University of Wisconsin-River Falls
Co-Curricular Assessment Plan Template

Basic Information

Office/Department: C.H.I.L.D. Center

Program Being Assessed: Observation Site for College of Education

Division: Office of Business and Finance

Unit:

Date Plan Submitted: 10/23/19

Note: As you complete the assessment report, it is recommended that each activity be identified as addressing specific outcome(s) wherever possible to minimize confusion. For example, “Outcome One, X, is assessed through a survey administered to ___ at the beginning of each fall and spring semester.”

Assessment Plan Evaluation Components

Introduction:
The C.H.I.L.D. (Creative Hours in Learning Development) Center is licensed by the State of Wisconsin, serving children six weeks to 10 years of age. We prioritize serving children of current students and UWRF staff. We pride ourselves on being accredited and have a Five-Star rating from Young Star.

Re-evaluation of the mission, vision, and values are a 2019/2020 Academic Year goal for all C.H.I.L.D. Center professional staff.

Mission:
It is the intention of the C.H.I.L.D. Center to provide quality care to the children of students, faculty/staff and to the community at a reasonable cost. The center also serves as a fieldwork observation and practicum site for programs including early childhood, elementary education, communication sciences and disorders, social work, and counseling and school psychology. We believe that children learn through play and interaction with their environment, peers and nurturing caregivers, recognizing the individual needs and nature of each child.

Vision:
The C.H.I.L.D. Center is committed to maintaining a clean and safe environment for all children, staff, and families. We are a center that accepts all cultural beliefs, physical and mental abilities, sexual orientation, religious and spiritual beliefs, age, race, and ethnicities. We believe that all children should be accepted for who they are and where they are in the continuum of learning. Our staff will aim to meet children’s needs and encourage their social and emotional growth while planning developmentally appropriate activities. We promise to provide a fun and nurturing environment where we can not only foster a solid foundation of learning for the children, but also an empowering environment where children and families strive for their best. Our center will maintain an open-door policy for families to engage in day to day activities as they are able, and we will strive to keep communication lines open. Our staff will continually engage in professional development activities and welcomes feedback and new ideas from our family’s. Our staff will maintain a high level of professionalism. Above anything, we promise to love your children like our own. Welcome to our family!
Values:
- We value early childhood learning in addition to providing basic care
- We align with UWRF’s vision to provide an opportunity to engage in the campus community
- Provide an opportunity for teacher candidates to work with and learn from existing professional staff in the field of early childhood education
- We value collaboration with other on-campus departments
- We challenge staff to create opportunities for higher order thinking for our children as developmentally appropriate

Note: Co-Curricular Learning Outcomes

The following learning outcomes were created by C.H.I.L.D. Center Staff to express what we hope students will learn through observation with our organization. These learning outcomes will guide our purpose and decision making.

- Outcome One: Students will be able to enhance their teaching career readiness through observing C.H.I.L.D. Center staff adhering to developmentally appropriate and effective teaching practices.

- Outcome Two: Students will be able to summarize and discuss key components of their observation experience with C.H.I.L.D. Center director.

- Outcome Three: Students will have a clear understanding of their role and expectations for their time in observation at the C.H.I.L.D. Center.

Identify and discuss the co-curricular learning outcomes. Then, either provide narratives with each outcome or footnoted tied to each outcome that discuss.

Outcome One: The desire to increase developmental knowledge and teaching career readiness aligns with UWRF’s Pathway to Distinction goal three: Innovation and Partnerships. Working in collaboration through observation of our staff will support their learning. This goal also aligns with Wisconsin Department of Public Instruction’s Ten Teaching Standards #1, #8, and #9 (Appendix E).

Outcome Two: Heading into the professional world, being able to articulate and share observation and anecdotal experience will set apart UWRF job candidates. Outcome two is designed to simulate an interview experience and present the director with an opportunity to coach observers on their ability to reflect orally. This connects with UWRF’s focused mission statement to help prepare students to be productive and to be leaders. This also connects to Wisconsin Department of Public Instruction’s Ten Teaching Standard #9 (Appendix E). This standard encourages teachers to continually evaluate their own practices.

Outcome Three: The C.H.I.L.D. Center sets clear expectations for student observers to ensure they are engaging in observation and participation practices that fall within our licensure guidelines. The ability to work within specific parameters aligns with the University’s mission to prepare students to be productive. It also exemplifies our efforts to be student friendly, as we find that clear expectations yield the most effective results. Our guidelines for participation (Appendix A), which includes the logging of hours (Appendix B) and participant identification (Appendix C and D) provide a student-centered outline of expectations.

Learning Activities

- Outcome One: Learning Activities vary per course (as taught by UWRF College of Education). Lead classroom teachers work in collaboration with observers to be sure coursework is completed and answer questions as needed.
• Outcome Two: Students will complete an exit interview with C.H.I.L.D. Center director. This provides an opportunity to provide feedback. The form (Appendix F) is beneficial for students, and also encourages them to utilize Career Services which further fosters campus engagement.
• Outcome Three: Students will participate in a brief center orientation and tour with the front office staff.

**Instruments for Assessing Co-Curricular Learning Outcomes**

• Outcome One: The lead teacher in each classroom is required to assess the observers in their classroom. Depending on the coursework requirements, this is done in a variety of methods. Sometimes classroom teachers are required to assess on the basics such as timeliness and appropriate dress, and sometimes they are asked to evaluate lessons taught and student engagement.
• Outcome Two: Students will participate in an exit interview as outlined in Appendix F.
• Outcome Three: Students are asked to sign the Observation Agreement (Appendix A) indicating their understanding of expectations and procedures.

**Assessment Process**

The learning outcome we will evaluate and report is Outcome Two. Center director, Lindsie Thompson is responsible for completing the interviews and analyzing the findings. Lindsie will also maintain the assessment data via an Excel spreadsheet. Professional staff (lead teachers, operations program associate, center director) will meet at the conclusion of each semester to evaluate and make adjustments to our approach to aiding students through their observations, and how we can use their observation hours more effectively. This data and summary of planned changes will be published on the C.H.I.L.D. Center’s website.

**Appendices**

*Please see attached.*

**Authorization Signatures**

Signature, Person Submitting the Plan

Lindsie Rae Thompson

Date: 10/23/19

Signature, Supervisor

[Signature]

Date: 10/23/19

Signature, Department Head (if applicable)

[Signature]

Date

Signature, Division Head

[Signature]

Date: 10/23/19
C.H.I.L.D. Center Observation Record

Name: __________________________
Observing for: Class: __________________________
Instructor: __________________________
Requirements (hours, project, profile, etc):

Guidelines

1. The C.H.I.L.D. Center reserves the right to discontinue observation privileges at any point.
2. I will complete a Background Information Disclosure (DCF F-82064) form before any observation hours may begin (not required for current staff).
3. I will sign in and out of the observation log book (front desk) for each visit.
4. I will wear an observation lanyard (front desk) each time I observe or teach at the center.
5. I will call the center at 715-425-0656 if I am unable to make my scheduled observation. Failure to notify the center of my absence will result in immediate loss of observation privileges.
6. I will schedule days to teach lessons with my classroom lead teacher at least one week in advance.
7. I will obtain child-specific permission from parents before any observations begin.
8. I will send my Chalk and Wire evaluation as soon as it becomes available. I will provide other rubrics or evaluator paperwork before my lesson is taught.
9. I will notify front office staff when my hours/coursework are completed and they should not expect to see me for weekly observations any longer.
10. If I suspect I have witnessed any violations of licensure, have questions on policies, or am unsure staff are following best practices as taught by UW-River Falls, I will address it with Center Director, Lindsie Thompson, immediately. (715-425-4428, lindsie.thompson@uwrf.edu)
11. I understand that I am encouraged to start with observing, and grow to interacting as appropriate/directed by a lead teacher.
12. I understand that I am not to pick-up, hold, feed, or change children during my observation times.
13. I understand that I will be asked to leave if I smell of alcohol or tobacco, or am suspected to be under the influence of alcohol or other substances.

I have read and agree to the above guidelines and will comply while completing my field experience at the C.H.I.L.D. Center.

Name: __________________________
Signature: __________________________
Date: __________________________
For Office Use:
Classroom: 
Weekly Schedule: 
Call Outs: 

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To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all of the teacher standards.

The ten teacher standards for teacher development and licensure are:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.

5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher’s and pupil’s decision making.

7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils’ communities.

8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher’s practice, including the effects of the teacher’s choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher’s practice to meet the needs of each pupil.

10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
Observation Closure

Name: ____________________

Date: __________

Director: I see here you spent _____ hours observing at the UW-River Falls C.H.I.L.D. Center. Tell me about that experience—what your coursework responsibilities were and what did you learn during your time here?

Coursework Responsibilities Listed:
0    1    2    3    4    5+

Learning Experiences Listed:
0    1    2    3    4    5+

Comments:

For additional career readiness/job interview preparation help, please visit the Career Services office. Additional resources are available on their website.
We thank you for your service to the C.H.I.L.D. Center, and wish you the best of luck!