

# Child Development Program Assessment

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HWC Assessment Committee

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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.” <https://www.startearly.org/why-early-childhood/>
- ▶ Teacher shortage in Chicago where “officials anticipate needing an additional 1,500 early education teachers over the next three years” [Associated Press](#)



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**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, anti-bias 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.



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## 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.



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# 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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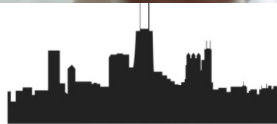
# Technology that supports care, connection, and exploration



- ▶ Computer microphones and lighting, upgrade
- ▶ Smartboard
- ▶ Science/Math materials
- ▶ Diverse children's books
- ▶ Conferences
- ▶ Virtual Field trip and discussion with [museum](#) education staff



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## 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



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## 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



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Navigation icons: Grid, List, Folder, Zoom slider (126%), and a plus sign.

# Program Learning Outcomes (PLOs) and Assessments

Curriculum Map

Course	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	Assessment
	Create healthy, respectful, supportive, and challenging learning environments for young children	Develop 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  Course Assessments
107	I	I	I	I	I	I	CA
120	I	I	I	I	I	I	CA
149	I		I	I	I	I	CA
101	M	M	M	M			KA #1
109	E	E	E	E	E		CA
143	E	E	E	E	E	E	CA
201	M	M	M	M		M	KA #2
258	M	M		M	M	M	KA #3
259	M	M		M	M	M	KA #4
262	M	M				M	KA #5

I = Introductory level  
(explain, recall)

E = Emerging level  
(apply, analyze, compare)

M = Meeting the standard  
(evaluate, create)

## Lesson Learned

- ▶ 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?



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# Preparing students to CARE

- ▶ – to **C**ollaborate, **A**dvocate, and to be **R**esponsive to the **E**quitable education and care of young children and their families in the City of Chicago.

## Plans:

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



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