

Early Childhood Education Program Mission Statement (approved 2021)

The UW-Whitewater Early Childhood Education programs provide innovative interdisciplinary pathways to undergraduate and graduate degrees focused on meeting the unique needs of all children from birth through third grade. We prepare pre- and in-service teachers to use evidence-based practices in inclusive settings, use relationship based and equitable approaches to support children's learning, engage and collaborate with families and other professionals and facilitate developmentally appropriate learning within the context of cultures and communities.

Early Childhood Education Program Conceptual Framework



Graduates utilize the **teaching and assessment** cycle with their students because faculty and staff model the connections between learning goals, instruction, and assessment in their courses. (SLO 1)

Graduates are grounded in **best practices** for teaching all students because ECE program faculty and staff continually update their coursework and the programs to reflect current research and best practices in the field. (SLO 2)

Graduates value **inclusivity** because the ECE program models a blended approach throughout the coursework and placements. (SLO 3)

Graduates employ **advocacy** skills for children, families, and the field through the application of knowledge and critical thinking in coursework and placements. (SLO 4)

Graduates prioritize **collaboration** with children, families, and colleagues because our program is designed around cohorts that support relationship building and working together. (SLO 5)

Graduates work for **equity and social justice** because we intentionally embed opportunities to do deep reflective thinking about culture and identity into coursework and ensure candidates have experiences working with children and families reflecting diverse backgrounds. (SLO 6)

Early Childhood Education Program Student Learning Outcomes

SLO 1 -Teaching and Assessment - Students implement, analyze, and interpret results of meaningful authentic and standardized assessments for a variety of purposes including using authentic assessment to make data driven decisions and inform instructional practices at the individual child and class level.

SLO 2 – Best Practices - Students apply evidence-based practices and content knowledge to plan, develop, implement, and assess intentional and meaningful curriculum utilizing the integrated project approach in inclusive settings for diverse learners.

SLO 3 – Inclusivity - Building on the developmental, ecological, and transactional theories, students use individualized, evidence-based intervention strategies and approaches to meet each child's unique learning needs, within the context of routine activities in natural environments reflective of children's families, cultures, and communities.

SLO 4 – Advocacy - Students understand and demonstrate professional dispositions (i.e., ethical codes, communication, and reflection) while working collaboratively to advocate for children, families, and the early childhood profession.

SLO 5 – Collaboration - Students will use relationship-based approaches while collaborating with families and caregivers and other professionals to ensure all children's developmental and learning needs are being met across various settings.

SLO 6 – Equity and Social Justice - Through equitable approaches and an asset-based lens, and with consideration of systems of privilege and oppression, students critically reflect on their role as an educator to create socially just and inclusive classrooms based on positive and meaningful relationships.