

**NAEYC EARLY CHILDHOOD
ASSOCIATE DEGREE ACCREDITATION**



**SELF-STUDY REPORT
FOR
ACCREDITATION REVIEW**

Submitted by the De Anza College, Child Development & Education Faculty
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Mayra E. Cruz, Department Chair

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PART ONE: PROGRAM CONTEXT

A. PROGRAM IDENTITY AND ROLE

Criterion 1: Mission and Role in the Community

DeAnza College is one of two colleges that make up the Foothill-DeAnza Community College District. The Foothill-DeAnza Community College District plays an important educational, social and cultural role in Silicon Valley. Each year, Foothill and DeAnza colleges educate more than 50,000 students and employ more than 3,000 faculty and staff. The colleges provide countless community members with world-class lectures, performances, and a host of other social and cultural events.

DeAnza College was founded in 1967, and opened its doors in fall of 1968. Located in Cupertino, California, De Anza is in the heart of Silicon Valley. Along with Apple Computer, the college has contributed significantly to the growth of Cupertino. DeAnza is known for its excellence in education and for the services it provides to adults with special needs and physical disabilities. DeAnza is one of the largest, single campus community colleges in the country with an average enrollment of about 24,000 students. The college serves a very diverse population of students from over 50 different countries. In Spring Quarter 2010 student ethnicity was 35.7% Asian; 22.7% White; 11.8% Hispanic; 5.0% Filipino; 1.1% Native American; .6% Pacific Islander and 3.4% African American. DeAnza ranks among the highest in the state for the total number of students who annually transfer to University of California and California State University campuses. The college continues to live up to its mission statement by providing an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Global, cultural, social and environmental awareness
- Critical thinking

At the time the college opened there was a Nursery School Training program headed by one full time faculty. A small laboratory school was used for training the students who were part of the program. In the 1970's two significant changes took place. The college added two additional programs, a Parent Cooperative and a childcare program for the Women's Re-Entry Program. A property tax assessment was passed by the voters in the district to pay for childcare services

at both campuses. This fund paid for the original Child Development Center on campus, which opened in 1977. From its start, by providing childcare for women returning to school, the department has responded to the changing needs of the community. Today the Child Development Center occupies three buildings and provides child care for over 100 children. The instructional program serves approximately 1,000 to 1,500 students per quarter with four (six until 2010) full time and twenty-three adjunct faculty. As our students have become more diverse and the trends in the field have required a wider range of skills, the department has responded by offering classes in working with infants, school age children, diverse families, children with special needs, early intervention, and the preschool English learners. We work with community partners to create projects that serve their unique needs and that give students direct experiences in community programs. Examples of these collaborations are The Castro Project¹, The Community Service Learning Initiative², The LIFT Project³ and The Inclusion Project⁴.

The department chair serves on the local planning council and has worked closely with the First Five Commission.⁵ She has been instrumental in finding innovative ways to reach out and respond to the needs of the community. For the last three years the department has offered classes taught in Spanish and Mandarin to meet the needs of the many second language learners in our area. An important part of the department's mission is to engage students in actively participating in their communities and becoming advocates for families and children. This is described in our mission statement: *"Students leave our AA degree program with skills in building relationships with children and families; with a sense of the importance of community engagement and advocacy; with a commitment to upholding ethical standards and with a passion for life long learning."*

As a part of our self-study process, we held a series of focus groups to gather data from stakeholders. In focus groups with both directors and large childcare organizations there was support and appreciation for our outreach to second language learners. They praised us for taking the initiative and providing classes in student's home languages because it "expanded the workforce pool" and "better prepared teachers to work effectively with children." The community

¹ The Castro project was a collaboration between Mountain Adult Education, DeAnza College and Community Action Team (CAT) to provide a sequence of classes for Spanish speaking students in their community. A cohort of 30 students took classes over a two-year period and completed the Certificate of Completion

² Community Service Learning is a component of some of our classes where students volunteer in relevant community settings as part of their class experiences.

³ The Language Instruction for Teacher (LIFT) is a collaboration between CDE and ESL to increase the language capacity of Spanish/Chinese speaking students

⁴ The Inclusion Project provides students with actual experience volunteering in inclusion programs in the community to put the theory they are learning in their mental health classes into practice.

⁵ FIRST 5 Santa Clara County supports the healthy growth and nurturing of children prenatal through age 5 through Prop 10 state taxes on cigarettes dedicated to promoting Early Childhood initiatives.

organizations focus group also applauded our department for its initiatives with second language learners, for its work on special needs, cultural competence, and for being the first in the county to offer a certificate in Mental Health. One participant stated, "DeAnza is a model for what colleges should do in responding to the community." The Advisory Committee for the Child Development and Education Department has been an important source of feedback and support in guiding us toward sensitivity to community needs. We welcome their ongoing commitment and support of our program.

B. PROGRAM DESIGN

Criterion 2: Conceptual Framework

The Child Development and Education Department has been working on clarifying and defining our conceptual framework for the past three years. Our first discussion was a one-day retreat that included the faculty and the staff of the Children's Center. In a facilitated discussion we began to address our strengths and challenges, our mission, purpose and vision. This was followed by a faculty retreat in Fall 2007 when we decided that we wanted to pursue NAEYC Accreditation as an opportunity to systematically evaluate and improve our program. Throughout 2007-2008 we continued our discussions, and started to look seriously at a more formal process of self-study. In Fall 2008 we completed the Application for Eligibility and officially started the self-study process. Since then, we have dedicated 2.5 hours of our monthly faculty meetings to specific work on accreditation including understanding and applying the Standards to all our courses, looking at assessment and rubrics, and investigating ways to gather data on student and community perceptions of our work. The self-study materials have been instrumental in helping us to clarify our direction and our outcomes. At the faculty retreat in December 2008 we came to consensus on our vision, mission and guiding principles. Although still very much in the process of determining what is required to become an excellent program, we have a much clearer idea of where we are and what we aspire to be. 2009 through 2011 was dedicated to developing and refining the assessment tools, the student learning outcome assessment cycle, and developing the program learning outcomes aligned with instructional competencies and the college's strategic directions.

We decided together that we could not define our vision without including children as a part of it, even though they are not our primary responsibility. *"Our vision is of a world where every child is nurtured, respected and supported in their learning by professional, well-trained teachers who help them to become responsible, engaged and caring citizens of the global community."*

The mission of the Child Development and Education department is to prepare professional early childhood practitioners to work in a variety of settings with

children and families. Students achieve this competence through educational experiences that immerse them in pedagogy, encourage critical thinking and active learning, and provide them with direct opportunities to practice skills. Students leave our AA degree program with skills in building relationships with children and families; with a sense of the importance of community engagement and advocacy; with a commitment to upholding ethical standards, and with a passion for life long learning.

As a department our work is organized around and guided by the following principles:

- The importance of relationships in all human learning
- Pedagogy grounded in current research and knowledge
- Embracing diversity through genuine acceptance of each individual's uniqueness
- Communication as an essential responsibility within a community
- Responsibility for confronting injustice so that all children have full, fair participation in society
- Professionalism demonstrated through reflective practice, ethical behavior, advocacy and life long learning.

Our vision, mission and guiding principles are aligned with the NAEYC Standards. Embedded in our courses is the foundational understanding of the critical nature of relationships in all human learning. Current research from "Neurons to Neighborhoods," and other brain research reinforce the premise that children need teachers who understand their development, can create meaningful connections and who know how to scaffold their learning. We want students to honor the innate intelligence and competence of children at every age. Our pedagogy grounds students in theory so that they will have the background to make intentional decisions about their interactions with children, curriculum and classroom practices. Theory assists in developing a student's understanding of developmentally appropriate practices, understanding the importance of play and understanding the need for authentic partnerships with families. The department is fortunate to have students from highly diverse backgrounds who can learn from each other to respect differences, embrace all cultures, and communicate across different perspectives. The qualities of professionalism and the importance of ethical behavior are also addressed in all of our courses. We want students to leave us recognizing that we are all members of communities with a responsibility to be informed and active in creating a fair, just world for children. We hope to inspire passion in students for children, for teaching, and for life long continuous learning.

We provide learning opportunities through a comprehensive sequenced set of courses designed to provide theoretical foundations and practical applications. The theory courses introduce students to basic pedagogy with in-class activities and out of class assignments that challenge them to think critically about what they are learning. The methods courses provide hands on activities to explore and practice with a variety of materials. Observation is a consistent requirement

in many of our courses. Some courses require students to engage in community service or practicum placements in programs. Self-reflection activities and assignments are interwoven into our courses giving students opportunities to develop self-awareness and deeper self-understanding. Professionalism is promoted from their first class in Foundations of Early Childhood Education in which they start a professional portfolio and culminates with the practicum class where they become part of a teaching team. The practicum is a competency based-class in a quality childcare setting that is structured to provide consistent supervision from a professional master teacher. We are proud of our program and our work with students even as we recognize our challenges.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 2**

The department has worked very hard to maintain the practicum course in quality settings, highly supervised by trained master teachers and instructors. We have consistently resisted offering students the option of doing practicum at their own employment sites during their work hours because we feel the quality of the setting, the level of supervision, and the skills of the supervising teacher cannot be assured. We became a part of the California Early Childhood Mentor Program, which lets us offer practicum in community programs with more flexible times for students who cannot take the on campus course. This program requires supervising mentor teachers to go through an extensive application process, and their classroom must pass the ECERS assessed by two separate people to be eligible for having their site designated a Mentor site. A faculty member works directly with the mentor teachers to ensure that the requirements for the course are the same off campus as they are on campus.

In our focus groups with directors and large organizations it was clear that this was still not sufficient. There was strong sentiment that the practicum class was not “accessible” to staff that work full time and that the lab was not a “realistic” experience for the classrooms students would be working in when they entered the field. This is the crux of the dilemma – how to provide an experience in a quality, highly supervised setting where students are able to get consistent feedback and still have it be accessible to all students.

Plan to address: *We are proposing a Task Group to study the issues and explore alternate approaches to offering practicum. The group will be comprised of members that include a director, mentor teacher, student, community member, center lab teacher and faculty. Their task will be to review research available on practicum, look at what other colleges are doing and come up with ideas for alternate approaches for offering this course.*

Another challenge for our conceptual framework is having a stronger focus on general education requirements and strengthening our working relationship with the counseling department. Students tend to be more concerned with meeting employment requirements and achieving professional certificates and credentials. We need to help students make the connections between the skills

they are developing in child development classes and the skills they will achieve in general education courses.

Plan to address: *Work more closely with the counseling staff to identify one counselor who will specialize in working with Child Development majors. Develop an advising binder for counseling staff that provide all relevant information for advising students. Improve advising to incorporate more information on general education requirements. Develop a mandatory program orientation, 1-unit course, to assist students plan for their program completion.*

Another challenge is to review the prerequisites for practicum to see if they are adequate for the expectations of the course.

Plan to address: *We would like to designate the practicum as a “capstone” course where students put together all they have learned in previous classes. This requires us to think through what the appropriate prerequisites for this class should be. One very clear suggestion came from the Alumni focus group. They felt every student should complete Observation and Assessment before taking practicum. We are in process of assessing this and other ideas.*

Criterion 3: Program of Studies

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Child Development

C D 10G Child Development (The Early Years) 4 Units

(See general education pages for the requirement this course meets.)

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

(Also listed as Psychology 10G. Student may enroll in either department, but not both, for credit.)

Four hours lecture.

Critical examination of human growth and development from conception to middle childhood with particular attention given to current theoretical and research perspectives within a diverse society. Observational study of children with analysis of factors influencing development including conditions that put children at risk.

C D 10H Child Development (Middle Childhood and Adolescence) 4 Units

(See general education pages for the requirement this course meets.)

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

(Also listed as Psychology 10H. Student may enroll in either department, but not both, for credit.)

Four hours lecture.

Critical examination of human growth and development from school age through adolescence with particular attention given to current theoretical and research perspectives within a diverse society.

C D 12 Child, Family and Community Interrelationships 4 Units

(See general education pages for the requirement this course meets.)

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Four hours lecture.

Study of the developing person in a societal context including the interrelationship of family, schools and community. Examination of factors that shape the socialization of the child into society, including historical and cultural factors. Students will examine their own culture and background and reflect on themselves as members of society. This class provides learning opportunities for all 5 NAEYC Accreditation Standards.

C D 50 Foundations of Early Childhood Education 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Principles and practices of early childhood education. Observation in selected settings.

C D 51 Student Teaching Practicum 5 Units

Prerequisite: Child Development 10G and a minimum of two other curriculum courses in Child Development.

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Ten hours lecture-laboratory.

(May be taken three times for credit.)

Laboratory experience with guided supervision working with children infancy through the school age years. Emphasis will be on making connections between theory and practice, using observation and interactions to understand children's development, implementing developmentally appropriate, child centered approaches to teaching and learning and developing professional behaviors and attitudes.

(This class meets the NAEYC Standards 1, 2, 3, 4, and 5. The class also meets the NBPTS Standards 1 through 9)

C D 52 Observation and Assessment of the Young Child 3 Units

Prerequisite: Child Development 10G and 50.

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Observation strategies and formal assessment methodologies used to understand children's development, age-appropriate curriculum and the classroom setting.

(This class meets NAEYC Standards 3a-3d; NBPTS standards 3 and 4; and DEC standard 8 assessment)

C D 53 Creative Art for the Young Child 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Overview of creative activities for children from infancy through the school years including the uses of art materials, planning activities and structuring experiences. Emphasis is on developmentally appropriate curriculum that enhances children's imagination, creative thinking, and self-expression.

C D 54 Curriculum for Early Childhood Programs 3 Units

Prerequisite: Child Development 10G or concurrent enrollment.

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Curriculum development with emphasis on planning curriculum which is emergent, developmentally and individually appropriate and inclusive.

C D 55 Literacy Development and Activities for the Young Child 3 Units

Advisory: Child Development 10G and/or Child Development 50.

Three hours lecture.

Theories of language acquisition and the process of language development in monolingual and young English language learners. Introduction to methods and materials that enhance emerging language and literacy for infants through school age children in a culturally diverse society. (This class meets NAEYC Standards: 1a,1b,1c; 3a,3b,3c; 4b,4c,4d.)

C D 56 Understanding and Working with English Language Learners 3 Units

(Also listed as Education 56. Student may enroll in either department, but not both, for credit.)

Three hours lecture.

Developmental and cultural examination of the bilingual child in early childhood programs. Theories and developmental sequence of bilingual language acquisition. Role of teacher and methods for supporting the bilingual child.

C D 57 Self-Assessment for Teachers of Young Children 3 Units

Prerequisite: Child Development 10G.

Two hours lecture, three hours laboratory.

Use of self-assessment techniques for individualized teacher preparation with emphasis on understanding the development of the child, teaching and guidance techniques, and assessment of personal effectiveness in the classroom.

C D 58 Infant/Toddler Development 4 Units

(Formerly Child Development 58G and 58H.)

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Four hours lecture.

Development of physical, cognitive, social and emotional development from infancy to age three with emphasis on cultural diversity and family partnerships. Program planning based on observation of individual infants and communication with parents. Evaluation of assessment tools and methods for infants and toddlers, including administration, and interpretation. Development of needs and service plans for individual infants.

C D 59G Supervision and Administration of Child Development Programs (Management Systems) 4 Units

Prerequisite: A minimum of 12 units of Child Development coursework, which includes Child Development 10G.

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Four hours lecture.

A study of the development of management systems for the supervision and administration of various kinds of early childhood programs in the context of a diverse society. Emphasis is on program planning, organizational structure, program operation, program evaluation, budgeting, and personnel management.

C D 59H Supervision and Administration of Child Development Programs (Leadership Skills) 4 Units

Prerequisite: A minimum of 12 units of Child Development course work, which includes Child Development 10G.

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Four hours lecture.

A study of the methods and principles of leadership as they apply to administration of programs in Early Childhood settings. Emphasis is on personnel management, leadership styles and skills, interpersonal communication and an awareness of the sociopolitical context of early childhood programs.

C D 60 Exceptional Children 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Characteristics and causes of exceptionality and the inclusion of children with disabilities in childhood settings (infant - adolescence), includes discussion of developmental disabilities, family, and community involvement. Implementation of State and Federal law, as well as the examination of attitudes and feelings about exceptionality. (This class meets NAEYC Standards 1a,2a,2c,3a; CEC/DEC Standards CC2-K1-7,CC3-K1,CC5-K4,CC8-K1-5; NBPTS Standards 2,3,8)

C D 61 Music and Movement (Developmental Foundations) 3 Units

(See general education pages for the requirement this course meets.)

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

A developmental introduction to music and movement experiences. Students will have opportunities to engage in and to reflect on how music and movement fosters

healthy development in children and adults. Students will also have opportunities to see how music and movement defines and is linked to cultural experience and to who we are as individuals.

C D 63 Math and Science Activities for the Young Child 3 Units

Advisory: English Writing 200 and Reading 200 (or Language Arts 200), or English as a Second Language 261, 262 and 263.

Three hours lecture.

Design and assessment of developmentally appropriate activities and environments that foster the intellectual curiosity and problem solving in young children. Theories of cognitive development as a foundation for the planning and implementation of math and science curriculum for all children.

C D 64 Health, Safety, and Nutrition for the Young Child 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Health, safety, and nutritional practices needed for the protection and improvement of the health of preschool children. Includes infant, child, and adult first aid. CPR can be taken in the community through the Red Cross, American Heart Association or at De Anza College (Health 57E). This class meets the state requirements for health, safety, and nutrition.

C D 65 Programs for School-Age Child Care 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Before and after school programs for children in kindergarten through sixth grade with emphasis on developmental characteristics, program philosophy, licensing requirements, program content, and criteria for evaluation.

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All courses are for unit credit and apply to a

De Anza associate's degree unless otherwise noted.

C D 66 Montessori Methods and Materials 3 Units

Advisory: Child Development 50; English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Philosophical foundations and the environmental components of the Montessori Method in early childhood education.

C D 67 Supervision and Administration of Child Development Programs (Adult Supervision) 3 Units

Prerequisite: A minimum of 12 units of Child Development coursework.

Advisory: Child Development 10G.

Three hours lecture.

A study of the methods and principles of supervising student teachers, assistant teachers, parents, and volunteers in early childhood classroom. Emphasis is on the role of teachers supervising other adults while simultaneously addressing the classroom needs of children, parents and the program.

C D 68 Design and Development of Anti-Bias Curriculum 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Principles and methods of anti-bias curriculum are examined to gain an understanding of the development of biased attitudes and behavior in children. Emphasis is on the impact of bias on children's development and the implications for classroom practices. Methodologies for developing skills in acknowledging differences and helping children develop positive attitudes for living in a complex and diverse world.

C D 69 Early Childhood Education Principles and Practices**(Cross-Cultural Emphasis) 3 Units**

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

(Also listed as Anthropology 69. Student may enroll in either department, but not both, for credit.) Three hours lecture.

Underlying principles of early education, infancy through middle childhood. National, state, and local practices will be examined in contrast to options presented through ethnographic data from a selection of diverse cultures.

C D 70 Seminar in Parenting the Preschool Child 1 Unit

One hour lecture.

(May be taken six times for credit.)

Pass-No Pass (P-NP) course.

A seminar for parents of young children ages two-six years old. Selected topics such as understanding developmental stages, child guidance and discipline, effective parenting skills.

C D 71 Constructive Guidance and Positive Discipline in Early Childhood 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Explores the principals and techniques that promote high self-esteem and positive behaviors in young children. (This class meets NAEYC Standards 1a,1c,2b,4a,4b; DEC/CEC Standards CC3-K3,EC3-S1,CC6-K3; NBPTS Standard 2)

C D 72 Partnerships with Families in Early Childhood Education 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Principles and practices of family support and in developing partnerships with parents; strategies to communicate and involve families in early care and education settings.

C D 73 Early Childhood Mental Health 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

(Also listed as Education 73. Student may enroll in either department, but not both, for credit.)

Three hours lecture.

Examination of child development and mental health theory. Assessment and screening to identify childhood mental health challenges. Implementation of mental health interventions and strategies. Exploration of violence's impact on the physical and psychological well-being of adults and children.

C D 74 Early Childhood Mental Health Seminar and Fieldwork 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

(Also listed as Education 74. Student may enroll in either department, but not both, for credit.)

Two hours lecture, three hours laboratory.

Provides an overview of different approaches to early intervention with children and their families and will help students develop basic support skills for use in dealing with high risk families, including those with exceptional emotional, social or physical needs.

C D 75 Social Emotional Development in Early Childhood 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Social emotional development and how peer, family, gender, teachers and society

influence this development. The impact of variations in development on learning and life outcomes. (This class meets NAEYC Standards 1a,1b,1c,2b,4a; CEC/DEC Standards CC2-K1; NBPTS Standards 1,4)

C D 77 Special Projects in Child Development 1/2 Unit

C D 77W 1 Unit

C D 77X 2 Units

C D 77Y 3 Units

Prerequisite: Approved Special Projects Contract.

Advisory: English Writing 1A or English as a Second Language 5.

Three hours laboratory for each unit of credit.

(Any combination of Child Development 77, 77W, 77X, and 77Y may be taken up to six times, not to exceed 18 units, as long as the topics/projects are different each time.)

Designed for students with a Child Development permit at the Master Teacher level or above. This course will offer students the opportunity to research a topic of interest in the field of Child Development. The course will involve research of a topic and other fieldwork such as exploring community resources or investigating a common teaching practice for effectiveness.

C D 80 Design, Program Development, and Daily Operation of Family Child Care 3 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

An overview of family child care both as a business and a program for children. Topics such as startup, health and safety requirements, licensing, and designing indoor/outdoor learning environments, child guidance and accommodations to meet the needs of every child will be presented.

C D 90 Facilitating Inclusion in Early Childhood Programs: Intervention Strategies 3 Units

Prerequisites: Child Development 10G and 60.

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

Three hours lecture.

Expand upon a student's ability to work effectively with all children in early childhood programs and more specifically with infants, toddlers and preschoolers with disabilities and other special needs in inclusive environments. Focus will include theories, research, and practical applications of best practices from both the fields of Early Childhood Education, and Early Intervention/Early Childhood Special Education. Students will learn to design practical and effective intervention strategies for individual children with special needs within the context of natural environments and will learn to work in collaboration with IFSP/IEP teams. (This class meets NAEYC Standards 1a,1c,2b,3a,3b,3d,4b; CEC/DEC Standards cc3-K4,CC3-K4,CCK-5,CC4-S1-6, EC4-S1-3, CC5-K3,CC5-S1-5; NBPTS Standards 2,4)

C D 101 Current Issues in Child Development 1/2 Unit

C D 101W 1 Unit

C D 101X 2 Units

C D 101Y 3 Units

C D 101Z 4 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

One hour lecture for each unit of credit.

(Any combination of Child Development 101, 101W-Z may be taken up to six times, not to exceed 18 units, as long as the topics/projects are different each time.)

In-service workshop for teachers, aides, and parent volunteers to increase awareness of contemporary professional issues in Child Development.

C D 102 Curriculum for Child Development Personnel 1/2 Unit

C D 102W 1 Unit

C D 102X 2 Units

C D 102Y 3 Units

C D 102Z 4 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

One hour lecture for each unit of credit.

(Any combination of Child Development 102, 102W-Z may be taken up to six times, not to exceed 18 units, as long as the topics/projects are different each time.

In-service workshop for teachers, aides, and parent volunteers to improve skills and knowledge in the area curriculum for Child Development personnel.

C D 103 Topics in Preschool Program Administration 1/2 Unit

C D 103W 1 Unit

C D 103X 2 Units

C D 103Y 3 Units

C D 103Z 4 Units

Advisory: English Writing 211 and Reading 211 (or Language Arts 211), or English as a Second Language 272 and 273.

One hour lecture for each unit of credit.

(Any combination of Child Development 103, 103W-Z may be taken up to six times, not to exceed 18 units, as long as the topics/projects are different each time.

In-service workshop for program directors, site supervisors, head teachers, or others with administrative or supervisory responsibility to improve skills and knowledge in the area of Child Development program administration.

DeAnza College

CERTIFICATES AND DEGREES

2011 – 2012 *Academic Year*

Child Development

Child Development Department
CDC Bldg. 2
408-864-8770
www.deanza.edu/cde/

Certificate of Achievement Level Requirements

A minimum “C” grade in each major course.

Note: A maximum of six (6) quarter units may be transferred from other academic institutions.

Certificate of Achievement-Advanced Level Requirements

1. A minimum “C” grade in each major course.
2. Demonstrated proficiency in English and mathematics as evidenced by eligibility for EWRT 1A or ESL 5 and eligibility for MATH 114. Note: A maximum of 18 quarter units may be transferred from other academic institutions.

A.A./A.S. Degree Requirements

1. Completion of all General Education (GE) requirements (31-42 quarter units) for the A.A./A.S. degree. GE units must be completed with a minimum 2.0 GPA (“C” average).
2. Completion of all major requirements. Each major course must be completed with a minimum “C” grade. Major courses can also be used to satisfy GE requirements (except for Liberal Arts degrees). Note: A maximum of 22 quarter units from other academic institutions may be applied toward the major.
3. Completion of a minimum of 90 degree-applicable quarter units (GE and major units included). All De Anza courses must be completed with a minimum 2.0 GPA (“C” average). All De Anza courses combined with courses transferred from other academic institutions must be completed with a minimum 2.0 GPA (“C” average). Note: A minimum of 24 quarter units must be earned at De Anza College.

Major courses for certificates and degrees must be completed with a letter grade unless a particular course is only offered on a pass/no-pass basis.

Child Development

Certificate of Achievement

This vocational training program prepares future early childhood workers and educators to work with diverse children in early childhood settings. The program includes academic instruction, job skills training, and field and community engagement experiences. Students enrolled acquire knowledge to integrate developmentally appropriate practices and their application to teaching young children along with skills in building relationships with children and families.

This certificate meets entry-level professional requirements for teachers in early childhood programs and fulfills requirements to qualify as a Teacher in a center licensed by the California Department of Social Services.

Students who wish to qualify to become a Director must also take C D 59G “Supervision and Administration of Child Development Programs (Management Systems)” and C D 59H “Supervision and Administration of Child Development Programs (Leadership Skills).”

The certificate requirements also meet the Child Development course work requirements for the Child Development Associate Teacher Permit.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate developmentally appropriate practices and their application to teaching young children.
- demonstrate skills in building relationships with children and families.

1. Meet the requirements for this certificate level.

2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

C D 10G Child Development (The Early Years) 4

C D 12 Child, Family & Community Interrelationships 4

C D 50 Principles and Practices of Teaching Young Children 3

Complete a minimum of nine (9) units from the following: 9

C D 10H Child Development (Middle Childhood and Adolescence) (4)

C D 52 Observation and Assessment/Young Child (3)

C D 53 Creative Arts for the Young Child (3)

C D 54 Curriculum for Early Childhood Programs (3)

C D 55 Literacy Development and Activities for the Young Child (3)

C D 56 Understanding and Working with English Language Learners (3)

C D 58 Infant/Toddler Development (4)

C D 61 Music and Movement (Developmental Foundations) (3)

C D 63 Math and Science Activities/Young Child (3)

C D 64 Health, Safety and Nutrition for the Young Child (3)

C D 65 Programs for School-Age Child Care (3)

C D 71 Constructive Guidance and Discipline (3)

C D 72 Partnerships with Families in Early Childhood Education (3)

Practicum Requirement (3-5 units) from the following: 3-5

C D 51 Student Teaching Practicum (5)

C D 57 Self Assessment for Teachers of Young Children (3)

Total Units Required 23-25

The Certificate of Achievement fulfills requirements to qualify as a Teacher in a center licensed by the Department of Social Services.

Students who wish to qualify as a Director must also take C D 59G Supervision and Administration of Child Development Programs (Management Systems) and C D 59H Supervision and Administration of Child Development Programs (Leadership Skills).

Child Development

Certificate of Achievement-Advanced

This vocational training program prepares future early childhood workers and educators to work with diverse children in early childhood settings. The program includes academic instruction, job skills training, field experiences, and civic and community engagement skills. Students learn to integrate developmentally appropriate practices and apply them to curriculum design for teaching young children. They also learn how to build culturally responsive partnerships with children and families. The Certificate of Achievement-Advanced is designed to meet the Child Development course requirements for a Child Development Teacher Permit. The Permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate developmentally appropriate practices and apply them to curriculum design for teaching young children.
- demonstrate skills in building culturally responsive partnerships with children and families.

1. Meet the requirements for this certificate level.

2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

C D 10G Child Development (The Early Years) 4

C D 10H Child Development (Middle Childhood and Adolescence) 4

C D 12 Child, Family and Community Interrelationships 4

C D 50 Principles and Practices of Teaching Young Children 3

C D 52 Observation of the Young Child 3

C D 54 Curriculum for Early Childhood Programs 3

C D 55 Literacy Development and Activities for the Young Child 3

C D 64 Health, Safety & Nutrition for the Young Child 3

C D 68 Teaching in a Diverse Society 3

Complete a minimum of three (3) units from the following: 3

C D 53 Creative Arts for the Young Child (3)

C D 56 Understanding and Working with English Language Learners (3)
 C D 57 Self Assessment for Teachers of Young Children (3)
 C D 58 Infant/Toddler Development (4)
 C D 59G Supervision and Administration of Child Development Programs (Management Systems) (4)
 C D 59H Supervision and Administration of Child Development Programs (Leadership Skills) (4)
 C D 60 Exceptional Children (3)
 C D 61 Music and Movement (Developmental Foundations) (3)
 C D 63 Math and Science Activities for the Young Child (3)
 C D 65 Programs for School-Age Child Care (3)
 C D 67 Supervision and Administration of Child Development Programs (Adult Supervision) (3)
 C D 71 Constructive Guidance and Discipline (3)
 EDUC 1 Introduction to Elementary Education in a Diverse Society (3)
Practicum Requirement (5 units)
 C D 51 Student Teaching Practicum 5
May be repeated up to three (3) times.
 Total Units Required 38
The Certificate of Achievement-Advanced is designed to meet the Child Development course requirements for a Child Development Teacher Permit. The Permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Child Development

A.A. Degree

The Associate in Arts Degree vocational training program prepares future early childhood workers and educators to work with diverse children in early childhood settings. The program prepares students for entry-level careers or entrance into a Bachelor's degree program in Child Development studies. The degree program focuses on integrating developmentally appropriate knowledge and practice, and developing professional competencies and job skills.

Students learn how to build partnerships with local, national and international resource organizations in order to advocate effectively for the needs of children and families. The degree fulfills the Child Development course requirements to qualify for the Child Development Permit Site Supervisor on the California Child Development Matrix. Students who wish to qualify as a Site Supervisor must also take C D 59G "Supervision and Administration of Child Development Programs (Management Systems)", C D 59H "Supervision and Administration of Child Development Programs (Leadership Skills)" and CD 67 "Adult Supervision".

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- build partnerships with local, national and international resource organizations in order to advocate effectively for the needs of children and families.
- integrate developmentally appropriate practices and their application to teaching young children.
- demonstrate skills in building relationships with children and families.

1. Meet the AA/AS degree requirements.
2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

C D 10G Child Development (The Early Years) 4
 C D 10H Child Development (Middle Childhood and Adolescence) 4
 C D 12 Child, Family and Community Interrelationships 4
 C D 50 Principles and Practices of Teaching Young Children 3
 C D 52 Observation of the Young Child 3
 C D 54 Curriculum for Early Childhood Programs 3
 C D 55 Literacy Development and Activities for the Young Child 3
 C D 56 Understanding and Working with English Language Learners 3
 C D 60 Exceptional Children 3
 C D 64 Health, Safety & Nutrition for the Young Child 3
 C D 67 Supervision and Administration of Child Development Programs (Adult Supervision) 3
 C D 68 Teaching in a Diverse Society 3

Complete a minimum of three (3) units from the following:

C D 53 Creative Arts for the Young Child (3)
 C D 57 Self Assessment for Teachers of Young Children (3)
 C D 58 Infant/Toddler Development (4)
 C D 59G Supervision and Administration of Child Development Programs (Management Systems) (4)

C D 59H Supervision and Administration of Child Development Programs (Leadership Skills) (4)
 C D 61 Music and Movement (Developmental Foundations) (3)
 C D 63 Math and Science Activities for the Young Child (3)
 C D 65 Programs for School-Age Child Care (3)
 C D 71 Constructive Guidance and Discipline (3)
 C D 72 Partnerships with Families in Early Childhood Education (3)
 C D 73 Early Childhood Mental Health (3)
 C D 74 Early Childhood Mental Health Seminar and Fieldwork (3)
 C D 75 Social Emotional Development in Early Childhood (3)
 EDUC 1 Introduction to Elementary Education in a Diverse Society (3)
Practicum Requirement (10 units)
 C D 51 Student Teaching Practicum (5) 10
May be repeated up to three (3) times.
Major Child Development 52 units
GE General Education (31-42 units)
Electives Elective courses req'd. when major units plus GE units total is less than 90
Total Units Required 90 units

Early Childhood Mental Health ***Certificate of Achievement***

De Anza College's Child Development and Education Department developed the Early Childhood Mental Health Certificate to train mental health professionals at the entry- and advanced- level, ECE educators at the beginning and advanced-level, and professionals working in early education, mental health and community services settings and/or programs. Certificate requirements include student participation in field experiences with community-based, early childhood mental health programs. Students develop skills to work with both children and their families.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate early childhood mental health practices to support the development of social and emotional skills in young children.
- demonstrate skills in building relationships with children and families.

1. Meet the requirements for this certificate level.

2. Complete the following.

C D 10G Child Development (The Early Years) 4
 C D 58 Infant/Toddler Development 4
 C D 72 Partnerships with Families in Early Childhood Education 3
 C D 73 Early Childhood Mental Health 3
 C D 74 Early Childhood Mental Health Seminar and Fieldwork 3
 C D 75 Social Emotional Development in
 Early Childhood 3
 Total Units Required 20

Early Intervention/Special Education Assistant ***Certificate of Achievement-Advanced***

This vocational training program prepares future early childhood workers and educators to work with children with disabilities and special needs in public and private early intervention, special education and educational settings that serve typical and atypical developing young children and their families. Students are taught practical skills in early intervention and early childhood special education from a culturally responsive perspective. Students learn to integrate early intervention/special education practices and apply them to teaching young children with special needs. Certificate requirements include student participation in field experiences with community-based, inclusive educational programs.

The Certificate prepares students for two career paths: Early Intervention Assistant and Early Childhood Teacher. It is the equivalent of the Teacher level permit on the California Child Development Matrix. The Teacher level permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

Student Learning Outcomes - upon completion students will be able to:

- demonstrate the ability to work in a variety of settings with children and families with a commitment to uphold ethical standards.
- recognize the importance of community engagement and their role as local, national, and global advocates for children, families, and the community.
- integrate early intervention/special education practices and their application to teaching young children with special needs.
- demonstrate skills in building relationships with children and families.

1. Meet the requirements for this certificate level.

2. Complete the following.

Current Infant and Child CPR/First Aid Certificate required.

C D 10G Child Development (The Early Years) 4

C D 12 Child, Family and Community Interrelationships 4

C D 50 Principles and Practices of Teaching Young Children 3

C D 52 Observation of the Young Child 3

C D 55 Literacy Development and Activities for the Young Child 3

C D 58 Infant/Toddler Development 4

C D 60 Exceptional Children 3

C D 64 Health, Safety & Nutrition for the Young Child 3

C D 73 Early Childhood Mental Health 3

C D 90 Facilitating Inclusion in Early Childhood Programs: Intervention Strategies 3

Complete a minimum of three (3) units from the following: 3

C D 10H Child Development (Middle Childhood and Adolescence) (4)

C D 53 Creative Arts for the Young Child (3)

C D 56 Understanding and Working with English Language Learners (3)

C D 57 Self Assessment for Teachers of Young Children (3)

C D 61 Music and Movement (Developmental Foundations) (3)

C D 63 Math and Science Activities for the Young Child (3)

C D 68 Teaching in a Diverse Society (3)

C D 71 Constructive Guidance and Discipline (3)

C D 75 Social Emotional Development in

Early Childhood (3)

Practicum Requirement (5 units) 5

C D 51 Student Teaching Practicum

May be repeated up to three (3) times.

The practicum experience must be completed in an Early Intervention/Special Education Environment with an inclusion component or an Inclusion Environment.

Total Units Required 41

The Certificate of Achievement-Advanced is designed to meet the Early Intervention Assistant II requirements. It is the equivalent of the Teacher level permit on the California CTC Child Development Matrix. The Teacher level permit also requires 24 quarter units (equivalent of 16 semester units) of General Education courses.

8-2-201

CHALLENGES AND PLANS TO BUILD ON STRENGTHS Criterion 3

The program of studies at DeAnza has a strong developmental base offering foundational knowledge with many choices of additional classes. In response to community needs and trends in the field, classes provide students with content in many areas of specialization such as early intervention, special needs, working with preschool second language learners, partnerships with parents, social emotional development and operating a family childcare business.

Plan to address: *Our challenge is to incorporate general education advising and course content into our overall program. We need to encourage students to think beyond employment demands and CARES¹ requirements to transfer and obtain their BA degrees. To do this we must make the pathways more evident and provide supports to demystify the complexities of higher education. Working more closely with the counseling department and improving advising are two ways that we can begin to address these issues. We are updating our department website and plan to use to this as a resource to disseminate information and link students to a variety of resources.*

We are the only college in Santa Clara County consistently offering classes in Spanish and Mandarin for students who are not native English speakers. These classes strengthen the skills of teachers who are already working in programs with children while increasing their confidence as students and improving their English proficiency.

Plan to address: *The challenge is to continue to develop a strong program that transitions students from classes in their home languages to English. We have been working with the ESL department but have had difficulty finding a consistent ESL faculty to teach the linked classes. Securing funding to provide more language tutors to support students particularly in English writing skills is also needed. We would like to work with institutional research to develop tools to increase our data collection in tracking the progress of students in these classes. This data will provide us with valuable information on how to continue to build and improve the program.*

The department has launched the LIFT project, a model that links ESL with Child Development courses, offers support in the native language and transitional services.

DeAnza's Practicum has a well-developed campus lab and off campus mentor program that successfully prepares students to become teachers of young children. In our focus group alumni students described the course as an important learning opportunity. One student said, "I loved practicum. I learned many practical skills and was more prepared to be a teacher." Students described the class as an opportunity to "put the pieces together" and "apply theory to practice." Another student said, "The opportunity to reflect on what you are doing really helps you to be a better teacher." The strong collaboration between the classroom teacher and the instructor is critical in contributing to effective learning for students.

Plan to address: *As stated under criterion #2 we need to explore options that will make the practicum more accessible to all students while protecting the components of quality that make the course so effective in preparing students to become teachers. Researching the components of effective student teaching experiences, examining how other colleges are addressing this issue and engaging in more in-depth conversations with stakeholders from the community should provide us with possible alternatives.*

¹ CARES, which stands for Comprehensive Approaches to Raising Educational Standards, is designed to promote, reward and encourage educational attainment among child care professionals in Santa Clara County through a system of financial incentives and rewards.

Criterion 4: Quality of Teaching

During our annual retreats we review the annual student survey results and discuss “Who are our students, what they need and how do they learn?” We charted our beliefs and have come to understand our strong developmental and constructivist approach to teaching and learning. The key beliefs and principles that we hold are,

- The importance of relationships in all human learning
- Pedagogy grounded in current research and knowledge
- Embracing diversity through genuine acceptance of each individual’s uniqueness
- Communication as an essential responsibility within a community
- Responsibility for confronting injustice so that all children have full, fair participation in society
- Professionalism demonstrated through reflective practice, ethical behavior, advocacy and life long learning.

Our faculty talks about how students learn through relationships with peers and teachers, in small groups, through hands-on activities, through multi-media visuals and by being involved in their own learning. One example is our focus on forming students study groups by recruiting successfully students as tutors and coaches.

These beliefs are embedded in our mission statement and in our conceptual framework. We believe learning must be built on student’s experiences, encourage critical thinking, active participation and opportunities to learn new skills. These beliefs parallel the NAEYC Standards. Our teaching approach is well suited to the student population that we serve for a number of reasons. Our students are very diverse coming from countries all over the world. They have much to teach us about the global views of children, families and variations in child rearing practices. Our role becomes one of facilitating the understanding of western psychological views and American practices with student’s own knowledge and experience. Current theoretical understanding of human development recognizes that there are very few universals that can be said to be true for all children everywhere in the world. Bronfenbrenner makes sense to our students; you must understand the context before you can understand the development. Hands on applications and concrete, realistic examples are critical to student’s understanding. Our classrooms are like a global village where students learn to understand each other’s context or “frame of reference” and through dialogue, we relate this to United States early childhood beliefs and practices.

During 2008 and 2009, students were asked in focus groups how Child Development & Education classes they had taken helped them in working with children and families. Students talked about changes in awareness (CD 68); increases in practical skills (CD 51, 53, 61, 63 and changes in their understanding of children and how they learn (CD 51, 10G, 10H.) Students talked about the range of learning opportunities offered in their classes including observations, community service learning, small groups, activities, guest speakers, videos and other media, reflections, hands-on exploration of materials, power points and class discussions. When asked what teaching methods worked best,

students said, overwhelmingly, hands-on activities that allow them to engage with concepts and materials and to figure things out with other students. Students welcome opportunities to learn outside of the classroom in community service learning, and in community placements in the mental health classes. Overall, students spoke enthusiastically about our classes and the faculty who taught them.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 4**

The faculty is dedicated to maintaining high quality teaching as a critical priority for the department. Each individual faculty member (both full time and part time) is constantly updating, and modifying their classes to make them more effective. In classes where there is more than one section taught, faculty work together on curriculum, learning activities that integrate course concepts and skills, and assignments. We set consistent standards for the content of these classes. As said above, our students are our richest resources and our focus. However, supporting many students with limited English speaking and writing skills is an ongoing issue in all of our classes. We have made efforts to establish tutorial supports but still need more resources to make learning experiences more accessible for these students. We also have students who are at the basic skills level, not fully prepared for college work, and students who have learning disabilities that impact their success in classes.

Plan to address: *Continue to find creative ways for students to support each other in advancing their English speaking and writing skills. Seek funding for individual tutoring for students who need individual tutoring. Work more closely with our campus Students Disabled Office which includes, the Educational Diagnostic Center, reading and writing labs to refer students. Our faculty also elicits ideas from counselors on ways to support students in our classes. Our faculty is interested in investigating the possibility of using some type of screening tool at the beginning of the quarter to identify students early on so we can get them support, i.e “Early Alert” type of system used already at our college and other local colleges.*

De Anza is a large community college that serves over 20,000 students. In the Child Development Department most of our classes are capped at 40 students and we often have many more students on wait lists. These high enrollments create a challenge to maintaining quality learning experiences for all students. Since we are on a quarter system, it is difficult to develop relationships with every student in your class given the large numbers and short period of time.

Plan to address: *We are unsure of how we can change either of these circumstances. Since our practicum is kept at 20 students, the additional enrollment in other classes keeps our FTE high within the college. Although the quarter system doesn’t work well for students that are not strong English speakers, or who have learning disabilities or are not fully prepared for college level work, students love it. All efforts to change to a semester system have been defeated.*

DeAnza has a four-year tenure review process for full time faculty and during this time faculty are given considerable support and help in getting acclimatized to the college and improving their teaching. Beyond this process the only other system for evaluation of full time faculty is the PAA process. New adjunct faculty are oriented by the

department chair, and supported by the full time faculty in the new class they are teaching. All faculty are evaluated the first quarter they teach and every two years after that. Most full time faculty are evaluated using the Professional Achievement Award (PAA) process. If they are applying for PAA then this process requires an administrator such as the Division Dean, peer, and student evaluation.

Plan to address: *We have a process of student evaluations of all instructors every quarter. Faculty pair up with other faculty to do evaluations on each other's classes. The intent of the evaluation is to give feedback to instructors about their teaching. This is not a formal evaluation, but an opportunity to regularly hear from students about your performance. We intend to continue this process on an ongoing basis.*

Criterion 5: Quality of Field Experiences

Historically DeAnza has always had very high standards for the student teaching practicum course. In the very early days of the program students took the Introduction to Early Childhood course and then had to apply to take the practicum. They were interviewed and only a certain number of the applicants were accepted. As a department we have always taken the practicum very seriously and have continually worked to improve the quality of the course. We use a handbook that has been written by our faculty over the years, each new faculty building on what previous instructors have done. Up until 1991, all students took the class on campus in the children's center program. The course required a ten-hour a week commitment, and two quarters of practicum were necessary for the AA degree. The practicum has always been a competency-based class with achievement of the basic/advanced teaching skills accounting for the majority of the grade. We have described the competencies as behaviors so that they are observable by both the master teacher and the instructor. The written work in the class includes observations, activity plans and interactive activity plans. The Interactive activity plans are intended to focus students on the quality of interactions they have with children and on observing the more complex, critical strategies the master teacher is demonstrating. For example the Interactive activity plans focus the student's attention on intervention, language usage, responsiveness, problem solving, English language learners, emergent curriculum, adult communication and gender differences. Second quarter students work on the advanced teaching skills by building on first quarter competencies. The emphasis in second quarter is on assuming the role of a teacher through taking initiative and showing leadership, using effective adult communication skills, working with parents and increasing professionalism through ongoing reflection. We believe that this combination of emphasis on relationships with children, basic and advanced teaching competencies, reflection, and consistent specific feedback is the most effective way to train future teachers.

We have been fortunate to have an excellent lab program with highly skilled professional teachers on campus. The classroom environments and the outdoor play space provide extensive opportunities for children to explore, experience and interact with each other. The philosophy of the children's center program has been primarily

constructivist, with an emphasis on play, social emotional development and problem solving. In the last four years the children's center has undergone changes in management and increased financial pressures. This has impacted the nature of the staffing leading to changes in program operation. The department continues to work closely with the children center administrative staff to meet the needs of children, families and students.

In 1991, De Anza was part of the pilot project for the California Early Childhood Mentor Program (CECMP). The California Early Childhood Mentor program's mission is, "To enhance the quality of Early Care and Education (ECE) for all children and families, the California Early Childhood Mentor Program supports the existing and developing ECE workforce by:

- Offering guidance, training, technical assistance and compensation adequate to create, maintain, and grow high quality local Mentor Programs
- Providing ample professional development opportunities and enhanced income to the Mentors and Director Mentors participating in our programs
- Supporting a broad array of training opportunities in how to conduct relationship-based professional development for the Mentors and Director Mentors in our programs
- Continuously seeking new opportunities to provide relevant, high quality mentoring services to the Early Care and Education community.

Our long-term goal is to "provide high quality relationship-based mentoring support to every Early Care and Education student, educator, or administrator in California who wants such support." (Retrieved on 9/17/2011 from <http://www.ecementor.org/mission.html>)

The Mentor Program continues to be an important part of the De Anza Child Development and Education practicum experience and opportunity for students. Mentor teachers complete an extensive application and the Early Childhood Environmental Rating Scale (ECERS) on their classroom. They are screened and chosen by a selection committee made up of community members, faculty, and mentor program coordinators. After the screening, the potential mentor receives a visit by two selection committee members who assess the mentor's classroom quality using the ECERS. When all of this is successfully completed the teacher is designated as a Mentor and this site is used to place students. Mentors receive a stipend for each student that they work with and a professional development stipend at the end of the year for attending monthly meetings and working on professional goals. Mentor teachers work with only one student at a time. DeAnza students have access to over 20 mentor sites that range from small centers, family child care homes, infant/toddler, pre-school and school age programs. These sites are located in the cities of Palo Alto, Cupertino and San Jose. Each of these sites are community programs with experienced qualified master teachers. Students have the option of working in family childcare homes –small program (6 children) serving multiple ages and large (12-14 children) serving infants

through school age children. The family child care homes are accredited by the NFCCA. Additional community sites are private preschool programs, state funded inclusion programs and school age programs (Accredited by National Afternoon Program). Students have flexibility in arranging their practicum hours based on their and the mentor teachers schedule. All of the same requirements apply for both the on campus and off campus course. We believe being part of CECMP provides students with a realistic alternative to the on campus course while maintaining the same level of quality, standards and student expectations. The off campus program also gives students experiences in actual community classrooms so that they have experience in other settings besides the lab.

During the regular academic year, the practicum requires 10 hrs per week (CD51 Student Teaching) for a twelve week quarter. The department offers a six-week summer practicum intensive that allows students who work a ten-month year or do not work in the summer months to complete the practicum requirement for certificates and degree programs. The summer course uses a combination of on and off campus sites for placements. Students who can not take CD 51 have another option to take CD 57, Self-Assessment for teachers, which also offers a 33-hour practicum experience as part of the course. This option is only available for certificate programs.

Students desiring to learn more about elementary school teaching can enroll in Education 1, Introduction to Elementary School Teaching, which offers a 50 hours internship opportunity in an elementary school setting. Over the past four years, the department has also included practicum in courses focused on working in early intervention and special education, as well as in early childhood mental health (CD74: in Early Childhood Mental Health Seminar and Field Work).

All of the lab placements are consistent with DeAnza's conceptual framework and with the NAEYC Standards. The emphasis is on applying theory and developmentally appropriate practices to classroom expectations, operations and practices. Feedback in the focus groups from students showed equal levels of satisfaction with both the on campus and off campus practicum courses. As described on page 16, students had many positive statements to make about their experiences in the practicum class.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 5**

As stated throughout this report, accessibility to a practicum experience for students is problematic for students who work full time. The placement options available to the full-time worker, do not meet their needs. We recognize that this is a major obstacle for some of our students, and a very real concern for the community we serve. Further more we recognize that we must continue to seek alternatives to meet the needs of these students.

Plan to address: *As we have said we would like to convene a study group made up of all the constituents who have an investment in the outcome of implementing alternatives. We will address this with our Advisory Committee and the Mentor Program will organize this process and solicit participation*

from a wide range of constituents. The purpose will be to look at the research available on practicum, investigate what other colleges are doing and come up with some proposed alternatives to meet the needs of these students.

Through the self-study process we have come to realize that we have “capstone” expectations for students in our practicum and have thought carefully about what specific classes students need to be prepared to meet these standards. We have talked about the sequence of our courses particularly the prerequisites for practicum to clarify, which class’s students should have before student teaching. The current prerequisites for practicum are now Child Development (CD10G), ECE Curriculum (CD54) and two other curriculum courses (CD53, 55, 51,63).

Plan to address: *A small committee of faculty evaluated the sequencing of courses to make a recommendation on the order of how students should take classes. At the same time the instructors who teach practicum reviewed the basic/advanced teaching skills to analyze the types of learning opportunities that student must have before they are ready to take student teaching. We have already identified Observations and Assessment as a critical prerequisite but find it difficult to require as it increases the amount of unit requirements for the course. Our faculty agreed to develop a systematic way to build observation and assessment skills and knowledge throughout the program curriculum. There is also the recognition to further build students skills and knowledge in social emotional development, a training need identified with our local community. In 2011-12, the department faculty will be working collaboratively with the Child development Center leadership and staff to adopt and implement curriculum focused on social emotional development. A series of training will take place for all faculty groups involved.*

The self-study process has also prodded us into a more thorough look at our teaching skills. Although we already have many of the NAEYC Standards as a part of the required skills in practicum, we are also seeing areas that could use more emphasis and clearer behavioral descriptions

Plan to address: *The three instructors that teach the practicum class work together and review and update the teaching skills (Basic/advanced) to better reflect all elements of the NAEYC Standards. We look specifically at all the elements for Standards 2 and 3. We have implemented the revised teaching skills in Fall quarter of 2009 and have refined to present. The Practicum course and rubric identify and describe for students the expectations and evaluation of the basic and advanced teaching skills.*

As described earlier we have a very diverse student body with many students who are English learners. Some of these students find the practicum course very challenging because of the high level of conceptualization required and the demands of the written assignments. We have worked with English learners primarily one-on-one. However, it is a struggle for both the practicum instructor and the master/mentor teacher. We have recruited bilingual mentors to help us address the language issue. We do need to think more broadly about how we can create systems of support for English learners to help them be more successful in their practicum experience.

Plan to address: *It would be helpful to learn more about what level of verbal and written skills are necessary to be successful in this class. We would like to work with the ESL department to see if there is a way to measure this before students take the class. We would also like to work with the ESL department to identify support strategies to help English language learners be more successful in the practicum class. We may need to seek grant funding to help us to provide cohort support groups and bilingual tutors. In 2011, the department launched the Language Instructions for Teachers program,*

collaboration between the ESL and Child development departments. The collaboration seeks to increase the language capacity of English learners, primarily, Chinese and Spanish speakers. This program will help English learners advance in their language skills to succeed in practicum.

C. STUDENTS

Criterion 6: Qualifications and Characteristics of Students

Ethnicity

Institutional research from 2009-2010 shows that the Child Development and Education Department enrolled and gave grades to 3,585 students. Ethnically these students are as diverse as in the rest of the college. Our students come from all over the world. Demographic data shows that the students we served were 36% Asian (representing India, China, Korea, Taiwan, Vietnam, Cambodia, Laos, Sri Lanka, Japan, Pakistan); 17% were Hispanic (representing Mexico, San Salvador, Columbia, Peru, Guatemala, Uruguay, Venezuela, and American born Mexicans); 18% were White (representing Russia, Romania, Israel, Germany, Canada, Afghanistan, Sweden, Iran); 3% were Black/African American; 4% were Filipino; 1% Native American; 1% Pacific Islander and 8% other. This amazing diversity adds a richness and complexity to our department that does not exist in other colleges.

Age

The department also serves a wide range of ages with students 19 years or younger making up 13%; 20- 24 year olds making up 27%; 25 – 29 year olds making up 15%; 30-34 year olds making up 14%; 35-39 year olds making up 10%; 40-49 year olds making up 16%; and 50 years+ making up 6%. These figures, reflect that 61% of our students are 25 years or older. This is in contrast to the rest of the college where students have gotten younger each year.

Some of the possible reasons for this may be that students often start working with children first and then decide that they want to make this a career and begin to attend school. Another possible reason is that many of our students are immigrants who have come to live in the United States later in their lives. Some of our students are international students sent by their families to get their education in the United States. Increased educational requirements in the field of early childhood have forced some students back to school after working in the profession for many years. As it is typical in the field, 90% of our students are female and 10% are male.

Educational goal/challenges

Students come to our department motivated by different educational goals. Our annual student survey from 2010 shows that 76% of students taking classes in the department describe themselves as Child Development majors. This reflects work toward a variety of educational outcomes. Some students are working toward an AA degree (25%) and some are working to transfer to a university (16%). While others are working toward one of our certificates (28%) and others are taking courses required by their employment (15%). The results of the 2010 student survey reveals a 2 to 4%

difference compared to previous years. Child Development students demonstrate many different levels of preparedness for college work. When we asked in 2008, what was their biggest challenge to success in college, 33% said English as a second language, while 13% said special needs, 2% said lack of basic skills and 49% of students said work and family obligations. Of those who selected English as the second language 33% are of Chinese and 37% are of Spanish speaking students. In 2011, 40% of respondents indicated that their biggest challenge to success in their classes is "Work and/or family obligations," 18% selected "English as your second language," 6% selected "Learning difficulties," 5% selected "Lack of basic Math skills," 2% selected "Difficulty with writing and reading English," Also, 14% reported they do not have any challenges, and 13% reported they have other challenges not listed in the survey. In over a period of 4 years, the educational challenges have not changed considerably.

Employment/Units per quarter

The vast majority of our students work while they are attending college. According to past surveys and the most recent 2011 student survey, students work as assistants, teachers, directors, and family childcare providers (38%) and in other jobs not related to child development (18%) including home visitors and family partners for a total of 56%. The demands of working means that many students take fewer units during the quarter with approximately 44% taking 4 to 6 units, 23% taking 7 to 9 units, 7% taking 10-12 units and only 10% taking over 12 units. We have tried to meet the needs of working students by offering most of our classes in the evening, and increasing the number of classes that we offer on Saturdays. We also offer an intensive 6 week summer session that allows students to take units in a shorter period of time.

Higher degrees

Another characteristic of our students that is unique is the number that come to our college already having degrees. When asked on our 2011 student survey, 26% of students said they had a BA/BS degree, 5% said they had an MA degree and 15% said that they had a degree from a foreign country. They are in college for many reasons. Some are changing careers. They were educated in a field that they not longer enjoy or their employment has ended and they have decided that they want to work with children. Some students are the wives of workers recruited from other countries for the computer industry and since they are on visas that do not allow them to work, they come back to school to gain new skills. Many are parents and feel that child development will help them with their own children, or feel that they would like to try working with young children. Over time, we have noticed that this wide range of needs and motives for attending school leads many of our students to take classes essentially based on personal interest or what matches their schedule. For some of our students with higher degrees, they are less interested in achieving another four year degree so they focus more on working toward vocational certificates.

The amazing fabric of cultures, ethnicities, languages, ages, life experiences, values, and beliefs that our students bring into our classrooms everyday, is an integral part of

the complexity of our teaching and learning experiences. We have the unique opportunity to teach in a global world with all of its potential and challenges, and for this we are very grateful.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS Criterion 6

The largest challenge to our department is developing effective strategies for working with English learners. As the previous statistics show this represents a large number of our students. When our survey asked students what language they would like to be taught in we got the following responses:

Arabic, Armenian, Bengali, Cantonese, Mandarin, Hindi, Spanish, Vietnamese, Farsi, French, Gujrati, Japanese, Korean, Russian, Sinhalese, and Urdu. We have talked about the classes we are offering in Spanish and Mandarin, but we need a much more comprehensive understanding to develop a more holistic program that serves many language groups effectively.

Plan to address: *We are continuing to work with the ESL department to implement our Language Instruction for Teacher model for our Spanish and Mandarin speakers. We would like to seek funding to develop a broader tutorial program that provides support in a variety of different languages. We will continue to work on developing cohorts of students from the same language groups who can support each other in their learning.*

We realize that we need to incorporate more basic skills supports in our individual classes and in our overall program. A number of students in every one of our classes come to us with literacy at the basic skill level in both reading and writing. We need clearer ideas of how to identify these students early on so that we can find supports to help them be successful in college.

Plan to address: *We would like to schedule a number of faculty meetings to address the issues of basic skills. It would be helpful to have experienced professionals work with us on strategies we can use as individual instructors in our classes and as a department as a whole. We will like to collaborate with the college's Basic Skills Initiative and identify where expertise may lie outside of our own college.*

The issue of offering classes to meet all students needs is always a challenging one. We ask every year in our student survey when are the best times to offer classes and we get different answers every time. Working students want everything offered at night, and late rather than early. The foreign students who are not working want classes offered during the day so that they can be home with their children at night. Students want curriculum methods classes offered in the morning, but the only classroom that we have that can be used for these classes is needed for other classes in the morning. We are still trying to figure out how to have classes available that best meet students needs.

Plan to address: *We will continue to ask students regularly which time slots work best for them and try as much as possible to honor these requests. We are offering courses on Friday night and Saturday. Through our website, we will post the course schedule of classes for the academic year so that students can plan for their classes. We need to more thoroughly investigate the options of offering more online courses. We currently offer two online classes, but there may be many others that would be suited to this format. This is something that we will need to make a part of our strategic planning in the next year. We will assess faculty interest in this form of teaching.*

Criterion 7: Advising and Supporting Students

The self-study process, particularly the focus groups have clarified how effective our advising is and identified areas where we need to make changes to provide the support students need. We believed the changes we made over the last five years have met student's needs. We incorporated advising into our Foundations of Early Childhood Education class. Every student who takes this introductory class is required to meet with the instructor for a fifteen minute small group advising session in which an educational plan is started. The department holds three orientations for students every quarter, two during the day and one evening session. The orientation covers department information, college resources, financial aid, certificates and degrees, transfer information and applying for Permits.¹ Representatives from the Writing Center, financial aid and counselors are invited to answer student's questions. Students can request advising from individual instructors if needed. We have three faculty members who advise all students who participate in the CARES² program. We have continued to work with the counseling department to see if we can get one counselor who is designated for Child Development majors because the requirements of the field are more complex than those of other departments.

In the focus groups with students we could see how some of these efforts had had an impact. For example the alumni were the least informed on issues related to advising. Current students were more knowledgeable and had better information on their educational plans. However, it was clear that these efforts were not sufficient to ensure that every student is informed and on track in working toward their educational goals. We have adopted the recommendations provided by students through the focus groups, "The department needs a more systematic approach to advising students that gives a broader view of educational pathways including transfer and higher degrees. Components of this system include: a well developed website; a regular system of faculty advising; training or all faculty on permit, transfer and degree requirements." As a faculty we agreed to add an additional hour to our regular office hours that will be devoted solely to advising. We also decided that our next faculty meeting will be training for all faculty on transfer, degree and permit requirements.

We have appreciated this opportunity to think more comprehensively about effective advising and are committed to supporting student success.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 7**

¹ Permits are a type of certification for early childhood professionals through the California Commission on Teacher Credentialing. There are 6 levels with each level requiring educational units and experience. Teachers/Directors working in State and Federal programs are required to have permits to be hired.

² CARES, which stands for Comprehensive Approaches to Raising Educational Standards, is designed to promote, reward and encourage educational attainment among child care professionals in Santa Clara County through a system of financial incentives and rewards

A comprehensive system of advising requires many approaches to achieve full service. In the section above we have described some changes that we are already making to improve the advising we currently offer students.

Plan to address: *We will maintain and update the department website so that it contains all the necessary information students need on classes, transfer, degrees, certificates and course sequences. Our plan is to put our entire brochure on line. We have added links to relevant campus and off campus organizations including counseling, registration, resources, Child Development Training Consortium (CDTC), California Commission on Teacher Credentialing (CTC), Comprehensive Approaches to Raising Educational Standards (CARES), National Association for the Education of Young Children (NAEYC), National Association for Family Child Care (NAFCC), First Five of Santa Clara County (E3). We will be working on a "Frequently Asked Questions" page and a "How to Get Your Permit" page. We would like to eventually have all the information on the website in English, Mandarin and Spanish.*

Training will be provided to faculty so that they are updated on the requirements for transfer, certificates, degrees and permits. In 2011, we will be working on a transfer degree.

Plan to address: *We would like to develop a computer software program for electronically recording advising and educational plans for each student in collaboration with Counseling. Every faculty member will have this software on their computer so that we will have consistency when providing advising. This will also create a database for the department to track the effectiveness of our advising by showing how well students are achieving their goals from the time they enter the program until they exit. We hope to replicate the CARES advising system developed by West Ed.*

We will continue to work with counseling as much as we can. However, they are understaffed and dealing with the larger population of students at the college.

Plan to address: *Continue to meet with counseling to discuss concerns and needs twice a year and request a presentation to Counselors annually. The head of counseling will be invited to all of the department Advisory Committee Meetings. We will create special binders for the counseling department that contain all of the necessary information on the department for use with Child Development majors.*

One of the biggest concerns from students in the focus groups was being unable to get information on permit requirements and application.

Plan to address: *We will be holding a session once a quarter specifically on the Permits including requirements how to apply, and renew. There will be a brief presentation and then students can meet with faculty to ask specific questions.*

Due to the nature of our vocational program, many of our students start college without going through any of the regular orientations. They attend classes in the evening or on Saturday when campus services are not available. Students are most comfortable in child development classes on our side of the campus. We need to find ways to help students feel they are members of the larger campus.

Plan to address: *Some ideas for demystifying the larger campus are: developing cohorts of students taking general education classes; field trips to resources on campus; seeing if we can offer general education courses at the department; inviting representatives from campus to speak in classes; including information about campus resources on all course outlines.*

Currently, we are in dialogue to explore the development of policies and practices to ensure the success of our students. These include,

- *Mandatory program orientation for specified students (similar to our Counseling 100 course: Orientation to college, offered to new students who have declared an area of study).*

- *Mandate advising, support services, and/or student success courses for high-risk students*

D. FACULTY

Criterion 8: Qualifications and Composition of Faculty

NAME	ACADEMIC DEGREES	PROFESSIONAL EXPERIENCE
Dr. Angela Buchanan Full Time	B.A. Education/Psychology M.A. Curriculum & Philosophy M.A. Developmental Psychology Ph.D. Early Education/Child Development Counseling Certificate	College Instructor for 25 years; Preschool owner, director, teacher (3 years); preschool teacher (0-5) 10 years; Researcher on government study to assess Head Start social-emotional measures (expertise: observation & assessment; culture and anti-bias; working with families; developmental theory/ application: curriculum; student teaching; action research; non-verbal communication)
Juanita Cordero Part time	MA Human Development MA Theology Doctor of Ministry LVN	Worked with children 5-15 yrs. as Elementary teacher 10yrs; LVN specializing in prenatal and childbirth; college teaching 15 years; (expertise elementary education; early years development; infant and toddler development; health, safety and nutrition; use of technology in teaching) Full time faculty until June 2011.
Mayra Cruz Full time Department Chair	BA in Psychology; Minor in Special Education MA in Education (emphasis Special Education)	Worked with children and infants -11 yrs.; Admin. Programs for 12 yrs; college teaching for 20 years (expertise in family child care programs; early intervention and special education; supervision and administration; partnerships with parents) CDE Department Chair for 3 years (community collaborations; support access, retention and student success) Fluent in Spanish.

Christina Lopez Morgan Part time	BA in Child Development MA in Human Development (emphasis Administration)	Worked with children 3-12 yrs. for 15 yrs.; Admin. Programs in private, public and college settings 14 yrs; faculty for Program for Infant Toddler Caregivers; consultant and trainer 20 yrs; college teaching for 33 yrs. (expertise school age programs; Middle childhood/Adolescent dev.; supervision and administration; anti-bias and cultural sensitivity; student teaching practicum) Full time faculty until June 2010.
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NAME	ACADEMIC DEGREES	PROFESSIONAL EXPERIENCE
Li Wei Sun Full Time	BA English Literature MA Early Childhood Education Ed.D Educational Administration (emphasis Early Childhood)	Worked with Children 2-8 for 6 years; college teaching for 18 years; taught 4 year college students in Taiwan; worked with NAEYC to develop early childhood program accreditation process in Taiwan. (expertise supervision & admin; curriculum preschool programs) Fluent in Mandarin and Taiwanese.
Nellie E. Vargas Full Time	BS Home Economics (emphasis Secondary Education) MS Home Economics (emphasis Family Studies and Human Development)	Worked with children and adolescents for 18 yrs; admin. programs 4 years with family child care providers; teaching experience 12 years in preschool, elementary, secondary and adult education programs; college teaching for 7 yrs; (expertise family studies; human development; parent education; bilingual education) Fluent in Spanish.
Paul Chelser Part Time	BA History MAE – Early Childhood Specialization	High School History/English teacher for 3 years; school age childcare for 2 years; preschool lab school (ages 2-5 years) 10 years; Program Administrator 10 years; Instructor 18 yrs. (expertise child development, practicum, curriculum, introduction to child development, early literacy, science and math, self assessment.)

Catherine Boettcher	AA Early Childhood Education BA– Sociology MA Special Education; Early Intervention	32 years experience in early learning programs; 10 years teaching – prekindergarten; 6 years Site Supervisor (infant, preschool and School age) centers; 4 years Managing Director non-profit Child Development Agency; 7 years Program Director CDE CDD subsidized programs ;4 years Deputy Director (Executive Management)– CDE CDD subsidized agency; 1 year- Executive Director and Consultant non-profit/subsidized agency
Linda Cochran Part Time	BA in Child Development MA in Special Education, Early Intervention	Worked with Infants to age 5 in a variety of settings; Mission College CD Depart. Chair and Center Director; lab instructor SJSU; college instructor for 12 years; Parent Educator in recovery program for pregnant women; coordinator of Instructional Services (10 sites) (expertise is early intervention/ infants & toddlers, EC Mental Health)
Nancy Ducos Part Time	B.A. liberal Arts (emphasis Spanish Studies) M.A. Mass Communication M.A. in Interdisciplinary Education (emphasis teaching), Santa Clara University	20 years of experience in the field of education working with family child care providers (recruiting, retention and capacity building); community development and literacy through Pre-k, school age and adult Education; curriculum development in the area of literacy engaging parents and early childhood practitioners. Bilingual/Spanish

NAME	ACADEMIC DEGREES	PROFESSIONAL EXPERIENCE
Phyllis DeMotta Part Time	AA Child Development BA/MA Human Development emphasis Early Child Development, Leadership in Education, and Child Care	Worked with children infants 18 mo.– school yrs. as a Family Child Care Provider 30 yrs.; CDC Director/Youth Director; FCC Coordinator; Mentor Teacher 12 yrs; College Teaching 4 yrs.; NAFCC validator 4 yrs. (expertise family child care; student teaching; mentoring)

Barbara Driscoll Part Time	BA/MA Human Development emphasis Child Development and Leadership	Worked with children mixed ages as Family Childcare Provider 30+ years; Director of programs for 6 six years; Mentor teaching for 12 years; NAFCC validator 5 yrs; College teaching 4 yrs. (expertise Family childcare; working with adults/staff, mentoring, student teaching)
Frederick J Ferrer	BS in Psychology MS in Psychology (emphasis Counseling)	Worked with children and infants -11 yrs.; Administration of Programs for 19 yrs; college teaching for 22 years (expertise in family child care programs; early intervention and special education; supervision and administration; partnerships with parents, adolescent psychology, leadership and organizational development). Past chair of the FIRST 5 Commission. CEO of the health Trust Santa Clara County.
Martina Kaumbulu Part Time	BA in Liberal Arts MA in Early Childhood Special Education Ed.D in Learning and Instruction	K-8 experience – 8 yrs. Birth-3 Special Education – 7 ½ yrs. College and University Teaching 6 yrs. (Expertise: Early Intervention; Independent Researcher)
Julie Kurtz Part Time	MA Clinical Psychology BA Human Development Licensed Marriage and Family Therapist	20 years of clinical and management services to a wide range of populations from infants to adults in a variety of mental health organizations; served in managerial roles responsible for supervising clinicians, developing policies and quality systems and training; College teaching for 5 years; Peer Reviewer for the National Organization Council on Accreditation (COA)
Diane Langfelder Part Time	BA Elementary Education MA Early Childhood Education	Worked with infants, toddlers and preschooler for 30 years; Directed preschool programs; science resource teacher for 3 rd and 5 th graders; Museum educator specializing in early childhood exhibits; College teaching 10 yrs (expertise curriculum and methods classes)

Ana Cristina Leal Part Time	BA Psychology ABD Psychological Studies in Education- Child and Adolescent Development	Worked with infants/toddlers in research setting 2 yrs; Therapist for children with autism 1 yr.; teaching assistant Stanford 3 yrs; Variety of research projects 8 yrs. College teaching 1 yr. (expertise Adolescent development – ethnic identity, acculturation)
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NAME	ACADEMIC DEGREES	PROFESSIONAL EXPERIENCE
Sandra McKeithan Part Time	BA in Child Development MA in Human Development (concentration in Leadership and Administration)	Worked with children 6 wks – 12 years for 12 years; Director for 6 years; College teaching for 2 years (expertise is infants/toddlers and preschool development; leadership and administration; diversity and anti-bias)
Nicole Sumner Part Time	MA Interdisciplinary Arts Education; California single subject music credential; BFA in theater; Level III certification in Orff-Schulwerk	20 yrs. of experience teaching newborns through college age students and administrating music, theater, poetry, movement and improvisation programs; 5yrs in environmental education; trains and consults on interdisciplinary arts integration and Reggio Emilia-inspired, inquiry-based learning; social justice worker who has led workshops on non-violent conflict resolution and direct action, decision-making skills, anti- racism, jail solidarity, and Augusto Boal's Theater of the Oppressed.
Jamel Thompson Part Time	AA in Early Childhood Education BS in Business Management MA in Special Education (emphasis Early Childhood) Certificate of Eligibility for Administration Credential	Worked with infants and children for 20 yrs.; Administer programs for 5 yrs.; college teaching for 2 yrs., mentor teacher 3 yrs. Consulting for 5 yrs. A a Behavior Intervention Specialist in Autism and Early Intervention
Fatemeh Zarghami Part Time	BA/MA Multicultural Education Association Montessori International Diploma	Taught as a directress of Montessori programs for 35 yrs; Administered programs for 10 yrs.; College teaching 11 yrs; (expertise multicultural education; infant toddler development; Montessori philosophy and program) Fluent in Farsi

CHALLENGES AND PLANS TO BUILD ON STRENGTHS Criterion 8

One of the greatest strengths in our faculty is the diversity of both the full and part time instructors in the department. We have staff from diverse cultural backgrounds, fluent in different languages and representing a wide range of expertise. All of the faculty are highly qualified and experienced in many different areas of the field: research; working with children of all ages; operating family childcare programs; working with exceptional children, and administering programs. We are very fortunate to be in California and in the Bay area where there is a wealth of experienced, degree'd early childhood professionals. The college is committed to hiring representative faculty that can meet the needs of DeAnza's diverse student body. We have banked two (2) full time faculty positions due to retirements. The current economic climate will not allow us to fill the positions.

Plan to address: *Continue to develop and support our part time faculty as potential full time hires. Maintain our many contacts with the community, colleagues in the field, and our professional organizations as ways of distributing information about positions when they become available. Continue to work with the college to help them see the critical need for all six full time faculty positions in the Child Development and Education Department.*

Sustaining this diversity is most challenging with our part time faculty. We need a minimum of ten to twelve part time faculty for each quarter. Given the number of community colleges in California and in Santa Clara County there is considerable competition for faculty that are available to teach at a variety of times. Finding part time faculty who are available to teach during the day has been particularly difficult. By California law colleges have to hire part time faculty that meet the minimum qualifications for the discipline in which they will be teaching, and they must have a Masters degree. We have some part time faculty that have taught for us for years, but we also have many that come and go as other opportunities open up for them. As is common in many colleges, we struggle to include part time faculty in full participation and decision making in the department. They are invited to all meetings, and kept informed through email of upcoming events, important information and pending decisions being made. Since many of them have full time jobs or are working at two or sometimes three other colleges they are not often available to attend meetings. The department chair has found different ways to pay them for participation in department projects through grants. Part timers attend faculty retreats and meetings that related to NAEYC Accreditation. We have two part timers who are very active and come to all faculty meetings. We would love to increase this number, and find ways for more consistent participation.

Plan to address: *We would like to have more time to work directly with part timers than we currently have. I will address this in more detail in the discussion on professional responsibilities and how the current structure of the department chair position impacts time for this work. The department chair will continue to find funds to help compensate part timers for the time and work they do. Communication through email will continue, along with solicitations for their ideas, suggestions and concerns. The meeting schedule is established every quarter with part time faculty feedback.*

Criterion 9: Professional Responsibilities

Faculty responsibilities are governed by the Agreement between the district and the Faculty Association. The Faculty Association was established in 1977 and was one of the first to establish its own bargaining unit separate from the larger state organizations. Following this brief excerpt from the Agreement, will be a discussion of how the Child Development and Education Department is unique in the level of professional responsibilities of the faculty.

FACULTY RESPONSIBILITIES AS DEFINED BY ARTICLE 10 OF THE AGREEMENT BETWEEN THE DISTRICT AND THE FACULTY ASSOCIATION

“This article applies to contract and regular faculty employees.

10.2 The normal academic workweek begins at 7:30 a.m. on Monday and ends at 5:30 p.m. on Friday of any week of instruction in the regular academic year. The normal academic workday means the period of time between 7:30 a.m. and 5:30 p.m.

10.3 The regular academic year means the period of time from the beginning of the Fall quarter to the end of the Spring quarter, excluding intersessions, as specified in the academic calendar incorporated in Article 27 (Calendar).

10.4 A faculty employee’s schedule shall normally be established by mutual agreement between the employee and his or her Division Dean or appropriate administrator. The scheduling process shall ensure that each faculty employee is assigned a schedule of duties in a reasonable manner that provides for the efficient operation of the District’s educational program, with due attention to the convenience and welfare of faculty. Past practice of the District with regard to hours and scheduling shall be maintained.

This shall mean that contract and regular faculty employees shall be given preference in the assignment of day classes and, if requested by a faculty employee, in the assignment of evening classes.

10.5 Notwithstanding Section 10.4, the Board retains the discretion to assign a faculty employee to a schedule of duties necessary to meet the needs of the District that may include extending his or her workday beyond the normal academic workday. Such assignments shall not be made in an arbitrary, capricious or discriminatory manner and shall, to the extent practical, be rotated among faculty employees on a quarterly basis if the assignment must continue in subsequent quarters.

10.7 Each faculty employee shall meet, on time and regularly, all of his or her assigned duties. Depending on the nature of the employee’s position, faculty primary duties include instructional assignments, librarian and counselor assignments, resource faculty assignments, on-going preparation, including curriculum revision, for such assignments, and evaluation and assessment of student work. When a part of the faculty employee’s current official job description, primary duties may also include coordinating instructional or student services programs, advising student organizations, and assisting in the conduct of student performances and events. Responsibility for office hours is specified in Section 10.8, required attendance at department/division meetings is specified in Section 10.9, and responsibility for submitting grades is specified in Appendix Q. Faculty attendance at graduation is addressed in the “Commencement

Exercises” Memorandum of Understanding which is included as part of this *Agreement*. Professional growth activity, as defined in Article 38.4 and Appendices A and B, is required for advancement on the salary schedule.

10.7.1 The effective operation of the college, the philosophy of participatory governance, the demands of the discipline, and the provisions of the *Agreement* depend upon the professional contributions of regular and contract faculty. Faculty ordinarily contribute professionally to the District in one or more of the following areas, including but not limited to: research, creative activity (such as artistic performance, authorship, or the development of new learning materials), new curriculum development, special projects, division and or department committees and task forces, institution-wide meetings and committees, hiring and tenure review committees, peer and student evaluation of other faculty employees, participatory governance, Faculty Association, Academic Senates, student activities, community outreach and relevant state, national or professional organizations. Faculty employees shall use their own professional judgment in determining the nature and extent of their voluntary performance of these unassigned activities.

10.7.2 Professional contributions as described in section 10.7.1 shall be assessed on the official administrative evaluation, Appendix J1, and they shall also qualify as part of the special service component of the Professional

Achievement Award under the provisions of Article 38.5.

10.8 Each faculty employee shall establish and maintain a regular schedule of office hours and/or planned method(s) of student consultation. For teaching faculty, at least four office hours shall be scheduled per week. Faculty employees whose load is distributed between teaching and other duties shall have their office hours obligation proportionally reduced. The faculty employee and the Division Dean or appropriate administrator shall mutually agree on the schedule and/or planned methods.

10.8.1 Normally, office hours for faculty employees with assignments on campus are “physical presence” office hours and held days during which a teaching assignment is scheduled for that employee unless the faculty employee and his or her Division Dean or appropriate administrator mutually agree on another schedule. Faculty shall use professional discretion in determining the appropriate time and location of their office hours and shall specify this information in the course description (green sheet) and shall notify the division office of their office hour schedule and location.

10.9 No faculty employee, excluding counselors, librarians and other faculty employees with similar schedules, shall be required by the Board to attend more than a combined total of ten department and division meetings (not counting flex day activities) during an academic year. To the extent practicable, a standard day of the week and time of day for required department and division meetings shall be established at the beginning of each quarter. Furthermore, unless unusual circumstances dictate otherwise, no fewer than ten days notice shall be given of required meetings. Faculty shall not be required to attend department, division, or committee meetings during final exam week.”

As you can see, even without all the appendices, the duties and responsibilities of faculty are clearly described and codified by the Faculty Association Agreement. The Child Development and Education Department is the third largest department in the Social Sciences and Humanities Division in terms of FTE and enrollment. The department is unique in many ways. The CDE faculty have always taught in the evening even though this is not required in the agreement because the majority of our students work and attend classes in the evening. Faculty also teach on Friday evening and Saturday, again to meet student needs. In compensation for this it was agreed that full time faculty in the department would teach four instead of five classes per quarter. Given the nature of the field faculty also do far more advising than in other departments because of the California Teacher Permit certification, CARES program and the unavailability of counselors when most of our students attend classes. In addition, the department participates in a number of grants that provide services to our students. Some of these grants are through state programs geared at quality improvement in the field of early childhood. For example we have a Consortium grant that provides book vouchers to students to help with the costs of textbooks, and applying for permits. The department has a California Early Childhood Mentor grant that supports our off campus practicum sites by paying stipends to mentor teachers. The TANF (Temporary Assistance for Needy Families which ended in April 2011) provided financial support to welfare recipients who are single mothers who want to pursue an education in early childhood. The grant from FIRSTT 5 of Santa Clara County provides funds to part time faculty to advise students and help them develop educational plans. The grant from Santa Clara County Department of Mental Health in collaboration with FIRST 5 of Santa Clara County provided grant funds to a cohort of students working to achieve the Early Childhood Mental Health certificate through vouchers for tuition, books and materials. The Perkins grant allowed for the acquisition of materials and equipment to support English language development in Child Development classes and ESL/Child Development linked classes. With the Institute of Community and Civic Engagement,

the department has implemented community service learning in five courses. All of these grants and activities must be administered and managed above full time teaching loads, since the college does not provide release time for the department chair.

All faculty (both full and part time) participate in course revisions for the courses that they teach. Full time faculty have agreed to add an additional hour to their office hours dedicated to advising students. The department works with the ESL and counseling departments on a regular basis to develop effective supports for students. Full time faculty members represent the department on the Academic Senate, Instructional Budget committees, and others chair tenure review committees for new faculty. The Department chair faculty works closely with the De Anza College Institute of Community and Civic Engagement. Faculty serve the community in a variety of ways. Many faculty provide workshops, trainings, classes for the community and serve as facilitators for community groups' reflective practice programs. Some volunteer to tutor English Language Learners, serve on local planning councils or boards or city commissions. One faculty serves as a Board Trustee for San Jose/Evergreen Community College District. Faculty also serve the profession through participation at the state and national level. Faculty participate on the State Chancellors Advisory Committee and the Child Development Training Consortium State Advisory Committee. One faculty member is a past CAEYC and NAEYC Board member, and past commissioner on the Commission for NAEYC Early Childhood Associate Degree Accreditation.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 9**

The demands of full time teaching in a quarter system with large classes and demanding schedules is a challenge for full time faculty. Adding to this the many demands of advising, and sharing the responsibility for sustaining grants, and supervising off campus students increases the pressure on faculty. This has led to an unequal distribution of work among full time faculty that must be addressed and resolved.

Plan to address: *The faculty continues to discussing this issue and considering how work will be redistributed more equitably among all faculty. The Accreditation process has forced all faculty to take a broader view of ourselves as a department. Working together collaborately is the only way to achieve our vision, mission and guiding principles. This is in the best interests of our students, the department and the college. In 11-12, our faculty will preparing a proposal to the college administrators to create a department chair/director position.*

As stated above restructuring the department into a program would be a great advantage to the department, providing a much more effective structure for getting the complex work the department does accomplished.

Plan to address: *The department will continue to lobby and press for our recommendation for reorganization. Through discussion and documentation of the workload currently being sustained by the faculty we are hopeful that the college will consider our proposal and find the necessary funds to make this happen.*

The faculty has been reviewing and discussing the Code of Ethical Conduct, Supplement for Early Childhood Adult Educators. This will be a topic as part of our year meetings. We need to devote time for reflection on the practical application to support student learning and success. Recently we had a situation with a student who had obvious mental health issues. We struggled with what are our professional responsibilities were to the student, to children and families and to the field. We need much more discussion around these types of issues.

Plan to Address: *Devote time to this in our staff retreats monthly meetings giving faculty the opportunity to reflect on how we incorporate these ethical standards into the work we do with children, families and students. What are the concrete ways we make visible the values and responsibilities we hold in our profession? How can we build in discussions on our ethical responsibilities as a regular part of professional development?*

Criterion 10: Professional Development

Faculty in Child Development and Education are engaged in professional development focused on improving student success, effective teaching, and learning and cultural competence. Faculty has been working on student equity issues for the past 5-years. Our charge is to narrow the equity gap among Latinos, African-American and Filipinos to 5% as compared to Whites and Asians students' performance (college wide initiative).

Faculty stay current in the field in a variety of ways. Through ongoing participation on boards, commissions and committees faculty are kept abreast of changing needs and current trends. All faculty are members of NAEYC and CCCECE (California Community College Early Childhood Educators). Faculty are also members of The Association for Childhood Education International, California Association for Bilingual Education, South West Partnership of the Bay Area and the African American Cultural and Historic Society as related to their particular roles or areas of expertise. Most faculty have attended the recent trainings sponsored by the state (through the Faculty Initiative Project) to familiarize faculty with the latest documents published by the State Department of Education, Child Development Division. These trainings were dedicated to the Preschool Foundations Volume 1, Infant/Toddler Foundations and the Preschool English Language Learners. Faculty attend conferences, and local trainings. Some examples of local training are the Inclusion Collaborative that is holding a series of trainings on including children with special needs in early childhood centers, the Regional meetings for CCCECE held twice a year and meetings for the Curriculum Alignment Project. Faculty also serve on the FIRST 5 Advisory Committee, Local Early Education Planning Council, the Board for San Jose/Evergreen Community College district, the California Community College Chancellors Advisory Board, the California Alignment Project Executive Board, the Child Development Training Consortium Advisory Committee, the California Community College Early Childhood Educators Board and the NAEYC Accreditation Commission.

The department has worked extensively with the Language Arts Division to develop linked child development and English as a Second Language classes.

Through collaboration a committee of child development and ESL faculty developed a comprehensive plan for students which addressed the transition from home language to English proficiency. The completed report, Education Access and Success can be viewed on the department website. The faculty who teaches Health, Safety and Nutrition has worked with the health department to establish infant and child first aid classes that meet the requirements for certificates and graduation for child development students. A number of faculty have worked with the Institute of Community and Civic Engagement to develop service learning components in their classes. The department has continued to work with the Counseling Department and the Tutorial Center to provide support and meet the needs of our students.

The Faculty Association and the District have negotiated approximately \$75,000 annually in conference and travel funds for De Anza full-time and part-time faculty. All full and part time faculty are eligible to apply for a maximum of \$1,000 per year for partial reimbursement of professional conferences, activities related to teaching and learning, job enhancement, and professional development. Staff Development Programs include New Employee Orientation, Instructional Skills Workshops, Mentors and Partners, Peer Evaluation Training, and Classified Leadership Training. The college starts every academic year with two days of speakers, workshops and division and department meetings. One of the child development faculty recently (2008) visited China to learn about the US Chinese Teachers Academic Visitation and Exchange program. She made connections with the Shanghai General University's Early Childhood Education Department and is collaborating with them to build a course that adopts academic visitation and exchange as an integral part of its curriculum. Since a large proportion of our students are from China and Taiwan we are very excited about the richness this kind of collaboration will bring to students' educational experience.

All part time faculty are evaluated using the contracted process and forms in the Faculty Agreement the first quarter that they teach. They are reevaluated every two years after that initial evaluation using the same process. Most full time faculty are evaluated through the Professional Achievement Award (PAA) process. PAA is available to all faculty who reach the top step of the salary schedule. In this PAA process faculty must document 9 units of professional development over a four-year period that can be achieved through classes toward a higher degree, conferences, trainings, and college service. They must also document an administrator evaluation, a peer evaluation and a student evaluation. The application must be approved by the Division Dean and submitted to the Vice President of Instruction and the Board for final approval. Once approved the faculty receives a yearly stipend for next four years and then is eligible to apply again for four times. With each application the amount of the stipend increases to a maximum level set by the Faculty Agreement. The financial incentive is very attractive and most faculty participate in the PAA application and evaluation process.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 10**

The PAA process provides a comprehensive evaluation every four years but does not provide ongoing feedback from students. Once faculty have reached the final application stage they no longer need to apply because they will continue to receive the stipend for the rest of their work life at the college. This leaves some faculty who do not receive ongoing evaluation including new faculty who have completed tenure but have not reached the top of the salary schedule and long time faculty who have worked at the college for many years. We would like to have a more consistent system to assure that all faculty are being regularly evaluated. However, we are part of a very large and complex college. Our division has ten departments under one division dean and we are only one division out of the thirteen divisions at the college.

Plan to address: *Since we cannot set into place our own evaluative process, we have decided to conduct peer student evaluations every quarter on every instructor in the department both full and part time. Faculty pair up with another faculty and administer the student evaluation in all classes. The feedback is given to every instructor to self-access their performance and make adjustments in their teaching to better serve our students. We are also conducting an annual student survey online that every student is encouraged to complete. This survey provides us with data and feedback from students on their experience in our classes and department.*

We will continue to collaborate with the Language Arts Division to achieve our education access and success through the Language Instruction for teachers Program. This is an essential program for our department since so many of our students speak languages other than English.

Plan to address: *Ongoing research through the colleges Institutional Research Department to gather data on the success of this program. Having in place a system that tracks the students who use our Spanish and Chinese classes will give us needed information on how to improve and deepen our services to this population. We are in the process of discussing and deciding what type of data would be most useful and what systems will best provide us with that information.*

E. SUPPORTIVE INFRASTRUCTURE AND ORGANIZATION

Criterion 11: Program Organization and Guidance

The mission of the department is in alignment with the colleges overall mission as described earlier in this report. In the Program Review for 2008-2011, the department addressed the colleges Institutional Goals of Increased Access, Growth and Retention. Over the last three years we have seen an increase in student enrollment – in 2005-06 enrollment was 3,107; in 2006-07 enrollment was 3,622; and in 2008-09 enrollment was 4,122. In retention of students we have seen an increase from 88% in 2005-06 to 91% in 2007-08. In terms of retention of specifically targeted populations there was an 18% increase in students of African Ancestry, a 4% increase in Latino/a students and 2% increase Filipino/a students. We have also made some progress in reducing the student equity gap from 47% success rate in 05-06 to 67% in 07-08 for students of African Ancestry and from 70% success rate in 05-06 to 78% in 07-08 for Latino/a students. The focus groups of stakeholders that we held gave us a clearer idea of the needs of the community and we have incorporated these needs into our strategic

planning goals for 2008-09 and for 2009-10. These goals include improving advising for all students, using technology to provide access to course and department information, and access to the practicum class.

All faculty receive regular emails about matters related to the department. This includes copies of all reports, resources, and changes in practices. All faculty are invited to faculty meetings but it is very difficult for adjunct faculty who may already have full time jobs or who are teaching at a number of colleges to attend. We have two to three adjunct faculty that attend faculty meetings regularly, but we would like to have many more present. We have talked about holding meetings in the evening or on weekends to see this would make them more accessible to adjunct faculty. However, all full time faculty teach in the evening and some teach on Saturdays. Finding an evening when all full time and part time faculty were available was impossible. When decisions are being made feedback is solicited from all full and part time faculty, however there is still only a small percentage of part time faculty that participate. This is an area we continue to work on including trying to find funds to compensate part time faculty for their time.

DeAnza College has a shared governance model of decision making that provides faculty participation in decision making on college wide issues. The shared governance model has three parts:

1. The shared governance committees – the membership of the shared governance committees in this area include all college constituent organizations sitting on each of the following committees:
 - The Planning and Budgeting Teams (integrated system of college wide planning and budgeting for the college composed of representatives from each college organization)
 - Facilities Review
2. The Senates: Academic, Classified, Student Body.
3. The College Advisory Committees in which the college obtains advisory recommendations in key operational areas from committees including Informational Technology Policy, Communication and Diversity related issues. The committees report directly to the College Council composed of representatives from the major college organizations. This organizational structure is reflected in the current decision making chart. (Available on the DeAnza website under DeAnza Governance) .

The faculty in our department are represented in these groups by our participation on the academic senate, by the Faculty Association and by our Division Dean.

The department conducted focus groups which included Spanish speaking students, Chinese speaking students, current students and alumni. In each of these groups students were asked to talk about issues of access, effectiveness and needs. We received honest and helpful feedback that we have incorporated into our strategic planning goals. We also conduct an annual student survey that gathers data and asks

for input from students about their experiences in the Child Development and Education Department. Students are participating in evaluations of their classes for all faculty every quarter to help us improve our teaching practices.

The Advisory Committee provided input before we began the focus groups and is an ongoing resource for our program. We meet twice yearly and use the feedback from this group to guide and direct our strategic planning. The other focus groups that we included in our data collecting process were directors, large organizations, family child care providers and community organizations. Each of these groups increased our knowledge of the needs of the community, the field and work force. We have incorporated their suggestions and needs into our strategic plans for the coming years.

In our Program Review for 2008-09, 2009-10 and in 2010-11, the department has proposed changing the department into a Department/Program model with a full time department chair. The college has other programs using this model. Given the level of responsibilities handled by the department this would create a much more effective organizational structure. This change would provide more time for recruiting, orienting and evaluating part time faculty, monitoring contracts and grants, working more closely with the Children Center program and maintaining professional alliances with the community and professional organizations. We realize that we are making this proposal in a time of restricted financial resources but we are hopeful the college will see the benefits of this change to students in the ECE field.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 11**

We would like to have more active participation of all part time faculty. This will require us to continue to reach out and keep trying to find innovative ways to include and involve part time faculty in the department.

Plan to address: *Survey all part time faculty to see if we can find at least one date in the year where as many as possible can attend a faculty meeting. Gather more information about effective ways to communicate so part time faculty feel included and informed about department happenings.*

We would like to develop a survey targeted specifically to the Student Teaching Practicum. It would be helpful to know more from students about alternatives that will increase access, effectiveness of the lab and off campus sites and how the structure of the class supports the development of their skills as teachers in the classroom.

Plan to address: *Work with Institutional Research to develop an online survey that can be used with students who take practicum every quarter. Use this survey to gather data on how well this class is serving students needs and what kind of programmatic changes would make it more effective.*

Criterion 12: Program Resources

The department has three (3) dedicated classrooms where most of our classes are scheduled, two of them are located in the Child Development Center where the instructional program is housed. All three classrooms have LCD projectors and all other media equipment needed to teach students. One large classroom is used for methods

courses like Creative Arts, Science and Math, Music and Movement and Early Literacy and is well supplied with art, science and other materials for faculty to work with students. The lab classrooms are all well equipped with developmentally appropriate furniture and materials. The classrooms in the old, remodeled building are large and spacious, while the classrooms in the infant/toddler wing are smaller but more modern. All of the off campus sites are high quality programs with well planned environments and well supplied classrooms.

The library (called the Learning Center at De Anza) is fully linked so students can search for books and periodicals in libraries anywhere in the county, country or state. Students can access a wide range of books, videos, and periodicals through the linked computer system. The Learning center is a large building with a variety of places for students to study and use computers to access the books or information they need. The campus has a student computer lab that provides students with access to computers. The department does not have a curriculum laboratory space for students, but students in the Student Teaching Practicum have access to the materials and space in the classrooms for developing curriculum ideas.

The program receives considerable support from the Division Dean. She has agreed to support the costs of the Accreditation Process and is always open to providing resources for the needs of the department. The department receives funding comparable to other departments of the same size within our division.

The instructional program's only support staff is the division assistant who provides for the ten departments in our division. The division assistant is very responsive to requests for the many needs of our department which far exceed the needs of other less complex departments. However, she has a very large group of faculty to work with and is located quite a walk from the department. We have no clerical support in the department. This is a continuing issue because it puts the children center staff in a position to be handling instructional needs such as directing students, handling observers, answering questions about faculty or classes. With the number of students we deal with each quarter, the number of grants we handle, and the amount of traffic through the front door, this puts a considerable burden on the children center staff. We all work together to make it work, but it is less than supportive in helping us to meet our responsibilities.

CHALLENGES AND PLANS TO BUILD ON STRENGTHS **Criterion 12**

We do not have enough space to provide students with a place to use computers, or prepare curriculum materials. Classroom teachers need meeting space, so the room that we intended to use as a student work room is often occupied with meetings. A space for meetings is a very real need for the classroom staff, for teachers with student teachers, for adjunct tutorial students, for professional support staff with the center, and

for classroom teachers to meet with parents. Providing an institutional place for students to gather, work together on assignments and projects, is another need.

Plan to address: *Continue to work with the center staff to see if there is a way to provide space for students to develop curriculum materials and have access to computers.*

Having at least some clerical staff available at the department would be a tremendous help to the faculty, both full and part time. It would also place less demands on the children center staff who are taking on these responsibilities because of the lack of this support for instruction.

Plan to address: *Given the current budget in the state at this time, there is not much hope of changing these circumstances at this time. However, we want this need to be known and we will keep lobbying for finding a way to provide this much needed support for the department.*

PART TWO: PROGRAM CONTENT AND OUTCOMES (Standards and Supportive Skills)

F. LEARNING OPPORTUNITIES

CHART OF LEARNING OPPORTUNITIES

The chart reflects the major learning opportunities and key assessments in relations to each standard and each supportive skill. The learning opportunities described below are a sample of those implemented in the following courses; bold font indicates it is linked to our 5 key assessments:

- CD10G/H: Child Development, the Early and Adolescent Years
- CD12: Child Family and Community Interrelationships
- CD50: Principles and Practices of Teaching Young Children
- CD 51: Student Teaching
- CD52: Observation and Assessment of the Young Child
- CD53: Creative Art for the Young Child
- CD56: Understanding and Working with English Language Learners
- CD60: Exceptional Children
- CD90: Facilitating Inclusion in Early Childhood Programs

Standard 1: Promoting Child Development and Learning		
	Sample opportunities for students to learn and practice	Sample related assessments of student performance
1a: Knowing and understanding young children's characteristics and needs	<p><i>Student Teaching:</i></p> <p>Student teaching is an opportunity for students to demonstrate knowledge and understanding of young children's characteristics and needs as they develop relationships with the children</p>	Students are assessed in student teaching practicum with the student teaching rubric completed by the faculty member, mentor and student. Students are also videotaped and asked to complete a self-assessment.
	<p><i>DRDP Child Study:</i></p> <p>Learn to use DRDP with guided practice and class discussion. Observe one child over time and enter DRDP scores.</p>	High ratings on the DRDP Child Study Rubric
	<p><i>Developing curriculum:</i></p> <p>Develop responsive learning activities for children based on</p>	High ratings on the Teaching Competencies Rubric in the skills related to developing curriculum

	results from a variety of observation tools as identified in the Teaching Competencies.	
1b: Knowing and understanding the multiple influences on development and learning	<i>Understanding the Ecological Perspective:</i> After lecture and slide presentation, partners discuss the model and provide examples from their life to fill in the areas of Bronfenbrenner's ecological model.	Successful completion of an empty outline of three sections of Bronfenbrenner's ecological model on a test, where students select correct examples from a list.
	<i>Student Teaching:</i> Students demonstrate understanding of the multiple influences on development and learning as they respond appropriately to children's cues	Students are assessed in student teaching practicum with the student teaching rubric completed by the faculty member, mentor and student. Students are also videotaped and can make self-assessments and reflections.
1c: Using knowledge of development to create healthy, respectful, supportive, and challenging learning environments	<i>Naturalistic Observation:</i> Using results from a naturalistic observation to develop emergent curriculum activities.	High scores on the Naturalistic Observation Rubric; emergent activities do fit the children's interests and needs.
	<i>Designing Learning Environments:</i> Observe a center based or family child care program and participate in small and large group discussion to relate readings to creating effective learning environments.	Write a Program Observation Report describing the effectiveness of the environment; earn a high score on a report-writing rubric.
2a: Knowing about and understanding family and community characteristics	<i>Student Teaching</i> Students demonstrate knowledge of development to create healthy, respectful, supportive, and challenging learning environments as they plan curriculum and work as student teachers in the classroom	Students are assessed in student teaching practicum with the student teaching rubric. They are also videotaped. Their curriculum plans are also graded.
	<i>Family and Community Characteristics:</i>	Community service learning reflection essay and rubric

	Community service learning experience in various community organizations serving diverse children and families	
2b: Supporting and empowering families and communities through respectful, reciprocal relationships	<i>Community service learning</i> Students describe different characteristics and cultural biographies of families and communities, and describe community service and service learning opportunities.	Successful completion of midterm and final exam essay questions that demonstrate student's understanding of family and community characteristics; successful completion of a service learning reflection as scored with a rubric.
	<i>Student Teaching:</i> Students demonstrate understanding of family and community characteristics as they interact with families in the classroom.	Students are assessed in student teaching practicum with the student teaching rubric. Students make reflections that they share with the faculty member and can share with the mentor teacher.
	<i>Relationship-based practice:</i> Lecture and course readings on relationship-based practices work with children and families followed by completion of a family engagement assessment and reflection.	Successful completion of short answer and essay test questions that describe relationship-based work in early childhood education, and earning high scores on the family engagement assessment and reflection score sheet.
	<i>Community service learning:</i> The students will be encouraged in class lectures and group discussions to plan service learning projects in the community and participate in activities that are direct service, indirect service or advocacy.	Service learning reflection scored using a rubric.
	<i>Community service learning experience:</i> Students have the opportunity to interact appropriately with families and community members.	Service learning reflection scored using a rubric.
	<i>Advocacy assignment:</i> Study community advocacy issue impacting children and families and letter writing campaign.	Final letter /List of requirements
	<i>Student Teaching:</i> Students demonstrate the ability to support and empower families and communities.	Students are assessed in student teaching practicum with the student teaching rubric completed by the faculty member, mentor and student.

	through respectful, reciprocal relationships as they engage in these relationships in the classroom.	Students are also videotaped. They also share their feelings, beliefs and thoughts in the student teaching seminar and in meetings with their mentor teacher. This is assessed on the rubric
2c: Involving families and communities in their children's development and learning	<i>Parent Interview for DRDP:</i> Students complete the DRDP and interview parents to fill in missing information. Parents learn the value and importance of their input toward providing classroom opportunities for development.	High scores on the DRDP Child Study Rubric's parent interview items.
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	<i>Community service learning:</i> Students participate in service experience to develop families' leadership and involvement in education	Service learning reflection /rubric
	<i>Parent Engagement</i> Community service learning projects with parents in local organizations	Service learning reflection/ rubric
3a: Understanding the goals, benefits, and uses of assessment	<i>Using Assessment Tools: Student teaching</i> Students learn how and why to use assessment tools to confirm concerns about atypical development. Tools include The Brault Needs Assessment Tool, Individual Child Needs Temperament Chart, and the Ages and Stages Questionnaire.	Weekly Journal Entries; completion of a the DRDP/Child Study sections; DRDP/Child Study rubric
	<i>Observation Tools:</i> Students practice using Running Record, Desired Results Developmental Profile, Ages and Stages Questionnaire	Test items on statements related to observation tools and DRDP/Child Study rubric
	<i>Naturalistic Observation-</i> Anecdotal Records, checklists, and Rating Scales	High scores on observation assignments, selecting appropriate assessment tools, and data analysis as scored on the DRDP Child Study

		Rubric.
3b: Knowing about and using observation, documentation, and other appropriate assessment tools	<i>Easel Observation warm-up:</i> After learning how to do a running record, students complete a running record of the instructor painting at an easel. Students trade written observations with a partner, and compare and contrast to identify facts, opinions, and conclusions using different color highlighters.	Successfully complete the Easel Observation assignment using mostly factual and objective statements. Frequency count of factual and objective statements compared to opinions and conclusions.
	<i>Naturalistic Observation:</i> Students carefully reflect on how to assess behavior to develop appropriate curriculum for children as the use the DRDP.	High scores on the Naturalistic Observation Rubric
	<i>Understanding Children's Social and Emotional Needs:</i> Students observe children with challenging behaviors followed by discussion of skills and developmental needs.	Complete written essays/reflections describing child's social and emotional development, temperament, and challenging behaviors. Use elements of the naturalistic observation rubric
	<i>Student Teaching:</i> Students demonstrate understanding of the multiple influences on development and learning as they respond appropriately to children's cues	Students are assessed in student teaching practicum with the student teaching rubric completed by the faculty member, mentor and student. Students are also videotaped and can make self-assessments and reflections
3c: Understanding and practicing responsible assessment	<i>Ethical Assessment:</i> Discussion on ethical issues, cultural bias 504B and education interventions, IFSP, and IEP goals as they relate to student development and its impact on academic learning	Short essay and essay questions on development and assessment on midterm and final exams
	<i>Describing development to parents:</i> Students watch observation videos to practice observation skills. Students form groups to practice writing a running	Students watch a new video clip and take observation notes, then write what they would say to a parent using phrasing that is objective, accurate, and culturally sensitive.

	record, writing a frequency count of a target behavior, and identification the antecedent and consequence of a target behavior. Students share their observation results with their group as if they were talking to a parent, and practice being objective, accurate, and culturally sensitive. Repeat observation/reporting with different video clips to increase accuracy and skill.	
3d: Knowing about assessment partnerships with families & other professionals	<i>Partnerships and Resources:</i> Special Education readings on resources for assessment and intervention for children with special needs including the services provided by local regional centers, occupational physical, and speech therapists, developmental pediatricians, CIBC-Network, IEP and IFSP development, and how low SES and homelessness impacts the development of at-risk children.	High scores on exam questions and on resource presentations scored with a rubric.
	<i>DRDP Case Study:</i> Students partner with a lab school child's teachers and parents to complete the DRDP/Child Study	High scores on the DRDP Child Study Rubric.
	<i>Parent-Teacher Conferences:</i> Slides and discussion to identify best practices for building positive relationships with parents and making accurate, objective statements about the child's behavior and development and goal setting.	Provide correct answers to True-False test questions on best practices for communicating observation results to parents, and a short essay question on how and why observations are used for goal setting.
Standard 4: Teaching and Learning		
4a: Knowing, understanding, and using positive relationships and supportive interactions	<i>Multicultural infusion:</i> Class discussion and critical thinking exercises on multicultural education and child development.	Short essay and essay questions on midterm and final

4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education		
	<p><i>Multicultural infusion:</i></p> <p>Small group guided dialogue to address the relationship between diversity and teaching</p>	Ability to include this information in naturalistic observation assignments.
	Relationship building modeled as students process multi-cultural readings and understand perspectives of others	Reflection paper and short essay/essay questions on midterm and final
	<p><i>Student Teaching:</i></p> <p>Students demonstrate understanding of the goals, benefits, and uses of assessments as they have the opportunity to complete mid-quarter and final self-assessments.</p>	Students are assessed in student teaching practicum with the student teaching rubric. Students are also videotaped and make self-assessments and reflections which are examined and evaluated by the instructor
	<p><i>Environmental assessments</i></p> <p>Students are introduced to the Early Childhood Rating Scale in the observation class.</p>	Early Childhood Environmental Rating Scale and other tools/rubric/report
	<p><i>Creative arts drawing activities:</i> Small groups of students rotate through 5 different stations to use a variety of drawing materials and tools. At each station students discuss the creative process and potential products children might create using these tools.</p>	<p>Students reflect by completing the following phrases:</p> <ul style="list-style-type: none"> - Children want to draw because ... - Children need to draw because ... - I can facilitate children's creative drawing by ... - I tell parents about the social and developmental value of creative drawing when I say ...
	<p><i>Student Teaching:</i></p> <p>Students demonstrate the ability to know, understand, and use effective approaches, strategies, and tools for early education as they plan and evaluate curriculum plans</p>	Student curriculum plans and self-evaluations of those plans are assessed in student teaching practicum by the faculty member, and mentor. Student activities are also videotaped and students can review these and make self-assessments and reflections

4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines	<p>Naturalistic Inquiry-Interviews, observations-qualitative research</p> <p>Students interview parents for the Child Study in Observation class</p>	<p>Observation and interviews. Students complete a child health history during the interview. This is graded using the rubric.</p>
	<p><i>Student Teaching:</i></p> <p>Students demonstrate knowledge and understanding of the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines as they effectively plan curriculum in various academic areas for children such as math, science, art, literacy and language arts</p>	<p>Student curriculum plans and self-evaluations of those plans are assessed in student teaching practicum by the faculty member, and mentor. Student activities are also videotaped and students can review these and make self-assessments and reflections. Students are also graded in this area with the rubric</p>
	<p><i>Emergent Activities:</i></p> <p>Students learn about the characteristics of emergent curriculum and develop a variety of emergent activities in all content areas based on results of naturalistic observations.</p>	<p>High score on the Naturalistic Observation/Emergent Curriculum assignment requirements sheet.</p>
4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes	<p><i>Adapted Learning Materials:</i></p> <p>Students adapt a variety of learning materials for use by children with physical and special needs, including visual schedules, built-up handles, adaptive books and table-top games for counting, and tactile supports for matching and sorting activities. This assignment is the first half a project that meets NAEYC standards 4c and 4d.</p>	<p>Students articulate their understanding in a group discussion then write a reflective essay about the ethics, developmental purpose, and theory behind making adaptive materials for children with special needs.</p>
	<p><i>ECERS and Curriculum:</i></p> <p>Students learn to use ECERS through guided practice in the classroom, followed by</p>	<p>Successful completion of ECERS score sheet and appropriate suggestions for additional learning activities that match the rating scale.</p>

	suggested activities to provide for any missed curriculum opportunities.	
	<p>Activity binders:</p> <p>Students gather and write up a variety of curriculum plans that are contained in a binder and organized by age group, activity type, or activity objectives.</p>	High score on the Activity Binder rubric and on the Activity Binder assignment checklist
	<p><i>Binder presentations:</i></p> <p>Students select a few representative activities to describe or demonstrate to the class.</p>	Evaluation of presentation using the assignment requirement list.
Standard 5: Becoming a Professional	<p><i>Activity Adaptations:</i></p> <p>Group discussion on rationale for and types of activity modifications to support development of children with a specified special need. Students modify three related written activity lesson plans with communication support, augmented directions, adapted materials, and modified expectations. (This assignment is the second half a project that meets NAEYC standards 4c and 4d.)</p>	Students create and present a display of their adaptive materials, lesson plans, a written description of how the activities relate to one thematic unit, and a reflective essay describing how and why to use these activities and materials with children with a specified special need.
	<p><i>Student Teaching:</i></p> <p>Students demonstrate in student teaching the ability to use their knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes as they plan and implement curriculum in the classroom</p>	Students are given feedback through the planning process and then are observed, videotaped and assessed in student teaching practicum as they implement curriculum activities. Students are also videotaped and make self-assessments and reflections They are also given feedback using the rubric.
5a: Identifying and involving oneself with the early childhood field	<p><i>Portfolio Journal Assignment:</i></p> <p>Written reflection that describes</p>	Effective demonstration of ability to self-reflect by clearly stating areas of strength and growth.

	their role as an early childhood teacher, areas of strength and professional growth identified	Portfolio rubric
5b: Knowing about and upholding ethical standards and other professional guidelines	<i>Professional Development Interview:</i> Students learn about Katz' stages of Teacher Development, then interview an ECE teacher to find out his or her educational background, professional goals, and child development philosophy	Students write a report to describe the teacher's educational background, professional goals, child development philosophy and Katz stage.
	<i>Student Teaching</i> Students demonstrate and show that they identify with and are involved with the early childhood field as they share ideas in student teaching seminar and in meetings with their mentor	Students are assessed in student teaching practicum with the student teaching rubric.
	Portfolio assignments- students learn about and review ethical standards as it relates to philosophy	Accurate application of NAEYC's Code of Ethics on Portfolio/assessment rubric
	<i>Code of Ethics:</i> Students learn about and review NAEYC's Code of Ethics	Accurate application of NAEYC's Code of Ethics to analyze specific scenarios and vignettes
	<i>Ethical Standards:</i> Across our courses, students discuss and apply ethical standards for observation to all observation assignments.	High scores on each observation rubrics' ethics items.
	<i>Special Needs Case Study:</i> Small group reading and discussion of a case study describing a child with a specific special need. Students discuss the IDEA category this child's diagnosis fits, and which Early Intervention Assistant (EIA) competencies should be implemented to support the development of the child.	Students correctly answer test items to match (a) disability diagnoses to IDEA categories and (b) to identify the appropriate and ethical implementation of EIA competencies to a specified diagnosis.
5c: Engaging in continuous,	<i>Student Teaching:</i>	Students are assessed in student

collaborative learning to inform practice	Students demonstrate understanding of the code of ethical conduct in their role of a student teacher as they participate as a cooperative team member and one who maintains confidentiality.	teaching practicum with the student teaching rubric completed by the faculty member, mentor and student.
	All courses include class discussions and small and large group activities to link theory to practice, and to link observation results to suggested activity or program plans.	Instructor observations of student participation and students' Journal and Reflection papers to articulate their ability to and experience of reflective listening and relationship-based communication and relationships.
	<i>Collaborative panel:</i> presentation in Language and Literacy class as they work together to present a chapter in the textbook; In Curriculum for ECE students collaborate on a number of activities including designing inclusive learning centers and then presenting these to the class.	Grading grids are used to assess along with written narration/comments from the faculty member
	<i>Small Group Identification:</i> Small groups of students collaboratively describe and categorize the characteristics of children with various types of special needs	Successfully written disability report to research the causes of a selected disability, the developmental needs of children with this disability, and suggest classroom adaptations to support development, scored with a rubric.
	<i>Small Group Decisions:</i> Students work in small groups to identify a child's functional skills, which inform their decisions for adapting the environment, materials, and learning activities.	Demonstration of logical solution for functional skill development by demonstrating adaptations in a project that includes adaptive materials, lesson plans, and a written report (see 4c and 4d).
5d: Integrating knowledgeable, critical & reflective perspectives on early education	<i>Student Teaching:</i> Students engage in continuous, collaborative learning to inform practice as they meet each week in seminar and with their mentor teacher.	Students are assessed in student teaching practicum with the student teaching rubric but are giving daily feedback through written notes on assignments and daily verbal feedback

	<i>Portfolio:</i> Students work on the various components of the portfolio as themes are introduced	Portfolio assessment rubric
	<i>Journal Articles:</i> Students read peer-reviewed articles to become aware of research-based practice and perspectives.	Reflection and reaction papers of real life examples, synthesis readings, and written analysis applying knowledge to professional growth
	<i>Infant Educare:</i> Students describe and discuss the 10 principles of respect (RIE philosophy and Educare).	Students watch the video, <i>Together in Care</i> , and write an essay describing one example for each principle as shown in the video. Essays are scored to reflect the number of accurate descriptions and examples.

Supportive Skills	Sample opportunities for students to learn and practice	Sample related assessments of student performance
Supportive Skill 1: Self -assessment and self-advocacy	Students complete a variety of journal and reflective writings to discover, clarify and articulate their understanding and questions about course readings and concepts.	High scores on reflection rubrics and journal assignment requirement sheets
	<i>Teacher Development:</i> Introduce and discuss Katz' Stages of Teacher Development.	Clearly-stated written report to identify and provide a rationale for own current stage of teacher development, and suggestions for professional development activities to move to the next stage, scored against the assignment sheet.
	<i>Student Teaching</i> Students complete a comprehensive mid and final quarter evaluation	Students are assessed in student teaching practicum with the student teaching rubric and are given extensive written and oral feedback on their performance
Supportive Skill 2: Mastering and applying foundational concepts from general education	<i>Application of Prior Knowledge:</i> Students actively draw on prior knowledge from foundational courses to successfully complete student teaching and practicum and portfolio assignments.	High scores on quizzes and exams and rubrics for written and verbal reports and projects that depend on knowledge of child development, both typical and atypical, including demonstrated ability to apply prior knowledge to making adaptations for children with special needs.

Supportive Skill 3: Written and verbal skills	Written assignments expect APA style and correct spelling and grammar.	Assignment sheets and rubrics include elements related to APA style and correct spelling and grammar. Portfolio rubric literature review and comment section
	Individual and small group tasks include verbal sharing, presentations, and report-outs. Students also have regular opportunities to talk with others about course concepts, vocabulary, and assignments.	Student Learning Outcomes based on demonstration of skill and knowledge via numerous written reports, classroom presentations, and project demonstrations to describe various elements of theory and practice.
	<i>Student Teaching</i> Students must demonstrate appropriate written and verbal skills throughout the class as they complete interactive reflection assignments, journals, activities plans	Students are assessed in student teaching practicum with the student teaching rubric completed by the faculty member, mentor and student. Students are also videotaped and can make self-assessments and reflections; Portfolio rubric comment section
Supportive Skill 4: Making connections between prior knowledge/ experience and new learning	<i>Portfolio:</i> Students prepare the various components of the portfolio.	Evaluate through the portfolio rubric
	<i>Instructional Connections:</i> Throughout the semester, ask students what they know, what remains unclear, what they want to know to assess ongoing understanding and make adjustments as needed.	Students incorporate vocabulary and concepts learned in foundational classes to clearly articulate understanding of child development.
	<i>Foundational Knowledge:</i> Class discussions and learning activities rely on foundational knowledge about child development, DAP, ethical and professional conduct, community resources, and cultural competence when	Student Learning Outcomes are based on the application of theory to practice, of ages/stages development to use of observation results, and of suggested resources to meet child and family needs.

	working with children and families	
Supportive Skill 5: Identifying and using professional resources	<i>Professional Resource and Developments:</i> <i>Portfolio:</i> Students are introduced to professional organizations and professional development opportunities.	Information from professional publications, organizations and professional development opportunities are incorporated into portfolio. Portfolio rubric
	<i>Community Resources:</i> Students are introduced to training and resources provided by the Santa Clara County Office of Education Library and Inclusion Collaborative to design DAP learning activities for all children.	Students include information provided by professional community resources such as the Santa Clara County Office of Education Library and Inclusion Collaborative into their written work and presentations, such as DAP lesson plans for all children using materials.
	<i>Student Teaching</i> Students are expected too join NAEYC and are given information on how to apply.	Students are assessed in student teaching practicum with the student teaching rubric and this is one of the items evaluated.

NARRATIVE SUMMARY

This accreditation process has guided our review, reflection, and discussion about what our Child Development Education department does, and highlights what we offer to the field and to each student as they step on the path of becoming high quality professionals. Nine themes emerged as a result of this review of our learning opportunities.

- All classes include required naturalistic observation assignments to learn how to be factual, objective, and to link development to curriculum planning and to evaluate perceived red flags for development.
- Small group work is facilitated in all classes because we value student collaboration and learning from each other and so that students bridge language, knowledge, and skill differences.
- Journal and reflective writing assignments identify students' current level of understanding, suggest personal next steps, and clarify links between theory, practice, and cultural competencies.

- Students develop verbal and written skills to articulate course content and concepts as they learn to relate theory to practice. Students prepare presentations and papers to demonstrate their grasp of course concepts and vocabulary.
- A variety of instructional techniques and styles address all learning styles (visual, auditory, and kinesthetic) such as class discussions of lecture, slide or video materials, small group and partner projects, and individual assignments.
- In total, our courses do address the NAEYC standards, as evidenced by faculty's assignment submissions to the Learning Opportunities chart.
- Faculty emphasize professional competencies relevant to each course, such as DAP, early intervention competencies, child mental health competencies, CSEFEL Teaching Pyramid, and CAP content alignment.
- Course content is grounded in ECE current research and best practices as evidenced by using updated textbooks aligned with NAEYC standards.
- Cultural competence is modeled and encouraged by faculty, imbedded into course learning activities, and reflected in our textbook selection. Also, students are required in many classes to find community resources that serve a diverse multi-cultural demographic, which reflect our student body and community at large.

The standards and data collected have been a significant guide for all decision making. Charting the learning opportunities our program and courses provide gave us insights to the aspects of the standards that we do well and illuminated what we need to address in greater depth. We can see what students are doing and learning and are talking about how we can better support them.

Three themes and opportunities have emerged. These themes are providing multiple experiences in making and using naturalistic observations, embracing diversity and partnerships, and developing workplace skills. We aim to create opportunities that develop professional teachers with strong professional skills and knowledge.

As a result of this accreditation process we refined the tools and opportunities for students to develop **naturalistic observation and assessment skills** across several courses. Naturalistic Observation is now part of CD10G: The Early Years, a core class on child growth and development. Students are introduced to the naturalistic observation and running records and use them to document evidence of developmental domains and typical behavior. Students further develop observation skills in curriculum courses such as CD54: Curriculum for Early Childhood Programs. Here, students complete a naturalistic observation/running record, then assess and evaluate behavior to support emergent curriculum. By the time students complete our program they should be well versed in the characteristics, needs, growth, and development of young children, and be skilled in naturalistic observation and emergent curriculum planning. Students also have opportunities to reflect on and apply the code of ethical conduct in field observations and understand the importance of linking assessment to objective observational data.

Our department **embraces diversity and partnerships** with families, community and local support systems. Students have a variety of opportunities to understand and engage in partnerships with community resources and families. In CD52: Observation and Assessment, students partner with families in our lab school to complete a DRDP. In CD12: Child, Family and Community Interrelationships, and in CD51: Student Teaching Practicum, students complete a Desired Results Developmental Profile for a child. In the courses required for the Early Intervention and Mental Health certificates, students learn ways to integrate community resources provided in several languages to serve the diversity of all children in our county from community professionals and guest speakers.

This review of our learning opportunities has also helped direct our efforts to better support **workforce skills development in students**. We have a new lens to examine how we can support the development of verbal and written communication skills. We continue to put effort into providing tutorial services for students, which helps student be aware of their learning needs and campus resources. Also, it shapes how we can effectively examine each course for effective ways to support student success.

Plans to address challenges and build on current strengths in this area:

All learning opportunities submitted by each faculty member will be compiled and shared at future meetings. We will create Faculty Learning Teams (FLT) for courses taught by more than one instructor in order to engage in pedagogical dialogue to make learning relevant for students, including ongoing evaluation of the key assessments.

Faculty meetings will be restructured to include (a) dialogue on student learning utilizing the results of this work and (b) actions to improve learning opportunities, pedagogy, and teaching. Faculty will conduct a deep evaluation on how observation skills can be systematically developed across a sequence of classes so that students leave the program with a solid foundation of objective observational skills using professional observation tools.

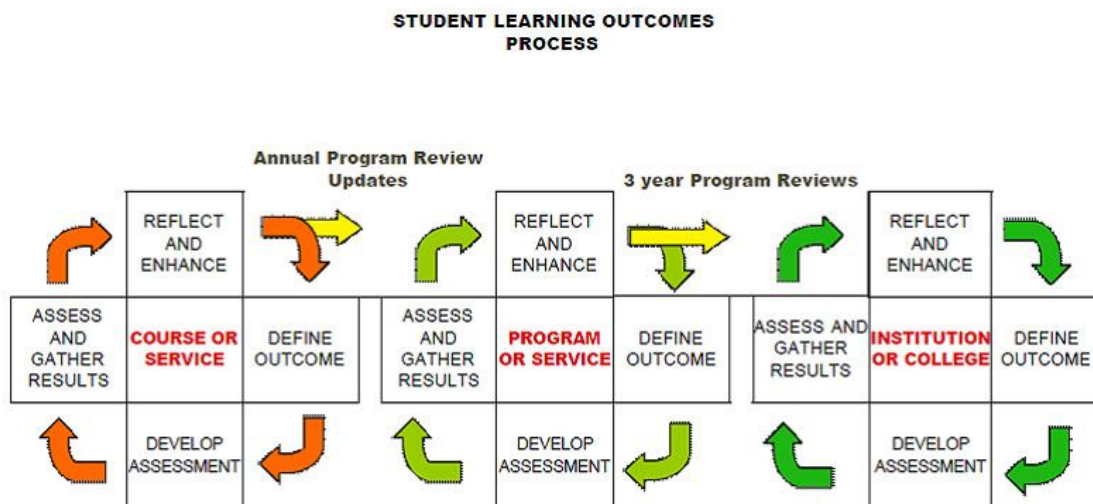
Our department established three (3) program level outcomes that align to the NAECY Standards and that will be assessed for progress during 2011-2014:

- *Integrate developmentally appropriate knowledge and practice and its application to teaching all young children.*
- *Demonstrate knowledge and skills using the scientific process and recognize that Child Development is a field in the Behavioral and Social Sciences.*
- *Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities.*

G. ASSESSMENTS AND EVIDENCE OF STUDENT OUTCOMES

The Child Development and Education Department is committed to ensure that the next generation of early childhood professionals and practitioners have the opportunity to go to college and succeed. By doing so, the faculty has embraced the change that is required to overcome “cultural assumptions and the systemic inertia” (Policy to Support Student Success, CLASS, 2010) that often creates obstacles and barriers to student success.

For a period of 2 years, De Anza College has been working on the Student Learning Outcomes (SLO) and Student Learning Outcomes Assessment (SLOAC). The work has pushed us to create authentic assessment and a cycle for measuring what knowledge, skills and dispositions our students leave with as they accomplish their educational goals. For each department course we have established a learning outcome. Our goal is to assess 75% of courses by Fall 2011.



Note: Ideally, these three levels would work almost simultaneously, but would begin at the Course level.

(Retrieved from www.deanza.edu/slo/index.html, De Anza College SLO website on September 6, 2011)

As mentioned in the previous section, the department has also established the following program learning outcomes. Assessment of these outcomes will begin in 2011-12

- Integrate developmentally appropriate knowledge and practice and apply them to teaching all young children.
- Demonstrate knowledge and skills in using the scientific process/research methods and recognize that Child Development is a field in the Behavioral and Social Sciences.

- Develop professional competencies and job skills that typify best practices to work in high quality early childhood programs that serve all children in local and regional communities

This assessment process was timely in the conversation, the development and implementation of key assessments. Our assessment is aligned with the institutional competencies referenced at the beginning of this report and the college strategic initiatives--- Community Collaborations, Outreach, Individual Attention to Student Retention and Success, and Cultural Competence---. The assessment is a critical component and has been integrated into the department's annual Program Review.

This section of the self-study will present,

- an overview of the key assessments
- a summary of each of the five key assessments,
- the directions given to students and faculty for these key assessments,
- the rubrics that faculty use to evaluate the assignment,
- data from each of the assessments, focus on the SLO and SLOAC, process for at least 2 quarters, and
- a one-to-two page narrative describing how candidate performance data is used for program planning and improvement (this is part of our SLOAC process).

OVERVIEW CHART OF KEY ASSESSMENTS ALIGNED WITH STANDARDS

OVERVIEW CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS

Write a short title for each of your key assessment (portfolio, interview, case study, student teaching evaluation, advocacy project, etc.) to assist your readers.

Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.

STD = standards 1-5, SS = Supportive Skill 1-5

Assessment	STD 1	STD 2	STD 3	STD 4	STD 5	SS 1	SS 2	SS 3	SS 4	SS 5
1. Teaching competencies (Practicum Evaluation)	X	X	X	X	X	X	X	X	X	X
2. Naturalistic Observation	X		X	X			X	X	X	X
3. Desired Results Developmental Profile (DRDP)	X		X				X	X	X	X
4. Community service learning reflection		X			X	X	X	X	X	X
5. Portfolio					X	X		X	X	X

CHART OF ASSESMENTS AND EVIDENCE

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 1: Practicum Teaching Competencies

Describe the assignment and the list of courses that use this assignment.

Student Teaching Practicum is the department's capstone class culminating the student's AA degree in Child Development. The student spends 2 quarters of approximately 110 hours each in a supervised field experience with children in order to demonstrate mastery of basic or advanced teaching competencies through observation, reflection, evaluation, planning curriculum, teaching and interacting with toddlers and or preschool aged children, staff and parents while being supervised by a trained mentor teacher in an pre-approved classroom setting that meets NAEYC standards for developmentally appropriate practices. The student analyzes their teaching process and competencies through reflection and self-assessment of their teaching experience. The purpose of this class is to support students in enhancing and improving their competencies by consistently applying these skills to their classroom interactions, relationships and practices. Seminars lead by the instructor on selected topics and emerging student needs are conducted twice a week. A practicum handbook used by students, mentor teachers and the instructor codifies, and delineates specific instructions, responsibilities and requirements. The handbook outlines the details of the competencies listed in the rubric, as well as the proscribed manner of implementation. In addition, selected texts are used to reference, augment and support knowledge and teaching practices.

This assignment is or will be a requirement of Student teaching Practicum (CD51) and Self-Assessment for Teachers of Young Children (CD57).

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
X	X	X	X	X	X	X	X	X	X

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance.

Data on student's classroom performance is collected from written and oral feedback from mentor teacher, observation from instructor and self-reflection from the student. The mentor teacher and the instructor engage in a collaborative process using the competencies delineated in the rubric in order to determine the level of performance for each student. NAEYC Standards and Supportive Skills are listed beside each competency in the rubric.

Mid-quarter and final conferences are used as vehicles of communication, where the mentor teacher, the instructor and the student each write their own narrative based on the competencies listed in the rubric. The stated competency level is corroborated in the respective narratives with concrete examples of the student's classroom performance.

During the Spring and Summer 2011 quarters, the following two basic SLO's (Student Learning Outcomes) were addressed:

1. Demonstrate mastery of basic or advanced teaching competencies.
2. Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice.

The first SLO represents a generalized ability to master teaching competencies needed in order to pass the practicum. The second SLO represents a key skill that is influential in the successful mastery of many other required competencies.

As all NAEYC Standards and Supportive Skills are imbedded in the entire practicum rubric, basic mastery is represented throughout the rubric. Analysis of teaching process through reflection and self assessment is represented for both beginning and advanced student teachers within the corresponding basic and advanced rubrics in competency 5A and 5C respectively. These reflect Standards 5a, 5c and 5d. The following is a summary of results of student performance during the Spring, Summer and Fall 2011 quarters with respect basic to the above SLO/NAEYC Standards.

Parenthetically, Summer quarters afford students only 6 weeks of experience, half that of the traditional 12 week quarter. In addition, Summer quarter has half the number of students as the 12 week quarter. All quarters contain a mixture of beginning and advanced students – advanced students having passed beginning practicum.

Anecdotal data from all three practicum instructors indicates that a barrier to success for many students is the time constraints of the quarter system. Twelve weeks is too short a time span for students with limited classroom experience and for those students whose experience has been in programs with widely different philosophical beliefs and practices, ie. programs where NAEYC standards are not practiced. This is especially true during the 6 week summer session.

In summary, 48% of the students in the Spring, Summer and Fall 2011 practicum were able to demonstrate above average mastery (3-4 points) per competency, thus receiving either an A, A- or B+ final grade. 40% received an average of 2-3 points per competency for grades ranging from B, B- or C+. 8% of students received a passing grade of C with average points per competency of 1-2. Finally, 4% failed the course performing at a level of either C-, D or F. These students were counseled out at mid quarter and received a W (withdrawal). Sixty one% of the students who received above average grades were advanced students with previous practicum experience. 39 % of above average students had experience working in a program that was deemed developmentally appropriate. Thus, students with minimal experience or experience working in less appropriate settings had lower average ratings on the practicum rubric.

With respect to the second SLO (Analyze the teaching process through reflection and self-assessment of teaching experiences to guide and improve practice) and Standards 5a, 5c and 5d, a majority of students (85%) attained a level of 2-3 on those competencies that articulated reflection and self-assessment. The remaining 15% had minimal or no success in these competencies.

Describe how data are or will be used to improve the program.

Student success is determined by using the rubric scores to ascertain problem areas. The practice of on-going dialogues between the mentor teacher, instructor and the student is utilized each quarter. The written evaluation collected from each student at the end of the quarter is also used to corroborate possible deficiencies within instructional materials, class structure, or instructional methods. Difficulties in one particular competency area, indicates that further analysis and changes are in order. Reflection and self-assessment expressed during the mid-quarter conference is combined with the observations of the mentor teacher and instructor to provide guidance to the student to improve both written skills and classroom performance. Data gathered from the observations of classroom performance and written assignments determines whether or not the individual student is meeting the proscribed standards. Verbal feedback from both the mentor teacher and the instructor is given throughout the student's experience, preferably on a daily basis, in order to allow the student to modify and adjust interactions and classroom performance as outlined on the rubric.

If there is a wide gap in student's perceptions as expressed in their reflection/self-assessment and the mentor teacher/instructor assessment, then guidance strategies are revised at that time. The mid-quarter conference/evaluation acts as the formal venue for determining possible changes in mentor teacher and instructor strategies that may be needed to facilitate student growth with problematic competencies.

For the Spring, Summer, and Fall 2011 practicum students, there was a correlation between reflection and self-assessment and student success during these quarters. Further data is needed to see if this is true of other groups of students and other practicum instructors. One way that problem areas like this can be ameliorated is by dialoging with other practicum instructors and mentor teachers so as to arrive at a consensus for future strategies and program changes. After such discussions the following strategies will be considered:

With respect to improving deficiencies in self-assessment, the instructor can meet with the student and view videos of the student performing in the classroom. This would give the student supported practice in the self-reflective process.

Another strategy is to have additional on-the-spot guidance by the mentor teacher to the student in the form of demonstrations and role modeling. This feedback/communication system is intended to be reciprocal and utilized to strengthen relationships between mentor/student, instructor/student and mentor/instructor/student that is basis to a successful student practicum experience.

During mid-quarter conferences, it may be mutually agreed upon that the student's performance as measured by the rubric is at a level that cannot be elevated within the quarter system time limit. Some students may be advised to discontinue the course at this juncture. At least one student per quarter falls into this category. This practice has the potential to facilitate greater student success by providing additional time for hands-on experience or a needed change that may produce a better 'goodness of fit' between the instructor/student and/or mentor

teacher/student.

Periodic adaptation and updating of the Practicum Handbook as to the descriptions and explanations of each competency that can lead to improvements in communication through clarification of expectations and implementation, and classroom application of competencies. It has mutually agreed upon that the Practicum Handbook needs to be revised.

Directions and Guidelines for Key Assessment for Students

The Practicum Handbook details assignments and course requirements measured on the rubric. The students are given copies of the rubric, as well as an explanation of the rating scale. During the first week of seminar the instructor and students discuss course expectations, requirements and grading standards for the rubric.

Practicum Teaching Competencies Rubrics

The rubrics have been designed for 1st and 2nd quarter students. The sample below is the 2nd quarter assessment rubric. Students working on the A.A. degree will be required to archive these competencies.

Practicum Teaching Competencies Rubric 2 nd quarter Student						
	Never 0 points	Sometimes 1 point	Often 2 points	Always 3 points	Not Observed	NAEYC STANDARDS
PERSONAL QUALITIES						
Positive Attitude						
open and flexible to changes and to feedback from teachers						5b Uphold Ethical/Profess. Guidelines
aware that their disposition and behavior impact others						5b Uphold Ethical/Profess. Guidelines
shows respectful demeanor to children, families and other adults						5b Uphold Ethical/Profess. Guidelines
demonstrates confidence in knowledge and skills						5b Uphold Ethical/Profess. Guidelines
Comments and examples						
Sensitivity to Differences	0 pt.	2 pts.	3 pts.	4 pts.		
is able to recognize and talk about personal bias						5d Integrating reflective perspectives
willing to explore cultural, racial, linguistic differences w/ self & children						5d Integrating reflective perspectives
provides resources to understand and support differences in classroom						5d Integrating .reflective perspectives
is proactive in countering bias/stereotypes when they arise						5b, 5c
comments and examples						
Leadership	0 pt.	2 pts.	3 pts.	4 pts.		
takes initiative in classroom planning and daily operation						5b 5d
shares knowledge and skills with others						5a Identifies w/ Early child. Field

develops positive relationships with team/parents/other students						4a Connects w/ child/families 5b
capable of observing and interpreting the needs of team members						1a, 1b, 1c, 2a
demonstrates professional ethics in all aspects of work						5a, 5b, 5c, 5d
Comments and examples						
Demonstrates Respect for Children	0 pt.	2 pt.	3 pts.	4 pts.		
takes time to make individual contact with each child daily						4a, 1c Devel. respectful/supportive env.
displays genuine interest in every child						1a Under. young child. Characteristics
actively listens and adapts responses to child's cues and abilities						1a 4a 4b Uses DAP approaches
varies responses based on child's development, temperament, and situation						1a 4a 4b
facial expression and body language show genuine enjoyment of children						1a 4a 4b
conveys acceptance and recognition of children's efforts						1a 4a 4b
allows child to show a range of emotions(joy, fear, anger, excitement)						1a 4a 4b
Comments and examples						
REALATIONSHIPS WITH CHILDREN						
Demonstrates Understanding of Development Through Interactions	0 pt.	2 pts.	3 pts.	4 pt.		
uses observation to increase understanding of children's behavior						3a Under. benefits of assess. 1a
demonstrates an understanding of the importance self-initiated play						1a 4b
supports a child needing help in initiating or						1a 4b

approaching peers						
provides individualized responses to children's initiations						1a 4b
responds appropriately to children's verbal and nonverbal cues						1a 4b
encourages and values children's exploration and discovery						1a 4b
uses a variety of techniques to extend and expand children's language						1a 4b 4c Under. content knowledge.
extends children's learning through asking open ended questions						1a 4b 4c
shows sensitivity to developmental, cultural, linguistic, and ability differences						1a 4b 5d Integr. know. reflective and
Comments/Examples						critical persp. on Early Childhood
Maintains a Positive Atmosphere	0 pt.	2 pts.	3 pts.	4 pts.		
anticipates routines, transitions, conflicts and plans alternatives						1a 4a 4b
sets developmentally appropriate expectations for children						1a 4a 4b 5b
responds to children calmly						1a 4a 4b 5b
develops a flexible sense of timing						1a 4b
responds authentically to children's emotions and behavior						1a 4a 4b 5b
Comments/Examples						
Demonstrates Guidance Techniques with Children	0 pt.	2 pts.	3 pts.	4 pts.		
prevents problems by initiating interactions with children needing guidance						1a 3a Under.benefits of assess. 4b
supports problem solving by facilitating and providing adequate time						1a 3a 4b
remains objective when handling conflict						1a 4b 5b
helps child develop language to describe their needs and emotions						1a 4a 4b

uses variety of strategies in guiding children's behavior						1a 3a 4b
uses conflict resolution skills in helping children to problem solve						1a 3a 4b
states clear expectations/behaviors and follows through						1a 3a 4b
uses voice as a teaching tool						1a 3a 4b
Comments and explanations						
Demonstrates Awareness of Overall Classroom	0 pt.	2 pts.	3 pts.	4 pts.		
uses observation to assess tone/climate of the classroom						3a 3b Using obser, docu. Assess. tools
maintains supervision of the entire group of children						1a 1c 4b
shows awareness of the specific needs of a group of children						1a 1c 4b
supervises entire classroom even when involved with a child or group						1a 3a 4b
takes responsibility for anticipating conflicts before they arise						1a 1c 4b
takes responsibility for indoor/outdoor environment						3b 4b 5c
Comments and explanations						
PROGRAM IMPLEMENTATION						
Plans Developmentally Appropriate Curriculum	0 pt.	2 pts.	3 pts.	4 pts.		
plans meaningful curriculum from direct observation of children's interests						1a 1c 3a 4b 4c 4d
understands and values child centered/child initiated curriculum						1a 4b 4c 4d
selects materials and activities that interest and engage children						1a 4b
participates in dialogue						1a 3a 4b 4c 4d

w/ staff about children's ongoing needs/interests						
demonstrates an understanding of emergent curriculum						1a 1c 4b 4c 4d
contributes new ideas, resources, materials to the classroom						5a 5b 5c Engag. In continuous collab. learning
Comments/Examples						
Provides Developmentally Appropriate Curriculum	0 pt.	2 pts.	3 pts.	4 pts.		
picks up on "teachable moments" to enhance skills/concepts						1a 4b 4c 4d
uses free choice as an opportunity to observe children's activities						1a 3a 4b
understands routines and transitions as integral parts of curriculum						1a 1c 4b
modifies or changes activity based on children's responses						1a 4b 4c 4d
demonstrates skills in both child initiated and adult initiated activities						1a 4b 4c 4d
moves around the room guiding and interacting as needed						1a 1c 3a 4b
successfully leads group time activities						1a 4b 4c 4d
Comments/Examples						
Evaluates Curriculum Effectively	0 pt.	2 pts.	3 pts.	4 pts.		
uses observations of children's responses to evaluate curriculum						1a 3a 4b 4c 4d
demonstrates the ability to use reflection to assess children's participation						1a 4b 5d
reflects on his/her skills in planning, facilitation and the outcome of activity						1a 3a 4b 4c 4d
evaluation includes detailed observations and thoughtful reflection						5a 5c 5d
uses child assessment for planning curriculum						3a 3b 5d

Child Assessment	0 pt.	2 pts.	3 pts.	4 pts.		
selects child in collaboration with contact teacher						1a 3a 3b 4a
collects data primarily from naturalistic observation						1a 3a 3b
maintains confidentiality						5a 5b 5c 5d
completes written summary of findings						1a 3b 3b
uses for planning curriculum and/or parent conference						1a 3a 4b 4c 4d
discusses the connection between assessment/classroom practice						3a 3b 4b 4c 4d 5d
Comments/Examples						
RELATIONSHIPS WITH ADULTS						
Responsible Team Member	0 pt.	2 pts.	3 pts.	4 pts.		
takes initiative in assuming responsibilities in the classroom						5a 5b 5c 5d
proactive in communication with team						5a 5b 5c 5d
attends at least one planning/staff meeting						5a 5c
actively seeks constructive criticism /open to all feedback						5a 5b 5c 5d
recognizes importance of professional ethical behavior						5a 5b 5c 5d
strives to be a catalyst for seminar discussions						5a 5c
acts as resource to other students						5a 5c
Comments and examples						
Relationships with Parents	0 pt.	2 pts.	3 pts.	4 pts.		
initiates frequent contact with parents regularly						2a Under. fam. char. 5c 5d
interacts effectively with parents						2a 5c 5d
demonstrates sensitivity to cultural, linguistic,						2a 2b Support. parents thro. relation.

family differences						
attends /participates in parent conference or IFSP as appropriate						2a 2b 3a 3b
Comments/Examples						
Meets ECE Standards of Behavior	0 pt.	2 pts.	3 pts.	4 pts.		
meets high standard of verbal/written skills						5b 5c 5d
demonstrates critical thinking and depth of understanding						5b 5c 5d
completes work in a timely manner						5b 5c 5d
displays ability to self evaluate						5b 5c 5d
sets appropriate goals for continued growth						5b 5c 5d
active in ECE professional organizations						5a 5b 5c 5d
dependable and reliable in all behaviors						5b
challenges self by experimenting and taking risks to promote growth						5c 5d
Comments/Examples						
SELF EVALUATION						
Mid-quarter and Final Evaluation						
student accurately describes performance						3a 5b 5c 5d
gives concrete examples of actual skills in relation to competencies						3a 5b 5c 5d
reflects on behavior, interactions, experiences, relationships						5b 5c 5d
uses ongoing feedback to modify and enhance skills						5b 5c 5d
can effectively articulate how theory relates to classroom practices						5b 5c 5d

EXPLANATION OF RUBRIC FOR BASIC TEACHING SKILLS

The purpose of the rubric is to assess student teaching behaviors in the Practicum course. Using ongoing observations the rubric will be completed by the contact/mentor teacher and the instructor of the student's performance in the classroom. Points will be assigned using the following rating scale:

RATING	POINTS	EXPLANATION
Never (Not present)	0	The skill has not been observed by the teacher or instructor. Student may not understand the importance of the skill or know what demonstration of the skill means.
Sometimes (Developing)	1/2	There has been some observation of the emergence of the skill as the student is beginning to understand what it means and its importance. However, the demonstration of the skill is limited and/or inconsistent.
Often (Emerging)	2/3	There have been many observations of this skill as the student practices and refines their techniques. However, the skill is not consistently mastered and/or the student cannot articulate their understanding of the skill and its importance.
Always (Mastery)	3/4	The skill is consistently observed in the student's performance. The student has internalized this skill and can use it flexibly in different situations. The student can explain the skill and its importance and can reflect on the variations of its use with different children and in different situations. Mastery has been achieved.

The skills demonstrated on this rubric are aligned with the following NAEYC Standards:

STANDARD 1: Promoting Child Development and Learning

- 1a – Knowing and understanding young children's characteristics and needs.
- 1b – Knowing and understanding the multiple influences on development and learning.
- 1c – Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

STANDARD 2: Building Family and Community Relationships

- 2a – Knowing about and understanding family and community characteristics.
- 2b – Supporting and empowering families through respectful, reciprocal relationships.

STANDARD 3: Observing, Documenting and Assessing to Support Young Children and Families

- 3a - Understanding the goals, benefits, and uses of assessment
- 3b – Knowing about and using observation, documentation and other appropriate assessment tools and approaches.

STANDARD 4: Teaching and Learning

- 4a – Connecting with children and families
- 4b – Using developmentally effective approaches.
- 4c - Understanding content knowledge in early education.

4d – Building meaningful curriculum

STANDARD 5: Becoming a Professional

5a – Identifying and involving oneself with the early childhood field.

5b – Knowing about and upholding ethical standards and other professional guidelines.

5c – Engaging in continuous, collaborative learning to inform practice.

5d – Integrating knowledgeable, reflective and critical perspectives on early education.

NAEYC SUPPORTIVE SKILLS

SKILL 1: Self-Assessment and Self Advocacy

SKILL 2: Mastering and Applying Foundational Concepts from General Education

SKILL 3: Written and Verbal Communication Skills

SKILL 4: Making Connections Between Prior Knowledge/Experience and New Learning

SKILL 5: Identifying and Using Professional Resources

EXPLANATION OF RUBRIC FOR ADVANCED TEACHING SKILLS

The purpose of the rubric is to assess student teaching behaviors in the Practicum course. Using ongoing observations the rubric will be completed by the contact/mentor teacher and the instructor of the student's performance in the classroom. Points will be assigned using the following rating scale:

RATING	POINTS	EXPLANATION
Never (Not present)	0	The skill has not been observed by the teacher or instructor. Student may not understand the importance of the skill or know what demonstration of the skill means.
Sometimes (Developing)	1/2	There has been some observation of the emergence of the skill as the student is beginning to understand what it means and its importance. However, the demonstration of the skill is limited and/or inconsistent.
Often (Emerging)	2/3	There have been many observations of this skill as the student practices and refines their techniques. However, the skill is not consistently mastered and/or the student cannot articulate their understanding of the skill and its importance.
Always (Mastery)	3/4	The skill is consistently observed in the student's performance. The student has internalized this skill and can use it flexibly in different situations. The student can explain the skill and its importance and can reflect on the variations of its use with different children and in different situations. Mastery has been achieved.

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 2: The Naturalistic Observation

The second key assessment/assignment is The Naturalistic Observation. “Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.” (NAEYC Standard Summary page 13). Our Child Development Departmental faculty members completely embrace this position and integrate observations throughout our entire degree program. Students have opportunities to learn about and complete different types of observational techniques such as: interviews; program assessments and rating scales; anecdotal records and running records. As a result of this accreditation self-study, we have decided as a faculty group to use this Naturalistic Observation as a class assignment for a number of our classes to insure that students have multiple opportunities to develop the skills and knowledge base that are a part of this observation. This naturalistic observation is a non-intrusive running record of a child. We have selected to infuse this particular observational assignment into a variety of classes for several reasons: First, it is a running record and this is one of the most difficult and yet rich observational techniques to master. Mastery requires multiple opportunities for practice. Second, the application of a running record is very versatile. Any running record can be analyzed repeatedly for a wide variety of behaviors. For example, the student can complete a running record and go back and only look for language samples. The student could also go back another time and analyze it for child behavior and choices in the selection of curriculum materials and activities. The student could also go back another time and analyze it for domains of behavior that the child exhibits. For example, under the biological domain the student could look at all the gross and fine motor skills that were recorded or they could look at the social emotional domain and any peer interaction that was observed. What this means is that this key assessment provides students with opportunities to complete a variety of assessments contingent on the course content. For example, in CD54: Curriculum for Early Childhood programs students will be able to complete a naturalistic observation and then take this objective data to complete emergent curriculum activities based on observed child behavior. On the other hand, in CD10G: Child Development-The Early Years students can complete this naturalistic observation and then take this objective observation to examine child behavior for a better understanding of developmental domains (physical/biological, social/emotional and psychological) and norms.

This assignment will be a requirement for Child Development: The Early Years, Middle and Adolescent Years (CD10G/CD10H), Observation and Assessment of the Young Child (CD52) Creative Arts (CD53), Curriculum in Early Childhood Education (CD54), , Language and Literacy Development (CD55), Understanding and Working with English Language Learners (CD56), Math & Science Activities for the Young Child (CD63), Constructive Guidance & Positive Discipline in Early Childhood (CD71, Social Emotional Development in Early Childhood (CD75), Design, Program Development and Daily Operations of Family Child Care (CD80). Each faculty member for these particular classes will assign the

naturalistic observation which is a running record and then have the students analyze it based on the course content and more specific directions tailored for that particular class. For example, in Language and Literacy students will observe and record a running record of a child in a naturalistic setting for one hour and then take the observation and analyze all the language samples against some specific questions geared toward helping students to understand the continuum of language development.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD=standards 1-5, SS= Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
X		X	X				X		

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance.

We have agreed in our faculty meetings to incorporate this key assessment in the classes mentioned above and to collect data on student performance. We do have some data now however: One faculty member taught the course during the Fall and Spring Quarter.

Descriptive and qualitative data are presented below.

This observation as a part of a larger assignment where students collaborate in small groups to design curriculum activities that emerge from the child behavior observed during the observation. Students have opportunities during class to discuss their observations and to make informed choices about the children and what they were doing, learning and/or what subjects they might be interested in exploring. Each student completed a naturalistic running record observation on a child and then met in a small group with other students to share observations. The students looked at the themes that emerged in the children's play; language content and behavior content for clues on what the children seemed to be interested in. The students were then told to develop activities that might further enhance and support child behavior.

Faculty Directions for Grading the Naturalistic Observation

The second key assessment/assignment is The Naturalistic Observation. "Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals." (NAEYC Standard Summary page 13). Our Child Development Department faculty members completely embrace this position and integrate observations throughout our entire degree program. This Naturalistic Observation is a class assignment for a number of our classes to insure that students have multiple opportunities to develop these skills and knowledge base. This also provides students with opportunities to complete a variety of assessments contingent on the course content. For example, in CD54: Curriculum for Early Childhood programs students complete a naturalistic observation and then take this objective data to complete emergent curriculum activities based on observed child behavior. On the other hand, in CD10G: Child Development-The Early Years students complete this naturalistic observation and then take this objective observation to examine child behavior for a better understanding of developmental domains (physical/biological, social/emotional and psychological) and norms. Faculty teaching classes that can incorporate this assignment should make this one of their assignments and use the rubric grading grid. You will adapt the application part to support the

course content of the class that you are teaching.

The grid has been divided into three columns:

Points 10-8 represents (A-B level work); Points 7-5 represents C level and Points in the last column 4-0 represents D level and below.

There were a total of 58 students enrolled in the Fall and Spring Quarter sections of the CD54: Curriculum for Early Childhood Programs class: Forty-nine students achieved a grade in the A or B range; Five received a grade in the C range and 4 received Fs. Students were graded using the rubric that follows. (Please see the rubric that follows for an explanation of how they were graded.) There was a lot of discussion in both the large and small groups to help students understand emergent curriculum. As mentioned, the majority of students (49 out of 58), increased in their understanding of emergent curriculum and were able to develop activities that emerged from the child observations. Important factors included opportunities for students to discuss, share ideas, get clarification, and see examples of emergent activities from prior students. ” (Fall and Spring Quarter Teacher)

Standards Data (From Faculty member who taught Fall and Spring qtrs:

Standard 1: Promoting Child Development and Learning

1a. Knowing and understanding young children’s characteristics and needs

All 58 students were able to identify the three domains. However, 40% had difficulty with making statements that were completely objective and based on observed behavior. After additional small group time pairing successful students with those struggling only 10% still had difficulty with making objective statements about a child’s developmental level.

Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

All 58 (100%) students improved in their observational skills but to differing degrees. They all reported that they understood and appreciated more the importance of observation for supporting young children and their families.

Standard 4: Standard 4: Teaching and Learning

4d. Building meaningful curriculum: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Nine students continued to struggle with observing a child and applying this information to developing “emergent” activities.

Fall 2011 Student Performance Data

In the fall 2011, three (3) courses implemented the Naturalistic Observation as a Key Assessment. The courses are CD 10G Child Development The Early Years, CD 54 Curriculum for Early Childhood Programs and CD55 Literacy Development and Activities for the Young

Child.

Two sections of CD 10G Child Development The Early Years were evaluated. The student performance data was collected through evaluation of the Naturalistic Observation and use of the accompanying rubric. The rubric compliments the Naturalistic Observation and serves to aid both students and the instructor in clarifying the criteria by which the observation is measured. Of the classes listed above, a total of 87 students were evaluated. When analysis commenced, it was determined that 70 students understood and articulated the assessment successfully, receiving a grade of C or better. All 87 students received written feedback corroborating the accompanying letter grade. Using the assessment as an identification tool for areas of strength and weakness, it was determined that within the group who received a grade lower than C, a sub-categories emerged - that of second language students. Of the 17 students who did not pass, the number of non-native speakers numbered 12. The demonstrated area of deficiency for all 17 students corresponded to standard 3B. Of the 5 remaining students who received a lower than C grade, 4 were students who were taking their first community college class.

One section of CD54 Curriculum for Early Childhood Programs class was evaluated. There were a total of 29 students enrolled. Based on the Naturalistic Observation rubric Twenty-two students achieved a grade in the A or B range; Seven received a grade of F or did not complete. Students were graded using the Naturalistic Observation rubric. As just mentioned, the majority of students (22 out of 29) successfully completed the naturalistic observation assignment. Important factors included opportunities for students to get clarification and thorough explanation of the assignment, and opportunity to see examples of the assignment from prior students. Twenty-two students were able to “identify the three domains.” Eighteen students were able to “give specific examples of each domain.” Four students were “able to give examples for at least two domains.” Seventeen students “Successfully separated observed behavior from interpretation (I think, I feel, it appears); and, demonstrated recognition and omission of judgment words, emotion states, adverbs and other “colorful” language.” Five students “Overall successfully separates observed behavior from interpretation (I think, I feel, it appears) and limits judgment words, emotion states, adverbs and other “colorful” language.” All twenty students “reviewed the observation and made thoughtful comments on language topics that ‘emerged.’ Student also developed curriculum activities or made informed choices about the children and what they were learning and/or what subjects they might be interested in exploring.

One section of CD55 Literacy Development and Activities for the Young Child class was evaluated. There were a total of 31 students enrolled. Twenty-three students achieved a grade in the A or B range; Four received a grade in the C range. One received a “D” and 3 received Incomplete on the assignment. Students were graded using the Naturalistic Observation rubric. As just mentioned, the majority of students (27 out of 31) successfully completed the naturalistic observation/language development assignment. Twenty-eight students were able to “identify the three domains.” Twenty-three students were able to “give specific examples of each domain.” Five students were “able to give examples for at least two domains.” Twenty-

one students “Successfully separated observed behavior from interpretation (I think, I feel, it appears); and, demonstrated recognition and omission of judgment words, emotion states, adverbs and other “colorful” language.” Nine students “Overall successfully separates observed behavior from interpretation (I think, I feel, it appears) and limits judgment words, emotion states, adverbs and other “colorful” language.” Twenty-three students “reviewed the observation and made thoughtful comments on language topics that ‘emerged.’ Developed curriculum activities or Made informed choices about the children and what they were learning and/or what subjects they might be interested in exploring.” Five students “demonstrated some ability to review the observation and comment on any curriculum topics that ‘emerged.’ Made a few informed choices about the children and what they learning and/or what subjects they might be interested in exploring.”

Describe how the data are or will be used to improve the program:

The information gathered from the observation and assessment assignment as based on the Rubric designed for this class will determine if the majority of students are learning how to complete a naturalistic observation and to separate out opinion from observed behavior. We also hope to offer more tutorial support to those students in future classes who are struggling with the assignment. It has also indicated that students have learned to review the observations and make thoughtful choices about appropriate language activities for young children. We believe that the success of some many students might be related to the fact that more classes have integrated this naturalistic observation assignment into their coursework. As more classes integrate this assignment into their coursework, we hope that more students will leave our program better equipped with observation skills and the ability to be more objective and reflective.

It is recommended that data be collected over the fall semester from more faculty and students so as to ascertain student strengths and weaknesses. It is also recommended that more faculty from classes other than CD 54 Curriculum in Early Childhood, collect data based on the use of this Naturalistic Observation and Rubric to see how well it can be used for practical application of the various curriculum areas and child development core content.

In CD 10G The Early Years, faculty allowed students who fell below the grade of C to revise and re-submit their assignment. Students received additional written and oral feedback and turned in a revised version of the original assignment. The majority of the students improved their performance to a grade of C or better. Faculty members implementing this key assessment have agreed to assist students in understanding the Naturalistic Observational format, the collection and analysis of data, and the control personal bias.

Student Directions

NATURALISTIC OBSERVATION (50 points)

This is an information gathering observation. You are to observe a preschool child (2-5 years old). This child should be observed during a free play time in a group setting (preschool, daycare, or family daycare). You will complete a running record naturalistic observation. It is called this because it is an observation done in a natural setting that is part of the child's every day life. It is called a running record because you will be recording everything that the child says and does as if you were a video machine "on or running on". You will note what time it is every few minutes. It is a detailed account of what is observed – who, what, where, when. It MUST be done as behavior is happening. It is a record of ordinary behavior with all details included both verbal, nonverbal, actions

Include the following sections:

Setting/Context/Background Information: The date, the time period of observation: starting time and ending time.

- The name of the child care center or setting. State the type of child care and age range of children at the center and the age range in the classroom that you are observing.
- A description of the physical setting, the composition of the group, the ratio of adults to children
- Provide general information about the children in the group. (For example, "There were 15 children present at the time of the observation--8 boys and 7 girls. They ranged in age from three years to three-and-a-half years." Identify the adults who are present. Are they care givers, parents, other observers?
- Describe the physical setting. (For example, "Large room divided into three activity areas, clean, well lighted, cheerful colors, toys limited in number but in good condition etc.)

Complete the Running Record Naturalistic Observation: Please reflect on the general guidelines for completing a naturalistic observation.

Remember to plan ahead and observe when and where you will be able to see the child for one hour and during free play time.

Maintain confidentiality. See guidelines on this.

Do not bring any recording devices such as audiotape recoding, videos on your phone etc.

Children should not be recorded without parent and facility permission. The only exception is if you are completing this assignment in a class such as Language and Literacy and you have received written permission in advance from the parent that you have given to the instructor to record child speech.

Record in a sequential way, the actions and words of the child that you are observing. Please be detailed and objective. You will note what time it is every few minutes.

Record what you see. Be complete. Include information about body movements and facial expressions. Include verbal exchanges. **Be specific.** (For example, "Sharon is playing with dolls," is not as informative as, "Sharon is playing with a doll in the kitchen corner of the room. She is hugging the doll tightly and saying, "It's okay. Don't cry."")

*** **Be sure to separate observed behavior from thoughts and interpretations of that behavior. For example:**

10:05 Sharon is playing with a doll in the kitchen corner of the room. She is hugging the doll tightly and saying, "It's okay. Don't cry." (Sharon's speech was very clear.)

Remember to record the time every few minutes; the exact actions and language. Separate out any clarifying comments with parenthesis. Separate the observed behavior from interpretation (I think, I feel, it appears).

Omit judgment words, emotional states, adverbs and other "colorful" language.

Omit your personal bias whether 'positive' or 'negative.'

Completing the running record correctly also means that you took steps to be non-intrusive. People who realize they are being observed often change their behavior. Take steps to minimize your intrusiveness. For example, you might spend time at the child care site before beginning your observation so that the children and care givers become accustomed to your presence. Or you might sit in the background in a position where you can see what is going on but are outside the action. **Describe the steps you took to minimize your intrusiveness.**

Also, when you are observing children, you should try to remain detached from the children and the activities you are observing. However, children will often come up to observers and ask them questions or try to involve them in their activities. Record your answer to the following questions: "Did this happen to you? If so, what did you do? If this did not happen to you, suggest a few ways you might handle this situation when it does happen

Conclusions/Emergent Topics: After making the observation of *at least 60 minutes*, review your observation and make comments/conclusions that are supported by the data that has been recorded in the running observation. (no assumptions.) Identify the three domains (physical/biological; social/emotional and cognitive and link specific behavior to each domain You will then review the observation and comment on any curriculum topics applicable to the course (For ex, Curriculum; Music & Movement; Lang & Lit) that 'emerged.' Try to make informed choices about the child and what they were doing and/or what they might be interested in exploring.

Grading Rubric Naturalistic Observation and Assessment (50 points)

This observation meets NAEYC Standards 1A, 3B, 4D and Supportive Skills 3

Circle Appropriate Age Group

Infant/Toddler (0-3 years) Preschool (3-5 years) School-Age (5-12 years)

Student's Name: _____ Class Section: _____ Date: _____

CATEGORY:	Running Record:	10	9	8	7	6	5	4	3	2	1	0
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Demonstrates understanding of the principles of a running record observation (sequencing, no gaps in action, awareness of pertinent details, present tense)	Child actions/language is written in present tense. Uses exact quotes and records exact sequences of behavior. Excellent details; reader can clearly "see" the child and specifically know what the child is doing & saying. No summary of behavior	Child actions/language is written in present tense. Sometimes uses exact quotes and records exact sequences of behavior. Excellent details; reader can clearly "see" the child but there is some summary of behavior	Child actions/language has problems such as written in past tense sometimes or always. Does not use exact quotes or record exact sequences of behavior or only sporadically; A lot of summary of behavior								
	Demonstrates understanding of the principles of a running record observation (provides all appropriate details of the context: who, where, when per assignment directions)	So many details are recorded the reader can clearly "see" the environment, all appropriate details are provided in the who, where, when per directions. Points are part of those awarded in section above)	Most details are recorded so the reader can clearly "see" the environment, however some appropriate details may be brief in the who, where, when per directions. Points are part of those awarded in section above)	Details are missing regarding the environment and the who, where, when per directions Points are part of those awarded in section above)								
	Assessment:	10	9	8	7	6	5	4	3	2	1	0
3b. Observation and assessment continued	Demonstrates understanding of the difference between observation and interpretation of behavior	Successfully separates observed behavior from interpretation (I think, I feel, it appears); Recognition and omission of judgment words, emotion states, adverbs and other "colorful" language;	Overall successfully separates observed behavior from interpretation (I think, I feel, it appears) and omits judgment words, emotion states, adverbs and other "colorful" language and	Does not separate observed behavior from interpretation (I think, I feel, it appears) and/or judgmental words, emotional states, adverbs and other "colorful" language is used and/or								

		Omission of personal bias whether 'positive' or 'negative.'	omits personal bias whether 'positive' or 'negative.'	Does not omit personal bias whether 'positive' or 'negative.'
	Comments/conclusions	10 9 8	7 6 5	4 3 2 1 0
3b. Observation and assessment continued	Demonstrates ability to make comments/conclusions that are supported by the data that has been recorded in the running observation. (no assumptions.);	All comments/conclusions are supported by the data that has been recorded in the running observation. (no assumptions.) Can identify the three domains and link specific behavior to each domain.	Most comments/conclusions are supported by the data that has been recorded in the running observation. (no assumptions.) Beginning understanding of domains – can identify at least two of the three.	Very few or no comments/conclusions are supported by the data that has been recorded in the running observation. (no assumptions.) Can identify at least one of the three domains or none are identified
Standard 1: Promoting Child Development and Learning 1a. Knowing and understanding young children's characteristics and needs	Demonstrates beginning understanding of domains – can identify the three domains (Points are part of those awarded in section above)	Can identify the three domains and provide specific examples of each Points are part of those awarded in section above)	Beginning understanding of domains – can identify at least two of the three With specific examples Points are part of those awarded in section above)	Can identify at least one of the three domains or none are identified and inaccurate or no examples Points are part of those awarded in section above)
	Appropriate Practical Application for Course Content	10 9 8	7 6 5	4 3 2 1 0
Standard 4: Teaching and Learning 4d. Building meaningful curriculum: Using own knowledge and other resources to design, implement, and evaluate	Demonstrates ability to review the observation and comment on any curriculum topics applicable to the course (For ex, Curriculum; Music & Movement; Lang & Lit) that 'emerged.' Making	Has reviewed the observation and made thoughtful comments on curriculum topics that 'emerged.' Developed curriculum activities or Made informed choices about the children and	Demonstrated some ability to review the observation and comment on any curriculum topics that 'emerged.' Made a few informed choices about the children and what they learning	Did not demonstrate the ability to review the observation and comment on any curriculum topics that 'emerged.' Was not able to make informed choices about the children and what

meaningful, challenging curriculum to promote positive outcomes	informed choices about the children and what they were learning and/or what subjects they might be interested in exploring (For ex, for CD10g)	what they were learning and/or what subjects they might be interested in exploring.	and/or what subjects they might be interested in exploring.	they were learning and/or what subjects they might be interested in exploring.
Supportive Skills:		10 9 8	7 6 5	4 3 2 1 0
SS3: Written and Verbal Skills				
Mechanics (Excludes hand-written observation notes)	Demonstrates clear and articulate writing and communication skills	No grammatical, spelling and/or punctuation errors; paper shows evidence of proof reading for errors.	. A few grammatical, spelling, and/or punctuation errors; little evidence of proof reading.	Many grammatical, spelling, and/or punctuation errors; no evidence of proofreading
REQUIRED Handwritten Notes are Attached:	Demonstrates ability to make Handwritten notes that show full observation time duration: show proper format was kept; Are accurately reflected in the typed observation	Handwritten notes show full observation time duration but either or do not show that proper format was kept; And/or are not accurately reflected in the typed observation	Handwritten notes are brief do not accurately reflect the typed version	Handwritten notes are not attached
Follows directions and turns in on time	Demonstrates ability to follow directions in a timely way	All directions followed and assignment is turned in on time and is complete	All directions followed but assignment is at least a day late	All directions not followed and/or assignment is late

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 3: Desired Results Developmental Profile (DRDP)/Child Study

The Third Key Assessment assignment is the DRDP (Desired Results Developmental Profile/Child Study). Students learn and utilize a variety of observational techniques to complete the DRDP and assess overall development for a selected child (infant/toddler, preschool age or school aged. “Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.” (NAEYC Standard Summary page 13). The DRDP/Child Study is a class assignment for the Observation and Assessment class and can be used in any class that includes child assessment.

This assignment will be a requirement for Observation and Assessment of the Young Child (CD52) , Understanding and Working with English Language Learners (CD56), Student Teaching (CD51), Infant/Toddler Development (CD58), Supervision and Administration Of Child Development Programs, Adult Supervision (CD67) , and Facilitating Inclusion in Early Childhood Programs (CD90).

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD=standards 1-5, SS= Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
X		X				X	X	X	X

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance.

A DRDP Grading Rubric was designed for CD 52 Observation and Assessment of the Young Child to assess student performance. One faculty member taught the course during the Fall, Spring and Summer Quarters. Descriptive and qualitative data are presented below.

A total of fifty-eight students were enrolled in CD 52 Observation and Assessment of the Young Child, for Fall, Spring, and Summer quarter. The majority of students (90%) each quarter learned how to write an objective and professional statement based on observation and developmental norms. I am also certain that they have each walked away with a deeper appreciation of the need for observation and now see children in a different way. The DRDP provided a frame of reference grounded in developmental theory and norms that the student could use to assess the child. The students learned that they could observe a child and use the DRDP to help them understand the meaning of the observed behavior based on age appropriate expectations. They learned about the importance of careful observational techniques and data collection. They also learned that understanding the whole child means working closely with teachers and family to gather important information about the child. Overall, ninety percent received C or above.

Standard 1: Promoting Child Development and Learning

1a. Knowing and understanding young children's characteristics and needs

All students reported in small group discussion that they gained in their understanding of developmental norms and the characteristics and needs of young children. Through observation and from in-class activities all reported the importance of knowing about the child's individual characteristics to make any kind of decision from curriculum to guidance.

1b. Knowing and understanding the multiple influences on development and learning

Students were required to observe the child in a variety of settings and with different people if possible. Those who were able to see the child at home and in a child care setting (35% on average from each class) reported that they did notice differences in the child's behavior when they were with different people such as the mother versus the father or siblings. All students were able to see the child with different people although most only saw the child either at home or in the child care setting. They reported that child do exhibit different behavior depending on who they are with. Children are more likely to request and voice their needs to an adult. However, they are more likely to engage in pretend play with another child for example.

Standard 3: Observing, Documenting and Assessing to Support Young Children and Families

Fifty-eight students (100%) reported that they increased in their knowledge of the importance of basing any assessment on solid observational data. They also were able to see how important it is to make objective statements about a child that are rooted in the direct observation and linked to developmental norms. Students, however, had difficulty in learning how to do this.

Approximately ninety percent overall received a passing grade of 'C', however, there was wide variability in skill level linking observations to theory and developmental norms and the DRDP. A lot of class time was spent in supporting student growth in this area.

3a. Understanding the goals, benefits, and uses of assessment

The DRDP is a very useful assessment tool for helping students to understand the goals and benefits of assessments. All students learned that the DRDP is useful for curriculum planning, conferencing with families and that it has other benefits.

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

All 58 students were able to use at least two observational techniques (anecdotal and running record); Ninety-five percent used these two methods and the interview technique; Seventy percent used a rating scale or check list in addition to the anecdotal, running record and interview. All attempted to use these observations to complete the DRDP assessment tool.

3c. Knowing about assessment partnerships with families and other professionals

All students were required to complete a parent interview and have a parent complete a Child Health History inventory. This inventory was to be used as the prompt during the interview. Ninety-five completed this assignment. Students were also encouraged to seek information if possible from the child's teachers to help complete the DRDP. Students expressed that they saw how families and the teachers do have information that often can not be obtained from just direct observation of the child. They also expressed that it was very helpful to have these sources of

information especially because time was so limited to observe.

Supportive Skill 2: Mastering and applying foundational concepts from general education

Foundational concepts from general education include understanding the importance of varied influences on the developing person. All students were able to discuss and express the importance of family, community, child care, good nutrition and health care on the developing child.

Supportive Skill 3: Written and verbal skills

As mentioned 42 students received a grade of B or above. However, there were varying degrees of written and verbal skills including 3 who struggled with the English language and needed additional support to pass the class. Effort was made to pair these students with more competent students. Students were also counseled to get help from family and friends.

Supportive Skill 4: Making connections between prior knowledge/ experience and new learning

Prerequisites for this class include CD10g: The Early Years for example, Students are introduced to the naturalistic observation/running record and also developmental norms and the major developmental domains. These areas were reviewed and then connected to the new learning in this class of refining the running record technique and observing for behaviors in the different domains.

Supportive Skill 5: Identifying and using professional resources

As stated, to successfully complete this class, students are required to gather information when possible from the child's teachers. Students are also introduced to professional resources such as other agencies like Child Protective Services when child abuse reporting is discussed. They learn about program evaluation and are introduced to not only the DRDP and The California Child Development Division but to ECERS-R and other resources for assessment.

Fall 2011 Student Performance Data for CD 52 Observation and Assessment of the Young Child and CD 58, Infant/Toddler Development

The student performance data was collected from two (2) courses in the Fall 2011 quarter. The courses are CD 52 Observation and Assessment of the Young Child and CD 58, Infant/Toddler Development.

A total of twenty six students were enrolled in the CD52: Observation and Assessment of Young Children class. The results were almost identical in comparison to the other quarters except for some differences in the percentages. The majority of students (96%) learned how to write an objective and professional statement based on observation and developmental norms. Overall, ninety-six percent received C or above. Twenty five students (96%) reported that they increased in their knowledge of the importance of basing any assessment on solid observational data. They also were able to see how important it is to make objective statements about a child that are rooted in the direct observation and linked to developmental norms. Students, however, had difficulty in learning how to do this. Approximately ninety six percent overall received a passing grade of 'C', however, there was wide variability in skill level linking observations to theory and developmental norms and the DRDP. A lot of class time was spent in supporting student growth in this area. There were also varying degrees of written and verbal skills including 3 who struggled with the English language and needed additional support to pass the class. Effort was

made to pair these students with more competent students. Students were also counseled to get help from family and friends.

In one section of CD58: Infant/Toddler Development, 4 students demonstrated a novice level of skill of using the Desired Results Developmental Profile. 4 students demonstrated an apprentice level of skill 15 students demonstrated a proficient level of skill and 2 students did not complete the assignment. The average class score on this assignment was 85% (N=25), indicating that most of the students could accurately select the correct DRDP level to represent the child's development. After reviewing and discussing all aspects of the DRDP instrument's content and structure, students worked in small collaborative "teaching teams" to complete a DRDP observation on an older infant. Students were scored on their ability to accurately select the DRDP level that indicated the child's level of development on every DRDP indicator. There were three engaging elements in the assignment that we may want to incorporate into our CD58 DRDP Key Assessment. First, students commented they very much valued working on this assignment in "teaching teams" because it simulated real classroom teaching dynamics. Second, students benefited from watching the same video footage of one child at the same time. Students had one set of observations in common from which to discuss what they observed and describe their rationale for selecting the level they marked on their sheets. Third, some students had completed the DRDP in their work environment and acted as peer coaches within in their teaching teams. Again, this simulates an authentic teaching experience.

Describe how the data are or will be used to improve the program:

This data collected will be used to develop a tutoring support service for students who struggle with some of the requirements such as linking developmental norms directly to the observed child behaviors. We will also further investigate how to better support students for 100% successful completion of all students. Analyzing this class against the standards and supportive skills has also been extremely helpful and will guide the content and structure of future classes.

In addition, it has been suggested that this assignment be a scaffold to a live observation, but that the live observation be conducted by small teaching teams during one observation period. This provides a chance for all students to hone their skills and to reflect on their progress in learning to accurately complete the DRDP and better support their understanding of this tool and child development.

Faculty Directions for Grading the DRDP/Child Study

“Students prepared in early childhood degree programs must understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.” (NAEYC Standard Summary page 13). The DRDP/Child Study is a class assignment for the Observation and Assessment class and can be used in any class that includes child assessment.

The grid has been divided into three columns:

Points 100-80 represent (A-B level work); Points 79-55 represent C level and Points in the last column 54-0 represent D level and below.

DRDP/Child Study Class Assignment Student Directions

DRDP/Child Study 100 points

You will complete a child study report. You will use the DRDP as your assessment tool. You will need to spend time each week observing the child in different situations and complete written observations such as running records, anecdotal records and the other observational techniques covered in this class. You will interview the teacher and parents for areas that you might not see. You will take these written observations and demonstrate the ability to write objectively by linking all interpretations back to these specific observations and to developmental research and norms.

In order to write this assignment you must observe a child over the course of this quarter and in various circumstances. As just stated, you will use several observational techniques and complete a Child Health History.

Please select a child immediately and turn in the signed parent permission slip. This slip must be turned in before you can begin doing observations. All permission slips are due before the third week of class.

This is a class requirement and successful completion of this class is based on this.

The DRDP can be downloaded from the following web site: (Please select the appropriate age group that matches the child you are observing.)

<http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp>

- Please download the appropriate form and become familiar with the measures
- Observe the child as much as possible using running records and anecdotal records and other observational techniques
- Observe the child to see if you can obtain information concerning the DRDP measures.
- You can also interview or ask the parents and other teachers in order to gather more information on the child concerning the DRDP measures.

You will take your observations and then follow the DRDP categories to write objective statements that are linked back to developmental norms and research. For example, “On 5/6/11, 5/8/11 and 5/20/11 Anthony demonstrated the ability to show empathy (DRDP measure 3) as he was able to use words and actions to show concern for what others are feeling.

5/6 Asks child, “Why are you crying?” When told he misses his mommy, says, “Don’t worry, your mommy will come back soon.”

5/8 Puts arm around a child who is standing alone and says, “I’ll be your friend. Want to play with me?”

5/20 Goes to a child whose tower fell down and says, “I’ll help you build it again.

“According to Developmental Profile, 2010 page ____ the average 4 year old can verbalize and show empathy and concern for others....” Also, Santrock 2011 states...the following.....”

(Examples taken from the DRDP form.)

Please include in your final write up in this order:

- Your parent permission slip (permission to observe the child.)

- Disclaimer/Confidentiality statement which also includes a listing of all observations completed, when and where etc.
- Your child summary which should be arranged beginning with the child physical description and biological domain followed by the cognitive and psychosocial domains and a final overall summary
- List of textbooks, developmental references
- All your raw observation notes including the DRDP measure

Grading Rubric for CD52 Assignment: DRDP (100 Points)

This observation meets NAEYC Standards 1A, 1B, 3A, 3B, 3C

Circle Appropriate Age Group

Infant/Toddler (0-36 months)

Preschool (3-5 years)

School-Age (5-12 years)

Student's Name: _____ Class Section: _____ Date: _____

CATEGORY:				
		25 – 20 points	19 – 14 points	13 – 0 points
Standard 1: Promoting Child Development and Learning 1a. Knowing and understanding young children's characteristics and needs	Demonstrates ability to complete the DRDP/ Child assessment directly based on observation and further explained and linked to developmental norm statements and outside developmental references (25 pts)	Behavior is explained consistently with direct link to a developmental norm and to a developmental theory/resource	Behavior is explained sometimes with direct link to a developmental norm and to a developmental theory/resource	Behavior is not directly linked to a developmental norm and to a developmental theory/resource
		20 – 16 points	15 – 11 points	12 – 0 points
1b. Knowing and understanding the multiple influences on development and learning	Demonstrates ability to gather information and observations of the child in a variety of contexts and from a variety of sources including direct observation, other teachers and the family in order to understand the multiple influences on child development such as differing contexts, people, prior history, nature and nurture (20 pts)	Gathers information and observations of the child in a variety of contexts and from a variety of sources including direct observation at home, school, observations from other teachers and the family including a parent interview	Gathers some information and observations of the child from a few sources including direct observation,	Does not gather information and observations of the child in a variety of contexts and from a variety of sources or information is minimal

		5 – 4 points	3 – 2 points	1 – 0 points
Standard 3: Observing, Documenting and Assessing to Support Young Children and Families 3a. Understanding the goals, benefits, and uses of assessment	Demonstrates an understanding of the goals and benefits and uses of assessment such as the value of the DRDP (5 pts)	Completes the DRDP and in a written statement is able to express the uses of the assessment such as how they can use this information in a parent teacher conference or to plan curriculum for the child	Completes the DRDP but has difficulty in a written statement expressing the uses of the assessment such as how they can use this information in a parent teacher conference or to plan curriculum for the child	Has difficulty or does not complete a written statement about uses of the DRDP assessment such as how they can use this information in a parent teacher conference or to plan curriculum for the child
		25 – 20 points	19 – 14 points	13 – 0 points
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Demonstrates the ability to use and apply a variety of observational techniques to complete the child observations including, running records and anecdotal records (25 pts)	Appropriately uses running records, anecdotal records, child samples, interviews and other observational methods to complete the DRDP child assessment	Appropriately uses s few running records, anecdotal records, child samples, interviews and other observational methods to complete the DRDP child assessment	Does not appropriately use running records, anecdotal records, child samples, interviews and other observational methods to complete the DRDP child assessment
		5 – 4 points	3 – 2 points	1 – 0 points
3c. Knowing about assessment partnerships with families and other professionals	Demonstrates ability to partner with family and other professionals (5 pts)	Students complete a child health history inventory with the parent and gather observations from the family and the child's other teachers to complete the DRDP assessment	Students complete a child health history inventory with the parent but do not gather/or only collect a few observations from the family and the child's other teachers to complete the DRDP assessment	Students do not complete a child health history inventory with the parent and/or do not gather observations from the family and the child's other teachers to complete the DRDP assessment

		10 – 8 points	7 – 5 points	4 – 0 points
Mechanics (Excludes hand-written observation notes)	Demonstrates clear and articulate writing and communication skills (10 pts)	No grammatical, spelling and/or punctuation errors; paper shows evidence of proof reading for errors.	. A few grammatical, spelling, and/or punctuation errors; little evidence of proof reading.	Many grammatical, spelling, and/or punctuation errors; no evidence of proofreading
		5 – 4 points	3 – 2 points	1 – 0 points
REQUIRED Handwritten Notes/anecdotal records are written/ given directly on the mastery page that they refer to	Demonstrates ability to correctly complete the DRDP by putting observations/evidence on the page that they refer to (5 pts)	Correctly completes the DRDP by putting observations/evidence on the page that they refer to	Sometimes correctly completes the DRDP by putting observations/evidence on the page that they refer to	Does not correctly complete the DRDP by putting observations/evidence on the page that they refer to
		5 – 4 points	3 – 2 points	1 – 0 points
Follows directions and turns in on time	Demonstrates ability to follow directions in a timely way (5 pts)	All directions followed and assignment is turned in on time and is complete	All directions followed but assignment is at least a day late	All directions not followed and/or assignment is late

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 4: Community Service Learning Reflection

Describe the assignment and the list of courses that use this assignment

Community Service Learning is an academic assignment. Students complete community service and structured reflection so that each reinforces the other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. Students are required to complete 12 hrs of service. The following courses are or will be using this assignment: Child, Family, and Community Interrelationships (CD12), Partnerships with Families (CD72), and Supervision and Administration of Child Development Programs (CD59H).

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
	X			X	X	X	X	X	X

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance.

As of 2010, faculty are implementing the Student Learning Outcome Assessment Management, system, a web-based program at De Anza College.

The faculty teaching the course applied the Grading Rubric designed for Community Service Learning Reflection when grading students enrolled in CD12, Child, Family, and Community Interrelationships during the 2011 Winter and Spring Quarters. One faculty member taught the course during the Winter Quarter. Another faculty member taught the course during the Spring Quarter. Descriptive and qualitative data are presented below.

To assess the student learning outcome, *Recognize the importance of building partnerships with families and the community*, For CD-12 of Winter- 2011, 25 active students in the class participated in the "Community Service Learning Project". In the area of *Awareness of Purpose of Service*- two students achieved the distinguished level; twenty two students achieved the proficient level and one student achieved apprentice level. In the area of *Responsibility to Community*-one student achieved the distinguished level; twenty-three students achieved the proficient level and one student achieved the apprentice level. In the area of *Application of Course Concepts to Service Learning*- twenty four students achieved the proficient level and one student the novice level. In the area of *Impact on Student's Personal Life*- twenty four students achieved the proficient level and one student the apprentice level. In the area of *Critical Thinking*-two students achieved the distinguished level; twenty-two students achieved the proficient level and one student the apprentice level.

To assess the student learning outcome, *Critically examine the impact of the interrelationships of child, family, school and community on the developing person*,

Most of the students meet the expectations of the Community Service Learning Project. Students need to improve in the area of critical thinking skills. In the area of awareness of purpose of service and the area of the responsibility to community students' performance was adequate. Critical thinking continues to be the evaluation criteria that needs improvement.

In the Spring 2011, of all active students (28) enroll in a section of CD 12, 46% met all evaluation criteria at the highest level of performance at the Apprentice level of the assessment guide. 18% evaluated at a mid range demonstrated difficulties on how to apply the course concepts to service learning (academics). 33% failed or did not complete the assignment due to time constraints and difficulty in meeting agencies' expectations. The evaluation criteria identified as the most difficult area is critical thinking and application of course concepts to service learning (academics).

Standards Data (From Faculty member who taught 2011 Winter and Spring quarters)

Standard 2: Building Family and Community Relationships

Most of the students were able to demonstrate awareness of family and community characteristics through their service learning experience (2a.) According to the reflection essays written by students, they learned about connecting families with services in a respectful manner considering their language, values and beliefs (2b). Students also learned about how much many families from very diverse backgrounds want the best for their children and want to learn how to better support their children's learning and development (2c). All students learned that supporting families and the community as a whole is the purpose of service learning. They also realized that service learning is a means to address social issues with the child, family and community in general.

12% of the students did not perform adequately, demonstrated limited awareness of service learning as a means to critical thinking skills and application of course concepts to service learning (academics). After offering a more structured follow up that included an orientation of the program/site, volunteer/service learner expectation and knowledge about the issues the students will encounter on site, less than 8% still had difficulty applying critical thinking skills and application of course concepts to make an appropriate connection with the families and communities.

Standard 5: Becoming a Professional

All 28 (100%) students will continue to improve in becoming a professional in the field engaging in informed advocacy for children and the profession (5e). Note that faculty will be working on addressing Standard 5 and collecting data during this year. The course assessment tools will need to be modified to include sub-standards a-e.

Student Performance Data- Fall 2011

In the Fall 2011, of all active students (31) enroll in a section of CD 12.01S, 67% met all evaluation criteria at the highest level of performance at the Apprentice level of the assessment guide. 25% evaluated at a mid-range demonstrated difficulties on how to apply the course concepts to service learning and critical thinking (academics). 9% failed or did not complete the assignment due to personal issues, and time constraints. The evaluation criteria identified as the most difficult area is application of course concepts to service learning (academics). The section CD 012.02S, had 37 active students that participated on this community service learning project.

Standard Data (evaluated only for section CD12.02S)

Awareness of Purpose (civic engagement)

Standard 2a. knowing about and understanding family and community characteristics

On CD12.02, in awareness of purpose (civic engagement), the class has 5 students that accomplished the distinguished level, 30 students accomplished the proficient level and 2 students accomplished the novice level.

Responsibility to the Community (civic engagement)

Standard 2b. Supporting and empowering families and communities through respectful reciprocal relationships

9% of the students did not perform adequately due to personal and time challenges in CD12.01S. On the CD12.02S section, of awareness and responsibility to the community (civic engagement) the class has 35 students that accomplished the proficient level and 2 students accomplished the novice level.

Application of Course Concepts to Service Learning (academics)

Standard 2a. Knowing about and understanding family and community characteristics and **2c.** Involving families and communities in their children's development and learning

On this section of application of course concepts to service learning (academics) the class has 35 students that accomplished the proficient level on standard 2a and 2 students accomplished the novice level. On standard 2c 35 students accomplished the apprentice level and 2 students the novice level.

Impact on Student's Personal Life (personal growth)

Standard 2b. Supporting and empowering families and communities through respectful, reciprocal relationships

On this section of impact on student's personal life (personal growth) the class has 35 students that accomplished at a proficient level and 2 students accomplished the novice level.

Critical Thinking (academics) Overall essay

Standard 2c: Involving families and communities in their children's development and learning

Standard 5: Becoming a professional (for both Fall 2011 sections)

In CD 12.01S, all 31 (100%) students will continue to evolve their understanding on becoming a professional in the field engaging in informed advocacy for children and the profession (5e). In CD12.02S, critical thinking (academics) overall essay the class has 15 students that accomplished the proficient level, 15 students accomplished the apprentice level and 7 students accomplished the novice level.

Supportive Skills

Supportive Skill 1: Self-assessment and self-advocacy

For all students who assessed successfully, the community service learning experience served as a reflection on their lives as a community member. The reflection process during class and through the service learning allowed students to further develop self- assessment and self-advocacy skills through reflection.

Supportive Skill 2: Mastery and applying foundational concepts from general education

Foundational concepts from general education included understanding the role that the family and community plays in the development of the person. All students demonstrated the ability to apply these concepts through dialogue, participation in classroom activities and in exams.

Supportive Skill 3: Written and verbal skills

The range of student success varied across the courses assessed. There were varying degrees of competency regarding written and verbal skills among students. Students had opportunities to improve their written work. Students rewrote written work that needed to improve. Some students struggled with English as a second language and needed department and college services to complete the course requirements successfully.

Supportive Skill 4: Making connection between prior knowledge/experience and new learning

Making connection between prior knowledge/experience and new learning

All students enrolled in one section, 67% in the second section and 67% of the third section evaluated made the connection between prior knowledge and new learning. For the majority of the students, volunteerism was a known concept. Students identified the difference between “volunteering” and the pedagogy of service learning.

Supportive Skill 5: Identifying and using professional resources

All students enrolled in one section, 67% in the second section and 67% of the third section evaluated were able to identify and use resources through their service learning experience.

Describe how data are or will be used to improve the program and planning.

The data will be used as an information feedback process to guide how well individual students, are accomplishing the student learning outcomes for the college. This is important because the student learning outcomes are part of the district and college accreditation process. They are also an important aspect of curriculum development used to improve student success rates. Part of the rationale is that students learn best when faculty can identify and focus on specific student learning outcomes to guide pedagogy.

This data will also be analyzed and used to design, plan and apply changes to the Community Service Learning Project to continually improve effectiveness. Each quarter we will collect data to assess student success. If necessary, faculty will reassess and readjust the rubric designed for this class. The data collected every quarter will help determine if the majority of the students are learning how to demonstrate awareness of service learning as they complete the Community Service Learning Project.

For CD 12, the majority of students succeed in the course. By the end of the quarter, most students achieved at the apprentice level. Students who did not perform adequately, demonstrated limited awareness of purpose of service learning as a means to address social issues. These students had difficulty with critical thinking and the application of course concepts to service learning (academics). Faculty teaching this course will keep in mind the effectiveness of the entire process including the modification of the student learning experience, outcomes, and the application and structure of the rubric.

In addition, faculty recognized that it is essential that students have an orientation to the community organizations. This is an essential part of a well designed service learning course and experience. Preparation should include an orientation of the program/site, volunteer/service learner expectation, and knowledge about the issues that students will encounter on site. Faculty must work with the organizations to offer the program orientation in the classroom and/or on-site. As for developing reflective learning experiences, faculty must consider the following.

- *“Continuous:* an on-going part of learning in the course that provides continuity through each event or experience; reflection occurs before, during, and after the experience
- *Connected:* the link between service and the intellectual and academic interests of students, resulting in the synthesis of action and thought
- *Challenging:* an intervention to engage students in issues in a broader, more critical way; reflection pushes students to think in new ways
- *Contextualized:* appropriate for the setting and context of a particular service-learning course or program; reflection corresponds in a meaningful way to the topics and experiences that form material for reflection.”

(Retrieved on 9/01/11 from ucat.osu.edu/read/teaching/strategies/strategies_servicecommunity.html)

Directions to Students and Faculty

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces each other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. This quarter, you will be required to complete 12 hrs of service. Follow the following guideline.

1. Complete Service Learning Description

Community Service Learning (CSL) focuses on experiential learning by arranging for students to interact with diverse and often underserved people in a variety of workplace environments,

reflect on their community involvement, and connect and integrate their experiences in the community with their classroom learning and their own lives.

Civic engagement focuses on meaningful participation of students and community members in public programs, services, and policy-making.

Students select a community based non-profit organization. This organization should meet the community needs for youth, children, families or the elderly. Students develop and/or implement a project.

By the 4th week of school you must submit the following information: Service organization and location, service hours, project description and timeline for project completion.

2. Project Contract and Record of Attendance

Make sure to submit the service learning agreement by the 4th week of school. Maintain a record of attendance. Sign in and out and obtain a verification of hours completed from a supervisor.

3. Volunteer Hours/12 hours minimum (includes required record of attendance)

You must complete 12 hours of community service learning (CSL) in order to achieve the full 100 points. Between 8-11 hours of CSL=80 points. Below 8 hours of CSL= 50 points.

4. Reflection Essay and Assessment/Evaluation

Write a reflection essay about your service learning experience. It is suggested that you keep a journal while completing your hours of service. Your journal entries will help you prepare a well organized thoughtful essay. Be certain to include the following.

1. The name of the organization, mission, services and programs
2. A description of the setting, activities, as well as duties and responsibilities
3. Your service learning goals and objectives
4. A discussion of the social problem (community need) faced by the group/community you served
5. The skills you acquired
6. How this experience challenged and changed the stereotypes you had about the people you worked with.
7. Your awareness of the purpose of service
8. The responsibility to your community learned from the experience
9. The application of course concepts to service learning; how the community service enhanced or reinforced the classroom instruction
10. The impact of the experience in your personal life
11. Demonstrate critical thinking skills
(# 7 to 11 must be included as they are the components to be evaluated through the service learning rubric)
12. How your opinion of community service/volunteerism changed as a result of this service learning assignment

(Assignment adapted from EVC Service Learning Reflection essay)

5. *Organization's service learning evaluation*

Student is responsible to provide for the organization the evaluation form. The purpose of the form is to receive feedback on the student's performance. This will also be part of your service learning reflection.

The rubric to be used to evaluate the student learning outcomes through the reflection paper is below. On my website you will find the Service Learning Evaluation Rubric, the course rubric which will be use to assess the student learning outcomes. You will also find the Rubric to Assess Service Learning Reflection Papers adopted by De Anza College, Community Service Learning program. www.deanza.edu/communityengagement/pdf/Rubric.pdf

SAMPLE

Service Learning Reflection Evaluation Name: _____

Submit with your reflection

Date: _____

Levels:

___ **Novice** ___ **Apprentice** ___ **Proficient** ___ **Distinguished**

(For the purpose of this class you should be at least at the apprentice level once you finish your service learning experience.)

<i>Evaluation criteria</i>	<i>0-5</i>	<i>6-10</i>	<i>11-15</i>	<i>15-20</i>	<i>Max Points</i>
Awareness of Purpose of Service (civic engagement) Standard 2: Building Family & Community Relationships 2a. knowing about and understanding family and community characteristics	Student expresses no empathy and awareness regarding social issues.	Student expresses little empathy and awareness regarding social issues.	Student expresses some empathy and awareness regarding social issues.	Student expresses an authentic empathy and awareness regarding social issues.	
Responsibility to the community (civic engagement) Standard 2: Building Family & Community Relationships 2b. Supporting and empowering families and communities through respectful, reciprocal relationships	Student expresses no insight into community issues pertinent to the service experience and demonstrates no awareness of a personal sense of responsibility.	Student expresses limited insight into community issues pertinent to the service experience and demonstrates limited awareness of a personal sense of responsibility.	Student expresses a moderate insight into community issues pertinent to the service experience and demonstrates moderate awareness of a personal sense of responsibility.	Student expresses a great deal of insight into community issues pertinent to the service experience and demonstrates a great deal of awareness of a personal sense of responsibility.	
Application of course concepts to service learning (academics) Standard 2: Building Family & Community Relationships	Student expresses no connection between course concepts and service experience.	Student expresses limited connection between course concepts and service experience.	Student expresses some connection between course concepts and service experience.	Student expresses connection between course concepts and service experience.	

2a. knowing about and understanding family and community characteristics 2c. Involving families and communities in their children's development and learning					
Impact on student's personal life (personal growth) Standard 2: Building Family & Community Relationships 2b. Supporting and empowering families and communities through respectful, reciprocal relationships	Student expresses no connection between service and self and demonstrates no change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses limited connection between service and self and demonstrates limited change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses some connection between service and self and demonstrates some change in attitudes perspectives, beliefs, or understanding of own skills.	Student expresses a great deal of connection between service and self and demonstrates change in attitudes perspectives, beliefs, or understanding of own skills.	
Critical thinking (Academics) Overall essay Standard 2: Building Family & Community Relationships 2c. Involving families and communities in their children's development and learning Standard 5: Becoming a Professional	Student asks no questions and shows no awareness of multiple perspectives. Opinions are stated with no analysis and support	Student asks limited questions and shows limited awareness of multiple perspectives. Opinions are stated with limited analysis and support	Student asks some questions and shows some awareness of multiple perspectives. Opinions are stated with some analysis and support	Student asks many questions and shows a great deal of awareness of multiple perspectives. Opinions are stated with much analysis and support	
TOTAL					___/100
<i>Evaluation criteria</i>	0-15	16-25	26- 39	40-50	<i>Max Points</i>

Service Learning Hours completed	Completed 4 hrs or under	Completed 5-8 hrs	Completed 9-10 hrs	Completed 11-12 hrs	___/50
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GRAND TOTAL ___/150

CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment 5: Portfolio

Describe the assignment and the list of courses that use this assignment

The portfolio of CD50 is to document students' professional growth in the field of early childhood education. The portfolio starts with CD50, is woven through CD12 and CD68, and ends with CD51. The portfolio of CD50 requires students to reflect on what becoming an early childhood professional means to them and to gradually develop a deep understanding of the field and what it means to be part of a "profession". NAEYC Standard 5 and various Supportive Skills are addressed. Also, the portfolio allows job candidates to showcase prospective employers what the student can do, knowledgeable skills, dispositions and experiences in the field of early childhood education. NAEYC Standard 5 and various Supportive Skills are addressed.

The major components of the portfolio are:

- a. Autobiography
- b. Vision and philosophy statement
- c. Personal and professional/career goals
- d. Resume
- e. Transcripts, Degrees, & Diplomas
- f. Course work samples or program plans
- g. Professional evaluations
- h. Professional development record

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity

STD1	STD2	STD3	STD4	STD5	SS1	SS2	SS3	SS4	SS5
				X	X		X	X	X

Briefly summarize student performance data from this assessment or describe plans to collect data on student performance.

The faculty teaching CD50 applied the Grading Rubric designed for Portfolio Assessment. The rubric for the portfolio provides information about student outcomes from knowledge, understanding, dispositions, and skills. Student's scores on each category of the rubric are analyzed during the 2011 Winter, Spring and Fall Quarters.

One faculty member taught the course during the Winter Quarter. One faculty member taught the course during the Spring Quarter. Another faculty member taught the course during the Fall Quarter. Descriptive and qualitative data are presented below.

Teachers reported the following:

"Among the various criteria on the rubric for this portfolio was a requirement for professionalism building---- students were expected to clearly construct their philosophy and

practices in child development, specify their career plan in education, and systematically document their professional training and qualification in early education.

The highest point for each criterion is 5. Since Principles and Practices (CD50) is a beginning class and students will continue to modify their portfolio in other classes later, I aimed for a target of 3 points or higher and the average score for all 35 students was 3. Four students missed the target for the fourth section and three students missed the target on the fifth section.” (Winter Quarter Teacher)

In the Spring 2011, 24 students completed the portfolio assignment in the section of Principles and Practices (CD50). 53% of the students assessed at the highest levels, 16% assessed at mid-range and 29% at the lowest level. These results revealed the need to revisit this key assessment, integrate it better with standards, and review the course SLOs to directly relate with the key assessment.

In the Fall 2011, 19 students completed the portfolio assignment in the section of Principles and Practices (CD050.01). 57% of the students assessed at the highest levels, 14% assessed at mid-range and 23% at the lowest level. These results revealed that students need more guidance in the development of this key assessment. Currently students are guided to complete one section of the portfolio per week. Additional attention is required to better integrate the key assessment with the standards.

In the future, as different instructors are assigned the course, the department will need to ensure that the same course content, report assignments, and rubric are used and that this Key Assessment is scored consistently across instructors while allowing individuality of teaching style. The portfolio assessment rubric will be revised to name Standard 5 and supportive skills as part of the tool.

Standards Data (From Faculty members who taught the 2011 Winter, Spring and Fall Quarters)

Standard 5: Becoming a Professional

All (100%) students were able to identify themselves with the early childhood field by setting clear professional goals for their future engagement in the early childhood field (5a). They were able to construct their own philosophy of early childhood education. The portfolio assignment provides opportunities for students to apply knowledge and to be reflective as it is required by the various part of the portfolio (5d).

Supportive Skills

Supportive Skill 1:

All (100%) students were able to deeply reflect on their previous experiences and beliefs and to make clear statements about their views regarding early childhood professionalism.

Supportive Skill 3:

Most (About 70%) students were able to document their best works in a creative and organized portfolio format.

Supportive Skill 4:

Most (About 85%) students were able to connect their understanding with early childhood education to the 9 major topics taught in this class.

Supportive Skill 5:

All (100%) students attended at least one early childhood professional training.

Describe how data are or will be used to improve the program.

Due to the detailed nature of the rubric, it should be clear which standards and supportive skills have been successfully addressed in the course and which have not. In discussion to establish the rubric instructors agree to weave each of the components through the 9 major topics of CD50 instruction. This is the beginning for students to document their professional journey which will continue throughout their other child development classes. In discussion different wordings for the 7 and 9 sections on the rubric were suggested. Providing writing samples would also be helpful to students. Instructors also came to an agreement that students would continue to modify their portfolios in other classes. All instructors are required to offer suggestions and work with students in improving their portfolio. The final portfolio of each student is taken on a job interview to the early childhood education program.

Faculty Directions For Grading The Portfolio

Use the directions for the student and the rubric to determine if the student has met one of the three columns of criteria and the breadth of the information and reflection. The grid columns are 1-2(Bare Basics), 3-4 (Basics) and 5 (Meet all criteria and above. This is the beginning of their professional portfolio that they will develop over several of their CD courses. This also meets NAEYC Standard 5: Becoming a Professional: “Candidates identify and conduct themselves as members of the early childhood professional. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. This is a wonderful opportunity to talk about the California Matrix Professional Growth Plan that they will need to complete to meet the required professional development (105 hours) every five years. A sample of such form can be shared with the students.

Student Directions to Complete the Portfolio Assignment

This portfolio meets NAEYC Standards 5: Growing as a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative, learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

You will need:

- Three ring binder (Allow for expansion)
- Cover Sheet
- Table of contents
- Autobiography
Outline the significant relationships and events in your life that led you to choose early childhood education as your career
- Vision and philosophy statement
 - 1) Write a personal mission statement that explains your vision for yourself as an early childhood educator and your hopes and dreams as a professional.
 - 2) Write an educational philosophy describing what you value in the education and care of young children.
- Personal and Professional Goals
Describe what you want to achieve in your career.
- Resume (Includes education, work experience, references)
- Transcripts (Official), degrees or diplomas
- Course work sample or program plans such as curriculum materials, daily routines, and description of the environment (at least two of your best works)
- Professional evaluations
Include letters of recommendations from managers, parents or teaching evaluations.
- Professional development record (certificates, child development permits, etc.)
Record the training and course work completed and be sure to note the date of training, the name of the trainer, sponsoring organization and the hours of the training.

This project will take some time and thought in assembly. It is recommended that you begin immediately and **DO NOT WAIT** until the last minute. This is a reflection of you and your professionalism.

CD-50 Portfolio Rubric

This portfolio meets NAEYC Standards 5: Growing as a Professional

Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative, learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Name _____ Date: _____

	1	3	5	Score
Visual Presentation	Present one of the basic requirements	Present two of the basic requirements	Present all the requirements	
Autobiography	Indicate one significant relationship and event in life at home or work	Cite three significant relationships and events in life at home or work	Cite at least six significant relationships and events in life at home or work	
Vision and Philosophy Statement	Discuss vision and philosophy statement currently in use	Discuss vision and philosophy currently in use mentioning improvements which could be made	Discuss philosophy currently in use including approaches, practices and strategies. Statement shows deep thinking and planning.	
Self Goals	Describe one self goal to achieve in your career	Describe at least two self goals to achieve in your career	State a clear picture of your career plan including both short and long term goals	
Resume	Indicate one source of education, work experience and	Describe two sources of education, work	Describe clearly all sources of education, work	

	reference	experiences and references	experiences and references	
Transcripts, Degrees, and Diplomas	Include transcripts, degrees, certificates or diplomas in a disorganized manner and limited basis	include transcripts, degrees, certificates or diplomas in a vague terms	Include all transcripts, degrees, certificates, or diplomas in a clear and well-organized manner	
Course Work Samples or programs Plans	Present course work samples or programs plans on a limited basis	Present in a satisfactory manner the course work samples or programs plans	Presented in an outstanding manner all the course work samples or programs plans	

	1	3	5	Score:
Professional Evaluations	Present few of the following items: letters of recommendations, teaching observations/evaluations and child development permits	Present many of the following items: letters of recommendations, teaching observations/evaluations and child development permits.	Well organize with rich examples of the following items: letters of recommendations, teaching observations/evaluations and child development permits. Express high enthusiasm, consistency and conviction in the field	

Professional Development Record (certificate of training)	Document few trainings, workshops or courses.	Document the attendance of some trainings, workshops or courses in a clear written record.	Well document the attendance of many trainings, workshops and courses in a detailed and clear written record some with flyers and certificates attached.	
Literature review and Reflections	No documentation or reflection.	Documentation and reflection of one source of research.	Documentation and reflection of two or more source of research	
Comments:				Total Score:

NARRATIVE SUMMARY

All key assessments address the five standards and supportive skills. We have examined each of our key assessments using the standards and supportive skills and can confidently state that all of the standards and supportive skills are addressed. As a result of this accreditation process we have also begun to more consistently use the key assessments across course sections and faculty. The key assessment are living documents and will evolve and improve in response to new developments in the profession, evidence of effectiveness and input from stakeholders. We intend to revisit, review and readjust these key assessments as part of an ongoing process during our monthly faculty meetings. We have also identified and determined that two additional very important steps will take place:

1. We will ensure that the adjunct faculty receives technical assistance to implement the key assessments and the process agreed upon. We realize that standardization of these assessments will be critical to measure the effectiveness of our program.
2. We will also align and integrate these key assessments that support the standards and supportive skills with the department /program learning outcomes. It is very uplifting and exciting to know that our accreditation work and effort completely integrates and supports the work that we are doing for the college, district, state and entire field.

The rubrics clearly address the various elements of the accreditation standards. All members of the faculty have collaborated to examine the rubrics and agree that all the key elements of the accreditation standards and supportive skills are addressed. We have worked together to ensure that the rubrics clearly describe the different levels of student performance. We have made an effort to provide clear feedback for students so that they can better understand what an excellent, acceptable and unacceptable performance is.

We have been collecting student data since 2010. This report reflects data for two (2) quarters of instruction in specific courses. The plan is to begin collecting data in other identified courses that will be infusing the key assessments. Our short term plan is to:

- a. Provide training and technical assistance to faculty to implement the key assessment in additional courses by the spring 2011 quarter and thereafter. Part of this technical training will be to help faculty with data collection of student performance,
- b. Use the course student learning outcomes assessment process to ensure all key assessments are aligned and evaluated in 2011-12

c. Target three (3) key assessments to be evaluated in 3 courses through the program learning outcomes evaluation assessment plan.

Because the accreditation standards and supportive skills have been linked with each key assessment we will have student data for NAEYC accreditation as well as for student and program learning outcomes that supports college, district and state work. Our long term plan is to align and integrate the program learning outcomes evaluation assessment plan in 2012-13, 2013-2014 & 2014-15.

The standards have been a major guide for all our decision-making and the analysis of the data has been an invaluable tool for decision-making and framing our thinking. We have been able to better see both program strengths and challenges. We are able to more clearly see that one of our program strengths lies in our ability as faculty to collaborate. We have all embraced this process and are willing to modify our class assignments to integrate these key assessments to support professional student development. Faculty have looked at their courses to see how they could integrate the key assessments into their classes. This has enabled students to have more opportunities to develop these skills as they take various classes. It is critical, for example, that students have multiple opportunities to develop observational skills. We now can offer these opportunities more often and in a more consistent way. From the data on student performance we have also learned that our strengths lie in student ability to recognize the importance of these key assessments. Faculty can better explain to students the key assessments and standards as they describe the various grading rubrics and discuss the linkages.

We recognize from our discussion on data collection that we also face some challenges. For example, these assessments must be applied with uniformity among the program courses. In 2011-12, faculty will be asked to carefully study each of the key assessments and implement them in their courses. We will be sure that enough time and opportunity is provided in our faculty meetings for this. We learned, for example, that the students enrolled in course sections utilizing the Community Service Learning reflection key assessment revealed the need for all instructors teaching the course/s to be consistent in implementing and evaluating this assessment. Establishing a concrete outcome on the measures of student success will be critical to improve program effectiveness. This speaks to the need to better integrate the key assessments into our coursework. In 2011-12, opportunities to discuss the results of the data with greater depth and implication will be an essential part of the monthly faculty meetings as stated. We have also identified as another challenge that supportive skills must be assessed with greater detail in all key assessment evaluations. Faculty must ensure that the development of these skills is an integral part of the courses. In 2011-12, faculty will be asked to further evaluate the way in which supportive skills are developed within the program courses.

For the coming year we plan to address the following issues:

Faculty will be asked to be diligent in applying the key assessments and assessing student learning outcomes based on the standards. As a result, there will be more consistency across course sections. Faculty will take a closer look at the supportive skills and how they can better support skill development for students. We will provide training and technical assistance to faculty to implement the key assessments in additional courses by the spring 2011 quarter and thereafter. Part of this technical training will be to help faculty with data collection of student performance,

We will ensure all key assessments are aligned and evaluated through the course student learning outcomes assessment process for courses taught in 2011-12. In addition, three (3) key assessments are targeted to be evaluated in 3 courses through the program learning outcomes evaluation assessment plan. We know that this accreditation work is in line with our college, district and state student learning outcomes as well as program learning outcomes.

In 2011-12, we will work with our institutional research office to explore an alternative to include an optional question (or questions) to the college student evaluation survey related to key assessments.

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