

ECD-185 Course Objectives/Learning Objectives/Artifacts/Metrics

CO1	Observe and practice child interactions within early childhood settings focusing on the physical domain of child development.
CO2	Integrate and practice positive guidance techniques in a high-quality childcare setting, adapting developmentally appropriate practice for each and every child.B4
CO3	Demonstrate an understanding of the role of child assessment and screening and the use of formal and informal assessment strategies to evaluate student learning
CO4	Students will conduct professional and positive working relationships with members of staff, families, and other individuals and complete necessary professional documentation.
CO5	Students will know and understand the meaning of intentional care and teaching of young children adapting developmentally appropriate practice for each and every child.
CO6	Students will know and understand the meaning of intentional care and teaching of young children adapting developmentally appropriate practice for each and every child.

Learning Objectives by Canvas Learning Centers	Assignments/Artifacts/Assessments	Metrics/Scoring
--	-----------------------------------	-----------------

Conscious Discipline

(CO 2) Know the basic components of the 7 Powers and 7 Skills of Conscious-Discipline.	Read and understand Canvas content and videos	Met/Unmet
(CO 2) Describe how to implement School Family Structures from Conscious Discipline to promote the Basic 4: safety, connection, problem-solving, and self-regulation.	Knowledge Check: Conscious Discipline - School Family Structures	Checklist
(CO 2) Reflect on application of 7 Powers and 7 Skills of Conscious-Discipline.	Final Reflection on CD Powers Implementation	Met/Unmet

ECD Professional & Required Documents

(CO 5) Establish two field experience sites for observing and practicing in two of three settings with two of three age groups.	Required Doc: Primary Site Agreement Required Doc: Second Site Agreement	Met/Unmet
(CO 5) Complete and record 50 clock hours in the field: 32 in primary site and 8 in second site.		Met/Unmet
(CO 5) Know and apply the policies and procedures of teaching related to their two field experiences.	Required Doc: Confidentiality Agreement for Field Experience	Met/Unmet
(CO 5) Know and understand the important role confidentiality plays in early childhood education.	Required Doc: DESE Eligibility Letter Copy	Rubric
(CO 5) Describe ethical practices concerning types of abuse and neglect.	Knowledge Check: ECD Professional - Practicing Ethics	Rubric
(CO 5) Demonstrate effective professional communication with a cooperating teacher.	Practice: ECD Professional - Policies for Practitioners	Checklist
(CO 5) Actively participate in collaborative and continuous learning to inform teaching practice.	Discussion: ECD Professional - Discussion on Attitude	Met/Unmet
(CO 5) Record an evaluation of their practicum experience with their cooperating teacher.	Midterm Evaluation from Cooperating Teacher Attendance Documentation 4X	Met/Unmet
(CO 5) Coordinate a midterm evaluation from primary cooperating teacher in the field.		Met/Unmet

Physical Domain

(CO 3) Identify developmentally appropriate manipulatives and equipment in the physical domain.	Big Questions for Young Minds- Understanding Large and Fine Motor	Rubric
---	---	--------

Informed Instruction

(CO 4) Understand the CDC Checklist as a screening-tool.		Formative Survey Coop Teacher
(CO 1) Conduct an anecdotal recording of a single child.		Formative Survey Coop Teacher

(CO 1) Apply systematic observation as a tool for screening and assessment.	Informed Instruction – Part #1 Child Observation, Documentation, & Assessment Email to Coop Teacher Practice: Informed Instruction - Part 2: Anecdotal Recording #1 Practice: Informed Instruction - Part 3: Anecdotal Recording #2 Practice: Informed Instruction - Part 4: Anecdotal Recording #3 & Discussion of the Data with Coop Teacher Video/Audio		Rubric
(CO 4) Know and understand types and purpose of developmental screening tools.			Rubric
(CO 1) Incorporate observations to create learning environments and curricula appropriate for each and every child.			Rubric
(CO 1) Use systematic observations to evaluate developmental-progress of young children.			Coop Teacher Positive not Negative Feedback via Video/Audio
(CO 4) Evaluate the anecdotal recording of a single child and analyze using the CDC Milestones.			
Learning Approaches			
(CO 6) Know and understand a broad repertoire of developmentally appropriate learning approaches.	Practice: Learning Approaches - Positive Guidance, Child Centered, and Differing Abilities		
(CO 6) Know and understand the importance of differentiating instruction for young children.			Rubric
(CO 6) Know and understand the important role of inquiry-based learning and open-ended questions when teaching young children.			
Teaching & Learning			
(CO 3) Know and understand the components of a DAP activity lesson plan.	Practice: Lesson Planning - Email Discussion with Coop Teacher		Met/Unmet
(CO 6) Know & understand how to develop DAP activity lesson plans in the context of physical developmental domains.	Practice: Lesson Planning - Components of a DAP Lesson Plan		Rubric
(CO 3) Write a developmentally appropriate activity lesson plan.	Practice: Lesson Planning - Create Academic Planning Guide		Checklist
(CO 3) Effectively integrate developmentally appropriate academic content areas and concepts into an activity lesson plan.	Practice: Lesson Planning - Implementation of Activity Lesson Plan & Discussion with Coop Teacher via Email		Checklist Coop Teacher Feedback
(CO 3) Develop and implement learning experiences in the context of the physical developmental domain.	Practice: Lesson Planning - Let's Do It Again & Map It - Another Plan		Checklist
(CO 6) Know and understand the importance of intentional planning and planning tools to develop developmentally appropriate instruction for young children.	Final Evaluation from Cooperating Teacher		Likert Scale 0-5