their involvement and emphasizing ways their comments and recommendations have been helpful

## Criterion 12: Program Resources

### Budgetary Support

	FY 09 Material and Supplies	FY 09 Travel Support for Supervision of Practica Students
Child Development	\$2000 <sup>1</sup>	\$773 <sup>2</sup>
Law Enforcement	\$500	\$0.00

<sup>1</sup> Supplemental funds available through Perkins for instructional materials and equipment

<sup>2</sup> Travel support budgeted based on projected numbers of students

### Instructional Materials

- A lending library of resources and materials relevant to child development classes is available to students in the Black Hawk College Learning Resource Center (LRC, library).
- Videotape, DVD and CD instructional resource collection
- Computer lab designated for lab-based child development instructional activities
- Classrooms fitted with LCD projection and integrated computer, projection, and digital overheads
- Student access to at least five open computer labs
- Supplies and materials funded through an annual child development budget line item
- Perkins funding is available for instructional materials
- The Teaching/Learning Center lends media equipment such as digital camcorders for instructional use
- Child development faculty each has a private office, pc, and library of instructional resources

### LRC's (Learning Resource Center) Commitment to Child Development and Early Childhood Education

- Subscriptions to hard copies of *Young Children* and at least 4 more educational journals for students to access in the library; electronic access to hundreds of full-text scholarly articles
- Educational resources and children's books
- Study space for students (with wireless connections)
- Paper and e-reserve options
- Interlibrary loan services through the Prairie Cat Library System

### Faculty Access to Support Staff

- Typing, mailing, and general clerical support provided by two office assistants who staff the Academic Service Center located nearby faculty offices
- Support for instructional technology and alternative delivery by Teaching/Learning Center staff
- Document, brochure and poster design through the college's Media Center
- Publicity and marketing provided by the marketing director
- Copying and printing through Campus Services
- Make-up testing and arrangements for proctoring for online students living in rural or out-of-district areas provided by Independent Learning Center staff

The Child Development Degree Program benefits from myriad resources available through the college. There is a budget line for supplies, instructional materials, and travel that can be supplemented with funds through the college's Perkins grant. Faculty can access support through the Academic Service Center staff from 7 a.m. until 6 p.m. daily. Printing through the Copy Center now meets requests for rapid turn-around. Both full-time faculty members have private office space. Although their offices are not fancy, they do have personal PCs and access to a full range of software and network file space that is routinely backed-up. Classrooms in which child development courses are scheduled are equipped with instructional technology. The college has recently developed a "refresh" plan for instructional technology as well as for remodeling classroom space. Adjunct faculty benefit from a similar array of resources, although they share office space with other adjuncts, they do have access to the college's computer network. Finally, the faculty has accumulated a vast array of resources for Child Development students over the years. The classroom where most child development courses are held has been enhanced by many appropriate materials and resources.

Challenges include the absence of cooperative research relationships with early childhood settings and practitioners, creating a rotation of replacement of outdated instructional materials, and ensuring that students who take classes at distance, whether online or at the East Campus through distance learning have access to materials and resources. Strategies to address these challenges include:

#### *Cooperative Research Relationships*

- Forge working relationships with Western Illinois University (WIU) new Early Childhood Education degree program
- Add a member of the WIU early childhood faculty to Black Hawk College's Child Development Advisory Committee

#### *Replacement of Instructional Materials*

- Catalogue current holdings to develop a coordinated plan for additions and replacements
- Replace videotapes with DVDs when possible
- Supplement budget line with requests for Perkins funding

#### *Online and East Campus Students' Access to Materials and Resources*

- Consider using a publisher-provided course management system that includes "lab" materials of audio and visual materials for online courses
- Encourage online students to attend regional conferences held close to their homes
- Encourage online and East Campus students to use the resources of their local libraries and regional library systems for interlibrary loans
- Encourage the Black Hawk College Library to invest in additional online materials that support the child development curriculum

F. Learning Opportunities

Curriculum Chart: Sample learning opportunities and assessments for each accreditation standard		
<b>Standard 1: Promoting Child Development and Learning</b>	<b>Sample opportunities for students to learn and practice</b>	<b>Sample related assessments of student performance</b>
1a: Knowing and understanding young children's characteristics and needs	Characteristic exercises CD 200 "Guess the age" exercises CD 200 Discussions, videos, lectures: all courses Behavior scenarios CD 224, CD 202	Quizzes CD 200, CD 202, CD 224 Movie Analysis CD 200 Research papers: many courses
1b: Knowing and understanding the multiple influences on development and learning	Case Studies CD 222, 204, 214 Discussions & videos : all courses Behavioral analysis CD 224, CD 202	Quizzes CD 200, CD 222 Behavioral analysis CD 224 Family evaluations CD 222 Papers: many courses
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments	Environmental guidelines & practice designing CD 203 Scenarios of interactions: CD 202, CD 203, CD 204, CD 214 Health discussions: all courses Discussions, videos, lectures: all courses	Environmental Plan CD 203, CD 220 Essay questions & quizzes: all courses Evaluations and Disposition Checks: CD 202, CD 204, CD 214 Health and safety analysis CD 201
<b>Standard 2: Building Family and Community Relationships</b>	<b>Sample opportunities for students to learn and practice</b>	<b>Sample related assessments of student performance</b>
2a: Knowing about and understanding family and community characteristics	Interviews: CD 222 Discussions, lectures, videos: all courses Types of family scenarios CD 200, CD 224 Observations CD 202	Interview write-up CD 222, CD 201 Movie analysis CD 200 Quizzes: all courses Observations CD 202 Reflection: CD 222, CD 202, CD 204
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	Discussions: all courses Family Service activity CD 212 Child assessment CD 204, CD 214 Observations CD 202 Videos: many courses	Service Learning report CD 212 Child Dev. Obs./Plan CD 204, CD 214 Observations CD 202
2c: Involving families and communities in their children's development and learning	Discussions: all courses Service Learning CD 212 Observations CD 202 Videos: many courses	Service Learning report CD 212 Observations CD 202 Interviews CD 222, CD 201

**Part Two: Program Content and Outcomes**

**F. Learning Opportunities**

<b>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</b>	<b>Sample opportunities for students to learn and practice</b>	<b>Sample related assessments of student performance</b>
<b>3a:</b> Understanding the goals, benefits, and uses of assessment	Lectures & discussions: all courses Assessment scenarios CD 202, CD 212 Case studies: CD 202, CD 212 Videos: CD 202, CD 212	Quizzes CD 202, CD 212, CD 100 Essay questions CD 202, CD 100, CD 212 Case studies: CD 202, CD 212
<b>3b:</b> Knowing about and using observation, documentation, and other appropriate assessment tools	Discussions and lectures CD 202, CD 212, CD 204, CD 214 Scenarios “ Videos: CD 202, CD 212	Assessment report CD 204, CD 214 Quizzes CD 202
<b>3c:</b> Understanding and practicing responsible assessment	Practice evaluation: CD 204, CD 214 Videos: CD 202, CD 212	Assessment report: CD 204, CD 214
<b>3d:</b> Knowing about assessment partnerships with families & other professionals	Scenarios CD 204, CD 214 Lectures and discussions all courses Videos: CD 202, CD 212	Report CD 204, CD 214
<b>Standard 4: Teaching and Learning</b>	<b>Sample opportunities for students to learn and practice</b>	<b>Sample related assessments of student performance</b>
<b>4a:</b> Knowing, understanding, and using positive relationships and supportive interactions	Lectures, discussions: all courses Scenarios practice: all courses Videos: all courses	Disposition checks and evaluations: CD 202, CD 204, CD 214
<b>4b:</b> Knowing, understanding, and using effective approaches, strategies, and tools for early education	Lectures & discussions: all courses Lesson plan practice: CD 203, 204, 205, 206, 207, 214, 225 Play lectures, videos, discussions: all courses	Lesson Plans: CD 203, 204, 205, 206, 207, 214, 225 Essay on play CD 100, CD 204
<b>4c:</b> Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	Unit assignment CD 203, CD 204 Lesson Plans Lectures, videos, discussions, all courses	Quizzes: all courses Unit Plan CD 203, CD 204 Essay questions: all courses
<b>4d:</b> Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	Unit assignment CD 203, CD 204 Curriculum evaluation CD 100 Curriculum exposure CD 0203, CD 204, CD 214	Unit Plan CD 203, CD 204 Curriculum comparison CD 100, CD 204, CD 214
<b>Standard 5: Becoming a Professional</b>	<b>Sample opportunities for students to learn and practice</b>	<b>Sample related assessments of student performance</b>
<b>5a:</b> Identifying and involving oneself with the early	Philosophy CD 100 Introductions and interviews: all	Philosophy CD 100 Career Assignment CD 100

F. Learning Opportunities

childhood field	courses Career discussions: all courses E.C. field changes: all courses Video: CD 100	Portfolio CD 214
<b>5b:</b> Knowing about and upholding ethical standards and other professional guidelines	Lectures and Discussions: all courses Ethical scenarios: CD 202, CD 203, CD 204, CD 214	Ethical scenario essays CD 202, CD 204, CD 214
<b>5c:</b> Engaging in continuous, collaborative learning to inform practice	Group activities: all courses Group Unit CD 203 Teamwork exercises CD 204, CD 214	Group Unit CD 203 Group Projects CD 204, CD 214
<b>5d:</b> Integrating knowledgeable, critical & reflective perspectives on early education	Reflections: all courses Discussions: all courses	Reflection on lesson Plans: CD 203, CD 204, CD 214 Reflection on presentations: CD 203, CD 205, CD 206, CD 207, CD 204, CD 214 Theory assignment: CD 200
<b>5e:</b> Engaging in informed advocacy for children and the profession	Advocacy scenarios: CD 204, CD 214 Advocacy discussions: all courses Videos: all courses	Advocacy assignment CD 100, CD 214, CD 214
<b>Supportive Skills</b>	<b>Sample opportunities for students to learn and practice</b>	<b>Sample related assessments of student performance</b>
<b>Supportive Skill 1:</b> Self – assessment and self-advocacy	Portfolio CD 214 Career Investigations CD 100 Self-assessments: all courses	Portfolio CD 214 Career Assignment CD 100
<b>Supportive Skill 2:</b> Mastering and applying foundational concepts from general education	Supporting the breadth and depth of analysis, reflection and concept understanding: all courses	All quizzes, written work
<b>Supportive Skill 3:</b> Written and verbal skills	All courses: written and verbal presentations	All courses evaluate on verbal and written skills
<b>Supportive Skill 4:</b> Making connections between prior knowledge/ experience and new learning	Reflections: all courses Lectures and discussions: all courses	Essays: all courses Reflections: many courses
<b>Supportive Skill 5:</b> Identifying and using professional resources	Library visits: CD 100, CD 220, Web practice CD 100 Website analysis CD 100, CD 220 Unit Plan CD 203 Lesson Plans CD 203, CD 204, CD 205, CD 206, CD 214	Lesson Plans: many courses Unit Plans: CD 203, CD 204 Resource write-up CD 100, 220

## Curriculum Chart Commentary

The Curriculum Chart includes samples of learning opportunities and assessments; however, the AAS Degree program in Child Development provides many other opportunities for students to develop competencies in the five NAEYC standard areas as well as the supportive skill areas. In addition to the samples included on the Curriculum Chart, other opportunities include such strategies as classroom discussions, video presentations, lectures, power point presentations, group activities, practice with scenarios and case studies, active learning activities, child observations, interviews, guest speakers, field trips, library visits, web assignments and exploration, textbook case studies and quizzes/assessments. Child development professors have imbedded the NAEYC standards and supportive skills areas throughout the curriculum to support students' mastery of the material across the five standards and to model active learning.

As indicated in the curriculum chart, students have opportunities in every course to learn about and practice respectful ways to interact with children and families as well as to develop and provide developmentally appropriate activities for children. Two courses are dedicated to respectful guidance practices. Curriculum development is embedded into at least eight more courses. Additionally, all courses provide many opportunities for students to develop and practice their skills in working with young children and families. Learning opportunities are structured to begin with guided presentations in class, extend to supervised observation interactions in early care and education classrooms, and conclude with two supervised practicum experiences.

After evaluating the Curriculum Chart, it is clear that the program needs to augment the content on assessment (standard 3). Coursework has always included some attention to informal and formal assessments of children. However, given the increased emphasis on assessment in early care and education, it is apparent that students need to be able to understand and apply a wide range of developmentally appropriate formal assessments. This weakness in the program is compounded by two

issues. First, not many developmentally appropriate authentic assessments are available for use with young children. Those that are available have been incorporated into our courses and practica. Second, local early care and education programs are not implementing a variety of formal assessments that our students can observe or in which they can participate. There are two steps we can take to address this issue. We can evaluate course content on assessment and refine these sections as needed. To expand the early care and education teachers' awareness about assessment options, Black Hawk College faculty members will incorporate current information about assessment into practicum supervisors' orientation meetings and/or presentations at the two early care and education conferences.

Another weakness in the program that needs to be addressed is to strengthen the coverage of diversity and special needs. We have already been adding materials like videos and books to our resources on these topics, inviting more ethnically and racially diverse guest speakers, supplementing instruction with the expertise of the local early care and education mental health consultant, and developing on-going relationships with early care and education programs, such as Head Start, that enroll a high proportion of children who are ethnically and racially diverse. In our local area, children with special needs are usually accommodated in programs that do not provide opportunities for students to do their student teaching. However, students can do observations in these settings. To ensure additional exposure to issues and challenges related to children with special needs, observations at these early care and education sites will be included. We will continue to implement these strategies and explore other options for strengthening the curriculum with respect to diversity and special needs.

The strengths of the program -- that students develop strong, nurturing, respectful relationships with families and children, provide developmentally appropriate activities, and practice on-going informal assessment --- support best practices and will help children develop to their highest potential. Strategies highlighted will strengthen the program with respect to content on assessment, diversity, and children with special needs.

## G. Assessments and Evidence of Student Outcomes

### OVERVIEW CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS

Write a short title for each of your key assessment (portfolio, interview, case study, student teaching evaluation, advocacy project, etc.) to assist your readers.

Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.

STD = standards 1-5, SS = Supportive Skill 1-5

Assessment	STD 1	STD 2	STD 3	STD 4	STD 5	SS 1	SS 2	SS 3	SS 4	SS 5
1. Unit Plan				X	X		X	X	X	X
2. Behavior Assessment			X					X	X	X
3. Multi-Cultural Interview	X	X						X	X	X
4. Developmental Child Observational Study	X	X	X					X	X	X
5. Portfolio				X	X	X	X	X	X	X

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Assessment	STD 1	STD 2	STD 3	STD 4	STD 5	SS 1	SS 2	SS 3	SS 4	SS 5
1. Unit Plan				X	X		X	X	X	X
2. Behavior Assessment			X					X	X	
3. Multi-Cultural Interview	X	X						X	X	
4. Developmental Child Observational Study	X	X	X					X	X	
5. Portfolio				X	X	X	X	X	X	X

(revised 9/11)

# CHART OF ASSESSMENTS AND EVIDENCE

## Key Assessment 1

Briefly describe the assignment and list the courses that use this assignment

All students in all sections of **CD 203 Curriculum for Early Childhood Programs** are divided into groups where they develop a Unit Plan that follows DAP guidelines and integrates learning across the preschool curriculum.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
			X	X		X	X	X	X

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

We will be collecting data based on "Does Not Meet", "Meets" or "Exceeds Expectations". Our rubric covers 4a,b,c,d and 5c. Our rubric also includes Supportive Skills 2,3,4 & 5. This course is required and offered every spring.

Describe how data are or will be used to improve the program

Our goal will be to move students towards the "Exceeds Expectations" area of the rubric. Each year that we collect data, we will look to see that students have made progress towards this goal. If we see a majority of students assessing at the "does not meet" level, we will examine the rubric, directions, or instructional processes.

**Assessment #1**  
**Group Unit**  
**CD 203 Curriculum for Early Childhood**  
**(Standards 4 and 5c)**

*Beginning early childhood teachers need to be able to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.*

*Beginning early childhood teachers also need to be able to conduct themselves as members of the early childhood profession. They must know and use ethical guidelines, be continuous, collaborative learners who can be reflective, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.*

In this assignment, you will:

Work with your team by collaborating, sharing resources, organizing and planning activities for learning that integrate throughout the curriculum

Plan a unit of study that is developmentally effective for preschool age children and that aligns with the Illinois Early Learning Standards

Use resources and materials from the Black Hawk College child development library and also approved websites in researching and developing the unit of study

**Step 1: Choose topic of study**

Using knowledge of theories and best practices that support work and relationship with young children, students will select a topic of study based on the interests and developmental levels of preschool age children. Rationale will be provided for why this is meaningful to young children. Goals and objectives will be set up for the unit of study. Room arrangement will be designed and adapted to support the unit. (4a/b)

**Step 2: Gather resources and align with standards**

In the following content areas (language, math, science, music, movement, health, art and creative dramatics) activity outlines will be developed. These outlines will be developmentally appropriate, play based, hands on, multisensory, and based on Illinois Learning Standards. Research is to be done using Black Hawk College resources, child development textbooks and related readings. (4c)(SS 5)

**Step 3: Compile activities into a resource unit of instruction**

The activities along with related books, finger plays, snacks, and other options such as field trip, family involvement, or guest visitors will be organized into a notebook to be shared with the class. (4d, SS 5)

**Step 4: Engage in collaborative learning**

Students will work together as a team collaborating, sharing resources, planning and organizing activities into a useable format that will integrate throughout the curriculum. (5c)

**Step 5: Reflective paper**

Each student will write a one-page paper describing how their former experiences and learning has enhanced and connected to their new learning through this assignment and what they learned from doing this assignment. (SS 4)

**Unit will be graded on writing and verbal skills: grammar and punctuation will be evaluated as well as the depth of presentation. (SS 3)**

**Assessment #1 Group Unit**  
**Rubric for NAEYC Accreditation Assessments**  
**(Standards 4, 5c)**

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<b>Step 1</b> <b>Knowing, understanding, and using positive relationships and supportive interactions with children and families (4a)</b>	Candidate's skills in understanding how to build positive relationships with children is weak or lacking	Candidate evidences essential knowledge of theory and research underlying the importance of relationships	...and shows extensive ability to connect theory and research to practice
<i>Comments:</i>			
<b>Step 1</b> <b>Knowing, understanding, and using appropriate, effective approaches and strategies for early education (4b)</b>	Evidence of the ability of the candidate to provide support for development and learning is weak or lacking	Candidate evidences ability to provide developmentally appropriate experiences in most of the following approaches and strategies: communication, environments, children's needs and interests, social interactions, support for play, challenging behaviors, technology and integrative approaches to curriculum	Candidate evidences the ability to provide developmentally appropriate experiences in all of the previous approaches and strategies
<i>Comments:</i>			
<b>Step 2</b> <b>Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines (4c)</b>	Evidence of the candidate to articulate priorities and desired outcomes for high quality, meaningful experiences in all content areas is weak or lacking	Candidate can articulate some priorities for high quality, meaningful experiences in content areas, with desired outcomes for children	...and can show outcomes that connect with professional standards, using authoritative resources.
<i>Comments:</i>			
<b>Step 3</b> <b>Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes (4d)</b>	Evidence of candidate to design, implement and evaluate meaningful, challenging curriculum is weak or lacking	Evidence of candidate to design, implement and evaluate meaningful, challenging curriculum which takes into account children's developmental, individual and cultural characteristics	...and involves reflective and continuous evaluation as well as high quality resources
<i>Comment:</i>			
<b>Step 4</b> <b>Engaging in continuous, collaborative learning to inform practice (5c)</b>	Candidate shows limited involvement and skill in collaborative learning	Candidate shows self-motivation, involvement and skills in collaborative learning	...and includes collaboration across disciplines and in inclusive settings
<i>Comments:</i>			

<b>All Questions Skills in Mastering and Applying Foundational Concepts from General Education (SS 2)</b>	Student showed limited to no ability to carry over general education concepts to activities and plans with young children	Students showed an ability to provide adequate rationale for activities	...with a richness and conceptual accuracy of curriculum plans
<b>Comments:</b>			
<b>All questions &amp; presentation Written and verbal Communication (SS 3)</b>	Candidate had 5 or more types of grammatical and/or spelling errors; presentation was weak, missing required elements	Candidate had 3 or more types of grammatical and/or spelling errors; Presentation had all required elements	Paper was nearly free of grammatical or spelling errors, ...and had added richness and depth , using visuals, etc.
<b>Comments:</b>			
<b>Step 5 Skills in making connections between prior knowledge/ experience and new learning (SS 4)</b>	Candidate shows no ability to make connections between prior experiences and new learning	Candidate shows ability to reflect on experience and prior learning	..and can connect to research and theory in a thoughtful way
<b>Comments:</b>			
<b>Step 2 &amp; 3 Skills in identifying and using professional resources (SS 5)</b>	Candidate shows no ability to access professional resources	Candidate shows ability to access credible professional resources	...and connect them to better serve families and children
<b>Comments:</b>			

# CHART OF ASSESSMENTS AND EVIDENCE

## Key Assessment 2

Briefly describe the assignment and list the courses that use this assignment

All students in all sections of **CD 202 Observation and Guidance of Young Children** will do an assessment and plan for a child with behavior difficulties.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
		X					X	X	

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

We will be collecting data based on "Does Not Meet", "Meets" or "Exceeds Expectations". Our rubric covers 3a,b,c, & d. Our rubric also includes Supportive Skills 3, & 4. This course is required and offered every spring.

Describe how data are or will be used to improve the program

Our goal will be to move students towards the "Exceeds Expectations" area of the rubric. Each year that we collect data, we will look to see that students have made progress towards this goal. If we see a majority of students assessing at the "does not meet" level, we will examine the rubric, directions, or instructional processes.

**Assessment #2**  
**Behavior Assessment**  
**CD 202 Observation and Guidance of Young Children**  
**(Standard 3)**

*Beginning teachers need to be able to understand the purposes of assessment, use effective assessment strategies and use assessment responsibly to positively influence children's development and learning.*

In this assignment, you are asked to focus on using an informal assessment technique to create a plan for a child which is both supportive and challenging.

You will:

1. In consultation with your host teacher, select a child in the group who has behavioral concerns.
2. Chose an assessment technique from the possibilities in the textbook (rating scale, checklist, narrative record, anecdotal record, time sampling, event sampling, behavioral analysis), supported by standards, best practices, and research-based knowledge.
3. Spend at least two weeks in observation of your chosen child, making observations and completing your chosen approach
4. Develop at least two behavioral goals that make sense for this child, and strategies that would help the child move towards those goals.

Your final write-up must correspond directly to each of the following steps and questions, using correct grammar, spelling and punctuation. You may use the steps and questions underneath each step as an outline for your paper:

**Step One: Provide a brief context for the child you are studying and your classroom setting**

1. *Why did you and your host teacher select this child for your study?*

Be sure to provide a basic context for selecting this child and other important factors about your classroom setting, as well as describing the child's unique characteristics and behavioral needs. (3d)

**Step Two: Identify the Child's Behavioral Needs and problems:**

2. *What informal assessment, documentation and observational strategy did you use in order to better understand the child's behavior, development and learning needs? What are the strengths and weaknesses of this particular approach? What*

research might you cite to support your decision in this choice? Why did you choose not to use other assessment/observation techniques?(3a)

3. *What did you learn about the child's behavioral and developmental needs?*

Based on your informal assessment and observations, describe the child's behavioral development in context of their overall development, their relationships with caregivers, and other children. (3c)

4. *Describe how you used responsible assessment and observation and any ethical or legal implications of your observations/assessments. (3c)*

**Step Three:**

5. *What are two immediate behavioral goals that make sense for this child?*

Based on your study of the child and your relationship with the host teacher, identify and present a rationale for two of the child's most immediate developmental needs that can be supported in the early childhood program setting. (3b)

6. *What actions would you take to begin to promote positive behavioral development and challenge the child to gain new competencies in each of the two areas that you have identified?*

Describe immediate and long-term actions you could take to help the child meet each of the two goals. In your response to this question, make sure you explain what standards, best-practices, and behavioral/developmental research and principles you are using as a basis for your actions. How would you partner with the parents and the host teacher in these goals? (3d)

7. *What did you learn from this assignment about yourself and about observing/assessing children's development and behavior? Be sure to connect your prior knowledge and experience to your new learning through this assignment. (SS4)*

This assessment will be graded for grammar and spelling as well as your ability to follow the directions and complete every part of the assignment.(SS3)

**Assessment #2 CD 202 Behavior Assessment  
Rubric for NAEYC Accreditation Assessment  
(Standard 3)**

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<b>Question 2</b> Understanding the goals, benefits, and uses of assessment (3a)	Candidate's understanding and use of assessment is weak, inappropriate, or non-existent	Candidate shows knowledge of important goals of assessment, and explains benefits and potential harm of assessments considered and selected	...and shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom
<i>Comments:</i>			
<b>Question 5</b> Knowing about and using observation, documentation, and other appropriate assessment tools and approaches (3b)	Candidate's knowledge and skills in this area are weak or non-existent	Candidate shows basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results	...and goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs
<i>Comments:</i>			
<b>Questions 3, 4</b> Understanding and practicing responsible assessment (3c)	Candidate's knowledge and skills in this area are weak or non-existent	Candidate can provide examples of responsible assessment and apply knowledge in working with children	...and show complex understanding of responsible assessment practices when working with diverse children
<i>Comments:</i>			
<b>Questions 1, 6</b> Knowing about assessment partnerships (3d)	Candidate's knowledge of ability to contribute to partnerships is weak or non-existent	Candidate articulates research base that supports partnerships; demonstrates core skills in communicating with families and host teacher	...and goes beyond to discuss legal issues that might apply
<i>Comments:</i>			
<b>All questions</b> Written Communication (SS 3)	Candidate had 5 or more types of grammatical and/or spelling errors	Candidate had 3 or more types of grammatical and/or spelling errors	Paper was nearly free of grammatical or spelling errors
<i>Comments:</i>			
<b>Question #7</b> Skills in making Connections between prior knowledge/experience and new learning (SS 4)	Candidate shows no ability to make connections between prior experiences and new learning	Candidate shows ability to reflect on experience and prior learning	...and can connect to research and theory in a thoughtful way
<i>Comments:</i>			

# CHART OF ASSESSMENTS AND EVIDENCE

## Key Assessment 3

Briefly describe the assignment and list the courses that use this assignment

All students in all sections of **CD 222 Child, Family and Community** will conduct a family interview of a family with diverse ethnicity from themselves. This will include a reflection piece as well as research.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
X	X						X	X	

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

We will be collecting data based on "Does Not Meet", "Meets" or "Exceeds Expectations". Our rubric covers 1 a,b,c; and 2 a,b,c. Our rubric also includes Supportive Skills 3, & 4. Most students take this course, but if they don't, they will do this assessment in CD 204 Practicum 1. This course is offered every spring.

Describe how data are or will be used to improve the program

Our goal will be to move students towards the "Exceeds Expectations" area of the rubric. Each year that we collect data, we will look to see that students have made progress towards this goal. If we see a majority of students assessing at the "does not meet" level, we will examine the rubric, directions, or instructional processes.

**Assessment #3**  
**Multicultural Interview Assignment**  
**CD 222 Child, Family, and Community**  
**(Standards 1 and 2)**

*Beginning early childhood teachers need to be able to integrate their understanding of and relationships with children and their families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.*

*Beginning early childhood teachers also need to know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.*

**In this assignment, you will:**

Interview a family with a preschool age child that is culturally different from yourself. Choose a family that is new to this country, bilingual, or has other cultural differences.

Prior to your interview, you will research the background for understanding and guidance in working with diverse populations.

Develop questions based on information from your research and our class.

Provide a learning activity that will help this child and family in a preschool area of need.

**Step 1:**

With the instructor's guidance, connect with a family thru a local child care center, or choose someone you know in the community. Ask permission to interview the family.  
(2b)

**Step 2:**

In the Black Hawk College library reference area, research current early childhood journals to gain background information in order to become culturally informed.  
(1b)(SS 5)

**Step 3:**

Prepare 10 interview questions based on gaining knowledge about the family's culture and how their culture influences child development and learning. Topics could include family member roles, discipline, food/feeding, potty training, and other areas relevant to

children at a preschool level. (2a)

**Step 4:**

After interviewing the family, design a learning activity that supports growth and development that could be used by the child and family. (1a, 2c)

**Step 5:**

Write a reflection page that includes what you learned on how to be more knowledgeable, supportive, and respectful of this family. Include what you learned of their challenges and how you, as a future child care provider, can be more sensitive to families' needs. Be sure to connect your prior experiences and learning to what you have learned in this assignment. Writing skills will be graded. (1c, SS 3, 4)

**Assessment #3 Multicultural Interview**  
**Rubric for NAEYC Accreditation Assessments**  
**(Standards 1 & 2)**

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<b>Step 4</b> <b>Knowing and understanding the child's characteristics and needs (1a)</b>	Candidate's knowledge seems weak or non-existent	Candidate's work reflects knowledge of the child's specific needs and provides examples of interrelationships among dev. areas	...and is grounded in developmental theory and provides rich examples to describe child's characteristics and needs
<i>Comments:</i>			
<b>Step 2</b> <b>Knowing and understanding the multiple influences on development and learning (1b)</b>	Candidate's knowledge and understanding is weak or non-existent	Candidate describes the nature of influences on the child; cites relevant intervention programs and research	...and has thorough knowledge of possible interactions among these influences; and cites relevant theory and research
<i>Comments:</i>			
<b>Step 5</b> <b>Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments (1c)</b>	Candidate fails to envision and describe appropriate actions resulting from the project	Candidate describes the essentials of research and developmental principles used to create an effective learning environment for the child; provides evidence that the environment to be created will support the child's health, culture, and individuality, and challenge child to gain new competencies	...and does so in an in-depth way
<i>Comments:</i>			
<b>Step 3</b> <b>Knowing and understanding family/community characteristics (2a)</b>	Candidate's descriptions are weak or non-existent	Candidate's work describes the significant characteristics of the family and community and the nature of their influences on the child's development	...in an especially in-depth way, and integrates family theory and research factors
<i>Comments:</i>			
<b>Step 1</b> <b>Supporting and empowering the family through a respectful, reciprocal relationship (2b)</b>	Evidence of a relationship seems weak or non-existent	Candidate uses knowledge of family/community to build relationships; uses varied communication strategies; links family to at least one community resource	...and reflects extensive knowledge of family's goals, language/culture and characteristics to deepen relationships; and links family with multiple resources for specific purposes
<i>Comments:</i>			

<b>Step 4</b> <b>Involving the family in child's development and learning (2c)</b>	Family involvement is weak or non-existent	Candidate articulates and works on the philosophy that the family is child's primary teacher; uses family's input to inform decisions	...and demonstrates strong skills in sharing results; reflects knowledge of strengths and limitations of tool(s)
<b>Comment:</b>			
<b>All questions</b> <b>Written Communication (SS 3)</b>	Candidate had more than 5 types of grammatical and/or spelling errors in paper	Candidate had no more than 3 types of grammatical and/or spelling errors in paper	Paper was nearly free of grammatical or spelling errors
<b>Step 5</b> <b>Making connections between prior knowledge/experience and new learnings (SS 4)</b>	Candidate shows no ability to make connections between prior experiences and new learning	Candidate shows ability to reflect on experience and prior learning	...and connect to research and theory in a thoughtful way
<b>Comments:</b>			

# CHART OF ASSESSMENTS AND EVIDENCE

## Key Assessment 4

Briefly describe the assignment and list the courses that use this assignment

All students in all sections of **CD 204 Practicum 1** will do an in-depth Developmental Child Observation Study. They will choose a child from their placement with special needs or concerns and will develop a plan based on the family, assessments and developmental guidelines to help the child develop in a positive, healthy way.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
X	X	X					X	X	

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

We will be collecting data based on "Does Not Meet", "Meets" or "Exceeds Expectations". Our rubric covers 1 a,b,c; 2 a,b,c and 3 a,b,c,d. Our rubric also includes Supportive Skills 3, & 4. This course is required and offered every fall.

Describe how data are or will be used to improve the program

Our goal will be to move students towards the "Exceeds Expectations" area of the rubric. Each year that we collect data, we will look to see that students have made progress towards this goal. If we see a majority of students assessing at the "does not meet" level, we will examine the rubric, directions, or instructional processes.

**Assessment #4**  
**Developmental Child Observation Study**  
**CD 204 Practicum I**  
**(Standards 1,2,3)**

*Beginning early childhood teachers are able to use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive and challenging for all children.*

*They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.*

*Early childhood teachers know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.*

In this assessment, you are asked to focus on using your knowledge of child development and learning, appropriate observation, documentation and assessment, in partnership with the child's family, in order to create a learning environment that is supportive and challenging.

**You will:**

\*In consultation with your host teacher, select a child in the group who has special needs ( for example, a child who is an English language learning, uses non-standard dialects, is gifted, learning disabled, has significant disabilities but is included in the classroom or who has significant behavioral problems)

\*With support from your host teacher, establish a relationship with the child's family and learn about the family (goals, language, culture, and individual characteristics). Your aim is to learning about the family goals for the child you have selected, and how they perceive that the early childhood program can help with those goals. (You must have two or more contacts with the family.)

\*Select at least one informal and one formal assessment strategy or tool supported by standards, best practices, and research-based knowledge, and then construct a developmental portrait of the child including physical, social, emotional, cognitive, and language developmental domains.

\*Using the information gained from interactions with the child's family and your developmental portrait, describe three significant actions you could take in order to foster the child's positive development, challenges the child to gain new competencies, and respect the child's culture and individuality.

**Your final Developmental Child Case Study must respond directly to each of the following steps and questions:**

**Step One: Provide a brief context for the child you are studying and your classroom setting**

1. *Why did you and your host teacher select this child for your case study?*

Be sure to provide a basic context for selecting this child and other important factors about your classroom setting, as well as describing the child's unique characteristics and needs. What developmental theory(ies) provides a framework for working with this child? (1a,1b)

**Step Two: Involve the Child's Family**

2. *How did you establish a relationship with the child's family?*

What approaches did you take to better understand the child's family, their community, values and culture? If your initial approaches were not successful, discuss how you modified your efforts to involve the family in meeting their child's needs. (2a, 2b)

3. *What did you learn about the child's family and community and how did you learn it?*

Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learning from the family? What did you learn from other sources? Were you informed by any family theory or research? (2a, 2b)

4. *What insights into the child's developmental and learning needs did you gain from your relationships with the child's family; and, the immediate and long-term developmental goals the family has for the child?*

Were you able to provide information about community or school resources that might be helpful to the family or child? (2c)

**Step Three: Identify the Child's Developmental Needs**

5. *What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs?*

In your response to this questions, make sure that you explain why you selected each observation, documentation, and assessment approach that you used, and why you elected not to use other tools or approaches. Be sure to discuss the responsible and irresponsible uses of assessment and how you can practice responsible assessment. (3a, 3b, 3c)

6. *What did you learn about the child's developmental and learning needs?*

Based on your use of informal and formal observation, documentation, and assessment approaches, describe the child's development related to each of these five domains: physical, social, emotional, cognitive, and language development. (3b)

#### **Step 4: Make a Plan for Action**

7. *What are two immediate developmental goals that make sense for this child?*

Based on your study of the child and your relationship with the child's family, identify and present a rationale for two of the child's most immediate developmental needs that can be supported in the early childhood program setting. (1a, 2c, 3b, 3d)

8. *What actions could you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified?*

Describe immediate and long-term actions you could take to help the child meet each of the two goals you have selected. In your response to this questions, make sure that you explain what standards, best-practices, and developmental research and principles you are using as a basis for your actions. What research supports the importance of creating assessment partnerships? (1b, 1c, 2c, 3d)

9. *Your last task is to reflect what you learned about yourself: how did you connect prior learning/experiences to your new learning through this assignment? (SS4)*

***Please remember that grammar and spelling will be evaluated (SS 3)***

**Assessment #4 Developmental Observation Child Study**  
**CD 204 Practicum 1**  
**Rubric for NAEYC Accreditation Assessments**  
**(Standards 1,2,3)**

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<b>Questions 1 &amp; 7</b> <b>Knowing and understanding the child's characteristics and needs (1a)</b>	Candidate's knowledge seems weak or non-existent	Candidate's work reflects knowledge of the child's specific needs and provides examples of interrelationships among dev. areas	...and is grounded in developmental theory and provides rich examples to describe child's characteristics and needs
<i>Comments:</i>			
<b>Questions 1 &amp; 8</b> <b>Knowing and understanding the multiple influences on development and learning (1b)</b>	Candidate's knowledge and understanding is weak or non-existent	Candidate describes the nature of influences on the child; cites relevant intervention programs and research	...and has thorough knowledge of possible interactions among these influences; and cites relevant theory and research
<i>Comments:</i>			
<b>Question 8</b> <b>Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments (1c)</b>	Candidate fails to envision and describe appropriate actions resulting from the project	Candidate describes the essentials of research and developmental principles used to create an effective learning environment for the child; provides evidence that the environment will support the child's health, culture, individuality, and challenge child to gain new competencies	...and does so in an in-depth way
<i>Comments:</i>			
<b>Questions 2 &amp; 3</b> <b>Knowing and understanding family/community characteristics (2a)</b>	Candidate's descriptions are weak or non-existent	Candidate's work describes the significant characteristics of the family and community and the nature of their influences on the child's development	...in an especially in-depth way, and integrates family theory and research factors
<i>Comments:</i>			
<b>Questions 2 &amp; 3</b> <b>Supporting and empowering the family through a respectful, reciprocal relationship (2b)</b>	Evidence of a relationship seems weak or non-existent	Candidate uses knowledge of family/community to build relationships; uses varied communication strategies; links family to at least one community resource	...and reflects extensive knowledge of family's goals, language/culture and characteristics to deepen relationships; and links family with multiple resources for specific purposes
<i>Comments:</i>			

<b>Questions 4,7,8</b> <b>Involving the family in child's development and learning (2c)</b>	Family involvement is weak or non-existent	Candidate articulates and works on the philosophy that the family is child's primary teacher; uses family's input to inform decisions	...and demonstrates strong skills in interpreting and sharing results, reflecting knowledge of strengths and limitations of tool(s) used, given child's unique background and needs
<i>Comment:</i>			
<b>Questions 5</b> <b>Understanding the goals, benefits, and uses of assessment (3a)</b>	Candidate's understanding and use of assessment is weak, inappropriate, or non-existent	Candidate shows knowledge of important goals of assessment, and explains benefits and potential harm of assessments considered and selected	...and shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom
<i>Comments:</i>			
<b>Questions 5,6,7</b> <b>Knowing about and using observation, documentation, and other appropriate assessment tools and approaches (3b)</b>	Candidate's knowledge and skills in this area are weak or non-existent	Candidate shows basic competence in implementing tools and approaches selected; work reflects skill in interpreting and using results	...and goes beyond to show in-depth knowledge and a high level of skill in using the approaches selected with the child, given unique special needs
<i>Comments:</i>			
<b>Question 5</b> <b>Understanding and practicing responsible assessment (3c)</b>	Understanding and practicing responsible assessment wasn't addressed, or weakly	Candidate addressed the use of responsible assessment	...and addressed the legal issues that might apply
<b>Questions 7 &amp; 8</b> <b>Knowing about assessment partnerships (3d)</b>	Candidate's knowledge of ability to contribute to partnerships is weak or non-existent	Candidate articulates research base that supports partnerships; demonstrates core skills in communicating with families and host teacher	...and goes beyond to discuss legal issues that might apply
<i>Comments:</i>			
<b>All questions</b> <b>Written Communication (SS 3)</b>	Candidate had more than 5 types of grammatical and/or spelling errors in paper	Candidate had no more than 3 types of grammatical and/or spelling errors in paper	Paper was nearly free of grammatical or spelling errors
<b>Question 9</b> <b>Making connections between prior knowledge/experience and new learnings (SS 4)</b>	Candidate shows no ability to make connections between prior experiences and new learning	Candidate shows ability to reflect on experience and prior learning	...and connect to research and theory in a thoughtful way
<i>Comments:</i>			

# CHART OF ASSESSMENTS AND EVIDENCE

## Key Assessment 5

Briefly describe the assignment and list the courses that use this assignment

All students in all sections of **CD 214 Practicum II** will do a portfolio assessment, including many artifacts from their practicum experiences as well as in-depth reflections.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD = standards 1-5, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
			X	X	X	X	X	X	X

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance

We will be collecting data based on "Does Not Meet", "Meets" or "Exceeds Expectations". Our rubric covers 4a,b,c,d and 5a,b,c,d,e. Our rubric also includes Supportive Skills 1,2,3,4 & 5. This course is required and offered every spring.

Describe how data are or will be used to improve the program

Our goal will be to move students towards the "Exceeds Expectations" area of the rubric. Each year that we collect data, we will look to see that students have made progress towards this goal. If we see a majority of students assessing at the "does not meet" level, we will examine the rubric, directions, or instructional processes.

**Assessment #5**  
**Portfolio Assessment**  
**CD 214 Practicum II**  
(Standards 4 & 5)

*Beginning Early Childhood teachers need to be able to integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote positive development and learning for all children.*

*Beginning Early Childhood teachers also need to be able to conduct themselves as members of the early childhood profession. They must know and use ethical guidelines, be continuous, collaborative learners who can be reflective, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.*

In this assessment, you will be asked to focus on teaching and learning as well as professionalism. To meet those goals, you will develop a notebook of materials, due on the date in the course schedule. You will include the following items in the following order:

1. **Letter of intent:** "To Whom It May Concern" letter discussing a possible job you are interested in, pinpointing your strengths for the position. (5a)
2. **Resume:** No grammatical errors or mistakes (5a)
3. **One Page Interview Response sheet:** In this Interview response sheet, please write out some of the strengths you bring to the interview, some challenges and opportunities in the field and the multiple roles you might be able to assume in this field. (5a)
4. **Philosophy statement** (update the one you wrote from CD 100 or write another one, addressing How children learn, what is appropriate for young children to learn, under what circumstances do young children learn and what teacher qualities help young children learn.) Be sure to discuss the ethical and societal issues and how public policy affects early care and education. (5e)
5. **Ethical dilemma:** use an ethical dilemma from your observations/practicum/work and address how this problem might be addressed, using the NAEYC Code of Ethics, legal standards, licensing standards and any other measure of ethical behavior in early childhood.(1 page ) (5b)
6. **8 lesson plans** from CD 214. (4b) Be sure that each one addresses the Early Learning Standards (4c) The resources you used to develop these plans will be clearly visible(SS 5)
7. **One-page reflection of your first supervisor's observation:** Include the checklist from your first practicum supervisor's visit as well. Note the strengths, challenges and

opportunities for personal growth and knowledge based on the feedback given to you. This checklist will address your ability to connect with children in a positive and supportive relationship. (4a)

8. **1-page reflection** from your videotaping. Be sure that this includes strengths, challenges and opportunities for personal growth and knowledge based on viewing this tape and your instructor's feedback from the tape as well. (5d) Be sure to document your growth over the semester and make connections between prior knowledge/experience and your new learning (SS1, 4)
9. **Your Supervisor's 3-part evaluation.** This will determine how your collaborative relationships are developing. (5c)
10. **Unit Plan from CD 204** (if you didn't take CD 204, develop a 1-week plan) (4d)(SS5)
11. Any other professional material you wish to include (certificates, credentials, training opportunities, etc.)

*All materials will be graded on their spelling, and grammar, and all reflections should include making connections between prior learning and experience and new learning. (SS3,4)*

**Checklist:**

- 1. Letter of intent**
- 2. Resume**
- 3. Interview Response Sheet**
- 4. Philosophy Paper**
- 5. Ethical Dilemma paper**
- 6. 8 Lesson Plans**
- 7. Reflection of first supervisor's visit and checklist**
- 8. Reflection on videotaping**
- 9. Unit Plan**
- 10. 3-Part Evaluation**
- 11. Other professional material**

**Assessment #5 CD 214 Portfolio**  
**Rubric for NAEYC Accreditation Assessments**  
**(Standards 4, 5)**

	<b>Does Not Meet Expectations (0)</b>	<b>Meets Expectations (1)</b>	<b>Exceeds Expectations (2)</b>
<b>Criterion 1,4 &amp; 5 from Observation sheet:</b> <b>Knowing, understanding, and using positive relationships and supportive interactions with children and families (4a)</b>	Candidate met 69% or less of criterion #1,4 & 5 on Supervisor observation sheet	Candidate evidences essential knowledge of theory and research underlying the importance of relationships; Met 70%-84% of criterion #1,4 & 5 on Supervisor observation sheet	...and shows extensive ability to connect theory and research to practice Met 85% or more on criterion 1,4 & 5 on Supervisor observation sheet
<i>Comments:</i>			
<b>8 Lesson Plans</b> <b>Knowing, understanding, and using appropriate, effective approaches and strategies for early education (4b)</b>	Evidence of the ability of the candidate to provide support for development and learning is weak or lacking; student met DAP guidelines on 69% or less of lesson plans	Candidate evidences ability to provide developmentally appropriate experiences on 70-84% of lesson plans	Candidate evidences the ability to provide developmentally appropriate experiences on 85% or more of lesson plans
<i>Comments:</i>			
<b>8 Standard Statements</b> <b>Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines (4c)</b>	Candidate's ability to connect curriculum planning to standards in content areas is weak or lacking; completed 69% or less satisfactory standard statements	Candidate can articulate some priorities for high quality, meaningful experiences in content areas, with desired outcomes for children: received 70-84% on standard statements	...and can show outcomes that connect with professional standards, using authoritative resources.: received 85% or more on standard statements
<i>Comments:</i>			
<b>Unit Plan</b> <b>Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes (4d)</b>	Evidence of candidate to design, implement and evaluate meaningful, challenging curriculum is weak or lacking: student received 69% or less on Unit Plan	Evidence of candidate to design, implement and evaluate meaningful, challenging curriculum which takes into account children's developmental, individual and cultural characteristics: student received 70%-84% on Unit Plan	...and involves reflective and continuous evaluation as well as high quality resources: Student received 85% or above on Unit Plan
<i>Comment:</i>			
<b>Letter and Resume and Interview responses</b> <b>Identifying and involving oneself with the early childhood field (5a)</b>	Candidate shows limited involvement in the profession: could not describe strengths, challenges or opportunities	Candidate shows understanding of professional roles and possibilities, opportunities and challenges	...and articulate well-developed perspectives on the challenges facing the profession
<i>Comments:</i>			

<b>Ethical Dilemma</b> Knowing about and upholding ethical standards and other professional guidelines (5b)	Shows limited to no knowledge of NAEYC Code of Ethical Conduct	Candidate is able to use the Code of Ethical Conduct to analyze and resolve ethical dilemmas	...and has detailed knowledge and ability to apply legal standards and other professional guidelines as well
<b>Comments:</b>			
<b>Cooperating Teacher Evaluation</b> Engaging in continuous, collaborative learning to inform practice (5c)	Candidate shows limited involvement and skill in collaborative learning: 69% or less in the Professional Practice portion of the evaluation	Candidate shows self-motivation, involvement and skills in collaborative learning: 70-84% in the Professional Practice on Evaluation	...and includes collaboration across disciplines and in inclusive settings: 85% or more in Professional Practice on Evaluation
<b>Comments:</b>			
<b>Videotape Reflection</b> Integrating knowledgeable, reflective and critical perspectives on early education (5d)	Candidate shows limited ability to reflect on their practice with children	Candidate shows the ability to think critically about issues in field which impact positively on his/her practice and effects on children	...and shows a sophisticated level of the value of dialogue in resolving differences, which positively on their practice and effects on children
<b>Comments:</b>			
<b>Philosophy</b> Engaging in informed advocacy for children and the profession (5e)	Limited ability to discuss ethical, societal issues, and public policy in early education	Ability to discuss ethical and social issues as well as public policy in early education	...and can describe in detail how public policies are developed at the state and federal levels
<b>Comments:</b>			
<b>Evaluation &amp; Videotaping Reflection</b> Skills in Self-Assessment and Self-Advocacy (SS 1)	Limited to no ability to discuss one's own goals, strengths and needs	Ability to discuss one's own goals, strengths and advocate for one's own professional needs	...and move towards appropriate personal mission statements and self-assessments
<b>Comments:</b>			
<b>Lesson Plans</b> Skills in Mastering and Applying Foundational Concepts from General Education (SS 2)	Student show limited to no ability to carry over general education concepts to activities and plans with young children	Student show an ability to provide adequate rationale for activities	...with a richness and conceptual accuracy of curriculum plans
<b>Comments:</b>			
<b>All questions</b> Written Communication (SS 3)	Candidate had more than 5 types of grammatical and/or spelling errors	Candidate had no more than 3 types of grammatical and/or spelling errors	Portfolio was nearly free of grammatical or spelling errors
<b>Comments:</b>			
<b>All reflections</b> Making Connections between prior knowledge/experience and new learning (SS 4)	Candidate shows no ability to make connections between prior experiences and new learning	Candidate shows ability to reflect on experience and prior learning	...and connect to research and theory in a thoughtful way
<b>Comments:</b>			
<b>Lesson Plans &amp; Unit</b> Identifying and using professional resources (SS 5)	Candidate shows no ability to access professional resources	Candidate shows ability to access credible professional resources	...and connect them to better serve families and children
<b>Comments:</b>			

## Concluding Narrative

By participating in this self-study, Child Development faculty members have had an opportunity to explore the intricacies, challenges and opportunities of this long-standing AAS Child Development degree program. Although we have made alterations, modifications, additions and subtractions to the degree program over the years, we had not previously examined the program from the perspective of an identified conceptual framework. Synthesizing the elements of the degree program into a comprehensive conceptual framework gives students a clearer picture of the mission and goals of the education program leading to their chosen career pathway.

We developed the five key assessments to address all the standards at least twice. That way, our data will have a depth and richness that would be missing if each assessment only addressed one standard. We will require the assessments for all students in all sections of the required courses. If students take the CD 207 Music for Young Children option rather than CD 222 Child, Family, Community course, they will be required to do the Multicultural Interview in CD 204 Practicum I. If students come to the program with a CDA Credential, they aren't required to take CD 202, CD 203 and CD 204, thus missing three assessments. One possible solution is to develop a 1-credit hour independent study course for those few students, that will focus on those assessments. This solution might work for transfer students as well. All rubrics are designed to gather data on "not met," "met," and "exceeds" expectations. With point values assigned to each section of the rubrics, the data will be quantifiable.

We have imbedded one of the five assessments in a fall course - the Developmental Child Observation Assessment in Practicum 1 Fall, 2009. We have imbedded the other four assessments into spring courses and will initiate them in 2010, during the spring semester. After we have run the assessments once, we will evaluate results considering such factors as the wording of the directions and the rubrics and instructional coverage. Then, based on our findings, we will refine the assessments and/or

courses. We will also be able to utilize the new WEAVE platform to collect, store, analyze, and report these data. Examining the patterns of student performance will allow us to make program improvements.

We anticipate implementing some changes to the degree program right away, without data from the assessments. Based on this self-study, we will 1) add exposure to diversity and special needs to all courses, 2) invite our peers from Scott Community College and Western Illinois University to sit on the Advisory Committee, 3) put the program's mission statement onto the fact sheets, website, and course syllabi, 4) develop a resource notebook for students, practicum supervisors, and members of the advisory committee to help disseminate the mission statement and the conceptual framework, 5) initiate an orientation meeting for practicum supervisors, 6) explore ways to ensure that the Advisory Committee meetings have full attendance, and 7) review the conceptual framework with the administration and departmental faculty.

Aside from thoroughly considering the areas of the program that need strengthening, this Self-Study has brought the faculty, students and staff together for a common goal. There has been more communication between faculty and students than ever before and among faculty in the program. Looking at all the areas that contribute to an exemplary, accredited program has been an eye-opening experience, as well as a chance to recognize all the positive aspects of a long-standing program that has been well regarded throughout the community for years.

Hopefully, becoming and remaining accredited through NAEYC will allow the program to offer students more breadth and depth in their learning experiences, helping them bring better skills and dispositions to their work with young children and families.