



BAKER COLLEGE
STUDENT LEARNING OUTCOMES

EDU 1010 The Whole Child
3 Semester Hours

Student Learning Outcomes & Enabling Objectives

1. Explore the role of the teacher as a professional within the classroom.
 - a. Describe evidence-based characteristics of whole child learning environments and curriculum by focusing on children’s characteristics, needs, and interests; linking children’s language, culture, and community to early learning; using social interactions during routines and play-based experiences; incorporating technology and integrative approaches to content knowledge; and utilizing incidental teaching opportunities and informal experiences to build children’s development in all areas. (P.1.d)
 - b. Summarize the personal affect and behaviors needed to build respectful relationships with students to create a safe and nurturing classroom culture. (P.1.e)
 - c. Model knowledge and application of evidence-based instructional strategies to support learning and development through play, physical wellness, and behaviors that contribute to life-long health. (P.1.p.q.)
2. Analyze evidence-based practices that engage and empower young learners.
 - a. Examine whole child state standards as they relate to the multiple influences on development and learning, including but not limited to: opportunities to play and learn, social relationships, children’s individual and developmental variations, cultural and linguistic context, economic conditions of families, community characteristics, and the influence and impact of technology and the media. (P.1.b)
 - b. Describe Social and Emotional Learning competencies and indicators that help complete the academic process and support a well-rounded education that teaches to the whole child. (P.1.m)
 - c. Investigate strategies that support the whole child, including multiple interrelated areas of child development and learning, learning processes, and motivation to learn. (P.1.a)
3. Evaluate communication skills and strategies for building positive relationships with stakeholders. (CTP 10) (P.3.a)
 - a. Examine a variety of communication strategies that support and empower families and communities through respectful reciprocal relationships. (P.1.c) (P.3.c)
 - b. Construct opportunities to engage parents, families, professionals and communities in positive partnerships. (P.3.c)
 - c. Evaluate effects of professional and personal decisions and actions on children, parents and other professionals in the learning community. (P.2.c)

- d. Articulate the value, appropriate use (and potential misuse) of assessment including screening and referral practices. (P.3.d)
 - e. Simulate skills and strategies for clarifying and communicating sensitive issues with appropriate parties (child abuse, neglect, hygiene, nutrition) to promote young children’s physical and psychological health, safety and sense of security.
 - f. Evaluate the role of technology and social media as a communication tool.
4. Explore resources outside the classroom that support children, families and educators. (P.3.b)
 - a. Describe the roles and responsibilities of building and district professionals and specialized personnel in the PK-6 system.
 - b. Outline collaboration opportunities within a system of support to advance children’s learning and well-being while supporting families and educators.
 - c. Identify appropriate agencies and other resources in the larger community to support children’s learning and well-being while supporting families and educators.

Big Ideas and Essential Questions

Big Ideas

- Teacher as a professional
- Whole child development
- Communication with stakeholders
- Community outside the classroom

Essential Questions

1. What professional practices, behaviors, and decisions must be considered by the teacher when addressing the child's physical, social, emotional, and learning needs?
2. How do teachers use their knowledge of young children's characteristics and needs to nurture and empower young learners?
3. How do teachers use communication skills and strategies to build respectful, reciprocal relationships with families and the community?
4. How can various professionals within a school, district, and community be used to enhance the learning and well-being of students and educators?

These SLOs are not approved for experiential credit.

Effective: Fall 2024