College of Education
Counseling, Higher Education and Special Education
Human Development and Quantitative Methodology
Early Childhood/Early Childhood Special Education Program

EDHD 220: **Exploring Early Childhood General and Special Education**
Fall 2017

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Course Description:
The purpose of this course is to provide students who are considering a career in education with information about the teaching profession. Students reflect on their personal strengths, identify areas of growth, and examine their predisposition to work with young children with and without disabilities. They will discuss the nature of teaching, the moral and philosophic underpinnings that influenced their decision to enter into the teaching profession, as well as the roles and responsibilities of teachers and the characteristics and qualities for effective teachers (teaching styles and teacher's primary role in the classroom). Through field experiences and classroom discussion, students will observe, then discuss the "why" behind classroom schedules, classroom arrangements, and positive and consistent classroom management. In addition, students will observe and analyze the interactions and communication among children and teachers; the questioning (scaffolding) style of their mentor teachers; and become familiar with NAEYC and CEC professional standards. Field experiences: ½ day placement each week, 6 weeks in a special education setting and 6 weeks in a general education setting.

Course Objectives:
Upon successful completion of the course the student will have:

1. Participated in opportunities for self-exploration and growth in order to understand how one's personal experiences, self-concept, values and attitudes affect the teacher she/he will become (NAEYC: 6; CEC: 6, InTASC: 9).

2. Examined the nature of teaching as well as the moral and philosophic underpinnings that influenced their decision to enter into the teaching profession (NAEYC: 1, 4, 5, 6; CEC: 1, 5,6, 7; InTASC: 7, 8, 9; COE: Knowledge of pedagogy, curriculum).

3. Discussed the roles and responsibilities of teachers and the characteristics and qualities for effective teachers (teaching styles and teacher's primary role in the classroom) (NAEYC: 1, 2, 3, 4, 5, 6; CEC: 1 2, 3, 4, 5, 6, 7; inTASC: 1-9; COE: Knowledge of subject matter, pedagogy, learners, curriculum, educational goals and assessment, social and cultural contexts, technology).

4. Observed and formulated the "why" behind classroom schedules, environments, as well as positive and consistent classroom management (NAEYC: 1, 4,5, 6; CEC: 1, 2,5, 6, 7; in TASC: 1, 2, 3,7, 8, 9; COE: Knowledge of: pedagogy, learners, social and cultural contexts).

5. Observed and analyzed the interactions and communication among children and teachers (NAEYC: 3, 4, 6; CEC: 1, 3, 5, 6; InTASC: 1, 2, 3, 7, 8, 9; COE: Knowledge of: pedagogy, educational goals and assessment; learners, social and cultural contexts).

6. Observed the questioning (scaffolding) style of their mentor teachers (NAEYC: 1, 3, 4, 5, 6; CEC: 1, 5, 6; InTASC: 1, 2, 7, 8, 9: COE: Knowledge of: pedagogy, learners, curriculum, social and cultural context, technology.

7. Begun the process of familiarization with NAEYC and CEC professional standards, developmentally appropriate practice, and the code of ethics. (NAEYC: 4, 6; CEC: 6.

Required Readings:
Copple, Carol & Bredekamp, Sue (Eds.) (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8, 3rd Edition*. Washington DC: NAEYC. ISBN: **978-1-928896-64-7** with accompanying CDs *(Identified as DAP in course schedule)*

Hyson, M. (2008). *Enthusiastic and engaged learners*. New York: Teachers College Press. ISBN: 9780807748800

Council for Exceptional Children (2012)**.** CEC Initial and Advanced Preparation Standards **http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf**

The Division for Early Childhood (DEC) of the Council for Exceptional Children (2014). Recommended Practices in Early Intervention/Early Childhood Special Education. *(Identified as DEC in course schedule)* https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo

National Association for the Education of Young Children (2012). NAEYC Initial Preparation Standards **http://www.naeyc.org/highered/standards/advanced-standards-summary**

Course Requirements:
Each student is expected to:

1. Be an active participant in class discussions and activities (See page 5)

2. Complete all reading assignments as assigned.

3. Share your response to "What is a Teacher?" in a reflective paper

4. Research a contemporary education topic and present the findings in two group research papers and a group

   presentation to the class

5. Respond to journal prompts focused on their weekly observations

6. Complete a Final Exam

Professional Standards and the College of Education Conceptual Framework

CEC Standards for Initial Certification Programs

CEC Standard 1: Learner Development & Individual Learning Differences
CEC Standard 2: Learning Environments
CEC Standard 3: Curricular Content Knowledge
CEC Standard 4: Assessment
CEC Standard 5: Instructional Planning and Strategies
CEC Standard 6: Professional Learning & Ethical Practices
CEC Standard 7: Collaboration

NAEYC Standards for Initial Certification Programs

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

Alignment of Standards/COE Framework with Course Assignments

	Standards/Framework	What is a teacher?	Observations	Group Presentation	Final exam
NAEYC	**NAEYC Standard 1:** Promoting Child Development and Learning	X	X		X
	NAEYC Standard 2: Building Family and Community Relationships		X		X
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families		X		X
	NAEYC Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families	X	X	X	X
	NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)	X	X		X
	NAEYC Standard 6: Becoming a Professional	X	X	X	X
CEC	**CEC Standard 1:** Learner Development & Individual Learning Differences	X	X		X
	CEC Standard 2: Learning Environments		X		X
	CEC Standard 3: Curricular Content Knowledge		X		X
	CEC Standard 4: Assessment		X		X
	CEC Standard 5: Instructional Planning and Strategies	X	X		X
	CEC Standard 6: Professional Learning & Ethical Practices	X	X	X	X
	CEC Standard 7: Collaboration	X	X		X

InTASC	The Learner and Learning
	   1. Learner Development
	   2. Learning Differences
	   3. Learning Environments
			X
			X
			X
					X
					X
					X

	Content
	   4. Content Knowledge
	   5. Application of Content
			X
			X
					X
					X

	Instructional Practice.
	   6. Assessment
	   7. Planning for Instruction
	   8. Instructional Strategies
		
		X
		X
			X
			X
			X
					X
					X
					X

	Professional Responsibility
	   9. Professional Learning and Ethical Practice
	   10. Leadership and Collaboration
		X	X		X
					X

	Knowledge of:				
	Subject Matter		X		X
	Pedagogy	X	X		X
	Learners	X	X	X	X
	Curriculum		X		X
	Educational Goals & Assessment		X	X	X
	Social and Cultural Contexts	X	X	X	X
	Technology		X		

Course Grading Standards		Final Letter Grades			
Participation	5%	A+	97-100	C+	77-79
What is a teacher? *	5%	A	94-96	C	74-76
Group Project *	24%	A-	90-93	C-	70-73
Journal (Observation & Artifacts) – 3 % each (6 for each placement) *	36%	B+	87-89	D+	67-69
1st Field Placement Evaluation	10%	B	84-86	D	64-66
Final Exam *	10%	B-	80-83	D-	60-63
2nd Field Placement Evaluation	10%.			F	0-59
Total	**100%**				

*= Major Scheduled Grading Event (MSGE)

Course Grade Requirements for Continuation/Completion in/of the ECE Program

A student must earn a grade of C- or better in ALL EC/ECSE courses (**with the exception of EDHD 220 which requires a minimum grade of "B-"**) in order to proceed to the next semester and graduate from the EC/ECSE program. Most EC/ECSE courses have both prerequisites and co-requisites. Consequently, students who do not meet those expectations are required to repeat the course the next time it is offered.

Participation

Class participation is integral to this course. This may involve small group discussion, planning, and presentation, in addition to general discussion. Your classmates depend on you to be present and an active participant. Therefore, it is assumed that you will be present for class, on time, and ready to participate. If you need to be absent, please contact me beforehand. If an emergency should arise, please be sure to leave me a message via voicemail or email. The College of Education Foundational Competencies Policy agreement expectations apply to coursework as well as placements.

Please read required assignments prior to class. While readings may not always be discussed directly in class, it is assumed that you will have read the material.

Assignments
All assignments must be typed and proofread for spelling and grammar errors, with pages stapled together (if 5 or fewer pages) or presented in a report cover/binder that holds all pages together.

All assignments should include **a handwritten and signed Honors statement** at the end of the paper.

All assignments are to be turned in at the beginning of class on the date due.

Course Schedule**

Class Date	Topic	Readings * Additional Readings may be Assigned	Assignments
8/29	**Introduction**, course overview	***Syllabus** - Read through **Journal** requirements, pp. 19-21	
9/5	**Placement Orientation** **What is a teacher?** **What are positive approaches to learning?**	***DEC** – Introduction, pp. 3-5 ***Hand-Out** - 12 Characteristics of Effective ECE Educators ***DAP -** Chapter 1, To Be an Excellent Teacher, pp. 33-50 ***DAP** - *Motivation & Positive Approaches to Learning*, p. 158 pp.226-227, pp.299-300 ***Hyson** – Ch. 1	
9/12	**Environment** CEC Standard 2 NAEYC Standard 1a	***DEC -** Environment, page 9 ***Hyson** - Chapters 2 & 3 ***DAP -** Environment; *__Read DAP Section based on 1st Placement__* - Pre-K-pp. 152-153; K-221-222; Primary-293-294	**"What is a teacher?" paper due (*MSGE)**
First Placements 9/18 thru 10/20			

9/19	**Creating Community; Management**
	
	CEC Standard 1 & 2
	NAEYC Standard 4:
		***DEC -** Interaction, p. 14
		***Hyson** – Chapter 5
		***DAP -** Positive Relationships;
		      pp. 150-152; 182-183, 218-220; 252-253, 290-292,
		      325-326	

9/26	**Communication & Relationships**
	CEC Standard 2
	NAEYC Standard 4
		***Hyson** – Chapter 4
		***DAP** – Communication and Language Use;
		      pp. 156-157, 224-226, 298-299
		***DAP** - Positive Approaches & Guidance;
		      pp. 158-159; 226-228; 299-302	

9/29	**Create Google Document for your Research Paper, send the link to the assigned group and Ms. Kitchen by 5:00 PM**		**Send link to Google Doc (*MSGE)**
10/3	Individual Differences, Multiculturalism & Family Involvement CEC Standards 1, 2, 7 NAEYC Standards 1b, 1c, 2	***DEC** – Family, pp. 10-11 ***Hyson** – Chapter 9 ***DAP** – FAQs, pp. 327-333	
10/6	**Complete peer editing, using Google document, send Ms. Kitchen, and the group whose paper you edited, the completed rubric by 7:00 PM.**		**Peer edits/evaluations due (*MSGE)**
10/10	**Curriculum –** *Teaching Methods* CEC Standards 3, 5 NAEYC Standard 5	***Hyson** – Chapter 6 ***DAP** Teaching Methods: pp. 154-156; 222-224; 294-297	**Research paper due in hard copy (*MSGE)**
10/17	**Curriculum** – *Essentials Goals, Integration, Implementation* CEC 3, 5 and NAEYC 5: Continued	***DEC** – Instruction, pp. 12-13 ***Hyson** – Chapter 7 ***DAP** - Curriculum Essentials – pp. 160-162, pp.229-231, pp. 302-305	**Begin researching instructional strategies for group project**

	Second Placements 10/23 thru 12/1 (No Placements Nov. 20-24)		
10/24	**Curriculum** – *Content Physical Dev. - Science* CEC Standards3, 5 NAEYC Standard 5	*DAP** - pp. 163-173; 232-241; 305-315 *Read DAP Section based on 2nd Placement*	**Journal 1-5, Final Reflection & ALL Placement 1 forms Due (*MSGE)**
10/31	**Curriculum** – *Content Technology - Music* CEC 3, 5 & NAEYC 5: Curricular Content	*DEC** – Teaming & Collaboration, p. 15; Transition, p. 16 *Hyson** – Chapter 10, Tool 1. & Tool 2 *DAP** – pp. 174-177; 242-246; 315-320	**Complete Teacher Interviews for group project**
11/7	**Assessment** CEC Standard 4 NAEYC Standard 3	*DEC** – Assessment, p. 8 *Hyson** – Chapter 8 *DAP** Assessment: pp. 178-182; 247-251; 321-325 **CEC Professional Ethical Principles** http://www.cec.sped.org/~/media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Ethics%20Translations/CEC_Ethics_English.pdf	**Instructional Strategies and Teacher Interview Papers due (*MSGE)**
11/14	Professionalism CEC Standard 6 NAEYC Standard 6	*DEC** – Leadership, pp. 6-7 *Hyson** – Chapter 10, Tool 3, Tool 4, & Tool 5 *DAP** – Position Statement, pp. 1-24	
11/21	Group Presentations	Groups 1, 2 and 3	**All components of group project due (*MSGE)**
11/28	Group Presentations	Groups 4 and 5	**All components of group project due (*MSGE)**
12/5	What are the characteristics of a high-quality ECE and/or ECSE Teacher? Review, Course Closure	*Hand-Out** - 12 Characteristics of Effective ECE Educators	**Journal 1-5, Final reflection paper ALL Placement 2 forms Due (MSGE)**
Final Exam		According to Exam Schedule	**Date/time/ location TBD (*MSGE)**

** The instructor reserves the right to make alterations to the course schedule in response to circumstances that impede the plan articulated in this document.

Placement 1: September 18 thru October 20. Journals due October 24.

Placement 2: 10/23 thru 12/1 (no placements November 20 - 24, Thanksgiving Break.)
Journals due December 5.

Note: Students MUST attend all assigned placement days regardless of whether or not they have completed all the journal assignments!

Journal/Observations Assignments (For EDHD 220)
In circumstances where the student is unable to complete the observation/journal assignment by the due date due to an absence from the placement (e.g. the school is closed, snow day, etc.), the student must submit in writing to the instructor the reason for the delay in submission of the assignment. The instructor will then verify the reason and the assignment will be due by the following week. The student will need to stay on track for the due dates for the remainder of the journal assignments.

Participation: Class participation is critical to course success, which requires active participation in the form of commentary and responses. The in class experience cannot be replicated through readings alone. The lectures and discussions that take place in the classes are the most important part of the course and essential to fulfillment of course objectives. It is impossible to participate if a student is not in class, thus full participation points cannot be given when attendance/tardiness is an issue.

Mobile Phones: Out of respect for your peers and the course instructor all students are expected to refrain from using their mobile phones (to include texting), Blackberries, IPhones, etc. during class. In the event it is essential to have your phone "on", students are expected to use the "silent" or "vibrate" mode.

Laptops: Laptop/tablet use is acceptable in class for note-taking purposes only. Students are cautioned that inappropriate use of laptops during class time negatively impacts the student's ability to fully participate in class activities/discussion and thus ultimately has a negative impact on final grades. Therefore, please think carefully about whether the use of a laptop will support your class participation or actually impede it.

Late Papers: All papers and projects will be submitted at the beginning of class according to the schedule outlined in this syllabus. "The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes."

 If students have questions regarding the expectations of an assignment, they must meet with or contact the course instructor well in advance of the due date.

Extra Credit: All assignments are identified in this syllabus along with the applicable weight of each assignment in determining a final course grade. As such, extra credit assignments will not be given.

Requirements for all Assignments

Papers failing to adhere to the criterion articulated as follows will be returned with a grade of "0" (zero).
1. All papers *must* be **typewritten, double spaced**, with **1-inch standard margins**, **12-point font size**, include **headings and sub-headings** and be written according to **APA format**, including references, **without exception**. Resource for APA Style – see: http://blog.apastyle.org/apastyle/

2. When a student's writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she is expected to utilize the services of the UM Writing Center prior to submission of subsequent assignments.

3. No electronic submissions of assignments will be accepted. The course instructor will only accept hard copies and will not be responsible for printing students' papers.

4. Students may refer to http://library.curtin.edu.au for more information on APA (American Psychological Association) format, use http://blog.apastyle.org/apastyle/ , or request assistance from the UM Writing Center.

5. **The weight (percentage of the total grade) allocated for each component** of an assignment is to be viewed as an **indicator of the depth expected for each section**. Hence, the section(s) with the most points should be the sections that receive the most attention.

6. Students are expected to **include course content** (lectures, discussions, readings, etc.) into **every paper**/analysis.

7. Any paper that requires identifying information of a <u>child</u> should have the child's name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

UNIVERSITY CLASS POLICIES
Please see the University's website for undergraduate course-related policies
at http://www.ugst.umd.edu/courserelatedpolicies.html.

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.studenthonorcouncil.umd.edu/whatis.html. 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 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 though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is <u>confidential</u>. 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) 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.

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1st Paper

What is a Teacher?

The paper (4 +/- pages in length) should include a strong opening paragraph, the main body of the paper, and a conclusion. Incorporate the following:

A. Describe, in detail, your beliefs about the knowledge, skills and dispositions a teacher of young children should possess, being sure to include a brief justification for what you include in your response.

B. What do you believe an effective teacher must know about his/her students? Why is that information important?

C. What do you believe is/should be different about a general education teacher from a special education teacher in terms of their knowledge, skills and dispositions and why?

D. Were there any teachers who had a significant impact (positive and/or negative) on your learning/development? Explain what was different or unique about those individuals.

Group Research Project
(*Scholarship in Practice* Assignment)

Part I: Review of the Literature (Group Paper #1)

- ***In small groups, Research*** one of the following topics (topic assignments will occur in class):
    - Autism Spectrum Disorders,
    - Executive Function (attention, flexibility, planning, self-regulation, problem solving, etc.)
    - Challenging Behaviors in Early Childhood
    - Immigration of Children from Central America to the United States
    - The Consequences of Poverty
    - English Language Learners
    - o ***Focus your research on what children experience when the identified variable is a part of their lives or who they are!!*** Your paper must be based on the following sources:
    - o *primarily research journal articles*,
    - o relevant CEC/NAEYC standards, and position statements,
    - o data from government (state and/or federal) organizations/agencies
    - o data from credible professional organizations (**not** .com entities)
    - o responsive programs from credible professional organizations (**not** .com entities)

- Research must be based on empirical articles. The majority of references must be <u>drawn from professional journals</u> in the field of child development and education, consist of <u>a critical review</u> of the literature (e.g., generalizability of findings to students in our geographic area, number of participants in the study, gaps in what is presented, etc.) and must <mark>adhere to APA writing style</mark> (see resources for APA style on page 9, #4.)

Part II: Instructional Strategies (Group Paper #2)

- ***Summarize and evaluate*** instructional strategies deemed appropriate for the children who have or cope with the issue you have researched. For example, if your research focused on Executive Function, identify strategies known to support the development and learning of children with Executive Function issues.
- **Note any strategies that seem specific to special education teachers versus general education teachers.**
- The strategies identified MUST come from ***credible sources to include the research literature and professional organizations/associations*** such as: The National Center for Learning Disabilities, Autism Speaks, Teachers Network (http://teachersnetwork.org/ntol/howto/eslclass/welcome.htm), U. S. Department of Education, etc.
- **Each member of your group must interview a teacher**, who may or may not be at your placement site but <u>must be</u> a certified Early Childhood Teacher or Early Childhood (EC) Special Educator (please be sure at least one EC Special Educator is interviewed by a member of your group, and at least one EC General Education Teacher is interviewed by a member of your group), about the following:
    1. Identify the teacher by name, grade currently teaching, years of teaching experience, certification area, and current employer.
    2. What strategies he/she uses (or would use if not presently teaching) to meet the needs of students who fall under the category of your research topic. How he/she learned those strategies.
    3. What resources s/he uses to become better informed of the issues/challenges/disabilities his/her students face.
    4. What he/she believes are the greatest challenges and benefits of working with a child who is affected by your research topic.
    - The notes from each of your interviews must be included in the appendix of your paper.
    - **A summary that reflects the collective responses of the teachers your group members interviewed**, *as well as the alignment between what strategies the teachers are using and what your research suggests are the most appropriate strategies*.

Part III: Group In-class Presentation— 30 minutes maximum
- Structure of the presentation:
Your group needs to present the following information:

Research portion (50% of your time)
- A professional definition of the topic
- An informative overview of the research on the topic
- Identification of applicable <u>CEC and NAEY standards, as well as position statements.</u>
- A brief explanation as to why it is important for early childhood educators to be knowledgeable of this topic.
- Other information your group learns about the topic that you believe the class should learn.

Instructional portion (45% of your time)
- Summarize key instructional strategies known to be effective with your particular issue/disability/factor, being sure to note if some are more commonly used in special education.
- Briefly summarize your (collective) **key findings** from the interviews conducted by your group members
- Briefly identify the strategies you have actually seen employed in your placements this semester

Resources (5% of your time)
- Show your classmates, by going to websites or in other creative ways, resources that they can use as future EC/ECSE teachers.

Other information pertinent to your presentation:
- **Provide the instructor with a paper copy of your presentation** (3 slides per page, black and white) at the beginning of your presentation.
- Your presentation should be both informative and engaging. Review the presentation evaluation sheet prior to building your presentation.
- In the event there are any issues of imbalance in effort/workload within your group you are to: (1) attempt to resolve the matter through ongoing, honest communication; (2) let the instructor know of the issue, sooner rather than later, so she can mediate the issue toward resolution.

   Part IV: Summary of Contributions (5 points)

Please submit a group sheet indicating the various roles and individual contributions throughout the group process, including individual contributions to specific slides/content. This section must be typed according to the requirements for all assignments, and signed and dated by each member of your group prior to your presentation. **This summary should be attached to the presentation packet given to the instructor**.

                    Additional Information/Expectations for the Group Project

Sources: Each group member searches for **at least 5 research/scholarly sources**. Websites, other sources can be used in addition to the research/scholarly sources. All sources should be within the past 5 years.

Referencing Sources: You must cite (using APA style) sources throughout your research paper, instructional strategies paper and in your presentation (as you would in a research paper). You must reference **direct quotes**, as well as **the person's ideas**. This is important because it indicates where the specific information is from so it references individual(s) ideas and we can also verify the information or learn more if we are interested.

Plagiarism: All information in your presentation needs to be in your own words. If you use someone's words or ideas, you must reference the words (quotes) or ideas in order to avoid plagiarism. Use quotes minimally.

Format: The presentation must be delivered via technology (PowerPoint, Prezzi, Keynote, etc.). Your slides should clearly address each area. Use your slides to address main points – do not crowd your slides with too much text. Edit and include only the necessary points. Use note cards/notes and convey other information through your verbal presentation.

Multimedia: You may use multimedia sources to **supplement** your presentation. These sources should enhance your main points, but not be your main points. All sources need to be referenced/cited as sources in your reference list. Please do not use pictures of children (even if through clipart). If you use clipart you do not need to reference this as it is considered free use.

Length: Each presentation will be 30 minutes in length (to include the question and answer portion)

Handouts: Your group may provide handouts or other supplemental materials. There are 17 students in the class, plus me, so make sufficient copies.

Interactive: Your group needs to include some interactive component to your presentation. This could be a hands-on activity (directly related to the points you want to convey), a discussion (with planned questions), or other creative idea your group decides will engage the class and convey your points.

Questions: Plan for a few minutes for questions at the end of your presentation.

Group Process: Group projects are an opportunity for you to work with a team of colleagues. Teamwork is an essential aspect of teaching and this project reflects upon your ability to work together as a group. The overall project evaluates your group's ability to share the information about your topic in a meaningful and interactive format. Groups are expected to collaborate and share responsibility at every step in the research process. It is expected that tasks will be evenly divided and efforts to move the project forward will be shared. Although there is often one person who is identified as "the leader" or "the organizer" of the group, each member of the research team is accountable for ensuring forward momentum and timely completion of the group project.

In the unlikely event there are challenges related to group dynamics or contributions to the research process, each student is expected to initiate efforts to resolve such issues himself/herself. However, when issues cannot be resolved internally, students are expected to contact the instructor as soon as possible so that intervention can occur in a timely manner.

Individual Contributions: Each group member needs to present orally during part of the group presentation. The presentation should be balanced fairly equally between each member of the group. Each individual will be evaluated on his/her ability to convey the information for his/her part of the presentation. Individual contributions will also be evaluated based on the group sheet and self-evaluation components (see grading criteria).

Rubric for Peer Evaluation of Research Paper

Topic of Research Paper: **Name of Evaluator:**

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Part I. Research Paper (45 pts) **CEC 1, 2,5,6,7** **NAEYC 1,2,6**	No paper submitted _____	A research paper that provides a cursory overview of the topic _____	A research paper that demonstrates an effort to examine the topic. _____	A research paper that demonstrates an effort to *thoroughly present objective information* on the topic . _____
	Sources are not cited. _____	The paper is a summary of secondary sources from the research literature in the fields of child development, education, or policy. _____	The paper is a summary of primary and secondary sources from the research literature in the fields of child development, education, or policy. _____	The paper reflects a *critical review and integration of primary sources* from the research literature in the fields of child development, education, or policy. _____
	Language and language usage is inappropriate _____	Language and language usage are often not appropriate for a professional, education-oriented audience. _____	Language and language usage are often, but not exclusively, appropriate for a professional, education-oriented audience. _____	*Language and language usage* (to include grammar and spelling) throughout the paper are appropriate *for a professional, education-oriented audience*. _____
	APA writing style is not used _____	Use of APA writing style in body of the document or the reference list _____	Use of APA writing style throughout the body of the document **or** reference list _____	Consistent use of *APA writing style* throughout the body of the document and reference list _____

Provide substantive suggestions for improvement:

Rubric for Evaluation of Group Project

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Part I. Research Paper (35 points) **CEC 1, 2,5,6,7** **NAEYC 1,2,6**	No paper submitted _____ 0 pts.	A research paper that provides a cursory overview of the topic _____1-4 pts.	A research paper that demonstrates an effort to examine the topic. _____5-9 pts.	A research paper that demonstrates an effort to thoroughly present objective, research-based information on the topic . _____10-15 pts.
	Sources are not cited. _____ 0 pts.	The paper is a summary of secondary sources from the research literature in the fields of child development, education, or policy. _____1-3 pts.	The paper is a summary of primary and secondary sources from the research literature in the fields of child development, education, or policy. _____4-6 pts.	The paper reflects a critical review and integration of primary sources from the research literature in the fields of child development, education, or policy. _____7-10 pts.
	Language and language usage is inappropriate _____ 0 pts.	Language and language usage are often not appropriate for a professional, education-oriented audience. _____ 1 pt	Language and language usage are often, but not exclusively, appropriate for a professional, education-oriented audience. _____ 2-3 pts.	Language and language usage (to include grammar and spelling) throughout the paper are appropriate for a professional, education-oriented audience. _____ 4-5 pts
	APA writing style is not used _____ 0 pts.	Use of APA writing style in body of the document or the reference list _____ 1 pt.	Use of APA writing style throughout the body of the document **or** reference list _____ 2-3 pts.	Consistent use of APA writing style throughout the body of the document and reference list _____ 4-5 pts
Peer review of Research Paper (10 points)	Did not evaluate the assigned paper _____ 0 pts	Scored the paper with the rubric but gave little in the way of constructive scores/comments _____ 1 to 3 points	Evaluated the paper using the rubric and offered suggested improvements. _____ 4-7 points	Thoroughly and honestly evaluated the paper, using the rubric, and offered constructive feedback. _____ 8-10 points

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Part II Instructional Strategies Paper (35 points)	Limited presentation of strategies _____ 0 pts.	Paper is a summary but lacks evaluation of appropriate instructional strategies for the topic. _____ 1-4 pts.	Paper is a summary and evaluation of appropriate instructional strategies for the topic. _____ 5-9 pts.	Paper is a thorough summary and evaluation of appropriate instructional strategies for the topic. _____10-15 pts.
	Source of strategies is unclear or lacks credibility _____ 0 pts.	The strategies are drawn from credible, professional resources _____ 1 pt.	The strategies are drawn from credible, professional resources _____ 2-3 pts	The strategies are drawn from credible, professional resources, to include the research literature _____ 4-5 pts
	No or minimal interview data _____ 0 pts.	Included 2 of the following Each group member interviewed a teacher, being sure Special and General Education were represented, asked all required questions, included notes in appendix, summarized the collective responses of interviewees, addressed discrepancies between recommended strategies and observed classroom practices ____ 1 to 4 pts.	Include 4 of the following: Each group member interviewed a teacher, being sure Special and General Education were represented, asked all required questions, included notes in appendix, summarized the collective responses of interviewees, addressed discrepancies between recommended strategies and observed classroom practices. ____ 5 to 9 pts	Each group member interviewed a teacher, being sure Special and General Education were represented, asked all required questions, included notes in appendix, summarized the collective responses of interviewees, addressed discrepancies between recommended strategies and observed classroom practices _____ 10-15 pts.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
Part III: Class Presentation 15 pts. **CEC 1, 2,5,6,7 NAEYC 1,2,6**	No research based strategies _____ 0 pts.	**Research Portion** (included 2 of the following 6 criterion) Provided the following: A professional definition of the topic; an informative overview of the research on the topic; Identification of applicable CEC and NAEY standards, as well as position statements; a brief explanation as to why is it important for early childhood educators to be knowledgeable of this topic and other information your group learns about the topic that you believe the class should learn. _____1-2pts.	**Research Portion** (included 4 of the following 6 criterion) Provided the following: A professional definition of the topic; an informative overview of the research on the topic; Identification of applicable CEC and NAEY standards, as well as position statements; a brief explanation as to why is it important for early childhood educators to be knowledgeable of this topic and other information your group learns about the topic that you believe the class should learn. _____ 3-4 pts.	**Research Portion** Provided the following: A professional definition of the topic; an informative overview of the research on the topic; Identification of applicable CEC and NAEY standards, as well as position statements; a brief explanation as to why is it important for early childhood educators to be knowledgeable of this topic and other information your group learns about the topic that you believe the class should learn. ____ 5 -7 pts.
	None provided ____ 0 pts.	**Instructional Portion (1 of the 3)** Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements. _____ 1 pt.	**Instructional Portion (2 of the 3)** Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements. _____ 2 pts.	**Instructional Portion** Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements. _____ 3 pts.
	None provided ____ 0 pts.	**Resource Portion** Shared resources classmates can use as future EC OR ECSE teachers. ____ .5 pts.	**Resource Portion** Shared resources classmates can use as future EC/ECSE teachers. ____ 1 pt.	**Resource Portion** Creatively shared resources classmates can use as future EC/ECSE teachers. ____1.5 pts.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
	A poorly organized presentation _____ 0 pts	**Organization:** (included 1 of the following) Introduction provided an overview of presentation, main Points were clear and the presentation well organized _____ 1 pt.	**Organization:** (included 2 of the following) Introduction provided an overview of presentation, main Points were clear and the presentation well organized. _____ 1.5 pts	**Organization:** Introduction provided an overview of presentation, main Points were clear and the presentation well organized _____ 2 pts.
	None of the criterion included _____ 0 pts.	**Communication (**1 of the following 3) Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ .5 pts	**Communication (**2 of the following 3) Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 1 pt.	**Communication** Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 1.5 pts.
Summary of Contributions (5 points)	No submission _____ 0 pts.	Submitted a sheet that included 1 of 3: indicated roles and contributions of each group member, throughout the entire semester, which was signed by each group member. _____ 1 pt.	Submitted a sheet that include 2 of 3: indicated roles and contributions of each group member, throughout the entire semester, which was signed by each group member. _____ 2-3 pts.	Submitted a sheet that: indicated roles and contributions of each group member, throughout the entire semester, which was signed by each group member. _____ 4-5 pts.

Comments:

Grade _____/100 pts.

Overarching directions for all journal entries
The following pages reflect your required area of focus for each observation. Your journal entries must be thorough and answer each one of the bulleted points under each heading. You are required to cite references from your readings and include first-hand examples from your classroom observations to support your findings.

When compiling the weekly entries into your binder, please:
- Keep them in the correct, chronological order ;
- List them chronologically in your table of contents (with page numbers);
- Ensure your final reflection is your last entry;
- Ensure the completed product is typed, double-spaced and checked for all spelling and grammatical errors; and
- Attractively place all entries in a <u>thin</u> notebook or binder.

Journal #1: Observing the Classroom Environment
- Sketch the classroom arrangement (be as specific and detailed as possible).
- Describe the classroom (atmosphere, cleanliness, attractiveness).
- List and describe the learning centers located in the classroom.
- How many children are in this classroom? How many teachers?
- Describe the student population (ethnic makeup, gender, special needs, English language learners). Ask the teacher if you are unsure about a child's ethnic background.
- Address any unique qualities of the classroom.
- Summarize your feelings about the classroom environment.

Journal #2: Classroom Community/Management/Conflict Resolution Strategies
- Describe the ways in which the teachers foster positive relationships with the students.
- Describe the ways in which the teachers develop classroom community.
- Are there other ways you think the teacher could build on the development of positive relationships with students and classroom community? Describe.
- How does the classroom environment support positive child behavior?
- Describe the behavior management strategies you have observed that work most successfully. Why do these management strategies appear to be effective or ineffective?
- **Reading connections:** Make a connection between your observation and something in one of your readings (perhaps you observed something in the environment that the author(s) agrees with or disagrees with). Make the connection and express your thoughts.

Journal # 3: Communication and Relationships
  Part One: Conduct this part of the assignment in an obscure part of the classroom:
- For a minimum of 30 minutes during a class meeting, write down all of the questions you hear an adult ask a child (questions from teachers, aides, student teachers).
- Categorize the questions by who asked them. It's important to observe a class meeting during this observation because there are often lots of questions asked.
- Categorize the questions as "open" or "closed" questions
- Create your own categories for what the adults are asking children (e.g. content, personal information, etc…)
- Summarize and reflect on the questioning style of the classroom.

Part Two: Conduct this part of the assignment by choosing a learning center and posting yourself nearby for 20-30-minutes. (The most oral-language-rich centers are typically the Block Area, Dramatic Play Area, or the Art Table).

- Observe and document how pre-school children use language with one another (record your observations and direct quotes).
- How would you describe how the children communicate with each other?
- How do the children in the class engage the teacher? Observe the language and communication techniques the children use to interact with the teachers (record direct quotes if possible).
- Observe any communication methods that are non-verbal and explain how young children use body language or facial expressions without speaking to communicate. Provide specific examples.
- Summarize and reflect on what you observed.
- **Reading connections:** Make a connection between your observation and something in one of your readings (perhaps you observed something in the environment that the author(s) agrees with or disagrees with). Make the connection and express your thoughts.

Journal #4: Observing Individual Differences and Multiculturalism in the Classroom (Family/Parent Involvement)
- Are there indications in the classroom environment (consider the physical environment, as well as the affective components of the classroom) that individual differences are taken into account? If so, give example(s).
- Are there indications in the classroom environment of an appreciation for multiculturalism and diversity (to include children with disabilities, those recently immigrated from other countries and/or those whose families are not "traditional" in form or function)? Support your statements with specific evidence such as books, puzzles, pictures, lessons, and other materials.
- How does this program (and the teachers) foster positive classroom and school-wide involvement with the families of their students? (If not observed, ask the teacher for specific information)?
- How does this program (and the teachers) foster positive involvement with specialists (e.g. special education teachers, ESOL teachers, music/art/PE teachers, etc.)? (If not observed, ask the teacher for specific information)
- In your summary, include why you believe diversity and family involvement are important facets of an early childhood (general or special) education classroom (include any personal experiences).
- **Reading connections:** Make a connection between your observation and something in one of your readings (perhaps you observed something in the environment that the author(s) agrees with or disagrees with). Make the connection and express your thoughts.

Journal #5: Observing Classroom Curriculum
- What curriculum or curricular approach is used at your placement?
- Does the teacher conduct a large group meeting time? Describe the format during this time (include in your answer what the teacher says, how she manages the group, what the children's role is, and the length of the meeting). Give your opinion on the meeting-do you think it is an important curricular component? Why?
- What activities were available to the children and how did they choose these activities? Are content areas (math, science, literacy) integrated into these activities somehow? What is the role of the teacher during free choice activities?
- Does it appear that there are enough materials for children to choose from?
- Are the activities and materials open-ended enough to meet individual needs/levels of development? Give a detailed example.
- Is there specialized equipment for children with special needs? If so, briefly list the equipment.
- Based on Developmentally Appropriate Practice, provide an example of the curriculum that fits the guidelines of DAP? Give a detailed example.
- Are there any examples of the curriculum that do not fit the DAP guidelines? Explain.

(Continued on next page)

- Ask your teacher about students with IEPs/IFSPs and how she works with them to ensure their optimum development and learning (or would work with them if there are not any children with IEPs/IFSPs in this classroom).
- Ask your teacher about students who are English Language Learners and how she works with them to ensure their optimum development and learning (or would work with them if there are not any children who are ELLs in this classroom).

Final Entry

Providing thoughtful, substantive responses to the following prompts, write an 8-12 paragraph reflection of your entire experience at your <u>current</u> placement (early childhood **general** education <u>or</u> early childhood **special** education.) Reflect on the following points:

1. Based on your weeks of classroom observations, what have you learned in your <u>current</u> placement about Early Childhood **General** <u>or</u> Early Childhood **Special** Education? (1-2 paragraphs)
    - Specifically <u>reference ideas we've discussed in class</u> (e.g. curriculum, inclusion, promoting positive behavior, classroom environments, classroom community, making connections with students)
    - Do not reiterate ideas from previous journals – highlight main points of learning and why this learning was important to you

2. In Hyson, Ch. 3 & 4, we learned that one of the influences on children's development of positive or negative approaches to learning is the influence of school, specifically relationships with teachers, and program quality. (1-2 paragraphs)
    - Describe 2 examples from your placement of <u>relationships with the teachers, and/or program quality</u> that may influence children's engagement in *positive* **approaches to learning**

    - Describe 2 examples from your placement of <u>relationships and/or program quality</u> that may influence children's engagement in *negative* **approaches to learning** (1-2 paragraphs)

3. Reflect on your overall impression of your current placement (Reflect on both positive and any challenging aspects)
    - be sure to balance any negative or challenging aspects with some positive aspects. (1-2 paragraphs)

4. Can you picture yourself as a teacher in this type of a context? Base your response on your **current** placement in either general education or special education.   Why or why not? (1-2 paragraphs)

    - Reflect on aspects of your current placement context (general education or special education), your developing image of yourself as a teacher, and why you think you would, or would not, want to be a teacher in this context.
    - Consider ideas about philosophy, ages, curriculum, personal characteristics needed for this context, etc.

5. Do you still believe Early Childhood/Early Childhood Special Education is the profession you will choose to pursue? Why or why not? (1-2 paragraphs)

CEC Initial Preparation Standards 2012

1.CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences
Beginning special education professionals must understand how exceptionalities interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for exceptionalities.

2. CEC Initial Preparation Standard 2: Learning Environments
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

3. CEC Initial Preparation Standard 3: Curricular Content Knowledge
Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

4.   CEC Initial Preparation Standard 4: Assessment
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5. CEC Initial Preparation Standard 5: Instructional Planning and Strategies
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies6 to advance learning of individuals with exceptionalities.

6. CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice
Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7. CEC Initial Preparation Standard 7: Collaboration
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

NAEYC Standards for Initial Certification Programs

NAEYC Standard 1: Promoting Child Development and Learning
1a. Demonstrates knowledge and understanding of young children's characteristics and needs
1b. Demonstrates knowledge and understanding of the multiple influences on development and learning
1c. Uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

NAEYC Standard 2: Building Family and Community Relationships
2a. Demonstrates knowledge about and understanding of diverse family and community characteristics
2b. Demonstrates support for and engagement of families and communities through respectful, reciprocal relationships
2c. Demonstrates involvement of families and communities in their children's development and learning

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
3a: Demonstrates an understanding of the goals, benefits, and uses of assessment
3b: Knows about and uses observation, documentation, and other appropriate assessment tools and approaches
3c: Understands and practices responsible assessment to promote positive outcomes for each child
3d: Formulates assessment partnerships with families and with professional colleagues

NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families
4a: Understands positive relationships and supportive interactions are the foundation of his/her work with children
4b: Demonstrates knowledge and understanding of effective strategies and tools for early education
4c: Uses a broad repertoire of developmentally appropriate teaching/learning approaches
4d: Reflects on his/her own practice to promote positive outcomes for each child

NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)
5a: Demonstrates knowledge and understanding of content area and relevant resources
5b: Demonstrates knowledge and understanding of the central concepts, inquiry tools, and structures of each content area.
5c: Uses his/her own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

NAEYC Standard 6: Becoming a Professional
6a: Identifies and involves oneself with the early childhood field
6b: Demonstrates knowledge of and upholds ethical standards and other professional guidelines
6c: Engages in continuous, collaborative learning to inform practice
6d: Integrates knowledgeable, reflective, and critical perspectives on early education
6e: Engages in informed advocacy for children and the profession.

Please see the **2010 NAEYC Standards for Initial & Advanced Early Childhood Professional Preparation Programs** for a complete explanation of all the standards and key elements. Standards can be found at
http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf

InTASC MODEL CORE TEACHING STANDARDS (2011)

THE LEARNER AND LEARNING

1. Learner Development: understanding of learner growth and development and ability to design developmentally appropriate instruction **[InTASC 1]**
2. Learning Differences: understanding of individual differences and diverse cultures and communities and ability to ensure constructive inclusive instructional environments **[InTASC 2]**
3. Learning Environments: understands and creates environments to support individual and collaborative learning and promotes student engagement in learning **[InTASC 3]**

CONTENT

4. Content Knowledge: understanding of central concepts, structures, and tools of inquiry in the disciplines he/she teaches and can create learning experiences that makes the discipline accessible for different learners **[InTASC 4]**
5. Application of Content: understanding of how to connect concepts and engage learners using multiple activities to address authentic local and global issues **[InTASC 5]**

INSTRUCTIONAL PRACTICE

6. Assessment: understanding and use of multiple methods of assessment to engage learners, monitor progress, and guide instructional decision-making **[InTASC 6]**
7. Planning for Instruction: plans to support student learning in meeting rigorous learning goals in and across disciplinary areas **[InTASC 7]**
8. Instructional Strategies: understands and uses varied instructional strategies that build learners' deep understanding of content and their ability to apply that knowledge meaningfully **[InTASC 8]**

PROFESSIONAL RESPONSIBILITY

9. Professional Learning and Ethical Practice: commitment to professional development and reflection on practice, and assesses impact of choices on learners, peers, and community **[InTASC 9]**
10. Leadership and Collaboration: seeks opportunities to take on leadership roles and collaboration with learners, peers, and families to promote learning and advance the profession **[InTASC 10]**