



**College of Education  
Early Childhood Education/Special Education Program**

**PROMOTING THE SOCIAL-EMOTIONAL COMPETENCE OF  
YOUNG CHILDREN IN INCLUSIVE CLASSROOMS  
EDHD 415**

**Spring 2019 Monday 4:15 to 6:15 Benjamin 3315**

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**Course Overview/Description**

Beyond delivering instructional material, teachers must have knowledge and skill regarding how to appropriately manage the classroom so that all children will be able to learn from their school experiences. Classroom management extends beyond responding to student misbehavior to include a comprehensive approach to addressing the social/emotional competence of children. This is particularly important for early childhood teachers, who in many ways establish the children’s school trajectories. Thus, the overarching goal of this course is to prepare early childhood teachers who are able to sensitively, responsively, and effectively manage a classroom of young students.

The instructor will present overview material and additional material will be read and discussed by the class. Most of the course content revolves around practical strategies to address young children’s social and emotional competence, and to create classroom environments that foster students’ competence in these domains. As such, students will be engaged in skill-building for the delivery of a curriculum to promote children’s social-emotional competence, via weekly practice sessions with their peers.

Key to understanding the core principals in this course is knowledge about young children’s social and emotional development (obtained in EDHD 420/431). A central tenet of this course is that teachers must consistently reflect upon their relationships with students in the class, and the strategies they use to promote children’s social and emotional competence. Thus, students in this course will engage in weekly in-class reflection activities, as well as complete assignments that require reflection.

In line with these goals, the objectives of the course are:

- To familiarize undergraduate ECE students with strategies for promoting the social and emotional competence of young children in ECE classrooms. (NAEYC 1, 4; InTASC 1, 2, 3)

- To provide undergraduate ECE students with a foundational knowledge base about practice and research on positive classroom management and how it can be applied to an ECE classroom. (NAEYC 4; InTASC 3)
- To increase undergraduate ECE students' conceptions of the responsive classroom and how this approach can be applied to an ECE classroom. (NAEYC 4; InTASC 3)
- To expose undergraduate ECE students to the research on the sustained impact of positive early teacher-child relationships on children's academic, social and emotional competence, and the strategies to enhance those relationships. (NAEYC 4, 6; InTASC 3, 9)
- To increase undergraduate ECE students' appreciation for the importance of creating a classroom physical and psychological environment that supports the social-emotional competence of young children. (NAEYC 4; InTASC 3)
- To enable undergraduate ECE students to apply their knowledge about positive classroom management to their interactions with young children. (NAEYC 4; InTASC 3)
- To facilitate undergraduate ECE students' understanding of challenging behavior in young children and how to decrease this behavior in an early childhood classroom. (NAEYC 1, 4; InTASC 1, 2, 3)
- To improve undergraduate ECE students' capacity to observe and assess young children's social-emotional and behavioral functioning in the context of the ECE classroom environment. (NAEYC 3; InTASC 6)
- To allow undergraduate ECE students to reflect on their own work through group process, written work, and personal reflection. (NAEYC 6; InTASC 9)

### **Course Texts**

Charney, R. (2002). *Teaching children to care: Classroom management for ethical and academic growth*. Northeast Foundation for Children.

McKenzie, R. & Stanzione, L. (2010). *Setting limits in the classroom 3<sup>rd</sup> edition*.

Texts will be supplemented with materials from several sources related to responsive classrooms, positive teacher-child relationships, social-emotional foundations of early learning, and classroom management. Also, materials for a curriculum to promote social-emotional competence for young children will be shared.

### **Professional Standards and the College of Education Conceptual Framework**

*National Association for the Education of Young Children (NAEYC)*

NAEYC Standard 1: Promoting Child Development and Learning

NAEYC Standard 2: Building Family and Community Relationships

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)

NAEYC Standard 6: Becoming a Professional

*The Interstate Teacher Assessment and Support Consortium (INTASC)*

THE LEARNER AND LEARNING

1. Learner Development: [InTASC 1]
2. Learning Differences: [InTASC 2]
3. Learning Environments: [InTASC 3]

CONTENT

4. Content Knowledge: [InTASC 4]
5. Application of Content: [InTASC 5]

INSTRUCTIONAL PRACTICE

6. Assessment: [InTASC 6]
7. Planning for Instruction: [InTASC 7]
8. Instructional Strategies: [InTASC 8]

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: [InTASC 9]
10. Leadership and Collaboration: [InTASC 10]

*College of Education Conceptual Framework*

Knowledge of:

Subject Matter

Pedagogy

Learners

Curriculum

Educational Goals and Assessment

Social and Cultural Contexts

Technology

**Course Policies**

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.studentconduct.umd.edu/>. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.

**Religious observances:** The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

**Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website ([www.courseevalum.umd.edu](http://www.courseevalum.umd.edu)) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

**Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.\*

**Major scheduled grading events:** Major Scheduled Grading Events (MSGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

**Non-consecutive, medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

**Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

**Please see the University's website for undergraduate course related policies at <http://ugst.umd.edu/courserelatedpolicies.html>**

## Course Requirements

Each student is expected to:

1. Be an **active participant** in class discussions and activities. In particular, you will be a member of a stable, on-going small group which will reflect on their work with students in the preschool classroom from teacher-child relationship and classroom management perspectives, and relate these reflections to projections on how these issues may manifest themselves in primary grade classrooms. It is expected that the facilitation of the group will rotate between members throughout the course. Additionally, the instructor will rotate through the groups as a consultant and support to the group process.
2. Complete all **reading assignments** as per course schedule.

### 3. Complete **Field Placement Requirements**

The field placement is connected to your learning in every course and critical to your development as a teacher. You will be evaluated on the following components of the field placement:

- **Attendance** (as recorded on the attendance log signed by your mentor and submitted at the end of the semester)
- **Record-Keeping** (timely submission of all required paperwork related to field placements, including field placement agreement, attendance log, placement information form, student evaluations of placement, etc.)
- **Mentor Evaluations** (scores on final evaluation completed by Mentor)
- **Reflections** (3-5 reflections assigned by and submitted to seminar professor)
- **Field Placement Seminar** (attendance and participation in two seminars throughout the semester. Dates TBA.)

4. Complete CITI Training that is a requirement for placement in internship sites for next year. Submit a copy of your certification for credit for this task. You can email it to the early childhood program.

5. Sign up for LiveText, an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. LiveText accounts can be purchased at the University Book Center; see EDUC-EDUC in the Book Center course listings. An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. LiveText is a one-time purchase that lasts the duration of your time at the College of Education and one year following program completion (up to a period of five years). There is no need to re-purchase LiveText if you currently have an active account. All students should purchase the LiveText FEM version. Please send an email to [coe-livetext@umd.edu](mailto:coe-livetext@umd.edu) if you have any questions about LiveText.

6. Complete an **assessment of your classroom (or other child caring environment)**, from the perspective of the *responsive classroom*. Make sure to address how the classroom teachers (or other care providers) and the set-up of the environment meet the social-emotional needs of the

children (toddlers or preschoolers). Describe the strengths and challenges of this classroom (or other child care environment) in regard to classroom management. Use your text and other course materials in your assessment of the classroom. This assignment should be 7-8 pages. (InTASC 3, 6, 7; NAEYC 3, 4)

7. Complete one **observation assignment**, and accompanying write-up of a child in your classroom who presents with behavioral challenges. Submit a description of the child (including his/her functioning in the social and emotional arenas), a narrative recording of the child's behavior, and a consideration of the child's social/emotional development in the context of material from this course and EDHD 420/431. Also include a description of how the classroom teachers respond to this child's behavior, using course material to analyze the effectiveness of their strategies. Finally, develop an RTI (response to intervention) approach to intervening with this child's behavioral challenges. This assignment should be 7-8 pages. (InTASC 1, 2, 6, 8; NAEYC 1, 3, 4)

8. Prepare a written reflection of your interactions with children over the course of your placement, including how you address issues related to teacher-child relationships, social emotional foundations of early learning, and classroom management. Consider your strengths and areas for growth in these domains. Incorporate any feedback you have received from your mentor teachers. Use your text and other course materials as the basis for your reflections. This assignment should be approximately 5 pages. (InTASC 9; NAEYC 6)

### Grading Standards

Participation	20%
Field Placement Requirements	5%
CITI completion	5%
Reflection <b>MSGE</b>	20%
Observation Assignment <b>MSGE</b>	25%
Classroom Assessment <b>MSGE</b>	25%
<b>TOTAL</b>	<b>100%</b>

### Final Letter Grades

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
F	59 and below		

**Course Content and Sessions** (subject to modification)

DATE	TOPIC	ASSIGNMENT
1/28	Course Overview, Grading and Introductions Activities Facilitated Attuned Interactions (FAN) ARC and Class Structure Activities	NO ASSIGNMENT
2/4	The Pyramid Model (SEFEL) The Teacher and Developing Relationships	The Pyramid Model Developmental Stages of Social Emotional Skills Hot Buttons and Reframing Activity
2/11	Classroom Environment; Organization; Priorities; Expectations; Routines	McKenzie chapter 1 Charney chapters 1, 2 Inventory of Practice Activity
2/18	Social/Emotional Teaching Strategies	Charney chapters 10, 11, 12 McKenzie chapters 3, 4 Emotional Literacy and Book Nooks Activity
2/25	The Responsive Classroom	Responsive Classroom Second Step Curriculum Activity
3/4	Teacher-Child Relationships	McKenzie chapter 2 and other assigned articles Attention Seeking Behaviors and Attachment
3/11	Emotional Support, Social Conferences, Class Meetings	Charney chapters 13, 14, 16, 17 <b>Complete Classroom Assessment- No Class</b>
3/18	Spring Break	No assignment
3/25	Rules and Logical Consequences	Charney Chapters 3, 4, 6, 9 McKenzie chapters 5, 6, 11 <b>DUE: Classroom Assessment MSGE</b> Pyramid Tools Activity
4/1	Limits and Discipline	McKenzie chapters 7, 8, 9, 10, 13 Steps For Problem Solving Review Assignment for Child Observation
4/8	Understanding Children with Challenging Behavior	Charney chapters 8, 15 McKenzie chapters 16,17, 18 Behavior as Communication

4/15	Intervening with Children with Challenging Behavior	Charney chapters 8, 15 McKenzie chapters 16, 17, 18 Behavior Support Plans
4/22	Intervening with Children with Challenging Behavior	Charney chapters 8, 15 McKenzie chapters 16, 17, 18 Review Reflection assignment
4/29	PBIS	<b>DUE: Child Observation (MSGE)</b>
5/6	<b>WEEK IN THE SCHOOLS</b>	NO ASSIGNMENT
5/13	Integration and Reflection	
<b>TBA</b>		<b>Final Exam Reflection</b>

### Classroom Assessment Assignment

#### Assignment Description:

During your two-day per week placements at a center-based early childhood program serving preschool children or other child caring environment (e.g., toddler room, home), please do multiple observations to observe how the environment in which you are placed promotes the social-emotional competence of participant children. Complete an assessment of the environment, from the perspective of the responsive classroom. Make sure to address how the classroom teachers or other caregivers and the set-up of the environment meet the social-emotional needs of the children.

Describe the strengths and challenges of this environment in regard to the management of children's behavior. Specifically, provide a general description of the setting, including group size, teacher-child ratio, and a description of the characteristics of the teachers or caregivers and the children. Identify and critique the strategies that the teaching/caregiving staff uses to promote the social, emotional, and behavioral competence of children, and to manage children's behavior. Provide a description and analysis of how the design of the environment promotes the social-emotional-behavioral competence of children. Make some recommendations regarding how this environment could be improved to address the social, emotional, and behavioral functioning of children.

It is recommended that you take observational notes that pertain to this assignment during each day of placement prior to the assignment due date. Although the notes do not have to be included, reference to specific observations in the classroom is encouraged. Use your text and other course materials in your assessment of the classroom, and make explicit linkage to course material throughout the assignment. In the interest of



confidentiality, do not use names of the teachers or students in your classroom or other setting. The assignment should be type-written in 12-point font, be approximately 7-8 pages in length, and have the following format:

Introduction

Description of Setting

Description and Analysis of Teacher Strategies

Description and Analysis of Environment

Recommendations for Improving Approach to Address Children's Social-Emotional Competence

Conclusions

### Assignment Rubric:

	<b>Needs Improvement /Inadequate</b>	<b>Emerging</b>	<b>Developing</b>	<b>Meets Criteria</b>
<b>Introduction</b>	No description of purpose of assignment included  ___ 0 points	Very brief description of assignment purpose  ___ 1-2 points	Description of assignment purpose with discussion of import of classroom support for children's social, emotional, and behavioral functioning  ___ 3-4 points	Description of assignment purpose with discussion of classroom support for children's social, emotional, and behavioral functioning with links to course material  ___ 5 points
<b>Description of Setting NAEYC 3, 4</b>	No description of setting included  ___ 0 points	Very brief description of setting  ___ 1-3 points	Description of setting includes some detail  ___ 4-7 points	Description of setting with considerable detail and diagram of classroom  ___ 8-10 points
<b>Description and Analysis of Strategies of Teacher or Other Caregiver NAEYC 4</b>	No description and analysis of teacher strategies  ___ 0 points	Teacher strategies to promote children's social, emotional, and behavioral competence and to manage classroom are described with minimal detail, and there is no analysis of these strategies  ___ 1- 8 points	Teacher strategies to promote children's social, emotional, and behavioral competence and to manage classroom are described with some detail, with limited analysis of these strategies  ___ 9-16 points	Teacher strategies to promote children's social, emotional, and behavioral competence and to manage classroom are described in detail, with a rich analysis of these strategies that includes links to course material  ___ 17-25 points

	<b>Needs Improvement /Inadequate</b>	<b>Emerging</b>	<b>Developing</b>	<b>Meets Criteria</b>
<b>Description and Analysis of Environment</b>  NAEYC 4	No description and analysis of environment  ___ 0 points	The environment is described, with minimal detail, in reference to the promotion of children’s social, emotional, and behavioral competence and to classroom management, and there is no analysis of the environmental supports  ___ 1-6 points	The environment is described, with some detail, in reference to the promotion of children’s social, emotional, and behavioral competence and to classroom management, with limited analysis of the environmental supports  ___ 7-13 points	The environment is described, in detail, with reference to the promotion of children’s social emotional competence and to classroom management, with a rich analysis of environmental supports that includes links to course material  ___ 14-20 points
<b>Recommendations for Improving Approach</b>  NAEYC 4	No recommendations included  ___ 0 points	A few recommendations included re: approach to promoting children’s social, emotional, and behavioral competence and to behavior management  ___ 1-6 points	Some recommendations included re: approach to promoting children’s social, emotional, and behavioral competence and to behavior management, but are not linked to course material  ___ 7-13 points	Several recommendations are included re: classroom approach to promoting children’s social, emotional, and behavioral competence and to behavior management that are linked to course material  ___ 14-20 points
<b>Conclusion</b>	No conclusion  ___ 0 points	Conclusion includes summary of what student has learned from assignment and analysis which includes only brief discussion of the implications of observation for practice  ___ 1-6 points	Conclusion includes summary of what student has learned from assignment and analysis which includes some linkages with research and practice knowledge about promoting children’s social, emotional, and behavioral competence and classroom management  7-13 points	Conclusion includes detailed summary of what student has learned from this assignment, subjective reflections and an analysis with multiple linkages with research and practice knowledge about promoting children’s social, emotional, and behavioral competence and to classroom management  14-20 points
<b>Total Score:</b>	___ of 100 points			
<b>Comments:</b>				

	Needs Improvement /Inadequate	Emerging	Developing	Meets Criteria

**KEY:**

- (1) **Needs Improvement:** An unskilled or *inadequate* performance thus far; or, the intern has not yet taken the opportunity to demonstrate progress toward the criterion.
- (2) **Emerging:** An emerging though incomplete performance that has yet to meet the criterion.
- (3) **Developing:** A skillful though still evolving capability that nearly meets the criterion.
- (4) **Meets Criteria:** A highly skilled, knowledgeable, reflective performance that consistently meets the criterion and expectations for a beginning teacher.

## Reflections

### Assignment Description:

This assignment, which should be typewritten in 12-point font, and be approximately 5 pages long, includes a summary of the student's interactions with the children as well as specific reflections. The summary should include a fairly detailed account of the strategies used by the student to engage, interact with, instruct, and manage the children in her classroom. A particular focus of the summary should be how the student promoted the social emotional competence of the children in the classroom. The student will reflect on her interactions with children, including how she addresses issues related to teacher-child relationships, social emotional foundations of early learning, creating a responsive classroom, and classroom management, with respect to children with and without disabilities. The student should use her text and other course materials as the basis for these reflections. Specifically, she should consider when and why they used specific strategies and whether these strategies were beneficial for the social-emotion-behavioral functioning of children in their classroom. Additionally, she should reflect on what other strategies (introduced in the course or observed in the mentor teacher) she may have employed that would have benefited the children in the classroom. It is critical that students link these reflections to course material (i.e., lectures, readings).

Finally, the student should write subjective reflections that allow her to discuss her opinions, concerns, and emotional responses relative to the assignment, and the topic of promoting the social emotional competence of children in early childhood classrooms. These reflections represent an opportunity for the student to consider her own professional development, and her strengths and areas needing further development. It is not expected that these reflections are linked to course material. The format of the assignment is as follows:

Introduction

Summary of Instructional Interaction with Students

Strategies to Promote Children's Social Emotional Competence

Subjective Reflections

## Conclusion

## Assignment Rubric:

	<b>Needs Improvement /Inadequate</b>	<b>Emerging</b>	<b>Developing</b>	<b>Meets Criteria</b>
<b>Introduction</b>	No description of purpose of assignment included  ___ 0 points	Very brief description of purpose of assignment  ___ 1-2 points	Description of purpose of assignment including either the import of teacher reflection and focus on young children's social, emotional, and behavioral functioning  ___ 3-4 points	Description of purpose of assignment including both the import of teacher reflection and focus on young children's social, emotional, and behavioral functioning  ___ 5 points
<b>Summary of Instructional Interaction with Students</b>  NAEYC 3, 4, 6 CEC 2, 5, 6	No summary  ___ 0 points	Summary of interaction with students with no focus on promoting social-emotional competence with and without disabilities  ___ 1-8 points	Summary of interaction with students with limited focus on promoting social-emotional competence of children with and without disabilities  ___ 9-16 points	Summary of interaction with students with considerable focus on promoting social-emotional competence with and without disabilities, and a clear link with course reading material and lecture notes  ___ 17-25 points
<b>Discussion of strategies to promote children's social emotional competence</b>  NAEYC 3, 4, 6 CEC 2, 5, 6	No discussion  ___ 0 points	Strategies discussed briefly, but do address few aspects of responsive classroom, teacher child relationships, and CSEFEL  ___ 1-12 points	Strategies discussed which address some aspects of responsive classroom, teacher child relationships, and CSEFEL  ___ 13-25 points	Rich discussion of strategies which address many aspects of responsive classroom, teacher child relationships, and CSEFEL and is linked with the course reading material and lecture notes  ___ 26-35 points
<b>Subjective</b>	No subjective reflections	Brief subjective reflections	Enriched subjective reflections	Enriched subjective reflections that

	Needs Improvement /Inadequate	Emerging	Developing	Meets Criteria
<b>Reflections</b> NAEYC 6 CEC 6	included  ___ 0 points	___ 1-8 points	___ 9-16 points	are linked with course material  ___ 17-25 points
<b>Conclusion</b>	No conclusion  ___ 0 points	Conclusion includes brief summary of what student has learned from assignment  ___ 1-3 points	Conclusion includes summary of what student has learned from assignment and but limited reflections  ___ 4-6 points	Conclusion includes detailed summary of what student has learned from this assignment, and enriched reflections  ___ 7-10 points
<b>Total Score:</b>	___ of 100 points			
<b>Comments:</b>				

**KEY:**

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- (2) **Emerging:** An emerging though incomplete performance that has yet to meet the criterion.
- (3) **Developing:** A skillful though still evolving capability that nearly meets the criterion.
- (4) **Meets Criteria:** A highly skilled, knowledgeable, reflective performance that consistently meets the criterion and expectations for a beginning teacher.

## **Rubric for Observation of Child with Challenging Behavior**

### **Assignment Description:**

At the beginning of the semester-long placement in an early childhood preschool setting, students should select a child who presents with behavioral challenges. The selection should be made in concert with the mentor teacher based on her perception of the child's behavior as well as logistical issues such as absenteeism and parent permission. Students are to observe this child on each placement day and make informal notes based on these observations.

The assignment should include a description of the child, with a particular focus on his/her functioning in the social, emotional, and behavioral arenas. Please include your narrative recordings (i.e., verbatim observational notes) of the child's behavior, and a consideration of the child's social/emotional development in the context of material from this course and EDHD 419. Also include a description of how the classroom teachers respond to this child's behavior, how the classroom environment affects the child's behavior, and what environmental supports are available to the child, using course material to analyze the effectiveness of these strategies and supports. Develop, implement, and evaluate an RTI (response to intervention) approach to intervening with this child's behavioral challenges, based on course material that addresses intervention with children with behavioral challenges. Finally, present an analysis of the child and his/her experiences specific to behavioral challenges, with explicit linkages to course material.

This assignment should be typewritten, double-spaced, and in 12-point font. It is expected that the write-up will be approximately 7-8 pages in length. The format should be as follows:

Introduction

Description of Target Child

Narrative Recordings

Description of Child's Current Experiences

Response to Intervention

Analysis

Conclusion

**Assignment Rubric:**

	<b>Needs Improvement /Inadequate</b>	<b>Emerging</b>	<b>Developing</b>	<b>Meets Criteria</b>
<b>Introduction</b>	No description of assignment and setting included  ___ 0 points	Very brief description of setting and assignment  ___ 1-3 points	Description of setting includes some detail and description of assignment included  ___ 4-7 points	Description of assignment included, and description of setting with some detail and attention to implications for children's social emotional functioning  ___ 8-10 points
<b>Description of Target Child</b>  NAEYC 1 CEC 1	No description of target child included  ___ 0 points	Description reflects limited knowledge of child's characteristics/needs  ___ 1-5 points	Description reflects some knowledge of child's characteristics/needs; provides some focus on child's social emotional functioning  ___ 6-10 points	Description reflects substantial knowledge about child's characteristics/needs; child's social emotional functioning is addressed extensively  ___ 11-15 points
<b>Observational Notes (Narrative Recording)</b>  NAEYC 1, 3 CEC 1, 2, 4	No observational notes of target child activities and behaviors  ___ 0 points	Observational notes are brief and report global events and behaviors that do not reflect time specified for observations  ___ 1-3 points	Observational notes provide view of child's activities and behaviors that seem consistent with time specified but lack detail  ___ 4-7 points	Observational notes provide sequential, detailed view of child's activities and behaviors that reflect time specified  ___ 8-10 points
<b>Description of Child's Current Experiences (including with teacher, classroom and school environment)</b>  NAEYC 4, 6 CEC 2, 4, 6	No description included  ___ 0 points	Child's current experiences described briefly, but limited focus on environmental response to child social emotional competence  ___ 1-5 points	Child's current experiences described in detailed fashion, with some focus on environmental response to child social emotional competence  ___ 6-10 points	Child's current experiences described in detailed fashion with extensive attention to child's social emotional competence especially re: challenging behaviors  ___ 11-15 points
<b>Functional Behavioral</b>	No FBA/ intervention	Brief summary of FBA and	Detailed summary of FBA/	Detailed summary of FBA/

	<b>Needs Improvement /Inadequate</b>	<b>Emerging</b>	<b>Developing</b>	<b>Meets Criteria</b>
<b>Assessment/Response to Intervention</b> NAEYC 1, 3, 4, 6 CEC 1, 2, 4, 6	described ___ 0 points	implemented intervention provided ___ 1-6 points	implemented intervention provided, but no evaluation of its effectiveness included  7-13 points	implemented intervention provided, as well as critical analysis of the effectiveness of the intervention  14-20 points
<b>Analysis</b> NAEYC 1, 3, 4, 6 CEC 1, 2, 4, 5, 6	No analysis provided   ___ 0 points	Analysis includes only brief discussion of the implications of observation for educational practice re: children's social emotional competence and challenging behaviors  ___ 1-8 points	Analysis includes critical reflections and some linkages with research and practice knowledge about children's social emotional competence and challenging behaviors  ___ 9-16 points	Analysis entails critical reflections with multiple linkages with research and practice knowledge about children's social emotional competence and challenging behaviors  ___ 17-25 points
<b>Conclusion</b>	No conclusion provided ___ 0 points	Brief conclusion provided ___ 1-2 points	Conclusion includes summary of assignment ___ 3-4 points	Conclusion includes summary of assignment as well as subjective reflections of experiences  ___ 5 points
<b>Total Score:</b>	___ of 100 points			
<b>Comments:</b>				

**KEY:**

- (1) **Needs Improvement:** An unskilled or *inadequate* performance thus far; **or**, the intern has not yet taken the opportunity to demonstrate progress toward the criterion.
- (2) **Emerging:** An emerging though incomplete performance that has yet to meet the criterion.
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- (4) **Meets Criteria:** A highly skilled, knowledgeable, reflective performance that consistently meets the criterion and expectations for a beginning teacher.



**Alignment of Standards/COE Framework**

<b>Standards/Framework</b>		<b>Classroom Assessment</b>	<b>Reflections</b>	<b>Child Observation/ Assessment</b>
<b>NAEYC</b>	NAEYC Standard 1: Promoting Child Development and Learning			<b>X</b>
	NAEYC Standard 2: Building Family and Community Relationships			
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families	<b>X</b>	<b>X</b>	<b>X</b>
	NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families	<b>X</b>	<b>X</b>	<b>X</b>
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)			
	NAEYC Standard 6: Becoming a Professional	<b>X</b>	<b>X</b>	<b>X</b>
<b>InTASC</b>	1. Learner Development			<b>X</b>
	2. Learning Differences			<b>X</b>
	3. Learning Environments	<b>X</b>	<b>X</b>	<b>X</b>
	4. Content Knowledge			
	5. Application of Content			
	6. Assessment	<b>X</b>	<b>X</b>	<b>X</b>
	7. Planning for Instruction		<b>X</b>	
	8. Instructional Strategies		<b>X</b>	
	9. Professional Learning and Ethical Practice	<b>X</b>	<b>X</b>	<b>X</b>
	10. Leadership and Collaboration	<b>X</b>		<b>X</b>
<b>CoE</b>	Subject Matter			
	Pedagogy			
	Learners			<b>X</b>
	Curriculum			

<b>Standards/Framework</b>	<b>Classroom Assessment</b>	<b>Reflections</b>	<b>Child Observation/ Assessment</b>
Educational Goals & Assessment	<b>X</b>	<b>X</b>	<b>X</b>
Social and Cultural Contexts	<b>X</b>	<b>X</b>	<b>X</b>
Technology		<b>X</b>	

