

# Assessment Plan for the ECME Program

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## Program Goal I

Students who complete the Early Childhood Multicultural Education program will learn the components of Developmentally Appropriate Practice and how to apply it.

### ***Student Learning Outcomes***

- 01.** Students will be able to discuss the relationship between theories of growth, development, and learning and early childhood education practices birth through eight years.

### **Assessments**

- a.** Students will create a 4 – 5 page essay comparing and contrasting two major theories of child growth and development.
- b.** Students will keep anecdotal records describing one age level of child growth and development.
- c.** Students will prepare and deliver a presentation about at least six developmental milestones and six related teaching activities for a given age level.

- 02.** Students will be able to collaborate with others to apply knowledge of child development stages and learning processes to plan and implement developmentally appropriate practices.

### **Assessments**

- a.** Students will observe highly qualified teachers in an educational setting using a checklist that will be provided.
- b.** Students will design a Developmentally Appropriate Practice for a given age and developmental level.
- c.** Using an approved lesson plan format students will collaborate with others to plan and teach a developmentally appropriate lesson for a given age and level of development.

- 03.** Students will be able to plan an implement curriculum that reflects knowledge of each family's culture, language and environment in a developmentally appropriate manner.

## **Assessments**

- a.** Students will describe child-rearing practices in their culture as compared with those of the dominant culture.
- b.** Given a scenario depicting a family setting students will describe in writing the family's culture, language, and environment and explain how to determine how these factors impact Developmentally Appropriate Practices.
- c.** Working collaboratively students will design and implement a Developmentally Appropriate lesson, which reflects knowledge of family culture, language and environment.

## **Program Goal II**

Students who complete the ECME program will learn how to demonstrate knowledge of a variety of technique sand procedures to evaluate and modify programs for young children and their families.

## **Student Learning Outcomes**

- 01.** Students will be able to identify and describe the meaning of selected terms used to evaluate the adequacy of assessment and evaluation procedures.

## **Assessments**

- a.** After reading an appropriate selection students will identify and define specified evaluation and assessment terms.
  - b.** Students will create a four-page narrative, which compares and contrasts two types of formative assessment.
  - c.** During an oral presentation, students will be able to distinguish between formative and summative evaluation as used to evaluate programs.
- 02.** Students will be able to identify reason for using multiple measures in both assessment and evaluation.
    - a.** Students will identify and explain at least six assessment measures suitable for use with young children.
    - b.** Given a descriptive list of assessment procedures students will give a reason for their use in an educational setting.
    - c.** Given a class, profile students will analyze which assessment and evaluation tools best meet students' needs.
  - 03.** Students will be able to describe the importance of using developmentally appropriate assessment procedures.
    - a.** Students relate the importance apply developmentally appropriate practice to assessment.

- b.** Given four scenarios, students will determine which scenarios reflect developmentally appropriate assessment and evaluation.
- c.** Given a scenario students working collaboratively will critique and revise the scenario to reflect developmentally appropriate assessment or evaluation.

### **Program Goal III**

Students who complete the ECME program will learn how to create and manage learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experience.

- 01.** Students will be able to describe the ways the learning environment provides opportunities for children to construct their own knowledge through various strategies that include decision making, problem-solving, and inquiry experiences.

### **Assessment**

- a.** Students will recognize and explain the components of an effective learning environment.
- b.** Given a specific age and developmental level the student will design an appropriate learning environment which uses decision-making, problem-solving and inquiry,
- c.** Students will prepare an oral presentation, which examines a minimum of two theories of child growth and development, which relate to enabling children to construct their own knowledge.

- 02.** Students will be able to design and implement activities that encourage active learning, child choice, and decision –making, exploration of the environment, and interaction with others.

- a.** Students will define the components of a quality-learning environment: active learning; child choice; decision-making; exploration of the environment; interaction.
- b.** Students will design a mini lesson, which includes at least two aspects of a quality learning environment.
- c.** Using an approved format students will design a lesson plan using all aspects of a quality-learning environment.

- 03.** Students will promote the ability of children of various age groups to persist at self-chosen activities by designing and implementing daily schedules that include uninterrupted blocks of time for developmentally appropriate self-selected activities.

- a.** After conducting a guided observation students will document the existence of children persistence in self-selected activities.
- b.** Students will develop a daily schedule, which contains an uninterrupted block of time to allow children to self-select and complete developmentally appropriate activities.
- c.** Students working collaboratively will design learning centers, which provide developmentally appropriate activities and allow for uninterrupted block of time so that children can self-select and complete learning activities.

*\*These goals and objectives have been evaluated by the ECME 320 Class.*