

SLO Presentation

CD

Date: 09/11/2019

HEALTH OCCUPATIONS
CD
PSLO <ul style="list-style-type: none">• Students analyze program needs in relation to state, federal, and private funding sources.• Students design professional materials (including but not limited to portfolios, curriculum, and program handbooks) to integrate in early childhood settings.• Students identify state licensing regulations.• Students recognize the role of being an educational leader and effectively apply that knowledge in early childhood programs.
Child Development--AA <ul style="list-style-type: none">• Students create highly engaging, stimulating, and safe learning environments which promote the healthy development of young children.• Students demonstrate competence in their self selected area of specialization (i.e., Infant/Toddler, Special Education, or Curriculum).• Students examine children's individual differences and plan intentional learning experiences based on the unique developmental abilities and interests of the children in their care.• Students explain early childhood and child development theories to inform their teaching principles and practices.• Students observe, analyze and document children's learning and development.• Students value positive relationships with others and demonstrate an inclusive approach in their interactions with children, families, colleagues, and staff.
Childhood Development--AST <ul style="list-style-type: none">• Students create highly engaging, stimulating, and safe learning environments which promote the healthy development of young children.• Students examine children's individual differences and plan intentional learning experiences based on the unique developmental abilities and interests of the children in their care.• Students explain early childhood and child development theories to inform their teaching principles and practices.• Students observe, analyze and document children's learning and development.• Students use critical thinking skills and demonstrate proficiency in written and oral communication.• Students value positive relationships with others and demonstrate an inclusive approach in their interactions with children, families, colleagues, and staff.
Early Childhood--Cert <ul style="list-style-type: none">• Students create highly engaging, stimulating, and safe learning environments which promote the healthy development of young children.• Students examine children's individual differences and plan intentional learning experiences based on the unique developmental abilities and interests of the children in their care.• Students explain early childhood and child development theories to inform their teaching principles and practices.• Students observe, analyze and document children's learning and development.• Students value positive relationships with others and demonstrate an inclusive approach in their interactions with children, families, colleagues, and staff.
Preschool Director--Cert <ul style="list-style-type: none">• Students create highly engaging, stimulating, and safe learning environments which promote the healthy development of young children.• Students value positive relationships with others and demonstrate an inclusive approach in their interactions with children, families, colleagues, and staff.• Students explain early childhood and child development theories to inform their teaching principles and practices.• Students examine children's individual differences and plan intentional learning experiences based on the unique developmental abilities and interests of the children in their care.• Students observe, analyze and document children's learning and development.
CSLO CD110 - Child Development

- Students identify cultural, economic, political, historical contexts that affect children's development.
- Students describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Students identify and compare major theoretical frameworks related to the study of human development.
- Students apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
- Students differentiate characteristics of typical and atypical development.

CD124 - Teaching in a Diverse Society

- Critique theories and review the multiple impacts on young children's social identity
- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development
- Evaluate the impact of personal experiences and social identity on teaching effectiveness

CD139 - Observation, Assessment, and Positive Guidance of Childhood Behavior

- Students critically compare the purpose, value, use, strengths, and limitations of formal and informal observation and assessment strategies, including ethical implications, within cultural and social contexts in early childhood settings.
- Students describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.
- Students demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions, and curriculum on all domains of children's learning and development .
- Students assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.
- Students embed activities related to assessment within play-based environments, curriculum, and care routines to typically and atypically developing children.