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CAP Methods of Evaluation Summary

Below you will see the names of the assignments aligned with the course objectives for the eight CAP Classic Courses. If any MOE is aligned to more than one objective, you will find the MOE listed under both objectives.

The MOEs can be accessed from the Canvas Commons in the OER Resource Shells for each course. You must be logged into Canvas to access the Commons. Once in the Commons, you can import or download the MOEs for your own use. Links to the individual course shells on Commons are below

Child Growth and Development

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Summarize major theories of child development.	CGD Comparing Developmental Theories CGD Theories and Me CGD Theory Tweets CGD Nature, Nurture, and You
2. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.	CGD Nature, Nurture, and You CGD Promoting Industry vs. Inferiority CGD Mother's Interview on Pregnancy and Birth Experience CGD Interview on Adolescent Development CGD The Teen Brain CGD Infant Toddler Brain Development
3. Identify the typical progression of development across all domains.	CGD Interview on Adolescent Development CGD The Teen Brain CGD Infant Toddler Brain Development
4. Differentiate between characteristics of typical and atypical development.	CGD Observation of Infants and Toddlers CGD Observation of Young Children 3-8 CGD School Age Observation CGD Adolescent Observation
5. Apply objective and ethical techniques and skills when observing, interviewing, describing, and evaluating behavior in children.	CGD Observation of Infants and Toddlers CGD Observation of Young Children 3-8 CGD School Age Observation CGD Adolescent Observation

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Child Family Community

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Compare historical and current theoretical frameworks of socialization.	CFC How Theory Informs Practice
2. Identify how the child develops within a system and is influenced by multiple factors of socialization including the educational, political, and socioeconomic impacts on children and families.	CFC Socialization CFC Personal Bio-Ecological Portrayal
3. Compare and contrast diverse family characteristics and perspectives of children and families.	CFC What is Family?
4. Evaluate the impact of one's own experiences on their relationships with children, families, and the community.	CFC Personal Bio-Ecological Portrayal CFC Socialization: Applying Bronfenbrenner's Ecological Model
5. Describe the legal requirements and ethical responsibilities of professionals working with all children and families.	CFC Opportunity for Advocacy
6. Compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies.	CFC Compare Strategies for Building Partnerships
7. Describe contemporary social issues and their effects on families and children.	CFC Mix It Up
8. Identify community resources to support young children's learning and development and to support families' needs.	CFC Family Interview CFC Community Based Organization/Agency Report

Principles and Practices

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Describe historical and current issues and global approaches for early care and education.	PP Applying History to Current Issues
2. Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.	PP Program Models and Approaches
3. Identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.	PP CA ECE Teacher Performance Expectations PP Navigating the Learning Foundations and Common Core PP Identifying Your Theoretical Foundations PP Ethical Responses
4. Identify and compare the developmental stages and needs of children, birth through age eight.	PP Knowing and Using Knowledge of Development PP Video-Based Observation of Infant Toddler Settings
5. Describe Developmentally Appropriate Practice.	PP Preschool Environments and Developmentally Appropriate Practice (DAP)
6. Explain the role and value of play.	PP Elevator Pitch on Play

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CAP Objectives:	Available Methods of Evaluation
7. Compare and contrast principles of positive guidance and interactions.	PP Guiding Behavior and Classroom Management
8. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.	PP Video-Based Observation of Infant Toddler Settings PP Identifying Your Theoretical Foundations
9. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.	PP Planning with a Curriculum Web
10. Identify supports for first and dual language learners in developing English language and literacy skills including support for the home language.	PP Supporting Dual Language Learners
11. Develop an initial personal philosophy of early childhood teaching	PP Personal Philosophy of Teaching

Introduction to Curriculum

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.	IC Program Models IC Comparing ECE Curriculum IC Program Models Comparison
2. Explain how the curriculum is integrated across all developmental domains and content areas.	IC Integrated Curriculum: Math
3. Observe and evaluate teaching strategies, curriculum, and environmental designs.	IC Conor's Hair Salon: Connecting theory and teaching strategies to observation
4. Observe children as a basis for planning curriculum and environments.	IC Conor's Hair Salon: Connecting theory and teaching strategies to observation IC Observing and Planning for Infants and Toddlers
5. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.	IC Using the Foundations: Language and Literacy
6. Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.	IC Physical Environment- Infant Toddler IC Physical Environment-Preschool
7. Explain how different teaching strategies could be used for a variety of curriculum goals.	IC Teaching Strategy Scenarios
8. Describe guidance and interaction approaches to support social relationships and learning.	IC Positive Guidance
9. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.	IC: Adapting Activities for Individual Needs: Working with an IEP IC Adapting Learning Experiences for Individual Needs
10. Describe various strategies for engaging and partnering with families to support children's development and learning	IC Family Engagement

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Health Safety and Nutrition

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Define the broad concepts and practices of health, safety, and nutrition.	HSN First Aid Scenarios HSN Children's Health, Safety and Nutrition
2. Identify laws and regulations related to health, safety, and nutrition.	HSN Child Care Site Laws and Regulations
3. Identify health and safety risks and prevention strategies in care and education settings.	HSN Observation of Early Care and Education Health and Safety Environment
4. Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.	HSN Caregiver's Role Health, Safety and Nutrition
5. Describe culturally responsive strategies for partnering with families and the community in support of a healthy and safe environment for children.	HSN Observation of Early Care and Education Health and Safety Environment HSN School Wellness, Safety and Security HSN Healthy Nutrition Tips for Families
6. Explore community resources available to support children and families.	HSN Healthy Nutrition Tips for Families HSN Community Resources
7. Apply the recommendations for children's nutrition to the development of healthy and economical meals and snacks based on the age and individual needs of children.	HSN Snack Menu Re-Do
8. Plan developmentally appropriate, culturally responsive learning experiences and environments that support the topics of health, safety, and nutrition.	HSN Health, Safety, Nutrition Activity/Learning Experience

Teaching in a Diverse Society

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Describe historical and current perspectives on diversity and inclusion.	TD Historical and Current Perspectives
2. Identify and differentiate between various forms and types of diversity-	TD Gender and Race
3. Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege impact children's learning, development, and school experiences.	TD Identifying isms during the COVID pandemic
4. Reflect on your own values and implicit and explicit biases and the ways in which these may positively and negatively affect teaching and learning.	TD Reflection on Bias TD Personal Identities
5. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness for infants and toddlers through the early primary years.	TD Creating a Diverse Environment TD Classroom Supply Project TD Classroom Observation TD Book Share
6. Describe appropriate teaching strategies and potential curriculum and pedagogical modifications to help all young children access the curriculum.	TD Pedagogical Modifications
7. Describe strategies to promote an inclusive and anti-racist classroom community.	TD Creating a Diverse Environment TD Book Share

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CAP Objectives:	Available Methods of Evaluation
8. Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.	TD Book Share
9. Describe strategies to build collaborative, respectful partnerships with families.	TD Effective Communication

Observation and Assessment

[Canvas Commons Resource Shell](#)

CAP Objectives:	Available Methods of Evaluation
1. Differentiate between various observation and assessment tools according to their purpose and validity.	OA Anecdotal Records Practice OA Using Anecdotal Records in the Classroom OA Rating Scales OA Running Record Practice OA Running Record Social Development 30 pts OA Creating and Using Checklists OA Time Sample Focusing on Attention Span
2. Demonstrate basic formative and summative assessment techniques.	OA Rating Checklist - DRDP
3. Apply knowledge of development and other influencing factors to interpret observations and assessments.	OA Time Sample Focusing on Attention Span OA Using Anecdotal Records Focused on Transitions
4. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.	OA ECERS Score Sheet OA Classroom Observation
5. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.	OA Recognizing the Influence of Bias
6. Demonstrate how observation and assessment are used to plan for and adjust learning experiences	OA Using the DRDP as a Basis for Planning and Parent Engagement
7. Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.	OA Ethical Scenarios in Early Childhood Settings
8. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.	OA Partnering with Other Professionals to Learn about Children OA Inviting Families to Share

Practicum

[Canvas Commons Resource Shell](#)

1. Apply current research and theories on learning and development to plan experiences for young children.	PR Theory to Classroom Application
2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.	PR Co-Teacher Ethical Scenario
3. Plan, implement, and evaluate curriculum based on the needs and interests of young children.	PR Learning Experience/Activity Plan
4. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.	PR Learning Experience/Activity Plan

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5. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.	PR Dual Language Development
6. Use documentation and assessment to monitor children's progress and to adjust learning experiences.	PR Using DRDP Rating Checklist for Curriculum Planning
7. Analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning.	PR Analyzing Environments
8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.	PR Adjusting Curriculum for Various Ages
9. Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.	PR Challenging Behaviors: Clean-Up Time Scenario
10. Practice strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning.	PR Family Collaboration and Engagement Discussion
11. Reflect on student teaching experiences to guide future teaching and collaborative practices.	PR Reflection on my Professional Development
12. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the ECE setting.	PR Supervising and Giving Feedback