

Course Assessment- Part B: Your Results & Analysis

COMPLETE

#529

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ECE 126- Early Childhood Development: Birth to Age 8- Debra Shope- Fall 2021

*** Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

Outcome #1: Describe the developmental period of early childhood from birth through age eight across physical, cognitive, social-emotional, and linguistic domains. I determined that to show achievement for this Outcome #1, 75% of the students would earn 16 to 20 points total out of a possible 20 points on course Assignment #1 – Book Share tied into Core Developmental Learning Domains. Regarding Assignment #1, 5 out of my 6 (83%) students earned 16 to 20 rubric points on this assignment, the other student earned a total of 12 rubric points due to her submission did not meet all of the assignment criteria.

Outcome #2: List the basic premises of various child development theorists. I determined that to show achievement for this Outcome #2, 75% of the students would earn 16 to 20 points total out of a possible 20 points on course Assignment #3 -

Compare/Contrast Development and Learning Theories. Regarding Assignment #3, all 6 (100%) of my students earned a total of 16 to 20 rubric points on this assignment.

Outcome #3: Identify elements of learning environments and instructional practices that are healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child. I determined that to show achievement for this Outcome #3, 80% of the students would earn 30 to 40 points total out of a possible 40 points on course Project #1 - Create a High-Quality Play-Based Developmentally Appropriate Lesson Plan. Regarding Project #1, all 6 (100%) of my students earned a total of 30 to 40 points on this assignment.

*** Outcome #1**

Regarding Assignment #1, 5 out of my 6 (83%) students earned 16 to 20 rubric points on this assignment.

*** % of students who successfully achieved the outcome (C or above)**

83%

*** Outcome #2**

Regarding Assignment #3, all 6 (100%) of my students earned a total of 16 to 20 rubric points on this assignment.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** Outcome #3**

Regarding Project #1, all 6 (100%) of my students earned a total of 30 to 40 points on this assignment.

*** % of students who successfully achieved the outcome (C or above)**

100%

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

I believe that the text book reading selections, the additional reading selections from NAEYC and other sources, the Childcare Exchange Ed.Flicks videos and the in class discussions highly supported the student's in their learning. By incorporating reading selections, video clips and in class discussions, it provided the students with a variety of learning modalities to ensure engagement and the class discussions allowed for critical thinking about the course content and supported students to connect theory to actual classroom practices and to synthesize their new knowledge with other content knowledge.

Our classroom climate was very participatory, and the students reported in their Self Progress Reports that they valued the depth of the peer interactions during class discussions. Another factor of the course that I believe contributed to student success is that I designed the Assignments and the Project to be somewhat open-ended and supported them to have some level of creativity in how they completed the assignments. I provided several options for them to meet the assignment criteria and encouraged them to personalize the assignments based on their individual interests and also based on their role within the ECE field (2 out of my 6 students did not have any ECE work history or experiences, so they had different perspectives that added value to our class discussions). For example, for assignment #3, I gave them the option to write a paper that compared and contrasted the theorists, or they could select to create a Venn Diagram showing how their chosen theorists aligned or differed with each other.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

Outcome #1: Describe the developmental period of early childhood from birth through age eight across physical, cognitive, social-emotional, and linguistic domains. 5 out of 6 students took the end-of-term student evaluation. Four of the 5 indicated that they advanced in their content knowledge of Outcome #1 as a result of participating in class throughout the quarter.

Outcome #2: List the basic premises of various child development theorists. 5 out of 6 students took the end-of-term student evaluation. Four of the 5 indicated that they advanced in their content knowledge of Outcome #2 as a result of participating in class throughout the quarter.

Outcome #3: Identify elements of learning environments and instructional practices that are healthy, respectful, culturally and linguistically responsive, developmentally appropriate, supportive and challenging for each child. 5 out of 6 students took the end-of-term student evaluation. Four of the 5 indicated that they advanced in their content knowledge of Outcome #3 as a result of participating in class throughout the quarter.

Regarding the one student that did not indicate that their skillset improved, that student indicated that they were already highly proficient in their knowledge at the beginning of the course.

I believe that my perceptions regarding how well my students mastered the course content and Outcomes aligns with their own student evaluations. I felt that they all made substantial gains and were able to demonstrate in their class participation that they could apply the course content to examples of real life ECE classroom situations and could meaningfully discuss how the theory framed and supported our work practices. A couple of the students had a significant amount of knowledge as they have taken many ECE courses already, they indicated some of the content felt like a review for them, but they still enjoyed the class and both expressed that they learned some new information.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes, for outcome # 1 83% of my students met the criteria that I stated I would use to determine their success, and for outcomes #2 and #3, 100% of my students met the stated criteria.

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

The only change that I want to make based on my experience teaching this class this quarter and also based on the students' input is that I want to ensure that there are more opportunities for them to engage in small group discussions and have group work time during our face-to-face class. All of our discussions this quarter were whole group facilitated discussions and this was due to covid concerns. We discussed during the first class session about the need to wear our masks and to social distance and everyone agreed that doing small group breakout discussions would be challenging and some were uncomfortable with the idea of getting into a small group breakout due to maintaining enough distance from each other. The dynamics seemed awkward, so as a group, we decided to only do whole group discussions to maintain social distancing.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

The only thing that needs to change for this to occur is for the risk of covid transmission to decline. Students were just not comfortable getting close to each other and wearing the masks made conversations more challenging.

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

Not applicable as this is my first time assessing this course.

9. Describe how you explain information about course outcomes and their relevance to your students.

I do a thorough overview of the course syllabus the first class session and review the course Outcomes and course content and themes. I connect the Outcomes to other frameworks if applicable, (such as NAEYC Professional Standards) and describe how the Outcomes support the concepts of developmentally appropriate practices within the ECE field. I ensure to connect the Outcomes to its aligned syllabus content and provide examples as to what it means regarding our work applications in the field.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 -Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #4 - Each week as a part of one of our class discussions, we would discuss elements of equity and inclusion and would have meaning discussions about how early childhood providers/teachers could ensure that their practices were inclusive and supportive of each student in a respectful manner and ensured that each individual child's needs were met and that their culture and individual dispositions were considered during curriculum planning. We had a lot of meaningful class discussions regarding how to create curriculum that was free from bias and how to create inviting environments that supported all children to thrive.