Child Development Program Assessment Presented by Carrie Nepstad HWC Assessment Committee May 5, 2021



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The *Essential* Work of the Early Childhood Educator

- "Economist James Heckman has demonstrated that early interventions can break the cycle of poverty for multiple generations. Parents do better. Children do better. And when those children become adults, their children also do better. For every dollar invested in early childhood programs, society yields a \$6.30 return, improving education, employment and health outcomes and saving on later remediation costs." <u>https://www.startearly.org/why-earlychildhood/</u>
- Teacher shortage in Chicago where "officials anticipate needing an additional 1,500 early education teachers over the next three years" Associated Press



Lessons from the pandemic: We need Early Childhood Educators, now more than ever!

HWC Child Development Program Mission

- To prepare students to be advocates for all young children and their families
 - by promoting equity in early childhood education through inclusive, antibias practices;
 - by supporting students as they build the academic and professional skills required of the Early Childhood Educator; and
 - by fostering strong, collaborative relationships as the foundation of this work that serves diverse communities across the City of Chicago.





Child Development: Pre school Education, Associate in Applied Science

- Accredited by the National Association for the Education of Young Children (NAEYC)
- An entitled institution for State Credentials in early childhood: INCRRA Gateways to Opportunity
- Collaboration: CPS, Roosevelt, National Louis, UIC, Erikson Institute, Chicago Commons, Kohl's Children's Museum
- Graduates work in a variety of positions, depending on the type of program, from Lead Teacher in private early childhood settings to Assistant Teachers in Head Start and PreK programs.



Work-based learning: Field experiences, and Practicum



- Observations of children, ECE teachers and settings
- Environmental checklists
- Science, Math, Literacy
- Child Study
 - Assessment
 - Partnership with families
- Practicum
 - Prepare curriculum
 - Student Teaching



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Technology that supports care, connection, and exploration



- Computer microphones and lighting, upgrade
- Smartboard
- Science/Math materials
- Diverse children's books
- Conferences
- Virtual Field trip and discussion with <u>museum</u> education staff

Program Learning Outcomes (NAEYC Standards)

- Create healthy, respectful, supportive, and challenging learning environments for young children
- Devise strategies for building family and community relationships
- Observe, document, and assess to support young children and families
- Practice developmentally effective, early childhood teaching approaches
- Design, implement, and evaluate developmentally appropriate curriculum based on content knowledge
- Advocate for young children, their families, and the profession



Key Assessments (assignments with corresponding rubrics)

- KA1: OBSERVATION AND INTERPRETATION: 109
- KA2: CHILD STUDY: 201
- KA3: PERSONAL PHILOSOPHY AND PD PLAN: 258
- KA4: ACTIVITY PLAN, IMPLEMENTATION, REFLECTION: 259
- ► KA5: FAMILY INTERVIEW AND COLLABORATION PLAN: 262
- KA6: READ ALOUD: 259



Curriculum Mapping Tool https://www.cmu.edu/teaching/assessment/assessprogram/index.html

Q Tell me View Home Insert Draw Page Layout Formulas Data Review A Share **Comments** 🔚 Insert 🗸 Σ· Av $\Xi \equiv \Xi$ 4 ~ 11 ~ A^ A 87 ab, Wrap Text ~ Roboto General [] · Delete v 물 물 물 Paste €Ξ \$ ~ % 9 <<u>0</u> .00 Analyze U ~ Ov Av →= 😝 Merge & Center 🗸 Conditional Format Cell Sort & Find & B I 23 Format v 0 Select Formatting as Table Styles Filter Data A18 fx 6. Advocate for young children, their families, and the profession \times 1 В С D Е F G н A PROGRAM OUTCOMES: Child CD 109 Language Development: Pre-School Education, **CD 149 Creative** CD 101 Human CD 201 Observa CD 143 Science and A. Insert course names & #'s in columns and **CD 120 Introductin** CD 107 Health. Associate of Applied Science Activities for Young Growth and and Literacy Documentation. **Safety and Nutrition** program outcomes in rows to ECE Math for the Young Children Development Development Assessment Child 1 Credit hours 3 3 3 4 3 3 3 2 B. Insert "I," "A," or "M," A Α 3 1.Create healthy, respectful, supportive, **Review of ECE** Analyze healthy and challenging learning environments C. Insert instructional activities environments environments for young children Rubric for D. Insert potential assessments Quiz paper/project 5 B. Insert "I," "A," or "M," 1 1 1 A A 6 Examine various C. Insert instructional activities family traditions 2.Devise strategies for building family around food 7 and community relationships D. Insert potential assessments Discussion B. Insert "I," "A," or "M," A Α 9 Observe dif. ECE Observe & interpret 3 Observe & interpret 3 Observe for math Observe, Asses 3.Observe, document, and assess to Observe dif. ECE basic mapping tool enhanced mapping tool ugrad sample basic map ugrad sample enhanced map grad basic map sample grad enhanced map sample < b. Sheet1 + E 円 - - + 126%

Ready

Program Learning Outcomes (PLOs) and Assessments

E Curriculum Map								
Course	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	Assessment	
	Create	Develop	Observe,	Practice	Design,	Advocate for	Кеу	
	healthy,	strategies for	document,	developmentally	implement, and	young	Assessments	
	respectful,	building	and assess to	effective, early	evaluate	children,		
	supportive,	family and	support	childhood	developmentally	their families,	Course	
	and	community	young	teaching	appropriate	and the	Assessments	
	challenging	relationships	children and	approaches	curriculum	profession		
	learning		families		based on			
	environments				content			
	for young				knowledge			
	children						•	
107	1	1	1		1	1	CA	
120	1	I	1	I	I	1	CA	I = Introductory level
149	1		I	l i i i i i i i i i i i i i i i i i i i	1	1	CA	(explain, recall)
101	М	М	М	М			KA #1	E = Emerging level
109	E	E	E	E	E		CA	(apply, analyze, compare)
143	E	E	E	E	E	E	CA	M = Meeting the standard
201	М	М	М	М		М	KA #2	(evaluate, create)
258	М	М		М	М	М	KA #3	
259	М	М		М	М	М	KA #4	
262	М	М				М	KA #5	

- The data helped us to make the decision to change where we assess specific PLOs (KA 1 is now moved to CD 109). Program outcomes should be assessed later in the program and with program majors.
- In the revision process, it was extremely helpful to look at samples of student work and discuss together:
 - What does it look like when a student "meets" the outcome?
 - Where do students usually get confused?





Preparing students to CARE

to Collaborate, Advocate, and to be Responsive to the Equitable education and care of young children and their families in the City of Chicago.

Plans:

- Advancing equity
- Building a Relationship-rich learning environment
- Advocacy





