

Rubric for AAS in ECE	Excellent	Satisfactory	Unsatisfactory
	Competencies at graduation.		
<p>ECE 101 S Intro to Early childhood Education</p> <p>ECE S 105 Developmentally Appropriate Practice</p>	<p>Goals 1, 3, 4. Candidates show a thorough understanding of the history, major theories, child development and practices in EC education. Understands the history of ECE in candidates' own community. In ECE 105 Candidates are able to demonstrate a clear understanding of the DAP principles and practices. Candidate understands child-centered practice, uses observation and is skilled interpreting observation.</p> <p>UAS competencies:1, 3, 4, 5 & 6 Comp. 1.) Prepares will for class, has read all material and discussion questions communicates concepts & theories clearly. Writing is clear, cogent and communicates. 3.) Identified the necessary information needed in these courses. Uses UAS library and outreach library services to obtain information, obtained support to increase information literacy skill . 4) Assignments submitted electronically, has keyboarding skills, used fax, audio conferencing, and videoconferencing graphics applications. 5) Assignments on time, well prepared, communication with instructor is open and frequent, maintains confidentiality, treats others in class with respect. 6.) Has a good</p>	<p>Goals 1, 3, 4. Assignments and all course work show a good understanding of history, major theories and theorists in early childhood. Can demonstrate use of observation, interpretation of observations and make some changes in practice and program from observation. Demonstrations understanding child development as the basis of DAP but demonstrates a limits in understandings of the DAP principles and practices</p> <p>UAS competencies:1, , 3, 4, 5, 6 1) Prepares for class, is often not forthcoming in discussion. Waits to be called on and often gives a limited response 3) seeks some information via UAS library and some use of library information service. 4.) Uses computers but use is limited. Is intimidated by online computer conferencing software such as blackboard and caucus 5) communication with instructor is frequent. Evidence of change and or growth as a result of communication is sometimes evident, and followed up on. 6)</p>	<p>Goals 1, 3, 4. Demonstrates a limited knowledge of early childhood education history, principles and practices</p> <p>UAS competencies:1, , 3, 4, 5, 6. 1) Un-prepared for class, has not completed the reading, has not discussed or read the discussion questions. Does not communicate with instructor or with other students. Writing is not clear or concise, is poorly organized. 3) does not use the UAS library information literacy services. 4) word processing and computer skills are limited or non-existence. 5) communicates infrequently with the instructor and with other students. Assignments are late or not submitted. Poorly formatted and messy assignments are common. 6) evidence of self-reflection, analysis, ability to relate reading and assignments to own experience is non-existence or limited.</p>

	<p>grasp of theory and communicates how the EC theory relates and integrates with own experience. Can describe early childhood theories and principles clearly, evidence of increased capacities to use reflection to critically assess learning and teaching. Use and communicates how NAEYC code of ethical conduct can be or is useful in own practice.</p>	<p>Candidate is self-reflective, needs help with analysis and integrating learning with experience.</p>	
<p>ECE S111 Nutrition, ECE S 112 Healthy Environment ECE S 113 Safe Environment ECE S 114 Effective Learning Environment</p>	<p>Goals, 1, 2, 3, 4 Prepares well for class, has read all material and discussion questions Evidence is plentiful in assignments that the candidate can create and maintain a safe, healthy and effective learning environment. Evidence in assignments of knowledge that the learning environment is the “ third teacher.” Plentiful Evidence of knowledge of the nutrition needs of young children, food service planning, and food safety in all assignments. Evidence that communication with families is ongoing throughout the course of study. UAS Competencies 1, 2, 3, 4 5, 6 1) Candidate participates enthusiastically in class, communicates the key concepts on the dimensions of the learning environment. Writing is cogent, concise. 2) Evidence that computational skills are excellent to</p>	<p>Goals 1, 2, 3, 4 Can demonstrate base principles and give evidence of practice based on principles of child development in developing and safe, health, and effective learning environment. Demonstrates competency in providing quality nutrition for young children. Can demonstrate menu planning, production records portion sizes and food purchasing and food safety Has some ability to communicate with families about nutrition with families. UAS Competencies 1, 2, 3, 4, 5, 6. 1) Class preparation is adequate. Participates. Communicates with other students and instructor. Writing submitted on time, writing is clear and cogent, well formatted and prepared. 2) Computation skills are adequate for nutrition class. 3) Seeks support from UAS Library</p>	<p>Goals 1, 2, 3, 4, Does not prepare for class. Limited participation in class participation UAS Competencies 1, 2, 3, 4, 5, 6. 1) Communication is limited, lack of preparation is evident, Writing is poorly organized, limited in scope and understanding. 2) Quantitative skills are limited and inadequate to complete the nutrition class assignments on production records, menu planning and purchasing. 3), Does not use UAS library and out reach library services. 4) Computer use and knowledge of keyboarding, submission of assignments is limited or non-existent. 5) Does not communicate to clarify, see help or get advice about classroom. Assignments are late or not submitted. 6) Has difficulty comparing ones own experience to information from the class. Is not</p>

	<p>respond to nutrition requirement, production records, menu planning 3) Evidence in assignments Identifies and uses UAS outreach and campus-base information services. 4) Evidence of skill using emails, electronic submission of assignments, graphics and other computer technology relevant to the class.</p> <p>6. Evidence that assignments are on time, neatly prepared, evidence of authentic communication with families about health, learning environment. Candidates Evidence of capacities to create and maintain a quality environment, evidence of ability to analyze, evaluate and make changes in the environment to meet individual needs and characteristics of children and families. .</p>	<p>support services and outreach library services for gathering information. 4) Uses computers well, can submit assignments via email or on-line. 4) Uses computers</p>	<p>able to see others perspective</p>
<p>ECE 121 Physical Development</p> <p>ECE 122 Cognitive</p> <p>ECE 123 Language and Literature</p> <p>ECE 124 Creative</p> <p>ECE 125 Mathematics Activities</p>	<p>Goals 1, 2, 3, 4 Prepares will for class, has read all material and discussion questions Evidence in assignments, reading responses, laboratory reports, observations of children, a thorough understanding of the content of these courses and is able to develop child centered, developmentally effective plans, goals, practices and assessment to develop child centered curriculum to foster young children’s learning. UAS Competencies 1, 2, 3, 4, 5. 1). Prepared for classes, has read all</p>	<p>Goals 1, 2, 3, 4, Evidence in assignments of knowledge of child development. Skill and knowledge of child development, and developmentally effective practice is evident in assignments. 2) Evidence of knowledge that relationship building with parents is valued, 3) Evidence of knowledge of observation and the relationship to developing curriculum for young children. 4) Evidence in assignments and class discussion</p>	<p>Goals 1, 2, 3, 4, No evidence of knowledge and skill demonstrated in assignments that curriculum is developed though processes of observation, assessment, and analysis that incorporate understanding of child development, children’s interests and choices as well as teacher interest. Evidence of developmentally appropriate teaching is not evident. UAS Competencies:</p>

	<p>material and discussion questions Participates enthusiastically in class, develops questions, raises issues of value and concern to all. Communicates regularly with instructors & other students. Evidence in assignments of communication with parents about aesthetic and creative development. 2) Evidence in assignments of skill and knowledge of mathematical principles and content in excellent math curriculum, promotes creative development, problem solving. Evidence is available that inquiry approaches to learning about science are used.</p> <p>3). Uses UAS library, outreach library services and shows increased capacities to use information resources. 4.) Uses computers for submission of homework, have excellent keyboarding skill knows and uses blackboard and caucus programs. Has regular contact with UAS Help Desk. 5.) Assignments are on time, well prepared, evidence of obtaining help and advice, uses help and advice to make changes. Respects others.6.) . Show ability to compare and contrast, make changes in practice based on analysis and reflection.</p>	<p>that knowledge of content, developmentally effective teaching is a developing capacity. Knowledge of meaning making is valued and evident.</p> <p>UAS Competencies</p> <p>1) Communicates enthusiastically, well prepared for class. Written communication is well prepared.</p> <p>2) Computation Evidence in assignments and class participation that computation skills are adequate and show promise of understanding how young children’s development relates to children’s mathematic understanding. Problem solving</p> <p>3) Uses UAS library, internet sources for obtaining needed information. 4) Uses computer technology, submits assignments electronically.</p>	<p>1) Evidence that student has read the material, does not participate in discussion with out being asked, limited development of questions and ideas.</p> <p>2) Computation skills are weak or non-existent. No evidence of knowledge of mathematical principles appropriate for young children. 3.) Does not have information literacy and does not seek to learn information literacy. 4) Minimal knowledge and use of computer technology.</p>
ECE S 130 Cultural Learning & YC.	Goals 1, 2, 3, 4, & 5 Prepares will for class, has read all material and discussion questions	Goals 1, 2, 3, 4, UAS Competencies	Goals 1, 2, 3, 4, UAS Competencies

ECE S Working w/Families 132	Evidence is available in all assignments, reading and class activities that the candidate is capable of using a variety of means to provide culturally responsive teaching and anti-bias practices. Candidates demonstrate self-evaluation and understanding of own biases, has carefully explored own social and political socialization process and background.		
ECE S 141 Classroom Management ECE S 142 141Social Development 143 S Developing Positive Self Concepts	<p>Goals 1, 2, 3, 4 5</p> <p>1) There is plentiful evidence that the candidate is knowledgeable about the individual needs and characteristics of the child’s developing self, self-confidence, and security. Knowledge and skill are plentiful that social development is a high priority 2) There is ample evidence that authentic communication about guidance, positive social and self development are shared, used and taught with parents.</p> <p>3) Plentiful evidence of the use of observation, interpretation and analysis of observation are used to improve teaching. 4) Evidence that prevention techniques and positive guidance and appropriate teaching are evident in developing the classroom guidance policies.</p>	<p>Goals 1, 2, 3, 4</p> <p>1) Evidence is available that knowledge and skills in prevention of miss-behavior are used. Evidence in assignments that knowledge of course content, the importance of the learning environment and realistic expectations are used. 3) Use of observation is evident.. Interpretation and analysis knowledge and skill are developing</p> <p>UAS Competencies 1, 3, 4, 5, 6</p> <p>1) Communication in class, with instructor, and with parents is enthusiastic, well prepared and frequent.</p> <p>3) Evidence that library and other information gathering tools are used. 4) computer technology is</p>	<p>Goals 1, 2, 3, 4, 5</p> <p>UAS Competencies. 13,4, 5, 6</p>

	<p>5) Assignments are on time, well prepared, directions are followed. 6) Plentiful evidence in all assignments of knowledge and skill at interpreting, analyzing, problem solving are used. Evidence that perspective taking is used.</p>	<p>used, email, electronic submission of assignment is used. 5) assignments are on time, neat, well prepared and directions are followed</p>	
<p>ECE S 171 Program Management ECE S172 Professionalism ECE S 173 Reflective Teaching</p>	<p>Goals 2, 3, 4 & 5 candidate demonstrates a high level of awareness, reflection and thoughtful self-assessment and dispositions toward reflection, willingness to try new things, take risks, and obtain feedback and consultation on program improvements. Extensive evidence of the use observation to inform practice and use interpretations and analysis of observation to improve program practices and policies. Show a high level of professionalism in team building, relationship building with co-workers, in advocacy for young children and families, confidentiality and care for children and families served by the program.</p>	<p>Goals ,2, 3, 4 & 5 Evidence that knowledge of child development informs responses to assignment. 2) Communication and authentic relationship building is valued, 3) evidence that observation and assessment in assignments 4) evidence of knowledge developmentally effective teaching, involvement of parents and 5) Evidence of quality relationships with co-workers and team cooperation. UAS Competencies 1) Evidence of communication skill in assignments showing that the candidate’s knowledge of the importance of good communication is essential in a well-run program. 2) Record keeping skill is evident in assignments shows competent computation skill. 3) Knows how to obtaining information when needed, knows what information is needed and uses available resources to obtain it.</p>	<p>Goals, 2 3, 4, & 5 2) communication with families is superficial and erratic. 3) Lacks significant observation skill. Knowledge and skill for the interpretation of data is minimally evident. Minimal evidence showing relationship building with children and families 5) Evidence that relationships with co-workers and parents are minimal. Lack of evidence that NAEYC code of ethics is valued and used. UAS Competencies 1) Verbal communication is minimal in class and written communication does not meet the standard. 2) little evidence of record keeping knowledge and skill 3) no evidence effort, knowledge in obtaining information literacy skills, 4) Evidence of knowledge and use computer technology is minimal. 5) Assignments are not submitted on time. Evidence of skill and knowledge that cooperation &</p>

			teamwork with coworkers are important dispositions. 6) Self assessment, meta -cognition is lacking.
ECE S 220 Infant Toddler Care	<p>Goals 1, 2, 3, 4, 5, Evidence of knowledge of child development and competency in the areas of routines, relationships with children and families, positive approaches to guidance, development of self and cultural responsiveness to individual characteristics and needs of infants and toddlers and their families. All assignments show knowledge of the principles and practices for providing quality infant toddler care based on knowledge of infant toddler development and developmentally effective practice. Demonstrates authentic relationship building with families</p> <p>UAS Competencies: 1) Candidate communicates often and effectively in class. Participation is high. 3) Uses and seeks support to increase information literacy skills, 4) high competent use of computers, software, submission of assignments and class work online. 5). Practices confidentiality, seeks advice and help from other professionals in the field, communicates and networks with other professionals in the field. 6)</p>	<p>Goals 1, 2, 3, 4, Knowledge of child development is evidence in assignments. Knowledge of the importance of relationships with families is evident and plentiful. 3) examples and evidence of the use of observation and skill in using observation are evident. 4) knowledge, skills with developmentally effective teaching, relationships with children and families, knowledge of appropriate content and design for an infant toddler curriculum is evident in assignments.</p> <p>UAS Competencies ar1) communication is open and effective. 2) evidence of necessary computation skill is evident in assignment 3) examples of information literacy skills are evident in all assignments, 4) use of computer technology is highly evident 5) examples of where and when NAEYC code of ethics is useful or used. 6) examples of where confidentiality, networking with other professionals and</p>	<p>Goals 1, 2, 3, 4, Examples of child development knowledge minimal or very limited. 2) little communication and few examples of meaningful interaction and relationships with families.3) little or no evidence of observations, their use, interpretation and use in making changes in plans for children or the learning environment. 4) examples and evidence do not show knowledge and skill in developmentally effective and meaningful teaching, relationships with families, curriculum development to meet the individual needs of children and families.</p> <p>UAS Competencies 1) communication is limited or minimal. 2) no or poor examples of quantities skill and abilities, 3) insufficient examples or evidence that information literacy skills are used or being developed 4) Computer use and computer technology is limited or minimal, increasing capacities in this area are</p>

		advocacy for children and families evident in all assignments	not in evidence. 5) communication is very limited, assignments are late, and poor prepared, no evidence of professional conduct with parents or co-workers. 6) Little evidence or few examples of problem solving, analysis, self- evaluation, and reflection on class work.
ECE 230 Intro to Exceptional Children	<p>Goals 1, 2, 3, 4, & 5 Examples and evidence of the developmental capacities and needs of children with disabilities are evident in all assignments and communication. Knowledge of inclusion and examples that clearly show how children with disabilities and families will receive family centered services. Excellence in</p> <p>UAS competencies are 1) candidate communicates well in the classroom, during class discussion, respects the</p>	<p>Goals 1, 2, 3, 4, 5 Examples and evidence of knowledge of child development. Examples of knowledge about disabilities and modern approaches to working with children are plentiful in assignments. Evidence of skill in developing daily routines, activities, plans and program for young children with disabilities is plentiful Knowledge and skill in developing relationships with families and</p>	<p>Goals 1, 2, 3, 4, 5 Examples of skills and evidence of knowledge is limited. Examples of inclusion principles and approaches to work with disabled children are not evident. 2) little evidence that the parents are involved in the program. 3) Examples of observations and the use of observation for planning, and assessment are limited or not evident.</p>

	<p>views of others and is also assertive. Has excellent keyboarding, above basic knowledge levels of technology skill, is a willing participant in online discussions, submission of homework electronically, examples of other technological skill in graphics, use of computer conferencing, video conferencing., Evidence of seeking additional help from UAS Helpdesk, and computing services. Communicates on a regular basis with the instructor. 3) Uses and seeks assistance from UAS library for information. 4) Practices confidentiality and respect of parents and parent's rights in work on IEP teams. 5) Shows a high level of professionalism through family centered approaches to inclusion.</p>	<p>family centered approaches for developing curriculum is evident UAS Competencies 1) Evidence of good verbal and written communication in assignments, class discussions. 2) record keeping and other quantitative skill and knowledge is evident in assignments. 3) examples and evidence that use of technology and information literacy skill are plentiful. 4) computer use, and examples of computer technology knowledge and use of are evident</p>	<p>UAS Competencies Communication is limited or minimal with instructor and other students. Examples of written communication are limited in scope and poorly developed. 3) little evidences that information and what information would be useful or needed. 4) computer use and computer technology is minimal or not in evidence. 5) the content of assignment provides evidence of lack of understanding, reflection and analysis. 6) little or no evidence of knowledge, skill or disposition toward reflection, analysis, or other critical thinking.</p>
<p>ECE S 245 Early Childhood Development</p>	<p>Goals 1, 2 Varied and plentiful evidence of clear understanding of major theories of child development. Examples and evidence of ability to integrate theory with practice in the program. Examples of Communication of understanding of child development theory, principles and practices effectively to families & community.</p>	<p>Goals 1, 2, Plentiful examples of knowledge of Child development birth to age 8. 2) Evidence of relationships and authentic relationship development with parents is plentiful UAS Competencies Plentiful communication of understandings, practice and principles of child development in class assignments. 3) Evidence and examples of information literacy skills developing and use of</p>	<p>Goals 1, 2, Examples of child development knowledge are minimal, and limited. UAS Competencies No evidence of preparation, limited communication with instructor or other students 3) little or no evidence of information literacy skills or knowledge, 4) limited or minimal skill using computer technology. 5) Assignments are limited in scope, evidence that preparation is a bare minimum level.</p>

		<p>libraries and other sources of information are evident. 4) Numerous examples and evidence that computer technology is used. 5) Assignments are on time, well prepared, confidentiality is maintained, parents and co-workers are treated respectfully</p>	<p>6) Little evidence that assessment, reflection, problem solving, analysis and other critical thinking skills.</p>
<p>ECE S 270 Practicum</p>	<p>Goals 1, 2, 3, 4, 5. This is a capstone practicum. Evidence of knowledge of child development is evident in the supervision notes, and observations of the candidate. course is demonstrated by a thorough understanding of the development of young children. The candidate demonstrates in a practicum setting knowledge of content, developmentally effective practice, professionalism in areas of giving and receiving feedback. Is able to use constructive criticism, reflects on feedback, is willing to take risks and make changes. UAS competencies. 1) communicates openly with supervisor and instructor. 2) has completed the requirements for Math to a BA level. If not going beyond the AAS has completed MATH 054 & 055 levels. 3) uses and is increasing ability and knowledge to use information literacy. 4) has excellent computer technology skill, word processing, uses and knows</p>	<p>Goals 1, 2, 3, 4,5 Plentiful examples of knowledge of child development in the supervisor’s observations and notes. 2) Evidence and examples of parent relationships in supervisors observations, notes, home visit records and team meetings. 3) evidence of the use of observation by the students and numerous examples well written observations with reflective interpretation and analysis.4) Evidence in assignments, supervisors observation of skill and knowledge in curriculum planning, use of varied strategies 5) Plentiful examples of cooperation, teamwork, parent involvement, us UAS Competencies: Plentiful evidence of communication with the practicum supervisor in notes, plans, observations and meeting notes by the supervisor. 2) examples of quantitative skills record-keeping</p>	<p>Goals 1, 2, 3, 4, 5 Little or no evidence in the supervisor’s observations and notes of knowledge of child development. Little evidence that skills are developing based on child development. Few examples of authentic relationships are being developed with parents 4) little evidence that of knowledge, skill or dispositions developing in the area of teaching, curriculum development, building relationships with families and use of developmentally effective strategies 5) little or no evidence of developing capacities in the areas of advocacy, networking, teamwork and parent involvement. UAS Competencies 1) few examples of meaningful communication with the supervisor and the instructor. Writing examples are poorly organized and executed. 2) computation and quantitative skills are limited in areas of record</p>

	<p>Blackboard and Caucus programs, submits assignments electronically. 5) Supervisor and instructor have numerous examples of professional behavior, examples of planning, excellent time management, ethical decision making</p> <p>6) Numerous examples, a large amount of evidence for creative problem solving. Interpreting children's needs and characteristics, evidence of the use of comparisons and contrasting of ideas, behaviors and synthesis and evaluating learning and practice.</p>	<p>3)Plentiful evidence of that needed information and literacy information skills are used. 4) Computer use, increasing skills in computer technology are evident. 5) good examples and evidence of good work habits, time manage, understanding and use of ethical behavior</p>	<p>keeping, planning, food service 3) inadequate evidence of skill and knowledge to obtain need information, 4) no or little evidence of computer skills, or increasing skill in computer technology. 5) few examples and evidence of good work habits, time management, planning, and use of ethical decision-making. 6) Little or no evidence in the supervisor or instructors observations, meeting notes or interviews indicating critical thinking, problem solving, reflection and analysis.</p>
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**Early Childhood AAS Degree Campus-Based and Distance Delivered
Program Assessment Plan**

Goal NAEYC Associate Standards	Performances or Outcomes	Courses	When in the program	Assessment Process
1. Promoting Child Development and Learning	Candidates create environments, schedules, curriculum that are healthy, respectful, supportive and challenging for all children	All ECE 100 level, ECE 230, ECE 220, ECE 245,	ECE 101 Prerequisite for all ECE 100 level, all 100 level courses, <u>1st & 2nd year</u> ECE 105 Pre-requisite for ECE 100 level courses. <u>Second or third year</u> ECE 200 level complete. Exit: ECE 270 Practicum	See 100 classes rubric (attached) Syllabi assessments – does the syllabus clearly show how objectives are assessed and met.
2. Building Family and Community Relationships	Candidates know about, understand, value and create authentic relationships with the families of the children they serve.	ECE 100 level ECE 101, ECE 132, ECE 220, ECE 230 ECE 270 Practicum	Complete ECE 101, all 100 levels up to ECE 130 . All 200 levels Exit: ECE 270 practicum	See Rubric for 100 level courses and ECE 200 courses as they address student outcomes on relationships with families and community
3. Observing and Documenting, Assessing to Support Young Children and Families	Candidates use systematic, observations, documentation and other effective assessment strategies responsibly in partnerships with families and other Professionals to	All ECE 100 level and ECE 200 level courses	Observation is the basis of developmentally effective education and is infused through all ECE coursework from admission to graduation.	See rubric for 100 and 200 level rubrics for assessing student outcomes for observation and documentation.

5. Becoming a Professional	Candidates identify and conduct themselves in a professional manner, use ethical guidelines and other professional standards related to EC practice. Candidates demonstrate their capacities as continuous collaborative learning that is reflective and critical perspectives on their work as they make informed decisions that integrate knowledge from a variety of sources. Candidates are able to demonstrate they are informed advocates for sound education practice in Early Childhood Education	ECE 171, 171, 173 ECE 220, 230 ECE 270	by the end of 2 nd year of study by the end of 2 nd year or first semester of the 3 rd year of study by graduation	See rubric ECE 171,172,174 series and ECE 270 rubric Supervising teacher observations, & reports. Evaluation by self evaluation checklists, interviews with the candidate, parent questionnaires, practicum log notes, reading journals, practicum assignments, quizzes,& test results

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