

Graduates in the Early Childhood Education Program will be able to:

- A. Interpret children's unique developmental patterns and identify supportive resources for children who may require further assessment.
- B. Differentiate instruction, strategies, materials, content, levels of complexity, and language to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design and children's interests.
- C. Create and supervise a safe and healthy learning environment that maximizes student learning.
- D. Use assessment results for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.
- E. Create engaging environments that meet the diverse development and learning needs of each child.
- F. Demonstrate professionalism in image, behavior and disposition.
- G. Demonstrate collaboration skills that are necessary to work together as a team.
- H. Recommend strategies to advocate for the field of early childhood and for the families including those that are culture and linguistic diverse.
- I. Develop plans based on children responses and provide different pathways based on children's needs.
- J. Revise and adapt strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences based on children feedback.
- K. Provide developmentally appropriate activities to meet the Illinois Early Learning and Development Standards.

Program Completers:

Successful completion of all ECE courses in the program.

Assessment measures:

Written samples and a complete student portfolio that includes:

- Lesson plan forms that reflect developmentally appropriate learning (Any of the following classes: ECE 125; ECE 127; ECE 202; ECE 204; ECE 209).

- Unit or project related to content area and teaching lessons. (Any of the following: ECE 124; ECE 125; ECE 209).
- Observation reports/papers (Any of the following classes: ECE 126; ECE 125; ECE 204; ECE 209).
- Lesson plans that have been adapted to meet needs of individual children, groups of children or special learners (Any of the following classes: ECE 125; ECE 202; ECE 204; ECE 209).
- List of resources to assist families of children with diverse culture, linguistic or abilities needs. (ECE 203).
- Projects related to assessment and instructional approaches (Any of the following classes: ECE 125; ECE 209).
- Completion of an evaluation of a DCFS-licensed classroom or home day care program using a research-based evaluation tool. (Any of the following classes: ECE 205; ECE 209; ECE 203; ECE 125).
- Student journals/reflective logs of observation (ECE 209).
- Student reflective statements regarding portfolio entries (ECE 209).

Timeline:

Electronic portfolios will be collected each year for analysis and longitudinal study.

Impact on Curriculum:

Pending first collections of sample electronic portfolios.