



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*.

Last date this form was updated or edited	April 16, 2008
Course Number (e.g., ENGL 101)	ECED 297B
Course Name (e.g., English Composition I)	Practicum IV: Initiative, Cooperation and Perseverance
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

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. Work with their classmates to construct their own idea of what initiative, cooperation and perseverance each mean.	Observe two very different-acting children taking initiative. Answer 3 questions for portfolio. Discussion of meaning of cooperation. Write in portfolio. Discussion of meaning of perseverance. Write in portfolio	Portfolio entry. Class participation <i>Participation in discussion</i> <i>Portfolio entry</i> Participation Portfolio entry
2. Identify at least 10 examples of initiative, exhibited by a child/children in an early childhood setting.	Investigation #2: Observe and record at least 10 examples of initiative.	Portfolio Class sharing
3. Sort their examples of initiative into two or more categories and, along with others in class, express at least two key ideas concerning initiative for young children.	Observation, categorizing, discussion	Portfolio Discussion
4. Identify at least 10 examples of cooperation, compile them with their	Investigation #3: collect descriptions of children cooperating.	Discussions, sharing Portfolio

classmates' examples, analyze the data and make at least one statement about what they say.	Investigation #4: notice the children cooperating. Create a chart showing the numbers of times and a chart showing duration.	Sharing, discussion Portfolio
5. Identify the number of times a child is engaged in and perseveres with one activity when faced with difficulty, and state what they want the child to be able to with regards to perseverance.	Investigation #5: Keep time of child persevering in a task that requires struggle to succeed. Class discussion. Written statement	Discussions, sharing Portfolio Participation Portfolio
6. Develop a project that demonstrates their understanding of expressing warmth, playing responsively, and talking informatively in promoting a child's initiative, cooperation, or perseverance.	Develop a Project of understanding	Share Project of Understanding with class
7. Develop a personal expression of the possibility of them being an early educator who is warm, playful, informative, and who enhances learning.	Create an Expression of Understanding	Share Expression of Understanding with class.