

Program SLOs

Early Childhood Education

A.A. Degrees – Early Childhood Education, Early Childhood Education Site Supervisor

Certificates of Achievement in ECE – Teacher, Master Teacher, Infant Specialist, School Age Child Care & Education, and Special Needs Family Support Specialist

Certificates of Proficiency in ECE – Associate Teacher, Home Early Care & Education

Program Student Learning Outcomes From the 2005 PrOF (Program Review)

P-SLO 1 Synthesize child development research and theories with principles and practices for early childhood teaching to create early learning environments that are respectful, culturally sensitive, supportive, and challenging for all children, from infancy through adolescence.

P-SLO 2 Appraise and implement inclusive, culturally and linguistically appropriate learning environments, based on knowledge of typical and atypical infants and young child development, child observations, and information from children’s families in regards to culturally diverse child rearing practices.

P-SLO 3 Incorporate strategies for building respectful, reciprocal family, community, and relationships in order to support families with their children’s development and learning.

P-SLO 4 Utilize assessment strategies based on observation, documentation, and interpretation of children’s learning; with colleagues, analyze results to guide curriculum, teaching strategies, and partnerships with families.

P-SLO 5 Evaluate and implement developmentally appropriate and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families and curriculum that supports foundational skills and concepts in language and literacy, math, science, art, and social relationships.

P-SLO 6 Demonstrate practices in maintaining health, safety, and nutrition standards and preventing infectious disease in group-care settings.

P-SLO 7 Compare and discriminate between ideas about early childhood pedagogy, and child and family public policy, as foundation for continuous and collaborative professional learning.

P-SLO 8 Construct knowledge based on the principles presented by the Anti-Bias curriculum in order to design environment that promote justice, equality and inclusion.

P-SLO 9 Demonstrate individual and group motivation to promote positive, respectful, and supportive relationships, active engagement in learning, and self-motivation as the foundation for all work with young children.

P-SLO 10 Uses space, relationships, materials and routines as resources for constructing an interesting, secure, and enjoyable environment that encourages play, exploration, learning and a feeling of ownership.

P-SLO 11 Design a professional growth plan including career options, personal growth and academic pathways which integrate a well articulated early childhood philosophy.

A.A. – Early Childhood Education - Student Learning Outcomes*

SLO #1: Synthesize child development research with principles and practices for early childhood teaching to create early learning environments that are respectful, supportive, and challenging for all children, from infancy through adolescence.

SLO #2: Design inclusive, culturally and linguistically appropriate learning environments, based on child development, child observations, family information and knowledge of culturally diverse child rearing practices.

SLO #3: Demonstrate strategies for building respectful, reciprocal family and community relationships in order to support families with their children’s development and learning.

SLO #4: Assess children's learning through observation, documentation, and interpretation, using results to guide curriculum and teaching strategies.
SLO #5: Recommend developmentally appropriate and culturally relevant approaches to teaching and learning that include respectful, supportive relationships with children and families, and curriculum that supports foundational skills and concepts in language, math, science, art, and social relationships.
SLO #6: Validate practices that maintain standards of health, nutrition, and safety in group care early childhood settings.
SLO #7: Apply ethical standards of behavior accepted by the profession of early childhood education.
SLO #8: Appraise knowledge of public policy and legislative issues concerning children and their families by generating advocacy campaigns.

A.A. – Early Childhood Education Site Supervisor Student Learning Outcomes*

SLO #1: Formulate an educational philosophy to guide the operation of an early childhood program.
SLO #2: Support culturally respectful interactions among children, parents, teachers and the community.
SLO #3: Evaluate curriculum for sound pedagogy, content, and breadth, including planning for the learning environment, the daily routines, and the individual needs of children.
SLO #4: Analyze and maintain program planning, budgeting, governing boards, enrollment, and personnel in accordance with the regulations of Title 5 (California Education Code of Regulations) and Title 22 (California Social Services Code of Regulations).
SLO #5: Create procedures for implementing standards of health, nutrition, and safety in group care early childhood education settings.
SLO #6: Formulate professional and personal growth and advocacy activities to support children, families and teachers.

Certificate – ECE Teacher Student Learning Outcomes*

SLO #1: Adapt child development principles when creating environments that are healthy, respectful, supportive, and challenging for all children, from infancy through adolescence.
SLO #2: Design early childhood programs that build respectful, reciprocal family relationships with the intention of involving families in their children’s development and learning.
SLO #3: utilize systematic child assessment, documentation and observation in order to guide decisions about curriculum and teaching strategies.
SLO #4: Evaluate and implement curriculum and teaching plans, as evidenced through documentation, that support foundational skills and concepts in language, math, science, art, and social relationships.
SLO #5: Demonstrate practices in maintaining health/safety standards and preventing infectious disease in group-care settings.
SLO #6: Analyze principles of culturally relevant and anti-biased education in developing and analyzing early childhood curriculum and environments that respond to and respect diverse cultures and individual needs and strengths of children.
SLO #7: Develop a continuing professional growth plan and advocate for public policy that supports children, families and the profession of early childhood education.

Certificate – ECE Master Teacher Student Learning Outcomes*

SLO #1: Appraise child development principles to lead a teaching team in the design and evaluation of environments

that are respectful, supportive, and challenging for all children, from infancy through adolescence.
SLO #2: Design early childhood programs that build respectful, reciprocal family relationships with the intention of involving families in their children’s development and learning.
SLO #3: Research and utilize systematic child, program and staff assessment tools to lead a teaching team in developing curriculum and teaching strategies.
SLO #4: Demonstrate practices in maintaining health and safety standards and preventing infectious disease in group-care settings.
SLO #5: Evaluate and implement curriculum and teaching plans, as evidenced through documentation, that support foundational skills and concepts in language, math, science, art, and social relationships.
SLO #6: Apply principles and practices for teaching that pull from a selected concentration of early childhood studies.
SLO #7: Create a continuing professional growth plan and advocate for public policy that supports children, families and the profession of early childhood education.

Certificate – Infant Specialist Student Learning Outcomes*
SLO #1: Assess and apply current research and theories of infant growth and development.
SLO #2: Design inclusive, culturally and linguistically appropriate learning environments, based on infant development, child observations, family information, and knowledge of culturally diverse child rearing practices.
SLO #3: Apply behavioral observation and documentation to assess infants' individual development and plan for appropriate curriculum experiences.
SLO #4: Validate practices in maintaining standards of health, nutrition, and safety and in preventing infectious disease in group care infant or toddler settings.
SLO #5: Utilize reliable tools for assessing and implementing quality infant care settings.

Certificate – School Age Child Care & Education Student Learning Outcomes*
SLO #1: Distinguish developmental levels and appropriate activities for children in grades K-8 using systematic observation.
SLO #2: Create an appropriate and flexible environment for a variety of before- and after-school programs and full-day programs.
SLO #3: Analyze and apply positive guidance strategies that teach school-age children self-discipline and effective and positive interactions among a diverse group of peers.
SLO #4: Demonstrate respectful and positive interactions among a diverse population of children, families, staff and the community.
SLO #5: Implement practices in maintaining health and safety standards and preventing infectious disease in group settings with children ages five through fourteen.

Certificate – Special Needs Family Support Specialist Student Learning Outcomes*
SLO #1: Obtain and apply successful outreach strategies to support families of children with special needs.
SLO #2: Identify the principles of family development
SLO #3: Support the growth and development of children with special needs.
SLO #4: Articulate the legislation and due process rights of children with special needs and disabilities and their families.

SLO #5: Identify, compare and contrast the unique needs of atypical-and typically-developing children in areas of physical, cognitive, social-emotional, and communication skills.

SLO #6: Plan and implement activities, in supportive natural environments, and instructional strategies to meet the goals and objectives of the IFSP and IEP in an inclusive early childhood setting.

Certificate – Associate Teacher Student Learning Outcomes*

SLO #1: Analyze the influence of family, community and culture on the child.

SLO #2: Plan and implement developmentally appropriate indoor and outdoor environments that support children's learning.

SLO #3: Build on systematic observations of children's behavior to design, implement, and evaluate developmentally appropriate learning activities for young children.

SLO #4: Distinguish and apply positive guidance and conflict-resolution strategies.

Certificate – Home Early Care & Education Student Learning Outcomes*

SLO #1: Describe and implement developmentally appropriate activities for infant through school- age children.

SLO #2: Demonstrate respectful and reciprocal interactions with children and their families.

SLO #3: Construct home-style, appropriate environments for group care of young children.

SLO #4: Evaluate components of a quality family child care program and apply California licensing regulations.

SLO #5: Demonstrate practices in maintaining health/safety standards and preventing infectious disease in family child care settings.

*Developed through Curriculum Committee approval process.