

*George Mason University*  
*College of Education and Human Development*  
*Early Childhood Program-UTEEM*

**Universality and Diversity in Child and Family Development, Ages 3-5**  
**EDUT 511/411, 5U1 (3 credits)**  
**Fall 04**

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**Course Purpose:**

This course is offered as one of the strands in the Unified Transformative Early Education Model (UTEEM), a teacher education program using an integrated approach to prepare teachers to work with diverse young children and their families. Teachers are prepared to work with children with diverse learning needs in a variety of inclusive community settings. This strand focuses on the developing young child and family, and is offered in conjunction with three other courses and an internship placement.

**Course Description:**

This course provides students with knowledge of child and family development from a diverse and cultural perspective. Students will explore the role of culture and theories in providing frameworks for understanding and interpreting child and family growth and development. Factors that facilitate development and factors that may place children at developmental risk and actual disability will be examined. Students will also learn about various disabilities and the way in which risk and actual disability affect both family and child development. They will acquire appreciation for the critical role of families and their diversity in supporting the development of the child.

**Course Format:**

This course utilizes a seminar format requiring active participation of all students. This class meets approximately every other week and is linked to an internship experience. This enables students to continuously link their experiences in their sites with the knowledge they are acquiring in the classroom. Students attend each class for 6 hours. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include small group discussions, presentations, guest speakers from the community, videos, and whole class sharing to support course content.

**Overall Student Outcomes:**

At the completion of this course, students will be able to:

1. Describe the major theories of development and demonstrate the skill to critically examine the theories as they apply to the lives of culturally, linguistically, and ability

diverse young children and their families.

2. Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
3. Identify typical developmental milestones of diverse children ages three through five and their cultural variations.
4. Observe and describe overall development, including the social emotional domain, as it occurs in natural environments and through play.
5. Identify environmental and biological/physical/medical at risk factors that can contribute to possible developmental risk and atypical development across domains.
6. Discuss the etiology of major disabilities and demonstrate the skill to select culturally and linguistically appropriate resources to use with diverse families and their children.
7. Identify culturally and linguistically responsive professional practices that facilitate development in various domains.
8. Plan and present a professional development session for adult learners on developmental issues that impact diverse young children and support family-centered practices.
9. Provide critical and constructive feedback to peers on issues related to development and diversity.

### **Relationship to Professional Standards:**

This course is aligned with the following integrated standards of the Council For Exceptional Children and National Association for the Education of Young Children.

- Human growth and development (birth through adolescence):
  - Demonstrate an understanding of the physical, social emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences;
  - Demonstrate an understanding of the nature and characteristics of major disabling and at-risk conditions, including social-emotional development issues;
  - Demonstrate an understanding that children's development occurs in the sociocultural context of family and community;
  - Develop an understanding of medical aspects of young children with disabling and at-risk conditions and the management of neurodevelopmental and motor disabilities, including emergency care and the role of health care professionals in the lives of individuals with disabilities;
  - Develop an understanding of the theories and techniques of family-centered intervention, including the role of culture, language, and disability;
  - Develop an understanding of the role that economic, social, racial, ethnic, religious, physical, and mental factors may play on development issues related to but not limited to attention deficit disorders, substance abuse, child abuse, and family disruptions ;
  - Develop an understanding of the linguistic, sociological, cultural, cognitive, and psychological basis of language and literacy development;

### **Required Texts:**

Ballenger, C. (1999). *Teaching other people's children: Literacy and learning in a bilingual classroom*. New York: Teachers College Press. ISBN 0-8077-3789-5 .

- Berk & Winsler, ( ). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: NAEYC. ISBN: 0-935989-68-4
- Plous, S. (2003). *Understanding prejudice and discrimination*. New York: Mc Graw Hill. ISBN: 007255443-6
- Trawick-Smith, J. (2003). *Early childhood development: A multicultural perspective (Latest Edition)*. Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-046576-3
- Shonkoff, J. P. & Phillips, D. A. (2000).. *Neurons to neighborhoods: The science of early childhood development*. Washington, DV: National Academy Press. ISBN: 0309069882

### **Required Readings on Reserve**

Galinsky, E. (1987). *The six stages of parenthood*. Reading, MA: Persus Books.

### **Recommended**

Heidemann, S. & Hewitt, Pathways to Play, Redleaf Press. ISBN: 0934140650

### **Course Requirements, Assignments, and Evaluation Criteria**

1. Blackboard Discussions on Development (10%)  
Students will be required to log-on to the blackboard discussion. They are expected to describe their observations of young children's development, pose their questions and concerns, and participate in on-going discussions linked to readings and understandings of development. Students will be graded for participation, information and content shared as well as responsiveness to peers in the small group discussions. General guidelines for the discussion are provided below. More details for the format will be provided in class. All students must obtain and use an electronic mail account with access to the Internet. GMU makes such accounts available and provides training at no cost to the student.  
**Evaluation Criteria:** Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. Rubric can be found on page 10. **(Outcome 1, 2, 9)**
2. Written play observation assignment (20%)  
The play observation will take place over the course of two weeks. The focus of this observation will be on children's play skills, behavior, and overall development. In addition, you are to make a class presentation of an activity that facilitates the growth of the two children you observed. In a family friendly manner, you must clearly state your learning objectives for the children you observed. Use items that can readily be found in the homes of the children. Do not use purchased/manufactured toys/games. Through the activity and the adaptations you will demonstrate your knowledge of children's play and development. In your presentation, you must also demonstrate how you would adapt the activity for other culturally, linguistically, and ability diverse young children.  
**Evaluation Criteria:** Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. The grading checklist/rubric for this assignment is found on p 15. Additional criteria for written

assignments is included in the following section (**Outcome 1, 4, 7**)

3. Family and Practitioner Resource and Information Group Project (20%)  
Students will work in small groups to prepare a class presentation about an at-risk or disabling condition that impacts development. There are two major parts to this assignment: one focuses on what the practitioners may need to know about the condition and effective research-based intervention strategies; and the second focuses on what families may need to know to more effectively advocate for their children. An information file for both the practitioners and the families will be compiled, displayed, and discussed. More specific guidelines are described below. **Evaluation Criteria:** Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. The rubric for this presentation can be found on p16. (**Outcome 1, 2, 5, 6, 8**)
  
4. Statement of Understanding (40%)  
Students are expected to use the observations of young children over the course of the semester to demonstrate their understanding of cognitive, physical, social-emotional, and intellectual development and the milestones. Students are expected to provide specific examples of real children and their experiences and link the observations to the readings and discussions. The assignment is also expected to help students demonstrate their understanding of the role of the sociocultural context on development and how it impacts diverse children and their families. **Evaluation Criteria:** Rubrics used to evaluate presentations and written assignments are developed directly from assignment descriptions found in syllabus. Additional criteria for evaluating written assignments are listed in the following section. The rubric for this assignment can be found on p 18. (**Outcome 1, 2, 3, 4, 5, 6, 7**)
  
- NOTE: This is the major Performance-Based Assessment for this course.**
  
5. Preparation for and participation in class (10%)  
Students are expected to attend all class sessions (unless prior arrangements have been made with the instructors). They are to be prepared for class by completing all assigned readings and actively participating in all small and large group discussions and activities. All assignments are expected to be submitted on time. Modifications needed due to disabilities or special circumstances to meet course requirements as outlined in syllabus must be discussed with instructor. Students are expected to become familiar with Blackboard. Blackboard is an online resource that will be used throughout the semester. To access Blackboard-GSE enter the URL <http://blackboard.gmu.edu> into your browser location field. **Evaluation Criteria:** evidence of comments directly related to the readings, critical reflection of own assumptions, regular and thoughtful participation in in-class discussions and experiential learning activities, and sharing of observations and learnings connected to experiences with children, families, community and internship site. (**Outcome 1,2, 3, 9**)

## Criteria for Evaluation of Written Assignments

- All written assignments will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style (5<sup>th</sup> edition) will be followed for all written work. Portions of the APA manual appear at the Style Manuals link on the GMU library web guide at <http://library.gmu.edu/resources/edu/>.

All written assignments must be completed on a word processor and should be proofread carefully. The University Writing Center (Robinson A114) 703-993-1200 is a free writing resource open to all GMU students, including graduate students. The Writing Center offers individual, group, and online tutoring sessions in a comfortable, supportive. The English Language Institute also offers help to graduate students who are second language learners.

### Expectations

- Present ideas in a clear, concise, and organized manner. Remember that longer is not necessarily better.
- Develop points coherently and thoroughly. Ensure that points are clearly linked to topic.
- Refer to appropriate readings, studies, and examples to document and support your statements. Citations must adhere to APA guidelines. Avoid judgmental statements.
- Use correct capitalization, punctuation, spelling, and grammar.

### **Grading Scale:**

A+ 99-100	B+ 87-89	C 70-79
A 94-98	B 84-86	F below 70
A- 90-93	B- 80-83	

### **College of Education and Human Development (CEHD) Statement of Expectations:**

The CEHD expects that all students abide by the following:

- Students are expected to exhibit professional behavior in class and at internship sites, with professors, peers, families, community members, guest presenters, and with the children.
- The Virginia Department of Education and the National Council for Accreditation of Teacher Education** promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community.
- The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:
  - Commitment to the profession
  - Commitment to honoring professional ethical standards
  - Commitment to key elements of professional practice

Commitment to being a member of a learning community  
Commitment to democratic values and social justice

See page 6 for a detailed listing of the dispositions promoted by CEHD.

- Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Graduate School of Education  
Dispositions for Students in Teacher Education

- **Commitment to the profession**
  - Promoting exemplary practice
  - Excellence in teaching and learning
  - Advancing the profession
  - Engagement in partnerships
- **Commitment to honoring professional ethical standards**
  - Fairness
  - Honesty
  - Integrity
  - Trustworthiness
  - Confidentiality
  - Respect for colleagues and students
- **Commitment to key elements of professional practice**
  - Belief that all individuals have the potential for growth and learning
  - Persistence in helping individuals succeed
  - High standards
  - Safe and supportive learning environments
  - Systematic planning
  - Intrinsic motivation
  - Reciprocal, active learning
  - Continuous, integrated assessment
  - Critical thinking
  - Thoughtful, responsive listening
  - Active, supportive interactions
  - Technology-supported learning
  - Research-based practice
  - Respect for diverse talents, abilities, and perspectives
  - Authentic and relevant learning
- **Commitment to being a member of a learning community**
  - Professional dialogue
  - Self-improvement
  - Collective improvement
  - Reflective practice
  - Responsibility
  - Flexibility
  - Collaboration
  - Continuous, lifelong learning
- **Commitment to democratic values and social justice**
  - Understanding systemic issues that prevent full participation
  - Awareness of practices that sustain unequal treatment or unequal voice
  - Advocate for practices that promote equity and access
  - Respects the opinion and dignity of others
  - Sensitive to community and cultural norms
  - Appreciates and integrates multiple perspectives

## Proposed Course Schedule

<u>Date</u>	<u>Topic &amp; Learning Experiences</u>	<u>Readings &amp; Assignments</u>
Aug 31	Program Overview Language, Culture, and Learning Development & Diverse Young Children	Ballenger Plouse, 1-76
Sept 7	History of Developmental Theory; Overview of Course	Trawick-Smith, Chapter 3 Mooney
	<b><i>Group presentations: Theoretical Perspectives, Critique and Cultural Considerations;</i></b>	
Sept 21	Development in a Sociocultural Context; Development Mediated by Language, Culture, Family, Community, Individual and Societal Factors	Berk & Winsler <b><i>Your Early Memories</i></b>
	<b><i>Reflecting on own assumptions about children</i></b>	
Oct 5	Play and its relationship to development; Factors that influence play; Preparation for play observation, Cognitive Development, Symbolic Thought Piaget, Brain Research	Heidemann & Hewitt, (H) Schonkoff, play, ages 3-5, Trawick-Smith, Ch 11, 12
	<b>Discussion</b>	<b>Due: Blackboard</b>
	<b><i>Group Presentation 1: Organic or At Risk factors &amp; Brain or Cognitive Development</i></b> <i>Video Observing Play</i>	
Oct 19	Physical & motor development Sensory Integration/Occupational Therapy Including children with special needs Inclusion—Welcoming and planning for all children; Cultural influences and variations	Trawick-Smith, Ch. 10 article (to be given in class) Schonkoff, 2-3
	<b>Discussion</b>	<b>Due: Blackboard</b>
	<b><i>Group Presentation 2: Organic or At Risk factors &amp; Physical or Motor Development</i></b> <i>Guest Speaker: Kim Amenabar</i> <i>Guest Speaker: OT/PT</i>	
Oct 25-	Full Time Internship	<b>Due: Blackboard</b>

**Discussion** Nov 19  
Development

Socioemotional

Nov 30 Family relationships and influences on development; Parent expectations and cultural variations; Social/emotional development; Stressors, Abuse & Poverty

Galinsky, Handout  
Trawick-Smith, Ch. 13, 18

**Due: Blackboard**

**Discussion**

*Group Presentation 3: Organic or At Risk factors & Social-Emotional Development*  
*Sharing Play Activity*

Dec 7 Developmental issues—parent and professional perspectives; Constructive criticism and reflection; Revisiting development from theoretical perspectives (developmental theories in early childhood classrooms)

article (to be given in class)

**Due: Statement of Understanding**

*Group Presentation 4: Organic or At Risk factors & Overall Development (malnutrition, AIDS, trauma, etc)*  
*Guest Speaker: TBA*

Dec 14 Final Presentations

## Description of Assignments

### 1. Blackboard Discussions on Development and Challenging Issues (10 Pts)

**Purpose:** The purpose of this assignment is to develop an understanding of the factors impacting children's development, especially the socio-emotional domain.

**Format:** Students will be required to log-on to the blackboard discussion to respond to describe their insights on observations, readings, ideas, and participate in on-going discussions. Students will be graded for participation, information and content shared as well as responsiveness to peers in the small group discussions. General guidelines for the discussion are provided below, more details for the format will be provided in class.

**Assignment:** Developmental Issues (small group discussions)

Each student will be assigned to a small group to participate in an on-going discussion via Blackboard. Students will be expected to participate in dialogue regarding children's typical and atypical development, at-risk factors, challenges, behavior, strengths, etc. Students will share observations and insights, and each group will discuss specific developmental issues that may be impacting children at their site. Discussions should add to the understandings of the topic presented in class, but other relevant topics may also be focus of dialogue. During the full-time internship, however, the discussions should primarily center on the social and emotional development of preschoolers, including issues such as friendships, shyness, social competence, challenging behaviors. Students will also consider various intervention strategies, specifically linked to developmental issues. Each member of the group will be expected to post a challenging behavior or condition for group discussion at least one time during the full time internship. **Due: November 2, 2004.**

#### Criteria and Rubric for Evaluation:

- Demonstration of knowledge and understanding (5 points total)

Excellent—1	Good—.75	Average—.5	Poor—.25	No Credit—0
Response indicates clear understanding of readings and impact of key factors.	Readings/class discussions were understood and incorporated into responses.	Postings have questionable relationship to reading materials and class discussions.	Not evident that factors/readings/class discussions were understood and/or not incorporated into discussion	No posting related to issues presented by group members.

- Responding to peers (5 points total)

Excellent—1	Good—.75	Average—.5	Poor—.25	No Credit—0
Responds to all of the group members' initial postings and stimulates critical thinking through comments directly related to group's discussion of each	Responds to all of the group members' initial postings, with some additional participation in ongoing dialogue.	Responds to all of the group members' initial postings.	Responds to some of the group members' initial postings.	No posting related to issues presented by group members

dilemma.				
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## 2. Child Play Observation (20 points)

**Purpose of Assignment:** The purpose of this assignment is to spend time observing children in their natural environment to gain a better understanding of overall development and play.

**Format:** The play observation will take place over the course of two weeks. The focus of this observation will be on children's play skills, behavior, and overall development. These observations may be used for the Statement of Understanding assignment.

### Play Observation

The observation will focus on children at play, and will be completed by observing two (2) different children at the internship site. Students are expected to complete a play checklist (handout from Heidemann & Hewitt), Parten's Stages of Social Participation (Trawick-Smith), and examine sociodramatic play using Smilansky's Quality Elements (Trawick-Smith p261). It is expected that students provide detailed summary information and examples for each child. The two children you observe should exhibit different types of play skills (i.e. one who is strong in the area of play and one who may be facing challenges in this area).

The detailed summary of the 2 children should consider what each child is working on through his/her play, that is, their goal of play. Specifically, you should include the following: (1) descriptions of what you observed to validate your ratings on the checklist; (2) description of the levels and functions of play children exhibited; (3) information regarding the environment, curriculum, and adult roles which may have impacted the children's play; and (4) examples of the children's actions/behaviors/skills related to the theoretical perspectives discussed in class. Specifically, you should comment on each theoretical perspective/theorist, and how what you observed relates in some way to the theoretical models discussed in class. Use your course readings to support the information you provide in these detailed summaries.

In addition, you are to make a class presentation of an activity that facilitates the growth of the two children you observed. In a family friendly manner, you must clearly state your learning objectives for the children you observed. Use items that can be found in the homes of the children you work with to develop your activity. Do not use purchased/manufactured toys/games. Through the activity and the adaptations you will demonstrate your knowledge of children's play and development. In your presentation, you must also demonstrate how you would adapt the activity for other culturally, linguistically, and ability diverse young children.

**Due: October 19, 2004**

## 3. Presentation of Family and Practitioner Resource and Information File (20 points)

**Purpose of Assignment:** The purpose of the class presentation is to inform your classmates about an at risk or disabling condition that impacts development, to support the development of your professional presentation skills, and to develop an awareness of family centered practices. There are two major parts to this assignment: one focuses on what you want your peers to know about the condition or topic; and the second focuses on the what families may need to know to advocate for their children.

**Format:** Identify a disability or risk factor that is of interest to you. In small groups (3-4) research and prepare a presentation and handout about the topic. Your research should include several sources, including books, professional journals, materials from research and advocacy organizations, and national and international governmental agencies, etc. Sources should be current and appropriate for culturally and linguistically diverse families and their children. Schedule a meeting with the instructor **BEFORE** beginning your research to discuss the focus of your topic and presentation. Please select a disability or risk factor that is new to you.

**Develop a group presentation** that reports on:

Part I,

- Research and understanding about the nature and characteristics/etiology of the disability or risk factor/special need;
- How it affects children's development across domains and stages;
- Impact that the disability/risk factor has on family's development across stages and ages;
- Cultural views and/or sociocultural factors influencing the disability or risk factor;
- Overview of various educational and intervention approaches currently applied, but select one to highlight and demonstrate, if possible;
- Any controversy surrounding particular intervention (s) and the research;
- Research based ideas/resources for professionals working with children with this special need; and

Part II,

- Appropriateness of select and relevant resources in Information File for diverse families;
- Accessibility of materials;
- Responsiveness to issues of language, culture, poverty;
- How you evaluated and selected culturally responsive materials to support families' advocacy efforts on behalf of their children; and
- Your own reflections from a diverse family's and community perspective.

**Prepare a display of information file** that can support families in their efforts to gather information and resources to support their children's development. In your presentation, describe family centered criteria used to select relevant resources. You should bring any sample brochure or other resource materials you received/collected on your topic as well as information related to your experiences in contacting/talking with agencies while preparing your information file.

**Prepare a handout** that will be useful to classmates in their future work with diverse young children. At a minimum, the handout must include: (1) a description of the disability or special need; (2) research on the major intervention(s) strategies used; (3) information related to the role of culture, language, and disability as well as on variations; (4) practical information for working with diverse children and their families; and (4) a listing of appropriate resources/references for practitioners and diverse families. (20 Points)

**Due: December 2, 2004**

#### **4. Statement of Understanding (40 Points)**

**Purpose:** The purpose of this assignment is to synthesize the theories and research related to development of young children ages 3-5 and to link it to observations of children in natural environments. Students are expected critically reflect on their personal view, assumptions, belief, and understandings about the cognitive, physical, social-emotional, and intellectual development of children. The assignment is also expected to help students demonstrate their understanding of the role of the sociocultural context on development. *This assignment is linked to the child story for assessment class and the videotape analysis for curriculum class.*

**Format:** The following three major components are required: (1) review of major theories, including the key theorists associated with the view and examples of development, learning, and practice; (2) discussion of development in the preschool years, including the research and personal examples; and (3) critical reflections focused on student's view of diverse preschool children, including a discussion of challenges, strengths, practices and questions that exist.

Each week at internship site, students are expected to observe children, including focus child, and maintain a cumulative record of the observations. Children should be observed when they are by themselves as well as in various contexts interacting with peers, adults/teachers, and families. Play observations should be the central focus for gathering examples to describe children's cognitive, social/emotional, and physical/motor development.

**Major theories:** The paper should provide an explanation of the major theories of child development and a discussion of how they apply to children ages 3-5, in particular to culturally, linguistically, and ability diverse young children. Discuss contractions, strengths, research, theorists/researchers, and personal observations/experiences that link to theories. Specific examples of how what you observed a child/children doing relates to the specific theory. Also describe some of the common practices associated with each of the theories. Give examples of interventions, professional practices, materials, interactions observed or used that are examples of the tenets of the theory. See rubric for more details.

**Preschool Development:** This section should rely on the textbooks, research findings, family and community perspectives, and personal observations/experiences/practices to describe children's cognitive, social/emotional, and physical/motor development and the issues related to atypical development and at risk factors. The discussion of each domain should include a synthesis of the key concepts, milestones, and research, including how they may impact the life pathways of culturally, linguistically, and ability diverse young children. Statements and explanations should be supported with direct links to the readings, presentations, and research. Citations should follow APA guidelines. Examples and observations should be used to demonstrate an understanding of how development manifests itself in diverse young preschoolers. Observations/examples may all be related to the focus child. However, it is not required. Observations are to be used to discuss the science of early childhood development and to further demonstrate an understanding of the domains.

Developmental Influences and Red Flags : As part of your discussion on developmental domains,

you will need to identify developmental red flags and research based play activities which would help to facilitate development for each of the areas of development discussed (cognitive development, social/emotional development, and physical and motor development). Use your observations, teaching and learning experiences, and readings of the science of early childhood development to provide examples of the influences and red flags.

**Sociocultural context:** Within each domain, there should be a discussion of some of the following relevant elements (a) family/community view of child/children's development, particularly their strengths or what they consider as significant evidence of appropriate level; (b) how the sociocultural context (social, political, economic, historical, and personal family story) of the family and community mediates the domain; (c) family's view of sources of resilience and vulnerability/areas of concern/risk factors; (d) cultural influences on childrearing beliefs and practices; (e) family's view of child/children's growth in the area of self-regulation; and (f) significant caring relationships.

**Own Assumptions:**

Students are to critically reflect on their assumptions, beliefs, and practices associated with preschoolers and their families. Students are to review and reflect on their early memories assignment, the teaching videotape compiled for curriculum class, dilemmas faced, perplexing issues, class discussions, stories, etc. Identify teaching strategies, behaviors, beliefs, and assumptions that can be linked to each of the theoretical frameworks discussed throughout the semester. Discuss how they impacted the child/children. Clearly state how teaching style reflects elements of these theoretical perspectives. That is, state what behavior/strategy you employed, and how it relates to the various theoretical frameworks discussed. Discuss the roots of these practices, views, values, and assumptions. Ask why. **Due: December 7, 2004**

**Play Observation Grading Checklist (20 Points)**  
**Development, Fall 2004**

- \_\_\_\_.50 pts Choice of children to observe/background information
- \_\_\_\_2 pts Completed checklist with descriptions of what you observed to validate your ratings on the checklist
- \_\_\_\_.6 pts Description of the levels and functions of play children exhibited
- \_\_\_\_\_.Characteristics of cognitive play or play with objects
  - \_\_\_\_\_.Levels of social play (Parten in Trawick-Smith, p298)
  - \_\_\_\_\_.Characteristics of dramatic and sociodramatic play (Smilansky in Trawick-Smith, p255)
- \_\_\_\_.3 pts Information regarding environment, curriculum, & adult roles
- \_\_\_\_.3.5 pts Examples of the children's actions/behaviors/skills related to at least 4 theoretical perspectives
- \_\_\_\_\_.Bronfenbrenner
  - \_\_\_\_\_.Dewey
  - \_\_\_\_\_.Erikson.
  - \_\_\_\_\_.Montessori
  - \_\_\_\_\_.Piaget
  - \_\_\_\_\_.Skinner
  - \_\_\_\_\_.Vygotsky
- \_\_\_\_.4 pts Family Friendly Learning Activity
- \_\_\_\_\_.Rationale
  - \_\_\_\_\_.Appropriateness of activity (materials, groupings, environment, modifications)
  - \_\_\_\_\_.your role
  - \_\_\_\_\_.learning objective
- \_\_\_\_1 pt Overall style/cohesiveness

### **Holistic and Practition Resource and Information Rubric Presentation (20 points)**

- **1** – The description and analysis of content presented is developed fully and organized well. The who, what, where, when, and why are explained using clear and precise language and sufficient detail. Adult principles of learning and critical reflective processes are used to involve class members in active learning activities. All team members demonstrate an understanding of the issues, forces, assumptions and concepts presented by author (s). Numerous references and citations to readings, dilemmas, and class discussions/experiences are included in analysis. All team members take an active leadership role. Session models the key ideas presented by assigned author (s)/topic.
- **.75** – Most parts of the components mentioned in a score of 5 above are developed and organized well. A couple of aspects may need to be more fully or developed more deeply.
- **.5** – Some aspects of the description and analysis are developed and organized well, but not as much detail, organization, or analysis is demonstrated as in a score of 4.
- **.25**– A few parts of the description and analysis are developed somewhat. Organization, learning activities, analysis, and/or links to particular key points made in readings need improvement.
- **No Credit** – Parts of the assignment are addressed without attention to detail, organization, citations or analysis.

Family and Practitioner Resource and Information File Project Presentation (20 Points)

Detailed Checklist of Project Components

**(3 points) Overview/explanation of nature of disability or special need; Presentation of information is comprehensive, cohesive and easy to follow; Handout provides the information with citations from readings.**

**(3 points) Impact on children's development across developmental domains and stages, specific information related to how child's development is impacted is presented. Cultural influences and variations are discussed, as well as the impact on the family.**

**(3 points) Overview of intervention approaches; one is highlighted and demonstrated; controversies are discussed.**

**(3 points) Research based ideas/resources for professionals; practical information provided; Reference list provides resources/materials/agencies for professionals to access. There is a balance of information/references from traditional journals and texts, as well as internet sites, and resource groups.**

**(3 points) Handout developed, including description, practical information, cultural issues addressed, and up-to-date resources.**

**(3 points) Display and evaluation of materials for families includes appropriateness of the materials for family members and why; the accessibility of materials; responsiveness to issues of language, culture, poverty; and reflections from a diverse family's and community perspective.**

**(2 points) Creativity of presentation method; engaged audience; entire group participated in presentation**

**EDUT 511, Fall 2004**  
**Checklist and Rubric for Statement of Understanding (40 Points)**

1. After you have provided a description of the major theories of child development to demonstrate your understanding of overall development of children ages 3-5, give specific examples of both child/children's behaviors and the practices reflective of the theory. Give examples of interventions, professional practices, materials, interactions observed or personally used that are examples of the tenets of the theory. Provide clear descriptions of what was done, how the child/children responded, and HOW the practice is related to each theoretical framework. For examples used to describe child development or behaviors, be sure the examples reflect the children's behaviors, separate from the adults' interactions. You can use the same child for all of your examples, or different children. You need to clearly describe the behaviors/practices, and how these fit or reflect each theoretical perspective (ex. Maturationist, Behaviorist, Psychoanalytical, Cognitive-developmental, Sociocultural, Ecological) and/or key theorists (ex. Dewey, Montessori, Erikson, Piaget, Vygotsky, Bronfenbrenner, and Skinner). Use your readings to support your statements of understanding and the link between the example and the theory. Use APA style to cite your sources. (10 points)

Accomplished--5	Clearly Developing--4	Emerging--3	Little Evidence--2	No Evidence--1
Well written, consistently follows APA format, organized format, describes all major theories and theorists, provides clear, and relevant examples of observations of CLAD children for each theory, provides clear descriptions of related practices, supports statements of understanding citing multiple sources using APA	Clearly written, organized format, describes all major theories and theorists, provides clear, and relevant examples of observations of CLAD children for most theories, describes related practices for most theories, supports statements of understanding citing multiple sources using APA style, discusses how examples are related	Major components of the assignment are addressed, links to readings not consistent, examples are vague and not clearly relevant to theory. Little discussion of how examples are related to theory. Format and writing not consistently clear.	Did not address all the components, examples not consistently related to theory, paper was difficult to follow,	Did not demonstrate an understanding of major theories.

style, discusses how examples are related to theory.	to theory.			
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## 2. Preschool Development ( 15 points)

Accomplished-5	Clearly Developing-4	Emerging-3	Little Evidence-2	No Evidence-1
Very well written and presented in an organized manner; describes all developmental domains; follows syllabi guidelines and addresses all components; numerous sources cited, including textbooks, research findings, family and community perspectives, and personal observations, experiences, & practices; includes issues related to atypical development and at risk factors; synthesizes key concepts, milestones, and research, including how they may impact the life pathways of CLAD children; stements and examples demonstrate a clear understanding of	Clearly written, presented in an organized manner; describes all developmental domains; addresses all components in varying degrees of depth; sources cited; includes issues related to atypical development and at risk factors; synthesizes most of key concepts, milestones, and research, including how they may impact the life pathways of CLAD children; statements and most examples demonstrate an understanding of development of diverse YC and the role of the sociocultural context; includes some examples from families and community	No all the components of assignment addressed; descriptions of developmental domains is somewhat scanty and lacks depth of understanding; most sources cited; includes some issues related to atypical development and at risk factors; synthesizes some of key concepts, milestones, and research.	Did not address all the components, examples not consistently related to theory, paper was difficult to follow	Did not demonstrate an understanding of major theories

the complexity and variation in the development of diverse YC and the role of the sociocultural context; includes numbers examples from families and community members.	members.			
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3. Developmental Influences and Red Flags: As part of your discussion on developmental domains, you will need to identify developmental red flags and activities which would help to facilitate development for each of the areas of development discussed (cognitive development, social/emotional development, and physical and motor development) and play. Use your observations, teaching and learning experiences, and readings of the science of early childhood development to provide examples of the influences and red flags.

Red Flags (5 points total)

Accomplished—5	Clearly Developing—4	Emerging—.3	Little Evidence—.2	No Evidence—1
Provides influences and red flags directly related to each developmental area being discussed. Used examples from observations, teaching, and research findings to clearly explain impact on development.	Provides some red flags directly related to the developmental area being discussed. Information provided lacks clarity and not supported by research and observations.	Provides a few examples of influences and red flags directly related to the developmental areas being discussed, but with good clarity and supported by research and observations.	Provides at least 1 red flag and/or influence directly related to the developmental areas being discussed. Or, may have stated information poorly and sources or concern not clearly identified.	No information is evident

4. Discuss implications on practice. Identify practices/interventions that facilitate development in each domain based on observations and supported by research findings.

Activities to Facilitate Development (5 points total)

Accomplished—5	Clearly Developing —4	Emerging—.3	Little Evidence—.2	No Credit—1
Provides examples of effective practices directly related to the developmental areas being discussed. Details & citations demonstrate understanding of research base.	Provides some examples of effective practices directly related to some of the developmental area being discussed, but information does not demonstrate a clear understanding of the research base.	Provides a few examples of effective practices directly related to the developmental areas being discussed, with good clarity of research base. If more than a few ideas are listed, information posted lacks clarity.	Provides at least 1 activity directly related to the developmental area being discussed. Or, may have stated information poorly.	No research based information was evident.

5. Critical Reflection (5 Points)

Accomplished-5	Clearly Developing-4	Emerging-4	Little Evidence-2	No Credit-1
Critically reflects on assumptions, beliefs, and practices, reviewed and reflected on numerous sources, ex. early memories assignment, videotape, dilemmas, family stories, etc. , examined practices and impact on children & families, links discussion to theoretical perspectives and own assumptions, discussed roots of these practices, views, values, and assumptions. Examined why.	Good attempt at reflecting on own assumptions and practices, analyzed some sources to gain insight on own views, did not consistently address the “why” question. Practices and impact on children and families were not consistently examined. All components of assignment addressed	Describes some views of YC, but included little reflection on the roots of perspectives, impact of practice on children was not sufficiently examined to promote insight. Not all components of assignment addressed.	Description of some views and practices; little to no reflection was not evident	Vague description; no reflection was evident