**Date** 2012-13 **Name of Administrative or Educational t Unit:** \_\_\_\_Childhood Development\_\_\_\_\_\_

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**Mission:**

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|  Collin's Child Development program has received accreditation from the National Association for the Education of Young Children (NAEYC). It is the only program in Texas to have NAEYC accreditation and to also hold Exemplary Status with the Texas Higher Education Coordinating Board. The Child Development degree and certificate programs are designed to prepare individuals for entry-level positions working with young children and their families. The coursework can also be applicable as in-service training for teachers, administrators, nannies, and family day home providers. A developmental approach is emphasized which promotes optimal physical, social, emotional, and cognitive growth of children. Students learn management skills that allow them to provide quality programs in safe, nurturing environments. The Child Development Associate (CDA) program provides performance--based training, assessment, and credentialing of childcare professionals who work with children from birth through age five. These caregivers demonstrate their ability to nurture children's physical, social, emotional, and intellectual growth in a child development framework. |

**PART I: Might not change from year to year**

| A. Outcomes(s)Results expected in this department/program | B. Measure(s)The instrument or process used to measure results | C. Target(s)The level of success expected |
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| 1. Given a scenario or in a cooperative setting, the student will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio. | #1 Advocacy rubric formPortfolio, max 20 points(NAEYC) | #1 Class average rubric score of 12/20 points |
| 2 Given a case study and in a cooperative setting, the student will be able to identify and analyze appropriate developmental and learning skills in young children, including age appropriate skills, materials, and interactions. | #1 Child development case study rubric, max 90 points | #1 Average rubric score is 60/90 |
| 3. In a clinical or cooperative setting, the student will appropriately observe, document and assess behavior and development in young children. | #1Child Skills Checklist, 68 max points #2 End of the semester evaluation completed by the cooperating teacher, max 164 points . | #1 34 points#2 82 points |
| 4 Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines. | Professional & Ethical Rubric:NAEYC accreditation Standards and the Texas Minimum Standards comparison, max 100 points   | 70 points |

**PART II: For academic year (enter year i.e. 2011-12)**

**From Part I**

| A. Outcomes(s)Results expected in this department/program | D. Action PlanYears 5 & 2Based on analysis of previous assessment, create an action plan and include it here in the row of the outcomes(s) it addresses. | E. Implement Action PlanYears 1 & 3Implement the action plan and collect data | F. Data Results SummaryYears 2 & 4Summarize the data collected | G. FindingsYears 2 & 4What does data say about outcome? |
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| 1. Given a scenario or in a cooperative setting, the student will advocate appropriately for children and families by writing an advocacy letter for inclusion in their portfolio. | a. Students who do not meet the standard on the communicating/ writing standard of the rubric will be required to use the writing center.b. Faculty revised the rubric to include input from families in order to represent in writing the perspective from parents. | Implement the action plan and collect data | 55% had difficulty with writing mechanics and addressing advocacy issues for families.  | Standard partially met. Students need strengthening of their writing skills as demonstrated by the advocacy letter. |
| 2 Given a case study and in a cooperative setting, the student will be able to identify and analyze appropriate developmental and learning skills in young children, including age appropriate skills, materials, and interactions. | a. Students who do not meet the standard on the writing category of the rubric will be required to use the writing center b. The instructor in the course will increase time to explain observation techniques on how to identify and analyze developmentally appropriate practices while child is being observed by student. | Implement the action plan and collect data | Standard 1A Student writes factual , referenced assessment of child’s cognitive, language, physical, social & emotional development---35% attained competence.   | Standard partially met.Students need strengthening of their writing skills and critical thinking skills in understanding developmentally appropriate practices in young children. |
| 3. In a clinical or cooperative setting, the student will appropriately observe, document and assess behavior and development in young children. | a. The supervising teacher will increase time spent observing, guiding and modeling developmentally appropriate practices for students by 25%.b. Students will complete reflective summaries of their cooperative setting experience in written form. | Implement the action plan and collect data | Of 900 students, 80% of Students were able to understand and practically apply knowledge of developmentally appropriate practices (DAP) in the cooperative settings. However, the cooperating teachers’ end of semester evaluations showed developmental understanding and observation techniques were the weakest in student performance. It is a foundational skill for responding appropriately in cooperative settings. | Standard met.Tthe cooperating teachers’ end of semester evaluations showed developmental understanding and observation techniques were the weakest in student performance. It is a foundational skill for responding appropriately in cooperative settings. |
| 4 Given scenarios or in a cooperative setting, the student will be able to evaluate and uphold ethical standards and other professional guidelines. | a.The supervising teacher will increase time spent explaining, analyzing and modeling ethical practices and professional conduct in childhood settings by 25%.b. Students will discuss ethical and other professional guidelines in lecture time of course to allow supervising teachers to evaluate students’ understanding of these behaviors. | Implement the action plan and collect data | 65% showed mastery of ethics in knowledge and application. | Standard partially met.Students need additional understanding and practical application of evaluating and upholding ethical standards as written in the NAEYC ethical standards and the Texas Minimum Standards. |