<table>
<thead>
<tr>
<th><strong>Meeting Time/Place:</strong></th>
<th>Thursday, 8:00-10:45 ECTR # 215</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor’s Name:</strong></td>
<td>Kelley Mayer White, Ph. D.</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Monday and Tuesday, 12:30-3:00</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>Office #230, 86 Wentworth St.</td>
</tr>
<tr>
<td><strong>Email address:</strong></td>
<td><a href="mailto:whitekm@cofc.edu">whitekm@cofc.edu</a></td>
</tr>
</tbody>
</table>

**Course Description:**
This course provides an introduction to early childhood education to include historical and theoretical foundations, characteristics of children and their families, multiple influences on development, and purposes and uses of assessment.

**Course Text/Materials:**

Selected articles and book chapters available on OAKS

**SOEHHPP Mission:**
The mission of the School of Education, Health, and Human Performance is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

**Course Objectives:**
All teacher preparation programs in the School of Education at the College of Charleston are guided by a commitment to “Making the Teaching and Learning Connection.” Teachers who make the teaching and learning connection understand and value the learner, know what and how to teach and assess and how to create an environment in which learning occurs, and understand themselves as professionals. These three elements of teacher competency are at the heart of the School of Education’s conceptual framework and guide what you will learn, as well as how you will be assessed. Below are the specific outcomes related to the three elements of teacher competency. The standards listed in parentheses refer to standards of the National Association for the Education of Young Children (NAEYC).

**Outcomes related to understanding and valuing the learner (ETC#1, EHHP 1):**
- Chart characteristics of developmental stages and needs of young children (birth to 8) in all areas to include: physical, motor, sensory, perceptual, cognitive, language, social/emotional, moral, psycho-social, health and safety (NAEYC 1a, ISTE).
- Discuss theories of development and characteristics of needs across the developmental spectrum (NAEYC 1a, EEDA 4).
- Identify and describe multiple influences that impact development and learning, such as cultural, economic, social, special health and physical needs, intellectual capacities, stress (including bullying), trauma, and varied rates of development (NAEYC 1b, EEDA 6).
- Analyze the diverse contexts presented by young children and their families and communities including economic, cultural, linguistic, and special needs (NAEYC 2a, EEDA 4);
- Involve the family in discussion of child’s development through a respectful and reciprocal relationship and demonstrate your understanding of positive relationships and supportive interactions being the foundation of working with children (NAEYC 2b).

**Outcomes related to knowing what and how to teach and assess and how to create an environment in which learning occurs (ETC #2, EHHP II, III, IV, V, VI):**
- Identify and describe caretaker and teacher roles in creating healthy, respectful, supportive, and challenging learning environments based on developmental characteristics for each level of development (NAEYC 1c, ISTE);
- Analyze interior and exterior spaces that provide for health and safety needs of children (NAEYC 1c).
- Use observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection (NAEYC 3b);
- Discuss how responsible assessment promotes positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c);
- Use your partnership with your family to improve learning environment (NAEYC 2c, 3d);
- Use the central concepts, inquiry tools, and structures of content areas or academic disciplines (NAEYC 5b).
- Explain the purposes and benefits of assessment and practice responsible assessment (NAEYC 3a, c, 4d).
- Acquire a broad repertoire of skills needed to observe children’s learning needs and plan instruction based on those needs; identify effective strategies for developing character and raising awareness of future careers (NAEYC 4b, c; EEDA 4).
- Use the ADEPT evaluation system for self-reflection and peer assessment (NAEYC 3a, 6b,d);

**Outcomes related to understanding of self as professional (ETC #3, EHHP V, and ISTE):**

- Reflect on your own practice as it promotes positive outcomes and upholds ethical guidelines (NAEYC 6b);
- Support and engage families and communities through respectful, reciprocal relationships (NAEYC 2b, 4a)
- Engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource (NAEYC 5b, 6c, d)
- Uphold ethical standards and other early childhood professional guidelines (NAEYC 6b)

### College of Charleston Honor Code and Academic Integrity:
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are clearly related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board. Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.htm)

### Accommodations:
If there is a student in this class who has a documented disability and has been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss this with me and I will make sure appropriate accommodations are made.

### Class Assignments:
**Class Participation (2 points x 14 class meetings = 28 points possible):** Quality, excellence, and depth are expected in your work and in your interactions with
classmates and the instructor. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions and activities. Members of the class bring a rich diversity of backgrounds, interests, and experiences to class discussions. Much can be learned by listening to others’ ideas, questioning those ideas and sharing your own ideas. Two points maximum will be credited each class for active participation; obviously, no points will be assigned if you are not in attendance, if you are extremely tardy and/or leave early.

**Morning Meeting (20 points):** Morning meetings are used in early childhood classrooms to build community and to start the school day in a positive way. The morning meeting generally consists of four parts: Greeting, Sharing, Group Activity, and Morning Message. On an assigned date, you will be responsible for planning and leading the morning meeting. You should select a greeting, sharing, and group activity and lead the class in completing each. Please prepare a BRIEF written description of the activities to share with your classmates.

**Assessment Showcase (25 points x 2):** For this assignment you will be asked to share two pieces of assessment data with your classmates and lead a discussion in regards to how the data was/could be used. One piece of data should be collected in conjunction with one of the lessons you taught in 380. The other piece should come from your 380 cooperating teacher. To protect confidentiality of the students, please remove all student names from the data before sharing in class. On two different assigned dates, you should be prepared to briefly describe how your data was collected and then lead your classmates in a discussion of how the data could be used and how the data collection and/or assessment tool could be improved. Following the discussion, you will be asked to write a brief reflection of what you learned from the experience.

**Exams (300 points):** Three exams (100 points each) will be given in this course. The exams will assess knowledge gained through assigned readings, lectures, and class activities. Response format will vary and may include multiple choice, short answer, and essay/application questions.

**Developmental Case Study (110 points):** The developmental case study consists of four sections and will be conducted on a child from ECDC. In the first section of the case study, you will provide a brief description of the child based on your knowledge of child development and will describe the classroom setting in which you observed the child. In the second section you will discuss what you learned about the child’s family and how that influences the child’s learning and development. In the third section, you will provide a description of the assessment tools used in identifying the child’s needs, describe your rationale for choosing them and discuss what you learned about the child from conducting these assessments. In the final section, you will develop an action plan in which you will identify appropriate developmental goals based on your assessment of the child’s needs and describe what action you, the family and/or the cooperating teacher could take in helping the child to make progress toward achieving these goals. See assignment description and rubric for more information.

**C of C Undergraduate Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>91-92</td>
<td>A-</td>
</tr>
<tr>
<td>89-90</td>
<td>B+</td>
</tr>
<tr>
<td>86-88</td>
<td>B</td>
</tr>
<tr>
<td>84-85</td>
<td>B-</td>
</tr>
<tr>
<td>82-83</td>
<td>C+</td>
</tr>
<tr>
<td>79-81</td>
<td>C</td>
</tr>
<tr>
<td>77-78</td>
<td>C-</td>
</tr>
<tr>
<td>75-76</td>
<td>D+</td>
</tr>
<tr>
<td>72-74</td>
<td>D</td>
</tr>
<tr>
<td>70-71</td>
<td>D-</td>
</tr>
<tr>
<td>69 or lower</td>
<td>F</td>
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</tbody>
</table>

At the end of the course, the points for each assignment will be totaled, then converted to a final percentage and a grade assigned for the course according to the grading scale above.

**Attendance Policy:** Attendance is vital in this course. If you have to miss class for a family emergency or illness, please let the instructor know as soon as possible BEFORE the scheduled class session. If you miss more than 2 classes you will be dropped with a WA. Prompt arrival is also extremely important; tardiness is unacceptable. Your instructor and classmates
would appreciate prompt arrival to class, so disruptions are minimized. Three tardies count as one absence. If you arrive after 8:30, and/or leave class early you are considered absent.
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I</td>
<td>1/10</td>
<td>Overview of the syllabus, Introductions, Morning Meetings</td>
<td>Copple &amp; Bredekamp, pp.1-33</td>
</tr>
<tr>
<td>Class II</td>
<td>1/17</td>
<td>History of Early Childhood Education, Foundational theories</td>
<td>Driscoll &amp; Nagel, Ch. 3</td>
</tr>
<tr>
<td>Class III</td>
<td>1/24</td>
<td>Infants and Toddlers</td>
<td>Copple &amp; Bredekamp, pp. 53-110</td>
</tr>
<tr>
<td>Class IV</td>
<td>1/31</td>
<td>Preschool, Early childhood curriculum models</td>
<td>Copple &amp; Bredekamp, pp. 111-186</td>
</tr>
<tr>
<td>Class V</td>
<td>2/7</td>
<td>Kindergarten and the primary grades</td>
<td>Copple &amp; Bredekamp, pp. 187-256 OR Copple &amp; Bredekamp, pp. 257-326</td>
</tr>
<tr>
<td>Class VI</td>
<td>2/14</td>
<td>Families – Theories and models</td>
<td>Epstein chapter</td>
</tr>
<tr>
<td>Class VII</td>
<td>2/21</td>
<td>Family involvement and diversity</td>
<td>Hanson, Ch. 4-6</td>
</tr>
<tr>
<td>Class VIII</td>
<td>2/28</td>
<td>Effective communication with parents, Parent conferences</td>
<td>Olson &amp; Fuller, Ch. 6-7 Hanson chapter</td>
</tr>
<tr>
<td>Class IX</td>
<td>3/14</td>
<td>Introduction to assessment – purposes, definitions</td>
<td>McAfee &amp; Leong, Ch. 1 Dodge article</td>
</tr>
<tr>
<td>Class X</td>
<td>3/21</td>
<td>Observation, narrative reports and anecdotal records</td>
<td>McAfee &amp; Leong, Ch. 2-3</td>
</tr>
<tr>
<td>Class XI</td>
<td>3/28</td>
<td>Checklists, rating scales and rubrics</td>
<td>McAfee &amp; Leong Ch. 4 Developmental Case Study DRAFT due</td>
</tr>
<tr>
<td>Class XII</td>
<td>4/4</td>
<td>Checklists, rating scales and rubrics (cont.) Portfolios</td>
<td>McAfee &amp; Leong, Ch. 5-6 Assessment Showcase I</td>
</tr>
<tr>
<td>Class XIII</td>
<td>4/11</td>
<td>Interpreting, using and organizing assessment data Program evaluation</td>
<td>McAfee &amp; Leong, Ch. 7-9 Assessment Showcase II</td>
</tr>
<tr>
<td>Class XIV</td>
<td>4/18</td>
<td>Standardized Tests</td>
<td>McAfee &amp; Leong, Ch. 10 Developmental Case Study due</td>
</tr>
</tbody>
</table>

**FINAL EXAM – Thursday, May 2nd, 8:00 a.m.**
### MORNING MEETING RUBRIC

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>EXCEEDS TARGET 9-10</th>
<th>TARGET 7-8</th>
<th>BELOW TARGET 6 or below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates thorough understanding of the morning meeting format and purposes and includes developmentally appropriate information/activities</td>
<td>Demonstrates understanding of the morning meeting format and purposes and includes developmentally appropriate information/activities</td>
<td>Demonstrates some understanding of the morning meeting format and purposes and includes developmentally appropriate information/activities</td>
<td></td>
</tr>
</tbody>
</table>

| PREPARATION AND ORGANIZATION | Is well prepared and organized. Written description is thorough and clear. | Is fairly prepared and organized. Written description is clear. | Isn’t prepared and/or organized. Provides no written description of morning meeting activities. |

### CLASS PARTICIPATION RUBRIC

<table>
<thead>
<tr>
<th>ATTENDANCE, PARTICIPATION, AND ENGAGEMENT</th>
<th>Exceeds Target 2 POINTS</th>
<th>Target 1 POINT</th>
<th>Below Target 0 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively supports, engages, and listens to peers (ongoing); arrives fully prepared; plays an active role in discussion and in classroom activities (ongoing); comments advance role in discussions (ongoing); group dynamic and level of discussion are consistently better because of the student’s perspective; actively seeks input of coop teacher and responds appropriately to his/her requests; arrives on time and stays for entire class period</td>
<td>Actively supports, engages, and listens to peers (ongoing); arrives fully; plays an active role in discussion and in classroom activities (ongoing); comments advance role in discussions (ongoing); group dynamic and level of discussion are often better because of the student’s perspective; student’s perspective; seeks input of coop teacher and responds appropriately to his/her requests</td>
<td>Makes little effort to interact with peers (ongoing); does not arrive prepared; rarely participates constructively in discussion; occasionally makes relevant comments based on assignments (ongoing); not willing to participate in field classroom activities and does not actively interact with coop teacher and/or students OR NOT PRESENT.</td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT SHOWCASE RUBRIC

<table>
<thead>
<tr>
<th>Exceeds Target (5)</th>
<th>Target (3)</th>
<th>Unacceptable (2 or below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides brief, but meaningful description of the purpose of assessment and the procedures for collection of data.</td>
<td>Provides brief description of assessment and data collection.</td>
<td>Provides no description of assessment or data collection.</td>
</tr>
<tr>
<td>Demonstrates thorough understanding of the assessment instrument(s) presented.</td>
<td>Demonstrates understanding of the assessment instrument(s).</td>
<td>Demonstrates little understanding of the assessment instrument(s).</td>
</tr>
<tr>
<td>Makes strong connections between what was learned about effective assessment and how that applies to data/assessment tool presented.</td>
<td>Makes some connections between what was learned about effective assessments and how that applies to data/assessment tool presented.</td>
<td>Makes no connections between what has been learned about effective assessments and data that was presented.</td>
</tr>
<tr>
<td>Facilitates thoughtful discussion of how assessment data was/could be used and/or improved.</td>
<td>Facilitates discussion of how assessment data was/could be used and/or improved.</td>
<td>Makes no time for discussion of how assessment data was/could be used and/or improved.</td>
</tr>
<tr>
<td>Is quite obviously prepared and organized.</td>
<td>Is prepared and organized.</td>
<td>Unprepared and/or unorganized.</td>
</tr>
</tbody>
</table>
Developmental Case Study for Early Childhood Education

You will select a case study child to focus on this semester and will study this child in great depth. You will spend time observing the child and will individually assess the child in literacy and/or math using 2-3 different methods. You will also need to contact one of his/her family members. **This can be done in person (with the permission and supervision of the cooperating teacher) OR over the phone OR through e-mail – whatever is easiest for the family member.** Your case study paper should include four parts. In the first section, you will provide a brief description of the child you are studying and the classroom setting in which you observed the child. In the second section you will provide a thorough description of how you established a relationship with the child’s family and discuss what you learned about the child and his/her family and how that influences the child’s learning and development. In the third section, you will provide a description of the assessment tools used in identifying the child’s needs and describe your rationale for choosing them, and what you learned about the child from conducting these assessments. In the final section, you will develop an action plan in which you will identify appropriate developmental goals based on your assessment of the child’s needs and describe what action you, the family and/or the cooperating teacher will/could take in helping the child to make progress toward achieving these goals.

**Section A: Context**

**NAEYC 1a: Knowing and understanding the child’s characteristics and needs**
- Please provide a brief description of the child that shows you have a depth of knowledge of the child’s unique characteristics, developmental strengths, and needs.
- Give at least one rich example of how the child’s emotional, social, cognitive, OR physical domains are interrelated.

**NAEYC 1b: Knowing and understanding the multiple influences on development and learning**
- Provide an example of the child’s behavior and explain how one of the developmental theories helps you to better understand it.
- How does the classroom environment influence your child’s behavior?

**Section B: Family Involvement**

**NAEYC 2a: Knowing and understanding family and community characteristics**
- From what you know of Bronfenbrenner’s ecological theory and/or Family Systems theory, discuss influences on the child that very likely influence the child’s development and how any level or system can interact with the child.

**NAEYC 2b: Supporting and empowering the family through a respectful, reciprocal relationship**
- Explain how you communicated with the family and how you demonstrated a respectful relationship.
- Describe what you learned about the family’s goals, language and/or culture.
- Share what community or educational resource(s) you would/did provide to the family.

**NAEYC 2c: Involving the family in child’s development and learning**
- Demonstrate awareness that the family is the child’s primary teacher
- Talk about why you chose the resource you did based on the family member’s input
- Interpret what you found out in light of family characteristics

**Section C: Assessment and Analysis**

**NAEYC 3a: Understanding the goals, benefits, and uses of assessment**
- Discuss your objective for the assessment(s) you used and describe how it is aligned to relevant standard and teaching strategies of the classroom.
- Explain the benefits and potential harm of the assessment you used and/or other assessments you considered.

**NAEYC 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches**
- Discuss accurately what you learned from the results of the activity you developed and administered.
Discuss competently the variety of tools you used to assess your student. ATTACH documentation of these assessments.

Provide highlights of next steps of what you would do to help the child improve in the area you assessed.

**NAEYC 1b: Knowing and understanding multiple influences on development and learning**

- Discuss what may have impacted your case study student’s assessment results. Describe social, emotional, cognitive, or physical influences that may have transpired. Document this using relevant theory.

**Section D: Action Plan**

**NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments**

- Using APA style, reference theories and developmental principles to make suggestions as to how to create a more effective learning environment for your individual case study child.
- In your discussion, either about the current or suggested environment, show how the environment respects the child's culture and individuality, promotes positive development, and/or challenges the child to gain new competencies.

**NAEYC 3b: Knowing about and using observation, documentation, or other appropriate assessment tools/approaches**

- Demonstrate a high level of competence in implementing assessment tools and approaches selected as well as in interpreting and using results
## DEVELOPMENTAL CASE STUDY SCORING RUBRIC

<table>
<thead>
<tr>
<th>Candidate’s Name:</th>
<th>Student ID:</th>
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</thead>
<tbody>
<tr>
<td>C of C Course:</td>
<td>Term:</td>
</tr>
<tr>
<td>Assessor’s Name:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

### Section A: Context
Children’s Characteristics and Needs and Multiple Influences on Development and Theory

<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Target</td>
<td>5 or below</td>
<td>Candidate’s work does not reflect a working knowledge of the child’s specific needs. The examples given do not demonstrate needed understanding of the child’s characteristics and needs and the examples of interrelationships among developmental areas either not relevant or not provided.</td>
</tr>
<tr>
<td>Target</td>
<td>8 points</td>
<td>Candidate’s work reflects a working knowledge of the child’s specific needs and provides examples of interrelationships among developmental areas.</td>
</tr>
<tr>
<td>Exceeds Target</td>
<td>10 points</td>
<td>Candidate’s work reflects a depth of knowledge of the child’s specific characteristics and needs and provides rich examples of interrelationships among developmental areas (cognitive, social, emotional, physical, language).</td>
</tr>
</tbody>
</table>

**Knowing and understanding the child’s characteristic’s and needs (1a)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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**Knowing and understanding the multiple influences on development and learning (1b)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
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<td>______</td>
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</table>

### Section B: Family Involvement

<table>
<thead>
<tr>
<th>Evaluation Level</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Target</td>
<td>5 or below</td>
<td>The candidate’s work doesn’t adequately demonstrate an understanding of how family theory and research-based knowledge inform family and community factors that impact the child’s life, and the examples given are evidence of this lack.</td>
</tr>
<tr>
<td>Target</td>
<td>8 points</td>
<td>The candidate’s work explains family theory and research-based knowledge of some family and community factors that impact the child’s life.</td>
</tr>
<tr>
<td>Exceeds Target</td>
<td>10 points</td>
<td>The candidate’s work clearly articulates and integrates family theory and research-based knowledge of multiple family and some community factors that impact the child’s life.</td>
</tr>
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</table>

**Knowing and understanding family and community characteristics (2a)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<td>______</td>
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**Candidate’s work does not reflect a working knowledge of the child’s specific needs. The examples given do not demonstrate needed understanding of the child’s characteristics and needs and the examples of interrelationships among developmental areas either not relevant or not provided.**

**Candidate describes two or three influences on the child but does not demonstrate basic understanding of the complexity of interactions among these influences. The research and theory cited are not supportive of examples or are not provided.**

**Candidate richly describes the multiple influences on the child and demonstrates thorough knowledge of the complexity of interactions among these influences. Candidate also cites relevant theory and research.**

---

**Candidate’s work reflects a working knowledge of the child’s specific needs and provides examples of interrelationships among developmental areas.**

**Candidate’s work reflects a depth of knowledge of the child’s specific characteristics and needs and provides rich examples of interrelationships among developmental areas (cognitive, social, emotional, physical, language).**

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**Candidate’s work clearly articulates and integrates family theory and research-based knowledge of multiple family and some community factors that impact the child’s life.**
**Supporting and empowering the family through a respectful, reciprocal relationship (2b)**  
*Score: ____________*

Candidate’s work reflects limited understanding of how important family/community factors are in building relationships due to inadequate information of and explanation about the family’s goals, language and/or culture. Resources that would be helpful to the family are either not provided or irrelevant to the family.

Candidate’s work reflects a basic understanding of how important family/community factors are in building relationships by learning about and explaining adequately family’s goals, language and/or culture; and shows the education and/or community resources that would be helpful to the family.

Candidate’s work reflects a deep understanding of how important family/community factors are in building relationships by learning about and explaining in detail family’s goals, language and/or culture, and shows the education and/or community resources that would be helpful to the family.

**Involving the family in child’s development and learning (2c)**  
*Score: ____________*

Candidate adequately articulates the philosophy that the family is the child’s primary teacher; appears to use family’s input to inform decisions about child’s needs; and demonstrates adequate skill in interpreting and sharing results in light of family characteristics.

Candidate adequately articulates the philosophy that the family is the child’s primary teacher; appears to use family’s input to inform decisions about child’s needs; and demonstrates advanced skill in interpreting and sharing results in light of family characteristics.

Candidate clearly articulates the philosophy that the family is the child’s primary teacher; uses family’s input to inform decisions about child’s needs; and demonstrates advanced skill in interpreting and sharing results in light of family characteristics.

**Section C: Assessment and Analysis**

<table>
<thead>
<tr>
<th>Understanding the goals, benefits, and uses of assessment (3a)</th>
<th>Below Target 5 or below</th>
<th>Target 8 points</th>
<th>Exceeds Target 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate shows little understanding of the important goals of assessment, but does not explain benefits and potential harm of assessments considered. Work shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom, but not how they are not in alignment with appropriate child development theory and philosophy.</td>
<td>Candidate shows a basic level of understanding of important goals of assessment, but does not explain benefits. Work shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom.</td>
<td>Candidate shows a high level of understanding of important goals of assessment, and explains benefits. Work shows how assessments selected align with goals, curriculum, and teaching strategies of the classroom.</td>
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<td><em>Score: ____________</em></td>
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**Knowing about and using observation, documentation, and other appropriate assessment tools and approaches (3b)**  
*Score: ____________*

Candidate does not show competence in implementing tools and approaches selected nor skill in interpreting and using results.

Candidate shows basic competence in implementing tools and approaches selected and skill in interpreting and using results.

Candidate exhibits a high level of competence in implementing tools and approaches selected as well as in interpreting and using results.
### Knowing and understanding the multiple influences on development and learning (1b)

**Score:** ____________

Candidate describes two or three influences on the child but does not demonstrate basic understanding of the complexity of interactions among these influences. The research and theory cited are not supportive of examples or are not provided.

### Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments (1c)

**Score:** ____________

Candidate’s work does not use developmental research and principles as a basis of describing an effective or more effective learning environment for the child. And/or the recommendations do not demonstrate an understanding that the classroom environment should respect the child’s culture and individuality, promote positive development, and challenge children to gain new competencies.

### Knowing about and using observation, documentation, or other appropriate assessment tools/ approaches (3b)

**Score:** ____________

Candidate does not show competence in implementing tools and approaches selected nor skill in interpreting and using results.

### Section D: Action Plan

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<tr>
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<tr>
<td>5 or below</td>
<td>8 points</td>
<td>10 points</td>
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</tbody>
</table>

| Candidate’s work does not use developmental research and principles as a basis of describing an effective or more effective learning environment for the child. And/or the recommendations do not demonstrate an understanding that the classroom environment should respect the child’s culture and individuality, promote positive development, and challenge children to gain new competencies. |
| Candidate’s work uses developmental research and principles as a basis of describing an effective or more effective learning environment for the child. The recommendations demonstrate basic understanding that the classroom environment should respect the child’s culture and individuality, promote positive development, and challenge children to gain new competencies. |
| Candidate’s work describes and uses developmental research and principles as a basis of describing an effective or more effective learning environment for the child. The recommendations demonstrate advanced understanding that the classroom environment should respect the child’s culture and individuality, promote positive development, and challenge children to gain new competencies. |

### Section E: Conventions

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<td>5 or below</td>
<td>8 points</td>
<td>10 points</td>
</tr>
</tbody>
</table>

| Writing has multiple errors that interfere with readability. |
| Writing contains a few spelling and/or grammatical errors. |
| Writing is clear and error-free. |

**Possible Total:** 110 points

**Earned Total:** _____ points