

SLO for Early Childhood Education

Standard	Indicators	Certificate – courses & SLO Intended to prepare students to be an effective assistant in a preschool environment. Lays the foundation for the AAS	AAS – courses and SLO Intended to prepare students to be an effective nanny, elementary school aide or a teacher or caregiver in a child care program. Lays the foundation for a related BA or BAS
Promoting Child Development & Learning	1a Knowing and understanding y. c. characteristics and needs 1b Knowing & understanding the multiple influences on development and learning. 1c Using developmental knowledge to create healthy respectful, supportive and challenging learning environments.	104, 107, 110 Graduates can identify children's individual development in the various domains and anticipate emerging development Graduates recognize multiple influences on development and children's individual characteristics Graduates create a physically and emotionally healthy environment for young children	104, 107, 110, 230/240, 270 Graduates can identify children's individual development in the various domains and anticipate emerging development Graduates recognize multiple influences on development and children's individual characteristics and apply this knowledge to support the needs of each child. Graduates use knowledge of development and learning to create environments that are healthy, respectful, supportive, challenging for all children, and reflect the context of their lives
Building Family & Community Relationships	2a Knowing about and understanding diverse family and community characteristics 2b Supporting and engaging families and communities through respectful, reciprocal relationships. 2c Involving families and communities in their children's development and learning	132, 140 Graduates know some characteristics of families and have basic skills in assisting children and families	140, 235, 242, 270 (also 130 at CTC –campus approved elective) Graduates seek and use knowledge of diverse family and community characteristics to develop respectful, reciprocal relationships that support and empower each family Graduates involve all families in their child's development and learning, acknowledging there are a multitude of ways to engage families to participate and contribute

Observing, Documenting & Assessing to Support Young Children & Families	3a Understanding the goals, benefits and uses of assessment 3b Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments, including using assistive technology for children with disabilities 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3d Understanding and practicing responsible assessment to promote positive outcomes for each child including using assistive technology for children with disabilities	101 Graduates use systematic observations, authentic documentation, reflection, and other effective, ethical assessment strategies in a responsible way	230,/240, 235, 270 Graduates can articulate the goals, benefits, and uses of assessment Graduates use systematic observations, authentic documentation, reflection, and other effective, ethical assessment strategies in a responsible way, including using assistive technology for children with disabilities. Graduates partner with families and other professionals to positively influence children's development and learning, within the context of the culture and community.
Using Developmentally Effective Approaches	4a Understanding positive relationships and supportive interactions as the foundation of their work with children 4b Knowing and understanding effective strategies and tools for early education. Including appropriate use of technology 4c Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d Reflecting on own practice to promote positive outcomes for each child	104, 107, 119, 140, 170 Graduates establish a positive, authentic relationship with each child as the foundation for their work with children. Graduates reflect on their own practice to promote positive outcomes for each child.	210, 213, 214, 229, 270 Graduates establish a positive, authentic relationship with each child as the foundation for their work with children. Graduates demonstrate effective strategies, and the appropriate use of technology and other equipment, materials and tools, for early childhood education. Graduates reflect on their own practice to promote positive outcomes for each child.
Using content Knowledge to Build Meaningful Curriculum	5a Understanding content knowledge and resources in academic disciplines: language & literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical	Eng 111x Computation 119	Eng 111X, 211X/213x, Comm 131x/141x Computation 119, 213, 214, 229, 270

	activity, physical education, health & safety; and social studies. 5b Knowing, and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child	Graduates know and use the core concepts, inquiry tools and structures of content areas or academic disciplines	Graduates use their content knowledge of academic disciplines: language & literacy; the performing and visual arts; mathematics; science; physical wellness; social studies, and resources to help develop curriculum meaningful to each child's interest and development. Graduates know and use the core concepts, inquiry tools and structures of content areas or academic disciplines Graduates use their own knowledge, technology skills, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally relevant, challenging curricula for each child.
Becoming a Professional	6a Identifying and involving oneself with the early childhood field 6b Knowing about and upholding ethical standards and other professional guidelines 6c Engaging in continuous collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource. 6d Integrating knowledgeable, reflective and critical perspectives on early education 6e Engaging in informed advocacy for children and the profession	101, 170 Graduates identify and involve themselves with the early childhood field. Graduates use <i>NAEYC Code of Ethical Conduct</i> in conjunction with other professional standards to guide their practice. Graduates use technology effectively as a professional resource	101, 170, 210, 242, 270 Graduates identify and involve themselves with the early childhood field. Graduates use <i>NAEYC Code of Ethical Conduct</i> in conjunction with other professional standards to guide their practice. Graduates are continuous, collaborative learners who demonstrate inquiry, and knowledgeable, reflective and critical perspectives and use technology effectively with young children, with peers and as a professional resource. Graduates engage in informed advocacy for children, families and the profession.
Early Childhood Field Experiences	7a Opportunities to observe and practice in at least two of the three early childhood age groups (birth-3, 3-5, 5-8) 7b Opportunities to observe and practice in at least two of the three of the main	104, 107, 170 Student has documented opportunities to observe and practice in at least two of the three early childhood age groups	213, 214, 229, 230/240, 270 Student has documented multiple opportunities to observe and practice in at least two of the three early childhood age groups

	types of early childhood settings (early school grades, child care centers and homes, Head Start programs)	Student has documented opportunities to promote development and learning in an early childhood settings including at least one of the following: early school grades, child care centers and homes and Head Start programs.	Student has documented multiple opportunities to promote development and learning in a variety of settings including: early school grades, child care centers and homes and Head Start programs.
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In summary

For the certificate:

Graduates demonstrate entry level knowledge and skills the standards including:

- Knowledge of child development
- Child observation
- Supporting positive relationships with children and families
- Maintaining a healthy environment
- Implementing developmentally appropriate curriculum and classroom practices
- Using professional ethics
- Practice in at least one early childhood setting

For the AAS:

Graduates demonstrate mid-level knowledge and skills in the standards including

- Knowledge of child development
- Child observation, assessment and interpretation
- Building positive relationships with children, families and colleagues
- Creating and maintaining a healthy environment
- Creating and implementing developmentally appropriate curriculum and classroom practices
- Using professional ethics and being a resource and an advocate for children and families
- Practice in multiple early childhood settings with multiple ages of children