

Student Learning Outcomes Index

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

To support faculty in decisions regarding how and where they can best use the *California Preschool Program Guidelines, Part One and Part Two* in their course work or across their program, the revised 2015 version of the the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses and CAP expansion courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its Web site: https://www.childdevelopment.org/cs/cdct/print/htdocs/services_cap.htm.

This Student Learning Outcomes Index is provided for easy access to the key topics that support the development of these outcomes. To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

Additionally, refer to Appendix A for the listing of suggested CAP lower division eight courses and CAP expansion courses for all key topics in this instructional guide with their mapped SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.


California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*

Course: Child, Family and Community


Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	 Unit 3 – Chapter 3: The Role of the Preschool Teacher
Describe socialization of the child focusing on the interrelationship of family, school, and community.	<ul style="list-style-type: none"> Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
Identify the educational, political, and socioeconomic impacts on children and families.	
Describe strategies that empower families and encourage family involvement in children’s development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.



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Course: Introduction to Curriculum

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Introduction to Curriculum</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.</p>	
<p>Identify the teachers’ role in early childhood programs, including planning, implementing, and evaluating activities and environments.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<p>Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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Course: Principles and Practices of Teaching Young Children

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Principles and Practices of Teaching Young Children</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.</p>	
<p>Describe the role of early childhood educator, including ethical conduct and professional pathways.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 1: Overview and Rationale
<p>Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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Course: Teaching in a Diverse Society

<p align="center">Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised September 2015)</p> <p><i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">Course: Teaching in a Diverse Society</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Examine the impact of various societal influences on the development of children’s social identity.</p>	
<p>Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<p>Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
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Course: Practicum-Field Experience

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<p>Course: Practicum-Field Experience</p>	 <p>Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Apply a variety of effective approaches, strategies, and techniques for teaching in an early childhood classroom.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<p>Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.</p>	
<p>Analyze personal teaching experiences to guide and inform practice.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
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**Student Learning Outcomes from CAP Expansion Courses Indexed with the
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CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education


<p align="center">Students Learning Outcomes from CAP Expansion Courses</p> <p><i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i></p>	<p align="center">Instructional Guide Units and Key Topics in Which CAP Student Learning Outcomes Are Addressed</p>
<p align="center">CAP Expansion Course: Adult Supervision and Mentoring in Early Care and Education</p>	 <p align="center">Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.</p>	
<p>Demonstrate competency in communication and reflective practices when working with diverse adult populations.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<p>Use a variety of personnel, program, and environmental assessment tools in inform leadership decisions.</p>	
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units and key topics.



Student Learning Outcomes from **CAP Expansion Courses** Indexed with the *Instructional Guide for the California Preschool Program Guidelines, Part One and Part Two*


CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education

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<p>CAP Expansion Course: Administration II: Personnel and Leadership in Early Childhood Education</p>	 <p>Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Demonstrate effective practices for managing and leading staff and administering early care and education programs.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1: Overview and Rationale
<p>Implement ongoing professional development plans based on evaluation of staff and administrator needs.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 4: Building Skills for Reflective Teaching
<p>Establish professional relationships and facilitate collaboration and communication between colleagues, families, and stakeholders.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	



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CAP Expansion Course: Curriculum and Strategies for Children with Special Needs

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<p>CAP Expansion Course: Curriculum and Strategies for Children with Special Needs</p>	 <p>Unit 3 – Chapter 3: The Role of the Preschool Teacher</p>
<p>Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.</p>	
<p>Design and implement curriculum strategies based on children’s individualized needs in inclusive and natural environments.</p>	<ul style="list-style-type: none"> • Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 2: A Closer Look at Teachers’ Responsibilities
<p>Advocate for effective partnerships with families, interdisciplinary team members, and community resources specialists.</p>	<ul style="list-style-type: none"> • Unit 3, Key Topic 3: Engaging All Families and Supporting All Children
<p>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</p>	