**Course Description**

The purpose of this course is to provide students who are considering a career in early childhood general and special education with information about the teaching profession. Students reflect on their personal strengths, identify areas of growth, and examine their predispositions 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**


Council for Exceptional Children (2012). CEC Initial and Advanced Preparation Standards

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
Summary: https://www.naeyc.org/our-work/higher-ed/standardssummaries

**Course Requirements**

1. **Class participation** is an integral part of this course. Class sessions will involve small group discussion, planning, producing, and presenting, in addition to general discussion. Your classmates will be depending on you to be there and to be an active participant. Your own early childhood experiences as well as field placement and other early childhood classroom experience serve as an important basis for our class discussions. **Therefore, it is assumed that you will be present, ON TIME and ready to participate in class. It is courteous to let the instructor know in advance if you absolutely must be absent. If an emergency should arise, please be sure to leave me a message via voicemail or email (see numbers on first page).** The **College of Education Foundational Competencies for Teacher Education includes the expectation that professional behavior of promptness and attendance extends to coursework as well as placements.** Please see the section on Student Expectations for further information.

2. **Course readings** provide an important knowledge base for the field as well as for this particular class. Please read required assignments **prior** to class so that you may participate fully in the discussion. Readings may not necessarily be discussed directly in class, but it is assumed that you will have read the materials so that it may serve as a jumping off point for discussion. Readings are essential to understanding and completing assignments successfully.

3. **All written assignments** are to be typed/word-processed and double-spaced and **must follow APA (American Psychological Association) format. Please use spell-check and proofread, as points will be deducted for an excessive
number of careless errors. Due to the potential for transmission of computer viruses, electronic submissions (e.g., attachments via email or on a disc) will not be accepted under any circumstances. Please see the section on Student Expectations for further information.

4. Assignments are due on the date scheduled, at the beginning of class. Late assignments will not be accepted. In the event of an emergency, please contact me immediately prior to the due date, so that I may evaluate the situation and determine the appropriate course of action. Please see the section on Student Expectations for further information. All assignments should include an Honor Code statement, written and signed by the student.

5. Course assignments and expectations include the following:
   a. Be an active participant in class discussions and activities, and complete all reading assignments as assigned.
   b. Share your response to “What is a Teacher?” in a reflective paper
   c. Research a contemporary education topic and present the findings as part of a small group
   d. Respond to journal prompts focused on weekly observations
   e. Complete a Final Exam

   **Grading Scheme**

   | Overall class participation (incl. small group activities) | 20 points |
   | What is a teacher? (paper) | 2/14 | 20 points | MSGE |
   | Group project (paper & presentation) | 3/14 (paper) | 96 points | MSGE |
   | Journals (12 entries; 12 pts. Each) | 3/28 (Set 1) | 144 points | MSGE |
   | Placement evaluation 1 | 40 points |
   | Placement evaluation 2 | 40 points |
   | Final exam | TBA* | 40 points | MSGE |
   | **Total:** 400 points |

* There will be a final exam scheduled during the University identified final exam period. Students are required to attend. Please do not schedule non-course related activities (jobs, travel) until the exam time has been published and verified.

**Grades will be awarded based on the following point distribution:**

- A+ 388-400
- A 376-387
- A- 360-375
- B+ 348-359
- B 336-347
- B- 320-335
- C+ 308-319
- C 296-307
- C- 280-295
- D+ 268-279
- D 256-267
- D- 240-255
- F <240

Course Grade Requirements for Continuation/Completion in/of the ECE-ECSE 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.
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: 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
<table>
<thead>
<tr>
<th>Standards/Framework</th>
<th>What is a teacher?</th>
<th>Observations</th>
<th>Group presentation</th>
<th>Final exam</th>
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<tbody>
<tr>
<td>NAEYC Standard 1: Promoting Child Development and Learning</td>
<td>X</td>
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<td>NAEYC Standard 2: Building Family and Community Relationships</td>
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<td>NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</td>
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<td>NAEYC Standard 4: Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families</td>
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<td>NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum (Language and Literacy, The Arts, Mathematics, Science, Physical Activity and Social Studies)</td>
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<td>NAEYC Standard 6: Becoming a Professional</td>
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<td>CEC Standard 1: Learner Development &amp; Individual Learning Differences</td>
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<td>CEC Standard 2: Learning Environments</td>
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<td>CEC Standard 3: Curricular Content Knowledge</td>
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<td>CEC Standard 4: Assessment</td>
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<td>CEC Standard 5: Instructional Planning and Strategies</td>
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<td>CEC Standard 6: Professional Learning &amp; Ethical Practices</td>
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<td>IntASC 1. Learner Development</td>
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<td>3. Learning Environments</td>
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<td>5. Application of Content</td>
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<td>7. Planning for Instruction</td>
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<td>8. Instructional Strategies</td>
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<td>9. Professional Learning and Ethical Practice</td>
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<td>10. Leadership and Collaboration</td>
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<td>CoE Framework</td>
<td>Standards/Framework</td>
<td>What is a teacher?</td>
<td>Observations</td>
<td>Group presentation</td>
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<td>Educational Goals &amp; Assessment</td>
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<td>Technology</td>
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<td>Class Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<td>1/24</td>
<td>Introductions and course overview</td>
<td>* Additional Readings may be Assigned</td>
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<tr>
<td>1/31</td>
<td>Placement Orientation</td>
<td></td>
<td>Read through journal requirements</td>
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</tbody>
</table>
| 2/7        | What is a teacher? What are positive approaches to learning? | *DEC pages 1-6, 13-14  
* DAP Chapter 1  
* DAP Environment: pp. 152-153, 221-222, 293-294  
* CD#64: 12 Characteristics of Effective ECE Educators | |
| Week of 2/12: First Field Placement Begins | | “What is a teacher?” paper due (MSGE) |
| 2/14       | CEC Standard 2, 7  
NAEYC Standards 2 & 4a | *DEC pages 8, 11, 12  
* Hyson (Chapter 5 & 9)  
* CD #67: What are Class Meetings  
* CD #16: Cultivating Good Relationships | |
| 2/21       | CEC Standard 1 &  
NAEYC Standard 1:  
Development and Learning  
- College Foundational Competencies  
- EC/ECSE Program Information | *DEC pages 8, 11, 12  
* DAP Position Statement (pp. 1-31)  
* DAP FAQs (pp. 327-333)  
* CD #51: Play: Ten Power Boosts for Learning  
* CD #45: Outdoor Play & Play | |
| 2/28       | CEC2, NAEYC 4:  
Developmentally Appropriate Practice  
- Positive Approaches and Guidance | *DEC pages 8, 11, 12  
* Hyson (Ch. 1&2)  
CD #36: Guidance Matters | |
| 3/5        | Create Google Document for your Research Paper, send the link to the assigned group and Dr. Klein by 5:00 PM | | Send link to Google Doc (MSGE) |
| 3/7        | CEC 2 and NAEYC Standard 4:  
Using Developmentally Effective Approaches | * Hyson (Ch. 3 &4) | |
| 3/10       | Complete peer editing, using Google document, send Dr. Klein and the group whose paper you edited the completed rubric by 7:00 PM. | Peer edits/evaluations due (MSGE) |
| 3/14       | CEC 3, 5 and NAEYC 5:  
Curriculum | *DEC page 7  
* Hyson Ch. 7  
* DAP Teaching Methods: pp. 154-156, 222-224, 294-297  
* CD: #35: Got Standards | Research paper due in hard copy (MSGE) |

**Spring Break 3/18-3/25**
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| 3/28       | CEC 3, 5 and NAEYC 5: Continued | *Hyson (Ch. 6)  
* DAP Curriculum Essentials: pp. 160-162; 229-231; 302-305  
* Read DAP Section based on 2nd Placement (Preschool, Kindergarten, or Primary) | Journal 1-5, Final Reflection & ALL Placement 1 forms Due (MSGE)  
Begin researching instructional strategies for group project |
| 4/4        | CEC 3, 5 & NAEYC 5: Curricular Content | *CD#40: Language and Literacy  
*CD#30: The Essentials of Early Learning Instruction  
*CD#11: The Classroom that Math Built  
* DAP: pp. 163-173; 232-241; 305-315 | Interview teachers for group project |
| 4/11       | CEC 3, 5 & NAEYC 5: Curricular Content | *DAP: 174-177; 242-246; 315-320 |  |
| 4/18       | CEC 4, 6 and NAEYC Standards 3 & 6 | *DEC 5-6, 14,  
*Hyson Ch. 8 & 10  
* DAP Assessment: pp. 178-182; 247-251; 321-325  
CEC Professional Ethical Principles: https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards |  |
| 4/25       | Topic-- What does it mean to be an EC and/or ECSE teacher? |  |  |
| 5/2        | 2 Group Presentations |  | Journal 1-5, Final reflection paper (MSGE)  
AND All components of group project due (MSGE) |
| 5/9        | 2 Group Presentations  
Class Closure |  |  |
| Final Exam |  | According to Exam Schedule | Date/time/location TBD |

** 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:** week of February 12 through week of March 12. **Placement 2:** week of March 26th through week of April 30.

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

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

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 and should not be requested.

Assignment Requirements

All papers must be typewritten, double spaced, with 1-inch standard margins, 12-point font size, and be written according to APA (American Psychological Association) format, including references, without exception. Students should refer to the following link or any other online source for samples of APA reference and style format (it is not necessary to purchase the APA style manual; however, if you plan to take more psychology or human development courses or plan to go to graduate school, it might be a good investment. http://www.umuc.edu/library/libhow/apa_examples.cfm

No electronic submissions of assignments will be accepted.

I will only accept hard copies of papers. Please plan accordingly so that your paper is printed and ready to hand in at the beginning of class on the due date.

When a student’s writing is deemed unacceptable (e.g. grammar, non-adherence to APA style, etc.) in an assignment he/she should utilize the services of the UM Writing Center prior to submission of subsequent assignments. If I write “please see me” on your paper, it is a good idea to take this advice!

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.

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

Any paper that requires identifying information should have the child’s (children’s) name replaced with a pseudonym to guarantee confidentiality and anonymity.

Journal/Observations Assignments

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. 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.
Cell Phones

Out of respect for your peers and the course instructor, all students are expected to turn off their cell phones during class. In the event it is essential to have your phone “on” due to an emergency of some sort, please use the “silent” mode.

Laptops

The use of laptops and other electronic devices often present a distraction for both students and instructors, as the temptation for uses other than note-taking is hard to resist. Therefore, please be respectful of others and mindful of the difficulties of multi-tasking with laptops in the classroom. If you must use laptops for note-taking, then please have your laptops open only for this purpose, or when they are specifically requested for use in a class activity. **Laptops should be closed during video presentations in class.** It is important to note that inappropriate use of laptops during class time has a negative impact on participation.
What is a Teacher? (Paper)

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.

Your paper should employ headings!