



Course Outcomes Form Northwest Indian College

All hand-outs are posted on the faculty website at www.nwic.edu/faculty (follow the Assessment link)

Before completing this form, please refer to the *Instructions for Completing the Course Outcomes Form*. Please submit this form electronically to Shidon Aflatooni at saflatooni@nwic.edu.

Last date this form was updated or edited	April 16, 2008
Course Number (e.g., ENGL 101)	ECED 197A
Course Name (e.g., English Composition I)	Practicum I: Expressing Warmth to Children
List all instructor(s) who participated in creating and approved these course outcomes (please consult with at least one other person)	Shelley Macy
List the main textbooks, readings or other resources used in this course (including title, year and publisher)	Instructor Resource: <i>Connecting to Children—Teacher Resource Guide to the Modules</i> . Tom Drummond. PERF-ect. Seattle. 2002.
	Students co-construct their text throughout the course.

A. **NWIC outcomes:** From the *List of NWIC Outcomes*, select the most important outcomes you assess in this course (at least one NWIC outcome must be chosen).

NWIC outcome # (e.g., “Written communication: 2a. write standard English”)	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment/Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
Oral communication 3b: apply interpersonal communication skills.	Discussions Sharing Project of understanding and Expression of Understanding	Participation Student presentations
Cultural 1b: understands what it means “to be a people.”	<i>Values assignment carried out in an early learning setting. Process “Values” together—naming categories and sharing discoveries</i>	Participation

B. Course outcomes: In order of priority, list the most important other learning outcomes for this course that you assess (a maximum of 8).

Other course outcomes: Complete the sentence – As a result of this course, students will be able to...	Instructional Activities: How will students master this outcome? (e.g., solving problems, group activity)	Assessment / Evaluation Strategies: How will you measure this outcome? (e.g., student presentations, essays)
1. Recognize, describe, and categorize at least 5 actions and/or attributes of young children that you value, and relate them to your own indigenous cultural values.	Welcome—expressing commonality, possibility, Opportunity, and commitment. <i>Group discussion</i> Video clip (1 minute or so) of children playing without an adult present <i>Values assignment carried out in an early learning setting. Process “Values” together—naming categories and sharing discoveries</i> Sharing in large and small groups Portfolio for containing assignments and insights	Participation Portfolio completion
2. Recognize, describe, and categorize adult responses to children as “approval” or “disapproval” and write a declaration of the ideal person you want to bring to children when you are with them.	Responses of Adults assignment (with handout). Observe in an early learning setting. List 30 adult responses, both approving and disapproving.	List of adult responses. Participation in group discussions and sharing,

	Discuss "Responses" assignment. Writing a declaration <i>Sharing</i>	<i>Declaration</i>
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<p>3. Assess the extent to which negativity may be a habit, and set one goal for change.</p>	<p>Habits assignment—When working in an early learning setting, count the times you say “no” and “don’t” every day between the 3rd and 4th class meetings (one week)</p> <p>Brainstorm alternatives to negativity Journal—what pattern do you see? How do others react? What change, if any, will you make?</p>	<p>Tally completion</p> <p>Brainstorm Discussion Participation in Brainstorm and discussion</p> <p>Journal</p>
<p>4. Express approval using only non-verbal signals and vocal sounds and point out at least one result on another adult, one result on a child or group of children, and one result on yourself.</p>	<p>Handout.</p> <p>Non-verbal approval assignment carried out in an early learning setting. Share with group for compilation.</p> <p>Discussion</p>	<p>Evidence of participation in using non-verbal recognition</p> <p>Sharing in large group.</p>
<p>5. Use factual description rather than praise, describing at least 6 specific behaviors in a factual, positive, responsive way.</p>	<p>Use descriptions to respond to children—one intensive day and all week as much as possible in an early learning setting.</p> <p>Write 6 examples of descriptive responses to children.</p> <p>Discussions of discoveries by students Write answers t two questions about the effects of using descriptive responses.</p>	<p>Participation</p> <p>Written examples</p> <p>Participation in discussion</p>
<p>6. Keep a record of and analyze your non-verbal, vocal, and descriptive expressions of warmth to children.</p>	<p>Make 10-day chart of warm responses to all children in care in an early learning setting.</p> <p>Write answers to questions about the distribution of positives— patterns, reasons, and plans.</p> <p>Discussions</p>	<p>Chart completion.</p> <p>Written answers</p>
<p>7. Demonstrate your understanding, use of, and results of expressing warmth to children, relating your understanding to your cultural values and identity.</p>	<p><i>Project of Understanding that includes:</i></p> <p><i>Daily log</i></p> <p><i>Document Panel of photos and journal</i></p>	<p>Project of Understanding completeness</p>

	<i>entries</i> <i>Discussions</i> Create an “Expression of Understanding”	Participation Expression of understanding relevance
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