

# Rubric for the Early Childhood Education AAS-T Degree Program

## Program outcome #1: Promoting child development and learning

Criteria	Level of Proficiency			Novice (1)
	Accomplished (4)	Developing (3)	Beginning (2)	
<b>Outcome 1a: Demonstrate knowledge and understanding of children's characteristics and needs</b>				
Analyze the nature and importance of the child development foundations of early childhood education	Student communicates importance of child development foundations to parents and other adults as well as analyzing the influences of development on individual child learning and behavior.	Student articulates the importance of child development when planning for groups of children in care.	Student demonstrates awareness of child development milestones	
Identify milestones of child development as well as demonstrating acceptance of atypical development.	Student observes and names at least two milestones in each of 6 domains of development when observing a child, and expresses appreciation of individual child's development.	Student identifies 6 domains of development and is able to place two milestones in each. (Domains--cognitive, physical, social, emotional, language, creative.)	Student is able to name 5 domains of development	
Describe and analyze young children's characteristics and needs, both typical and atypical.	Describes at least one real child's characteristics in non-judgmental, descriptive fashion. Analyzes child's characteristics for both typical and atypical development.	Describes in writing a child's characteristics and needs in a case study project as well as using a developmental checklist.	Uses a developmental checklist during child observation to describe a child's characteristics and needs	
<b>Outcome 1b: Identify, analyze, and reflect upon multiple influences on child development and learning</b>				
Identify, apply, and analyze the impact of individual experiences and their relationship to societal oppression on the child's development	Student is able to assist the flourishing of children and their learning through supporting temperaments, individual and cultural strengths, and supporting the healing processes of emotional discharge to release accidental, contagious, and oppressive hurts.	Student is able to apply knowledge of temperament, individual and cultural strengths, and individual and societal hurts to make conjectures about child behavior and learning.	Student is able to state that social influences, temperament, and experiences of hurt affect child behavior and interfere with learning	
Identify, apply, and analyze the influence of the child's culture, family, and community on the child's development	Student able to analyze cultural, family, and community influences to develop curricular, social, guidance, and emotional strategies to promote child development and learning.	Student is able to apply the evidence of influence of culture, family, and community to lesson planning	Student is able to identify the evidence of influence of culture, family, and community on a child in a case study.	
Identify, analyze, and reflect upon experiences that promote resilience in young children	Student is able to synthesize awareness of resilience-producing actions into activities and teaching approaches in early learning	Student is able to analyze the effect of experiences on children that promote resilience	Student is able to identify her/his own feelings in role plays concerning trust and resilience	
<b>Outcome 1c: Create safe, healthy, respectful, supportive and challenging environments for learning</b>				
Evaluate environments for physical and emotional safety, health, physical layout, and appropriate scheduling	Student is able to set up an engaging, play-oriented learning environment that is healthy, safe, respectful, supportive, and challenging	Student is able to relate child development information to the development of learning environments--"what does this mean to my work with young children?"	Student uses checklists to evaluate environments for physical and emotional safety, health, layout, and appropriate scheduling	
Create learning opportunities based on respect for children's playfulness and the awareness of the full humanity and intelligence of each child,	Student designs and implements environments, learning activities, and lesson plans that are interesting to children, promote playfulness, exploration, encourage children to solve problems and think new thoughts, and arise out of children's culture, families, interests and life-experiences.	Student designs environments, lesson plans, and learning activities that are interesting to children, promote playfulness, exploration, encourage children to solve problems and think new thoughts, and arise out of children's culture, families, interests and life-experiences.	Student distinguishes between learning activities and lesson plans that use developmentally and culturally appropriate strategies and those that are inappropriate	
Engage in relationship-building for all children that includes Special Time (responsive play) and attention for emotional release.	Student engages in Special Time (responsive play) with children and peer counseling with other adults on a regular basis.	Student engages in Special Time (responsive play) with children and peer counseling sessions with adults on an irregular basis.	Student describes Special Time (responsive play) and Listening Partnerships (peer counseling) accurately, naming 6 forms of emotional release and them as healing	

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## Program outcome #2: Building family and community relationships

Criteria	Level of Proficiency			Pre-Novice (1)
	Accomplished (4)	Developing (3)	Beginning (2)	
<b>Outcome 2a: Students will be able to describe and reflect upon family and community characteristics within Native communities.</b>				
Describe and reflect upon family characteristics	Reflect upon and analyze the influences of family strengths to inform work with families.	Describe the influence of family and community strengths on children in care	Identify the strengths of children's families, cultures, and communities,	
Describe and reflect upon community characteristics	Reflect upon and analyze the influence of generational influences on community characteristics, and describes how those impact children and families in tribal	Describe the influence of generational influences on children and families in their communities	Identify generational influences on children and families in their communities	
<b>Outcome 2b: Students will be able to support and empower families and communities through respectful and reciprocal relationships</b>				
Create respectful, reciprocal relationships	Demonstrate respectful and reciprocal relationships with families, including at least three indicators of such	Commit to respectful and reciprocal relationships with families, stating at least three indicators of such	State the importance of respectful and reciprocal relationships with families	
Support and empower families	Perform one role in supporting and empowering families and explain its significance.	Commit to one role s/he in supporting and empowering families	State one role s/he can take in supporting and empowering families	
Identify and promote factors that support resilience in children and families	Integrate primary caregiver strategies, regular Special Time (responsive play), culturally consistent practices, and continuity of care into caregiving routines.	Commit to primary caregiver strategies, regular Special Time (responsive play), culturally consistent practices, and continuity of care into caregiving routines.	Describe primary caregiver strategies, regular Special Time (responsive play), culturally consistent practices, and continuity of care..	
<b>Outcome 2c: Students will be able to involve Native families and communities in their children's development and learning</b>				
Connect families to their child's early care and education experience	Support family influence and involvement in children's early learning. Design and implement at least one effective family involvement activity. Analyze the results.	Seek family influence on and plan for family involvement in their child's early learning	Name at least 5 family involvement strategies	
Connect communities to the early childhood program	Name five community activities to promote early care/community connection. Design and implement a community connection activity. Analyze the results.	Name five community activities to promote early care/community connection. Plan one (1) community connection activity	Name at least 5 activities that could promote community/early care connection.	
<b>Outcome 2d: Students will be able to assist families in reinforcing resilience and accessing resources</b>				
Identify factors that support resilience in children and families,	Analyze resilience, identify resiliency factors, and propose actions to support resilience in early learning settings.	Explain resilience and identify contributing factors	From a list of 20-25 factors, select those that contribute to resiliency for children.	
Take responsibility for intervention	Identify one or more "gray areas" for reporting child abuse and neglect, demonstrate how reporting is done, and articulate reasons for mandated reporting.	In scenarios, student accurately selects issues that require reporting of suspected abuse or neglect.	Student states responsibilities as a mandated reporter of child abuse and neglect	
Use strengths-based, solutions-oriented practice	Student proposes a strength-based, solution-oriented approach to a referral situation faced by a family.	Student expresses commitment to strength-based, solution-oriented practice	Student correctly contrasts strength-based, solution-oriented approaches with deficiency model approaches	

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## Program outcome #3: Observing, documenting, and assessing

Criteria	Level of Proficiency		
	Accomplished (4)	Developing (3)	Beginning (2)
<b>Outcome 3a: Students will be able to articulate the goals, benefits, and culturally responsible uses of assessment</b>			
Articulate goals of assessment	Name and explain the importance of three goals of assessment.	Name at least three goals of assessment	Name at least one goal of assessment
Articulate benefits and uses of assessment	Implement at least 2 assessment strategies that benefit children, families, and one's own planning of a learning environments and lesson planning.	Name and explain the importance of three benefits and uses of assessment.	Name at least three benefits and uses of assessment
Articulate responsible uses and cautions against misuses of assessment	Create a policy statement on responsible use of assessment strategies. Demonstrate such use.	Name and explain the necessity for responsible uses of assessment	Name at least one way to be responsible about assessment and one possible misuse of assessment.
<b>Outcome 3b: Students will be able to use observation, documentation, and other appropriate assessment tools and approaches</b>			
Explain the conduct of and use "special time"	Conduct weekly special time as an ongoing tool for observing the child, and additionally, paying attention to the places where the child notices safety and discharges.	Conduct special time as an ongoing tool at least weekly with a child or children, using it as a tool for observing the child's preferences, ideas, ways of connecting, and other fresh new revelations that they make about themselves	Conduct at least one special time with a child and articulate the at least one challenge and one benefit encountered
Explain the conduct of and use systematic observations and documentation	Compare and contrast the conduct and use and at least 4 observation and documentation tools, explaining the strengths and drawbacks of each.	Use at least 4 observation and documentation tools and apply them objectively.	Correctly identify at least 4 observation tools and name the application for each
<b>Outcome 3c: Students will be able to articulate uses of assessment in partnership with families and other professionals serving indigenous communities</b>			
Use assessment for communicating children's growth and development to families	In collaboration with families, synthesize information from descriptive assessment tools for supporting the child and informing goals.	Prepare and conduct a parent/family conference using descriptive assessment tools to illustrate child development and behaviors	Use descriptive language in assessment tools
Use assessment strategies in partnership other professionals	In collaboration with other professionals, synthesize information from descriptive assessment tools for supporting the child and informing goals.	Perform descriptive assessment in preparation for collaboration with other professionals.	Use descriptive language in assessment tools

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## Program outcome #4: Teaching and learning

Criteria	Level of Proficiency		
	Accomplished (4)	Developing (3)	Beginning (2)
<b>Outcome 4a: Students will be able to analyze the importance of and demonstrate their ability to connect with children</b>			
Articulate the essential importance of positive relationships and supportive interactions with children	Analyze the importance of connecting with children including the importance of attachment and the processes of guidance and discipline	Demonstrate ability to create positive relationships with children including positive guidance methods	Define positive relationships and supportive interactions
Demonstrate ability to express warmth to and interact playfully with children	Integrate the tools of expressing warmth through non-verbals and descriptions, playing responsively, talking informatively, and attending to initiative, cooperation, and perseverance into daily interactions with children.	Express commitment to using the tools of expressing warmth through non-verbals and descriptions, playing responsively, talking informatively, and attending to initiative, cooperation, and perseverance in interactions with children.	Name and describe the tools of expressing warmth through non-verbals and descriptions, playing responsively, talking informatively, and attending to initiative, cooperation, and perseverance.
Engage in special time, playlistening, and staylistening.	Demonstrate ability to use of Special Time (responsive play), Playlistening (promoting tension release through laughter) and Staylistening (attending to a child with warmth and appropriate firmness when child is releasing emotions). Observe others and discriminate between aware, thoughtful attention and unaware actions during Special Time, Playlistening, and Staylistening.	Express commitment to the use of Special Time, Playlistening, and Staylistening, and explain how they help adults connect with children.	Describe Special Time, Playlistening, and Staylistening.
<b>Outcome 4b: Students will be able to use developmentally and culturally effective approaches</b>			
Identify methods of relating content knowledge to young children that are consistent with NAEYC Position Statements on teaching general education content areas	Integrate NAEYC Position Statement on teaching general education content in early learning programs into all areas of curriculum development.	Relate NAEYC Position Statement on teaching general education content in early learning programs.	Read and discuss the NAEYC Position Statement on teaching general education content in early learning programs
Articulate the use of both indirect and direct guidance methods based upon supportive relationships with children	Synthesize the importance of relationships, the use of indirect guidance, and the necessity for direct guidance that includes limit setting and an understanding of the child's need to heal when behavior goes "off-track."	Articulate the importance of relationship building for positive appropriate guidance and detail indirect guidance methods as well as direct guidance methods.	Articulate the importance of relationship building for positive appropriate guidance
Identify best practices in infant, toddler, and preschool settings	Examine and evaluate all curriculum and guidance strategies for developmental appropriateness.	Distinguish between DAP and DIP practices in scenarios	Read and discuss the NAEYC publication, <i>Developmentally Appropriate Practice (DAP)</i> .
<b>Outcome 4c: Students will be able to demonstrate understanding of content knowledge in early education</b>			
Understand and apply mathematical, scientific, literary, and creative knowledge and skills in general education courses	Reorganize the skills for each discipline to create appropriate and consistent applications to early learning activities.	Identify the skills for each general education discipline that are related to children's learning in ECE	Enroll in and pass all general education and NWIC course requirements
Identify aspects of general education courses that are most engaging and important to young children	Create lesson plans that are engaging, fun, important to children's lives, and give them the opportunity to learn general education knowledge at their developmental level	Point out the aspects of general education courses that are appropriate for infants, toddlers, and preschoolers.	Identify the general education topics that are represented by at least 4 of your favorite developmentally appropriate and engaging activities for young children.
<b>Outcome 4d: Students will be able to build meaningful, culturally-engaged curriculum</b>			
Design meaningful, challenging curriculum based on cultural engagement, creativity, problem-solving, and play	Create a "web" of topics out of which to develop curriculum ideas and plans and detail how the learning environment can be enriched for learning. Develop a monthly focus for curriculum that appeals to children and is broad enough to be creative, supportive, and challenging and reflects their lives, cultures, and families. Create strategies for emergent curriculum and constructivist learning. Develop weekly and daily lesson plans that build children's confidence, knowledge, and understanding through playful creativity, problem-solving and joy.	Create a "web" of topics out of which to develop curriculum ideas and plans and detail how the learning environment can be enriched for learning. Develop a monthly focus for curriculum that appeals to children and is broad enough to be creative, supportive, and challenging and reflects their lives, cultures, and families. Create strategies for emergent curriculum and constructivist learning.	Create a "web" of topics out of which to develop curriculum ideas and plans and detail how the learning environment can be enriched for learning.
Implement meaningful, challenging curriculum	Set up the learning environment enriched for learning. Implement monthly plans, emergent curriculum strategies, and constructivist approaches. Implement weekly and daily lesson plans.	Set up the learning environment enriched for learning. Implement monthly plans, emergent curriculum strategies, and constructivist approaches.	Set up the learning environment enriched for learning.
Evaluate meaningful, challenging curriculum	Evaluate curriculum for effectiveness, and propose changes to improve.	Document children's engagement in the curriculum.	Observe children's engagement in curricular activities.

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## Program outcome #5: Integrity, advocacy, and commitment to the field of ECE (commonly referred to as “professionalism”):

Criteria	Level of Proficiency			Pre-Novice (1)
	Accomplished (4)	Developing (3)	Beginning (2)	
<b>Outcome 5a: Students will identify with and involve selves in the early childhood field, engaging in continuous, collaborative learning.</b>				
Identify with the field of ECE	Take leadership within the field of ECE either in the program where s/he work or as part of a volunteer ECE professional organization.	Subscribe to a professional journal and attends at least one annual conference or meeting	Identify with the early learning program where s/he works/volunteers	
Commit to and engage in lifelong learning	Complete the AAS-T in ECE; pursues further knowledge and skills through conferences, readings, and meetings; takes steps to continue on to a BA degree in ECE or closely related field.	Complete the AAS-T in ECE; pursues further knowledge and skills through conference, readings, and meetings	Complete the AAS-T in ECE	
Engage in self-reflection and improvement	Integrate knowledgeable, reflective, and critical perspectives on early education with self-reflection to (a) appreciate and enjoy one's actions and (b) improve one's performance of warmth, attention for children, and other best practices.	Using journaling and/or other methods, engage in self-reflection on a regular basis.	Engage in time and priority management to lessen stress and create opportunity for self-reflection	
Engage in collaborative learning	In collaboration with other professionals, develop appropriate, respectful, and helpful approaches to a situation involving children and families.	Exchange information with other professionals	Request information from other professionals working with young children	
<b>Outcome 5b: Students will be able to act with integrity, engaging in informed advocacy for children, families, early learning programs, and themselves as early childhood educators.</b>				
Use the NAEYC Code of Ethical Conduct	Articulate a situation that poses an ethical dilemma, propose a solution that takes into consideration children, families, co-workers, community, and society, and explain how it solves the dilemma. Write a personal commitment statement concerning appropriate confidentiality.	Read and discuss the Code of Ethical conduct, apply it to at least 2 scenarios presented in class. Articulate at least three scenarios requiring confidentiality	Identify the most basic ideal in the Code, and explain how ethical situations pose dilemmas in carrying out that ideal. Define confidentiality	
Advocate for children and families	Analyze at least 4 issues pertinent to early education advocacy and prioritize for children in your tribal community.	Engage in at least one advocacy activity on behalf of children	Name three advocacy issues for children and families	
Advocate for early learning programs	Analyze at least 4 issues pertinent to early education advocacy and prioritize for early childhood programs in tribal communities	Engage in at least one advocacy activity on behalf of early learning programs	Name three advocacy issues for early learning programs	
Advocate for self and other early childhood workers	Analyze at least 4 issues pertinent to early education advocacy and prioritize for early childhood workers	Engage in at least one advocacy activity on behalf of early childhood workers	Name three advocacy issues for early childhood workers	
Know and use legal requirements for mandated reporting	Student demonstrates commitment to mandated reporting, accepts responsibility for child safety, and recognizes the need for family support in suspected cases of abuse and neglect.	Identify at least 5 signs of possible abuse that require mandated reporting.	Identify oneself as a mandated reporter, and explain the meaning of mandated reporting of abuse and neglect.	
<b>Outcome 5c: Students will integrate knowledgeable, reflective, and critical perspectives on early education.</b>				
Understand that learning is socially constructed in interaction with others	Analyze the results of engaging in back and forth exchange between caregiver and child, or among children to further learning.	Engage in back and forth exchange between caregiver and child, or among children to further learning.	Articulate the importance of back and forth exchange between caregiver and child, or among children to further learning.	
Demonstrate understanding of and essential skills in interdisciplinary collaboration.	Analyze the benefits of collaborating with Native families, tribal communities, and partners in order to support children's growth and	Engage in collaborating with Native families, tribal communities, and partners in order to support children's growth and development.	Name three partners with whom they can collaborate in order to support children's growth and development.	
<b>Outcome 5d: Students will display warmth, joy, and attention with a commitment to relationship-based care and education.</b>				
Build connections with children	Document regular practice of expressing warmth and approval through non-verbal and descriptive feedback, avoiding praise. Document regular practice of regular Special Time (responsive play) that includes the support of laughter (Playlistening) with children in care. Demonstrate regular practice of talking descriptively in both tribal language and English and of attending to initiative, cooperation, and perseverance in children. Uses connection practices (Staylistening) when setting limits on off-track behavior.	Express commitment to expressing warmth and approval through non-verbal and descriptive feedback, avoiding praise. Express commitment to doing regular Special Time (responsive play) with children in care and commitment to talking descriptively in both tribal language and English. Express commitment to attending to initiative, cooperation, and perseverance in children.	Can demonstrate how to express warmth and approval through non-verbal and descriptive feedback, avoiding praise. Can describe how to do Special Time (play responsively) with children in care and how to talk descriptively in both tribal language and English. Can define initiative, cooperation, and perseverance in children.	
Enjoy positive relationships with children, families, co-workers, and supervisors	Demonstrate commitment to positive relationships and supportive interactions with children and among adults.	Articulate the essential importance of positive relationships and supportive interactions with children and among adults.	Identify elements of positive relationships with children, families, coworkers, and supervisors.	
Promote the need for help, being listened to, healthy emotional release, and taking care of one's own needs.	Can articulate why listening partnerships can be useful for early childhood professionals. Engages in regular listening partnerships of 30 minutes to one hour each way with at least one other person at least weekly. Uses that time for thinking through challenging situations, emotional release of tension, and strategizing re-emergence from distresses.	Can articulate why listening partnerships can be useful for early childhood professionals. Engages in occasional listening partnerships of short or long duration.	Can articulate why listening partnerships can be useful for early childhood professionals.	