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**Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).**

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ECE 121- Guidance & Classroom Management - Debra Shope- Part B- Winter 2024

**\* Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

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Outcome #1 is: Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.

To measure successful achievement of outcome #1, in my Part A I indicated that I would base this on how well the students did on their week 8 assignment #3 - "Applying indirect and direct guidance strategies to classroom planning and practices". I specifically indicated that I would deem this a successful outcome if 75% of the students earned a total grading score of 23 to 30 rubric points on their assignment (note that this assignment was worth a total of 30 points). Out of the 28 enrolled students, 21 of them submitted it and 21 of them earned 23 points or better on this assignment. Statistically, 100% of the students that completed and submitted this particular assignment met the criteria that I stated in my Part A for showing that the students mastered this Outcome.

Outcome #2 is: Utilize appropriate observation tools when determining guidance and classroom management techniques for children based on proven theory, research, and developmentally appropriate practice.

In my Part A, I indicated that I would base this on how well the students did on their week 6 assignment #2 - "The value of high-quality child observations." I specifically indicated that I would deem this a successful outcome if 75% of the students that completed and submitted this week 6 assignment earned at least 15 out of 20 rubric points (note that this assignment was worth 20 points total) Out of the 28 enrolled students, 22 of them submitted it and all 22 of them earned a 15 or better on this assignment. Statistically, 100% of the students that completed and submitted this particular assignment met the criteria that I stated in my Part A for showing that the students mastered this Outcome.

Outcome #3 is: Plan developmentally appropriate classroom curriculum and instructional strategies that support attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.

In my Part A, I indicated that I would base this on how well the students did on their week 11 project #1 - "Utilizing social/emotional learning (SEL) curriculum resources to enhance classroom planning and practices." I specifically indicated that I would deem this a successful outcome if 80% of the students that completed and submitted this week 11 final project assignment earned at least 30 out of 40 rubric points (note that this assignment was worth 40 points total) Out of the 28 enrolled students, 23 of them submitted it and 22 of them earned a 30 or better on this assignment. Statistically, 95.6% of the students that completed and submitted this particular assignment met the criteria that I stated in my Part A for showing that the students mastered this Outcome.

### \* Outcome #1

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Outcome #1 is: Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.

### \* % of students who successfully achieved the outcome (C or above)

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. Statistically, 100% of the students that completed and submitted this particular assignment met the criteria that I stated in my Part A for showing that the students mastered this Outcome. 21 out of 28 submitted this assignment and met the criteria

## \* Outcome #2

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Utilize appropriate observation tools when determining guidance and classroom management techniques for children based on proven theory, research, and developmentally appropriate practice.

## \* % of students who successfully achieved the outcome (C or above)

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Statistically, 100% of the students that completed and submitted this particular assignment met the criteria that I stated in my Part A for showing that the students mastered this Outcome. 22 of 28 submitted this assignment..

## \* Outcome #3

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Plan developmentally appropriate classroom curriculum and instructional strategies that support attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.

## \* % of students who successfully achieved the outcome (C or above)

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95.6% of the students that completed and submitted this particular assignment met the criteria that I stated in my Part A for showing that the students mastered this Outcome. 1 student scored lower due to submitting AI generated content with no citations.

## \* ANALYSIS 3. What contributed to student success and/or lack of success?

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I feel that many factors contributed, the course materials consisted of a mix of textbook reading, current articles from sources such as NAEYC and Exchange Press, I also incorporated exemplar videos to provide content for rich Zoom class discussions. The forum discussion prompts consisted of a variety of engaging topics that prompted students to give their own perspectives to a variety of behavior guidance topics and current issues within the ECE field. I built in small group breakout room discussion time into our weekly Zoom class sessions, and students responded very favorably to this element of the Zoom class. Students gave me this feedback in their mid-course self reflections and also in the end of the quarter course survey.

Another element that I think supported students is that I gave them opportunities to add creative elements to many of the assignments, such as creating a PowerPoint or submitting a lesson plan matrix, as opposed to adhering to strictly to a written narrative paper format. Some students opted to submit alternate forms of assignment submissions.

A high majority of students received an A grade for this course and were very positive and highly participatory in all of the weekly activities.

As for lacking in success, I did have a couple of students that were impacted by personal issues such as illness and other personal issues such as family crisis.

I had one student that I am very curious about, she attended every Zoom session and was highly participatory in Zoom class, yet she did not engage actively in the Moodle elements of the course and she did not respond back to me when I inquired about this via an email and course message. She received a failing grade due to lack of Moodle engagement, and she did not even log on to Moodle to claim her weekly attendance points.

I had one other student that struggled with certain elements of the course because she had never actually worked in an early childhood classroom. She did get an A, but she gave me feedback on several occasions that she felt this class was challenging due to never having taught in an ECE setting. I provided this student with one-on-one Zoom support sessions to provide her additional guidance and to show her concrete examples of things like lesson plans and behavior support plans. These sessions helped with her overall success.

**\* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

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Outcome #1 is: Use key terms and theories accurately when discussing and writing about positive behavior supports and guidance strategies.

According to my Student Survey Responses, at the beginning of the course this is how the students that completed the survey rated their level of understanding: 0% of the students rated themselves at NONE, 12.50% rated at BEGINNING, 62.50% at DEVELOPING, and 12.50% rated themselves at PROFICIENT, 12.50% rated themselves at EXPERT.

According to my Student Survey Responses, at the end of the course this is how the students that completed the survey rated their level of understanding: 0% of the students rated themselves at NONE, 0% rated at BEGINNING, 11.11% at DEVELOPING, and 55.56% rated themselves at PROFICIENT, and 33.33% rated themselves at EXPERT.

Outcome #2 is: Utilize appropriate observation tools when determining guidance and classroom management techniques for children based on proven theory, research, and developmentally appropriate practice.

According to my Student Survey Responses, at the beginning of the course this is how the students that completed the survey rated their level of understanding: 0% of the students rated themselves at NONE, 11.11% rated at BEGINNING, 44.44% at DEVELOPING, and 33.33% rated themselves at PROFICIENT, 11.11% rated themselves at EXPERT.

According to my Student Survey Responses, at the end of the course this is how the students that completed the survey rated their level of understanding: 0% of the students rated themselves at NONE, 0% rated at BEGINNING, 12.50% at DEVELOPING, and 50.00% rated themselves at PROFICIENT, and 37.50% rated themselves at EXPERT.

Outcome #3 is: Plan developmentally appropriate classroom curriculum and instructional strategies that support attachment, positive relationships, self-regulation, and pro-social interactions for young children birth to age 8.

According to my Student Survey Responses, at the beginning of the course this is how the students that completed the survey rated their level of understanding: 0% of the students rated themselves at NONE, 22.22% rated at BEGINNING, 44.44% at DEVELOPING, and 22.22% rated themselves at PROFICIENT, 11.11% rated themselves at EXPERT.

According to my Student Survey Responses, at the end of the course this is how the students that completed the survey rated their level of understanding: 0% of the students rated themselves at NONE, 0% rated at BEGINNING, 0% at DEVELOPING, and 37.50% rated themselves at PROFICIENT, and 62.50% rated themselves at EXPERT.

**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

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Yes, the students met or exceeded the criteria that was defined for measuring the 3 selected course outcomes..

**\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

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I am feeling that at this time, no major course changes need made. I am still pondering what different course elements might be added that would serve to better support students that have never worked in an early childhood classroom, and this is based on feedback from my one student that said due to never working in the field, she felt that she struggled. I view this class as an intro level course with no prerequisite of working in an ECE classroom setting, so I am still mulling that over. I thought about adding more examples, but in my past experiences in doing just that, students tend to lean heavily on replicating the provided examples, as opposed to creating their own authentic work (and I had that very experience with this particular student in another ECE class that I had her in last summer.)

**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

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Nothing to note here at this time.

**\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

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I did wind up changing the Zoom portion of this class from 50 minutes to 80 minutes and the longer Weekly Zoom session works so much better. It is particularly better for classes that have high enrollment numbers. The longer Zoom class supports more opportunities to get deep into whole group discussions and also gives more time for smaller group breakouts where students can participate live with each other to discuss the weekly forum topic. They all indicated that they really like that portion of the Zoom class.

As for making any changes to the assignment rubrics (as mentioned in my Part B from 2021 where I mentioned perhaps adding more details would be helpful) I reviewed the rubrics and decided against making changes due to really wanting to keep the assignments more open-ended for students and to allow for creative flexibility. I think students value that, and I can always provide one-on-one support to students that need extra details. I did spend more time at the end of each Zoom class reviewing the assignment guidelines and asked if anyone had any questions each week. I also ensured to stay on Zoom after class each week to support students that had questions. Several students took advantage of one-on-one time with me via Zoom and I think this helped them to feel confident in their assignment submissions.

**9. Describe how you explain information about course outcomes and their relevance to your students.**

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I do a thorough overview of the course syllabus during the first couple of weeks of class. We go over the outcomes and I review the course elements with them and tie each assignment back into the stated course outcomes and point out any relevance to other frameworks such as the NAEYC Professional Standards or Developmental Learning Domains. I also include a wrap-up page in my weekly Moodle lesson plans that defines what course outcomes were covered during the week. Students also get an opportunity to reflect on course content and course outcomes by writing a mid-course self reflection paper in week 5. This gives them an opportunity to pause and reflect on their learning and to think about how they are planning to incorporate any new learning into the classroom practices.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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ILO #4 Cultural Awareness. I feel that this class highly supports students to initiate and develop interactions with culturally different others in several capacities. Students are supported to engage in whole group discussions and smaller group break-outs during Zoom class with their peers who represent a broad range of diversity including cultural differences, differing abilities, diverse personal identities regarding pronouns, and many other areas of difference such as age. In addition to their peer interactions, the course content has a focus on how to build relationships with families from diverse backgrounds, particularly regarding sensitive classroom guidance practices and how to work respectfully with young children from a framework that acknowledges that each child is embedded within their own rich individual cultural contexts. Understanding that each one of us has unique micro-systems, macro-systems and meso-systems that serve to shape us and that each one of us is equally and fully human and worthy of respect is a message that I hope comes through as a major part of this course's content.