

Department of Curriculum and Instruction
Early Childhood Education

Program Objectives
Assessment Plan
Program Objectives Assessment Matrix

**Program Objectives
for
Bachelor of Science (B.S)
Bachelor of Science in Education (B.S.Ed)**

1. Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight.
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children.
3. Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.
4. Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays and special abilities.
5. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
6. Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of young children.
7. Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.
8. Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
9. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
10. Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
11. Demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
12. Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
13. Create, evaluate, and select developmentally appropriate materials, equipment, and environments.
14. Evaluate and demonstrate appropriate use of technology with young children, including assistive technologies for children with disabilities.
15. Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.

16. Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
17. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
18. Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP's and IFSP's into daily activities and routines.
19. Establish and maintain physically and psychologically safe and healthy learning environments for children.
20. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
21. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
22. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.
23. Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
24. Recognize signs of emotional distress, child abuse, and neglect in young children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.
25. Establish and maintain positive, collaborative relationships with families.
26. Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
27. Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
28. Support parents in making decisions related to their child's development and parenting.
29. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
30. Apply family systems theory, knowledge of their dynamics, roles, and relationships within families and communities.
31. Link families with a range of family-oriented services based on identified resources, priorities, and concerns.
32. Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.
33. Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
34. Observe, record, and assess young children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
35. Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
36. Participate and assist other professionals in conducting family-centered assessments.
37. Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.
38. Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan

- (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.
39. Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.
 40. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
 41. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
 42. Demonstrate an understanding of early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
 43. Demonstrate awareness of and commitment to the profession's code of ethical conduct.
 44. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
 45. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.
 46. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
 47. Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.
 48. Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight, are served (such as public and private; centers, schools, and community agencies).
 49. Work effectively over time with children of diverse ages (infants, toddlers, preschoolers, or primary school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
 50. Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practical experiences in at least two different settings, serving children of two different age groups (infant/toddler, pre-primary age) and with varying abilities.
 51. Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

The Early Childhood Education Program objectives are the nationally approved standards written by the National Association of Early Youth and Children and approved by the National Council for the Accreditation of Teacher Education for initial teacher certification.
