

## **BERGEN COMMUNITY COLLEGE**

**Assessment Report for (Department and/or Program):**  
**Early Childhood Education program**

**Academic Chair:**  
**Fran Ruff**

**Assessment Period:**  
**Fall 2011-2013**

**Submitted by:**  
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### **1. Intended Outcome (Goal):**

**Students will be able to apply their knowledge of early childhood development and best practices to plan, organize and implement appropriate learning experiences in an early childhood setting.**

### **2. General Education Requirement(s) to which the intended outcome relates:**

#### **1. Written and Oral Communication - (Communication)**

Students will communicate effectively in both speech and writing.

#### **2. Global and Cultural Awareness – (Diversity courses)**

Students will understand the importance of a global perspective and culturally diverse peoples.

### **3. Section(s) of the Strategic Plan to which the intended outcomes relates:**

**We will improve student engagement and student success.**

1.1 Take steps to increase student retention and student progression through academic programs.

1.2 Take steps to increase the number of students who graduate or transfer in a timely fashion.

### **4. Means of assessment, sources of data, and desired result:**

**1) Lesson Plan Portfolio with cooperating teacher's comments (see attached Lesson Plan Evaluation Form)**

**Students will be evaluated by the cooperating teacher after the implementation of the student's lesson. The evaluation will take place in a conference setting giving the student the opportunity to engage in a professional dialogue regarding areas of strength and areas needing improvement.**

**Lesson Plan samples and Evaluation forms will be collected and organized in a portfolio format as evidence of student progress.**

**2) Instructor's observations of student progress (see attached Final Field Work Evaluation form)**

Student progress will be measured using a 6 point rating scale ranging from “poor” to “excellent” using pre-established criteria. Students must receive a rating of “fair” or above as a minimum passing score. Additionally the cooperating teacher will engage the student in a professional dialogue to discuss the comments section of this form.

3) Student Adherence to the terms of the guidelines as established by the Child Development Center and agreed to by the student (see attached guidelines)

## 1) Lesson Plan Evaluation Form



### Education Department

#### Lesson Plan Evaluation Form

#### Field Work I and II

Date: \_\_\_\_\_  
\_\_\_\_\_

Student:

Field Work I: \_\_\_\_\_  
II: \_\_\_\_\_

Field Work

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ -  
\_\_\_\_\_

Lesson Type/Learning Experience Type:  
\_\_\_\_\_

Student's Goals:  
\_\_\_\_\_

**Level of Preparation:** (Selection of materials, graphics, use of resources, etc. Did student demonstrate that time had been spent?)

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**Clarity of Objective:** (Was the goal of the lesson plan clear?)

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**Appropriateness of Procedures:** (Did procedures demonstrate that the student understands developmentally appropriate practices for this age group?)

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**Use of Language:** (Was language clear, loud enough, the right tone, at a level the children could understand?)

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**Overall Evaluation:** (What strengths, weakness, did you observe?)

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**Additional Comments:**

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## 2) Field Work Evaluation Form



### Final Field Work Evaluation Form

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Not App	Poor	Fair	Avg.	Good	Excellent
Punctuality						
Attendance						
Demonstrates flexibility by approaching each child as an individual in the classroom						
Demonstrates responsibility by fulfilling commitments/projects						
Demonstrates communication skills by making oneself understood by children						
Demonstrates concern for children's growth Emotional/Physical/Social						
Demonstrates concern and aptitude for facilitating cognitive growth						
Demonstrates an understanding of children's development skills by the selection of appropriate curricular materials/activities						
Ability to work groups as well as individuals where appropriate						
Use of varied teaching strategies. Examples: Intervention/non-intervention, ability to question, inform, extend on children's learning processes						
Ability to be receptive to feedback from cooperating teacher and be effective in working with adults						
Demonstrates ability to handle and support transitions from activity to activity						

### **Final Field Work Evaluation Form:**

What strengths would you encourage this pre-service teacher to capitalize on in his/her professional growth as an early childhood educator?

[illegible]

Comment on pre-service student's potential as an early childhood educator.

[illegible]

Co-operating Teacher

Date

School: \_\_\_\_\_

### 3) Guidelines for CDC

#### Welcome to the Child Development Center

To insure a successful and enjoyable semester, it is essential that you adhere to the following:

1. Please be sure to call (201) 447-7165 if you are going to be late or absent. You are responsible for making up any missed days, hours, and lessons.
2. Remember that you are an active member of the group. This means interacting with the children and participating in all classroom routines, even when you are not implementing a lesson.
3. You **MUST** speak with your cooperating teacher at least **one week** in advance regarding any lessons that you are planning. It will also afford you an opportunity to get help, feedback, and suggestions from your cooperating teacher. We are here to help! Lessons that are not approved in advance **CANNOT** be implemented.
4. You must provide your cooperating teacher with a lesson plan evaluation form that has been filled out in order for your lesson to be evaluated. (see attached)
5. Your lessons must be planned in keeping with the monthly unit and daily theme.
6. It is your responsibility to check our website (see attached) or your "mailbox" for monthly calendars.
7. Be sure to research your topics to get a good understanding of our curriculum. (Teachers are life-long learners)
8. Please be aware that if you are planning an art activity, patterns, dittos and pre-cut teacher made projects cannot be implemented at the Child Development Center.
9. If a parent approaches you with a question specific to their child, redirect them to one of the teachers. (Even if you know you have an appropriate response)

I have read and understand the above. I will adhere to the guidelines.

Date\_\_\_\_\_

Signed\_\_\_\_\_

**5. Summary of Results:**

**6. Recommendations for improvement:**