

Example of an SLO linked with assignments:

CDEV 67:

SLO: Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

If these were the expectations shared with students on the assignment, passing the assignment would be considered demonstrating proficiency on this SLO.

Reflection Papers

Background and Rationale:

Self-Reflection is a critical skill for all educators. It is often said that "We teach what we are." However, without conscious reflection we may not be aware of what and how we are communicating (or not communicating). Consciously analyzing our thoughts, feelings and behavior has the potential to help us to enter relationships with children and families with a clearer sense of who we are, what we are bringing to the interactions and increased compassion and understanding of their experiences and perspectives.

Basic Expectations for Assignments:

- Inclusion of your thoughts, feelings *and* actions you will take in your life and/or work with children, families and/or community.
- Connections between your own personal and/or professional experiences and class materials.
- Inclusion of the readings (With journals this is only necessary every other journal).
- Meeting the length requirements of the assignment

Guiding Question for Reflection:

- How does the work we have studied in class relate to your own personal experiences and family history, and how do you think it will impact your work with families?
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SLO Rubric: (Proficiency can be demonstrated via assignments, in-class work, etc.)

| Name: | Not Proficient | Approaching Proficiency | Proficient | Highly Proficient | Notes |
|--|----------------|-------------------------|------------|-------------------|-------|
| Analyze theories of socialization that address the interrelationship of children, families and communities | | | | | |
| Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. | | | | | |
| Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. | | | | | |
| Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children's development and learning. | | | | | |
| Critically assess community support services and agencies that are available to community and families. | | | | | |
| Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families | | | | | |