



UNIVERSITY OF ARKANSAS  
**PULASKI TECH**

**Assessment Report:**  
**2018-2019**  
**ECTC 2803 – Infant Toddler**  
**Curriculum**



## Course-Level Learning Outcomes - Infant Toddler Curriculum

### 1. What are the Course-Level Outcomes (CLOs)?

1. Describe developmentally appropriate practices as they apply to infants and toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d)
2. Demonstrate an understanding of developmentally appropriate physical environments for infants and toddlers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c)
3. Demonstrate an understanding of a developmentally appropriate schedule including routines and transitions for infants and toddlers including children with special needs (NAEYC 1a, 1b, 1c)
4. Compile developmentally appropriate activities for infant and toddlers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
5. Supplement experiences/and activities with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
6. Understand a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c)
7. Compare and analyze different curriculum approaches and models for infants and toddlers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)

### 2. Which CLOs were addressed for this academic year? (2018-2019)

2. Demonstrate an understanding of developmentally appropriate physical environments for infants and toddlers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c)

### 3. Which CLOs are being addressed in your assessment plan next academic year? (2019-2020)

4. Compile developmentally appropriate activities for infant and toddlers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c)

After evaluation of data, faculty determined that) students had an appropriate understanding of physical environments (an average of 89% for this assessment). It was discussed that the focus would be on the planning of activities for infants and toddlers during academic year 2019- 2020 in preparation of the NAEYC Program Assessment.

#### 4. Explain the assessment cycle.

The assessment cycle of reported assessment results was initially planned to coordinate with the program assessment cycle. CLO #4 will be assessed next year in order to shift the focus to an area in alignment with the NAEYC assessed items.

#### 5. What are the assessment methods? Are they direct or indirect?

Indirect- students were evaluated on the evaluation of physical environments for infants and toddlers. A checklist was used to grade the evaluation.

#### 6. What are the assessment goal(s)?

Students will achieve 70% or better proficiency on the grading checklist.

#### 7. What were the findings for this academic year? (2018-2019)

In the Fall of 2018, students achieved an overall average 89% pass rate on the assessment of physical environments for infants and toddlers. This course is currently being offered and the development of the infant lesson plan will be assessed this semester.

#### 8. What is your analysis of the findings?

In the Fall of 2018, faculty noticed that the proficiency results for the evaluation of physical environments was high. After discussion faculty determined that more time should be spent developing appropriate lesson plans for infants which is an area many students do not have the opportunity to practice.

Faculty agreed that continuing to focus on more instruction and practice in this area would be helpful to students in more than one class and would also be in line with the area assessed as part of the NAEYC Program Assessment.

9. What is the action plan for the next academic year? (2019-2020) Explain.

Faculty have discussed the results of this assessment, and the overall proficiency was good for evaluating the physical environment. In order to continue to facilitate the students' abilities in meeting infant and toddler development, faculty would like to focus on writing of developmentally appropriate activities for infants and toddlers.