



**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 2018**

Instructor: Francine D. Marchese

Telephone: (410) 227-5171

Class: 2102 Benjamin Building, Lecture TUES 2-4pm

E-mail: [fmarchese07@gmail.com](mailto:fmarchese07@gmail.com)

Office: 1117 Benjamin Building

Office Hours: Tuesday 4-5 or by appointment

**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; InTASC: 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, 3<sup>rd</sup> 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)**  
<http://dec.membershipsoftware.org/files/DEC%20RPs%206%2025%202014%20final1.pdf>

National Association for the Education of Young Children (2012). NAEYC Initial Preparation Standards  
[http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010\\_2012.pdf](http://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf)

#### **Course Requirements:**

**Each student is expected to:**

1. Be an active participant in class discussions and activities
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 a small group
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: 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	<b>X</b>	<b>X</b>		<b>X</b>
	NAEYC Standard 2: Building Family and Community Relationships		<b>X</b>		<b>X</b>
	NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families		<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>	<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)	<b>X</b>	<b>X</b>		<b>X</b>
	NAEYC Standard 6: Becoming a Professional	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
CEC	CEC Standard 1: Learner Development & Individual Learning Differences	<b>X</b>	<b>X</b>		<b>X</b>
	CEC Standard 2: Learning Environments		<b>X</b>		<b>X</b>
	CEC Standard 3: Curricular Content Knowledge		<b>X</b>		<b>X</b>
	CEC Standard 4: Assessment		<b>X</b>		<b>X</b>
	CEC Standard 5: Instructional Planning and Strategies	<b>X</b>	<b>X</b>		<b>X</b>
	CEC Standard 6: Professional Learning & Ethical Practices	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	CEC Standard 7: Collaboration	<b>X</b>	<b>X</b>		<b>X</b>
InTASC	1. Learner Development		<b>X</b>		<b>X</b>
	2. Learning Differences		<b>X</b>		<b>X</b>
	3. Learning Environments		<b>X</b>		<b>X</b>
	4. Content Knowledge		<b>X</b>		<b>X</b>
	5. Application of Content		<b>X</b>		<b>X</b>
	6. Assessment		<b>X</b>		<b>X</b>
	7. Planning for Instruction	<b>X</b>	<b>X</b>		<b>X</b>
	8. Instructional Strategies	<b>X</b>	<b>X</b>		<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>

Standards/Framework		What is a teacher?	Observations	Group presentation	Final exam
CoE Framework	Knowledge of:				<b>X</b>
	Subject Matter		<b>X</b>		<b>X</b>
	Pedagogy	<b>X</b>	<b>X</b>		<b>X</b>
	Learners	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Curriculum		<b>X</b>		<b>X</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>	<b>X</b>
	Technology		<b>X</b>		

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
1 <sup>st</sup> Field Placement Evaluation	10%	B	84-86	D	64-66
Final Exam *	10%	B-	80-83	D-	60-63
2 <sup>nd</sup> Field Placement Evaluation	10%			F	0-59
<b>Total</b>	<b>100%</b>				

\*= Major Scheduled Grading Event

#### 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.

## Course Schedule\*\*

Session No.	Class Date	Topic	Readings * Additional Readings may be Assigned	Assignments
1	8/28	Introductions and course overview		
2	9/4	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; 293-29	See session #2 module on Canvas
3	9/11	Placement Orientation		Read through journal requirements
Week of 9/17 Placements Commence				
4	9/18	CEC Standard 2, 7 NAEYC Standards 2 & 4a	*DEC pages 8, 11, 12 *Hyson (Chapter 5 & 9) *DAP Positive Relationships: pp. 150-152; 182-183, 218-220; 252-253, 290-292, 325-326 *CD #67: What are Class Meetings *CD #17: Cultural Influences *CD #16: Cultivating Good Relationships	"What is a teacher?" paper due (MSGE)
5	9/25	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	
6	10/2	CEC2, NAEYC 4: Developmentally Appropriate Practice -Positive Approaches and Guidance	*DEC pages 8, 11, 12 *Hyson (Ch. 1&2) *DAP (Pos. App. & Guidance): pp. 158-159; 226-228; 299-302 CD#36: Guidance Matters	
	10/8	<b>Create Google Document for your Research Paper, send the link to the assigned group and Instructor by 5:00 PM</b>		Send link to Google Doc (MSGE)
7	10/9	CEC 2 and NAEYC Standard 4: Using Developmentally Effective Approaches	*Hyson (Ch. 3 &4)	
	10/12	<b>Complete peer editing, using Google document, send Instructor and the group whose paper you edited the completed rubric by 7:00 PM</b>		Peer edits/evaluations due (MSGE)
8	10/16	CEC 3, 5 and NAEYC 5: Curriculum	*DEC page7 *Hyson Ch. 7 *DAP Teaching Methods: pp. 154-156; 222-224; 294-297 *CD: #35: Got Standards	Research paper due in hard copy (MSGE)

Session No.	Class Date	Topic	Readings * Additional Readings may be Assigned	Assignments
9	10/23	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 2 <sup>nd</sup> Placement (Preschool, Kindergarten, or Primary)	Begin researching instructional strategies for group project
Week of 10/24 Second Placements Commence				
10	10/30	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	Journal 1-5, Final Reflection & ALL Placement 1 forms Due (MSGE)
11	11/6	CEC 3, 5 & NAEYC 5: Curricular Content	*DAP: 174-177; 242-246; 315-320	Interview teachers for group project
12	11/13	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 <a href="http://www.cec.sped.org/~media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Ethics%20Translations/CEC_Ethics_English.pdf">http://www.cec.sped.org/~media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/Ethics%20Translations/CEC_Ethics_English.pdf</a>	
13	11/20	Topic--What does it mean to be an EC and/or ECSE teacher?		
14	11/27	2 Group Presentations		
15	12/4	2 Group Presentations Class Closure		Journal 1-5, Final reflection paper (MSGE) AND All components of group project due (MSGE)
	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 September 17<sup>th</sup> through October 21<sup>st</sup> . **Placement 2:** week of October 24<sup>th</sup> through December 7<sup>th</sup> (no placements during Thanksgiving week)

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



## Course Expectations

### 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**.
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 should refer to <http://library.curtin.edu.au/referencing/apa.html> for information on APA (American Psychological Association) format.
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 should have the child's (children's) name replaced with a **pseudonym** to guarantee **confidentiality and anonymity**.

### **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 <https://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 the Office of Accessibility and 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 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.

### **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](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**.

## **ASSIGNMENTS**

### **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: Research Paper (35 points)**

- **In groups of 4 Research** one of the following topics (topic assignments will occur in class):
  - Autism Spectrum Disorders,
  - Executive Function (attention to detail, flexibility, 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
- ***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:
  - primarily research journal articles,
  - relevant CEC/NAEYC standards, and position statements,
  - data from government (state and/or federal) organizations/agencies
  - data from credible professional organizations (not .com entities)
  - responsive programs from credible professional organizations (not .com entities)
- Write an 18-20 page **research paper** on your topic. Papers must be research based (the majority of references drawn from professional journals in the field of child development and education), consist of a critical review 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 adhere to APA writing style.
- **(Note—**Each student must sign the beginning and ending of the section she contributed to the paper.

- 1<sup>st</sup> draft of the research paper will be posted as a Google document **no later than 5:00PM on October 8<sup>th</sup>** for peer feedback. Once the Google document is created one member of the group will be responsible for **sending the invitation to the Google document to each of their assigned peers AND to the instructor.**
- Each group member will do a critical review/edit of her assigned groups' research paper comments/edits in the Google doc. Each person will then complete the rubric and send a copy to the group, as well as the instructor **by 7:00 PM on October 12<sup>th</sup>. (10 points)**
- Peer edits will be incorporated into the final draft of the paper, which will be submitted in hard copy **on October 16<sup>th</sup>** to the instructor at the beginning of class.

**Part II: Instructional Strategies (35 points)**

- Write a paper (approximately 10 pages) in which you **summarize and evaluate** instructional strategies deemed appropriate for the children who have or cope with the issue in your research paper. For examples, if your paper 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 in your paper 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 must be a certified Early Childhood Teacher or Early Childhood Special Educator (please be sure at least one Special Educator is interviewed and at least one EC general education teacher is interviewed), 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 he/she is not presently) 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. The greatest challenges and benefits of working with a child who is [your research topic].
- The notes from your interview must be included in the appendix of your paper.
  - **A summary that reflects the collective responses of the teachers your group members interviewed (approximately 5 to 7 pages), as well the alignment between what the teachers are using and what your research suggests are the most appropriate strategies.**

### **Part III: Group In-class Presentation (15 pts.)—55 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
- A 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.
- 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, by going to websites or in other creative ways, your classmates' resources that they can use as future EC/ECSE teachers.

NOTE: You may bring in an expert to address part of your presentation, but it is up to the group members to ensure the expert addresses the appropriate information/content in his/her talk. This can be done by both providing the guest speaker/expert with an outline of what you would like covered, as well as through prompting/questioning by the group members.

#### Other information pertinent to your presentation:

- Make sure that any comments the instructor made on your research paper are corrected, explained, expanded upon in your presentation.
- Post a copy of your PPT presentation on ELMS, under the discussion thread, before the class session during which you are to present.
- Provide the instructor with a paper copy of your presentation (two 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. Each group member needs to sign the sheet. →

**Submission:** During the last class session, December 4<sup>th</sup>, each group will submit the following documents neatly organized in a folder/binder:

1. The research paper (that was graded by the instructor)
2. Paper copies of the rubrics completed on your assigned group's research paper
3. The instructional Strategies paper (as per the requirements listed on the previous page)
4. A copy of your PPT presentation
5. A document summarizing individual contributions to the group project throughout the course of the semester.

#### **Additional Information/Expectations for the Group Project**

**Sources:** Each group member searches for **at least 5 sources (research/scholarly)** sources. Websites, other sources can be used in addition to the research/scholarly sources. 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). (Even if not direct quotes – you are referencing 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're using information directly from a source, you need to quote it. 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 55 minutes in length (to include the question and answer portion)

**Handouts:** Your group may provide handouts or other supplemental materials. There are 13 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 with 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 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 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
CEC 1, 2,5,6,7 NAEYC 1,2,6	No paper submitted	A research paper that 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 <i>thoroughly present objective information</i> 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 <i>critical review and integration of primary sources</i> 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.	<i>Language and language usage</i> (to include grammar and spelling) throughout the paper are appropriate <i>for a professional, education-oriented audience</i> .
	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 <b>or</b> reference list	Consistent use of <i>APA writing style</i> throughout the body of the document and reference list
Comments and suggested improvements				

**Instructor's evaluation of scorer's evaluation: \_\_\_\_/10 pts**

**Rubric for Evaluation of Group Project**

	No/Limited Evidence	Beginning	Developing	Meet Criterion
<b>Part I. Research Paper (35 points)</b>  <b>CEC 1, 2,5,6,7</b> <b>NAEYC 1,2,6</b>	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 <b>or</b> reference list _____ 2-3 pts.	Consistent use of APA writing style throughout the body of the document and reference list _____ 4-5 pts
<b>Peer review of Research Paper (10 points)</b>	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
<b>Part II Instructional Strategies (35 points)</b>	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.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
	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.
<b>Part III: Class Presentation</b> <b>15 pts.</b>  <b>CEC 1, 2,5,6,7</b> <b>NAEYC 1,2,6</b>	No research based strategies _____ 0 pts.	<b>Research Portion</b> (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.	<b>Research Portion</b> (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.	<b>Research Portion</b> 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.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
		<b>Instructional Portion (1 of the 3)</b> Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements. _____ 1 pt.	<b>Instructional Portion (2 of the 3)</b> Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements. _____ 2 pts.	<b>Instructional Portion</b> Summarized key instructional strategies, summarized collective interview responses, identified strategies observed in 220 placements. _____ 3 pts.
	No provided _____ 0 pts.	<b>Resource Portion</b> Shared resources classmates can use as future EC OR ECSE teachers. _____ .5 pts.	<b>Resource Portion</b> Shared resources classmates can use as future EC/ECSE teachers. _____ 1 pt.	<b>Resource Portion</b> Creatively shared resources classmates can use as future EC/ECSE teachers. _____ 1.5 pts.
	A poorly organized presentation _____ 0 pts	<b>Organization:</b> (included 1 of the following) Introduction provided an overview of presentation, main Points were clear and the presentation well organized _____ 1 pt.	<b>Organization:</b> (included 2 of the following) Introduction provided an overview of presentation, main Points were clear and the presentation well organized. _____ 1.5 pts	<b>Organization:</b> Introduction provided an overview of presentation, main Points were clear and the presentation well organized _____ 2 pts.
	None of the criterion included _____ 0 pts.	<b>Communication (1 of the following 3)</b> Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ .5 pts	<b>Communication (2 of the following 3)</b> Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 1 pt.	<b>Communication</b> Extemporaneous delivery, creatively engaged class in discourse on the topic and included helpful visual aids (e.g., video, handouts, etc.). _____ 1.5 pts.
<b>Summary of Contributions (5 points)</b>	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.

	No/Limited Evidence	Beginning	Developing	Meet Criterion
<div>Comments:</div> <div>Grade ____/100 pts.</div>				

## **Weekly Journal Assignments**

### **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 thin 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 2:** 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.
- 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 you 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**

Write a reflection of your entire experience at your placement. Reflect on the following points:

1. Based on your weeks of classroom observations, what have you learned about Early Childhood/Early Childhood Special Education?
  - Specifically reference ideas we've discussed in class (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, 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.
  - Describe 2 examples from your placement of relationships with the teachers and program quality that may influence children's engagement in *positive* approaches to learning
  - Describe 2 examples from your placement of relationships and program quality that may influence children's engagement in *negative* approaches to learning
3. Reflect on your overall impression of your placement (Reflect both on positive aspects and any challenges)
  - If you have some negative impressions, be sure to balance these impressions with some positive aspects
4. Can you picture yourself as a teacher in this type of a context (general education or special education)? Why or why not?
  - Reflect on aspects of the context (general education or special education), your developing image of yourself as a teacher, and why you think you would want to be a teacher in this context.
  - Consider ideas about philosophy, ages, curriculum, etc....
5. Do you still believe Early Childhood/Early Childhood Special Education is the profession you will choose to pursue? Why or why not?



# **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 strategies<sup>6</sup> 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

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

<b>NAEYC Standard 6: Becoming a Professional</b>
<b>6a:</b> Identifies and involves oneself with the early childhood field
<b>6b:</b> Demonstrates knowledge of and upholds ethical standards and other professional guidelines
<b>6c:</b> Engages in continuous, collaborative learning to inform practice
<b>6d:</b> Integrates knowledgeable, reflective, and critical perspectives on early education
<b>6e:</b> 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%202012.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]**