| **Global Learning Student Learning Outcome Addressed** | | **Assessment Method** | | Assessment Results | |
| --- | --- | --- | --- | --- | --- |
| **Global Awareness:** Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems | | Assessment Activity/Artifact:  Research Project: The candidates will select a children’s book related to local, international, and intercultural issues, trends and system to conduct a dialogic reading between a child/children and an adult.  Evaluation Process:  Candidates will be evaluated through a rubric that will include the following:  Dialogic Reading:   * Analysis of interactive dialogue between child/adult about local, international and intercultural issues, trends and systems during a read aloud activity * Analysis of communication patterns and child development milestones that are reflected during read aloud. Focus on adult and child interaction based on cultural and linguistic backgrounds * Documentation. Data collection including participants’ cultural and linguistic backgrounds   Minimum Criteria for Success:  Success will be measured in a 2 of 3 on a 3 point rubric.  Sample: All students will be assessed. | *To be entered after each time course is taught* | | |
| **Course Learning Outcome** | |
| Knowledge of the interrelatedness of local, global, international and intercultural issues, trends and systems through the use of children’s literature that addresses global issues. | |
| **Use of Results for Improving Student Learning** | | | | | |
| *To be entered after each time course is taught* | | | | | |
| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | | | | Assessment Results |
| **Global Perspective:** Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems | Assessment Activity/Artifact:  Author’s Project: The candidates will conduct research of two authors from different cultural backgrounds and compare and contrast how they reflect multiple cultural perspectives through the use of different literary devices and genres.  For example, Tommie de Paola was an Italian descendent. Most of his books were influenced by his Italian heritage and growing in America while Patricia Polacco was a Russian descendent who write stories about Russian traditions practiced in America. Both authors write stories about their personal experiences of immigrant families that come to the United States due to political and economic problems in their countries.  Evaluation Process:  Candidates will be evaluated through a rubric that will include the following:   * Genre, style & sound: Bring at least five books and Identify the authors’ genre preference, style and sound; demonstrate how authors get their message through about local, global, and intercultural problems * Authors’/illustrators’ background: Identify how historical, cultural and personal elements contributed to the creation of children’s books * Compare and contrast how authors from different cultural backgrounds express similar concerns about global issues   Minimum Criteria for Success:  Success will be measured in a 2 of 3 on a 3 point rubric  Sample: All students will be assessed. | | | | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Ability to analyze the various literary devices and genres that authors use to present multiple perspectives of local, global, international and intercultural problems. |
| **Use of Results for Improving Student Learning** | | | | | |
| *To be entered after each time course is taught* | | | | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Willingness to engage in local, global, international, and intercultural problem solving | Assessment Activity/Artifact:  Jump Start Kit:  Design of environmentally sustainable activities in their classroom. The candidates will design a Jump Start kit that includes a set of at least 10 developmentally appropriate children’s books that address local, global, international, and intercultural problems. Students should develop activities or book extensions towards finding solutions to global, international and intercultural problems.  For example, a Jump Start Kit related to global warming. The candidates will select children’s books about pollution, deforestation, weather changes, natural disasters, animals at risk of extinction and so forth and so on. Organize a rethink-reuse-recycle campaign.  Evaluation Process:  Candidates will be evaluated through a rubric that will include the following:   * Selection of developmentally appropriate children’s books that address local, global, international and intercultural problems * Description and explanation on how this collection of children’s books promote children’s social, emotional, cognitive, aesthetic and language development * Book extensions that reveal children’s understanding of global, international and intercultural problems and its solutions   Minimum Criteria for Success:  Success will be measured in a 2 of 3 on a 3 point rubric  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Willingness to design a classroom activity wherein the students solve a local or global problem. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |