ECED 501 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)
Summer 2012
Hybrid Course
Eleven Modules On-Line
5-26-12 and 7-28-12, 10:00am to 4:00pm, Thompson Hall, Room 1020

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Course Description

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Nature of Course Delivery

This hybrid course utilizes face-to-face and distance education (on blackboard) requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in enactment activities, critical reflection and small-group discussions. Specifications for computer needs are on the course blackboard site.

Learner Outcomes

This course is designed to enable students to do the following:
- Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
- Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive, social, and emotional domains.
- Discuss the etiology of major disabilities as well as giftedness.

- Select culturally and linguistically appropriate resources to use with diverse families and their children.
- Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the affect of child abuse and neglect on development.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Lightfoot, C., Cole, M., & Cole. S. (2009). *The Development of Children 6th Edition*. New York, NY: Worth Publishers.
This course also requires reading published journal articles on Human Development, example journals include:
Early Education and Development
Child Development
Human Development
They are available on the Mason library website.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may

negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

> Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else' s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 190 – 200   A- = 180 – 189   B+ = 174 – 179   B = 166 – 173
B- = 160 – 165   C = 140 – 158   F = < 140

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that MUST be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Understanding and Integrating Developmental Pathways Case Studies Analysis (40 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Review Two Journal Articles (5 points each)

Students will read and review a ***journal article*** that addresses development and learning in infancy, early childhood, middle childhood or adolescence. The article should focus on children or adolescents with diverse cultural, linguistic, and economic backgrounds or children with disabilities. Journal articles need to be approved by instructor before review takes place.

Students will provide a summary of the content in the article. They will specify how the content in the article is consistent or inconsistent with the information presented in their course text and how it adds to their knowledge base on development and learning. Each paper should be about 2 pages in length, double spaced, APA format.

Points Associated with Each Course Module (10 points per module; 150 points for modules combined)

Course points are associated with subcomponents of modules.
These subcomponents and associated points are:
Read Chapter (1 point)
Watch Module (1 point)
Application Activity (1.5 points)
Module Quiz (2.5 points)
Reflection Journal Entry (1.5 points)
Network Discussion Board (2.5 points)

Course Topics and Schedule

Module 1. The Study of Human Development
Module 2. Biocultural Foundations
Module 3. Prenatal Development and Birth
Module 4. The First Three Months
Module 5. Physical and Cognitive Development in Infancy
Module 6. Social and Emotional Development in Infancy
Module 7. Language Acquisition
Module 8. Physical and Cognitive Development in Early Childhood
Module 9. Social and Emotional Development in Early Childhood
Module 10. Contexts of Development
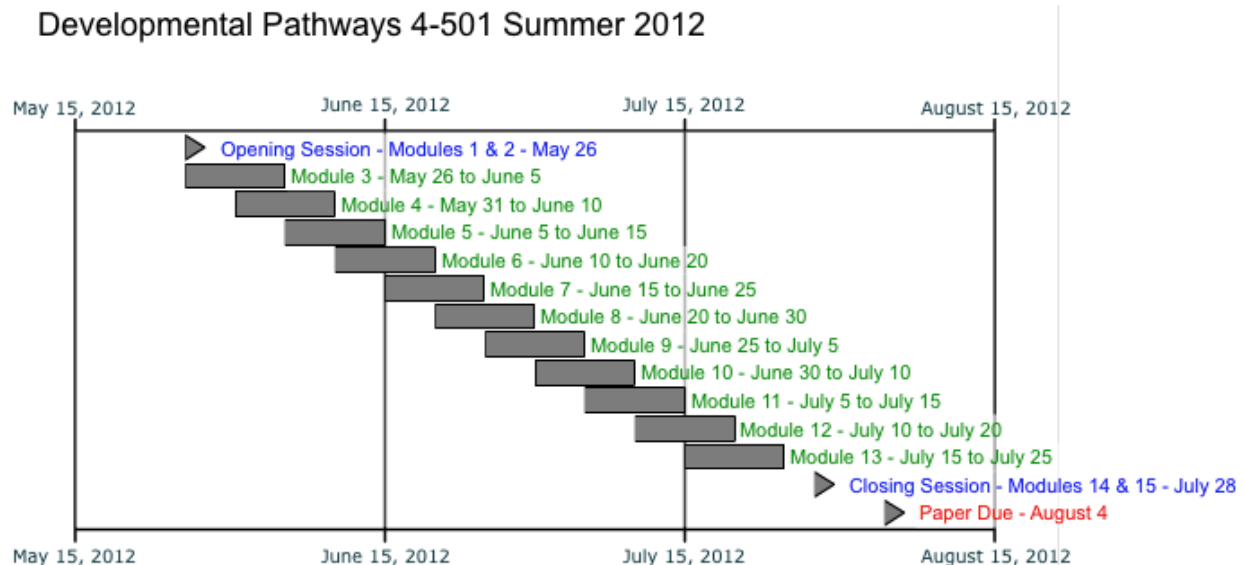Module 11. Physical and Cognitive Development in Middle Childhood
Module 12. School as a Context for Development
Module 13. Social and Emotional Development in Middle Childhood
Module 14. Physical and Cognitive Development in Adolescence
Module 15. Social and Emotional Development in Adolescence

Developmental Pathways 4-501 Summer 2012

May 15, 2012 — June 15, 2012 — July 15, 2012 — August 15, 2012

Opening Session - Modules 1 & 2 - May 26
Module 3 - May 26 to June 5
Module 4 - May 31 to June 10
Module 5 - June 5 to June 15
Module 6 - June 10 to June 20
Module 7 - June 15 to June 25
Module 8 - June 20 to June 30
Module 9 - June 25 to July 5
Module 10 - June 30 to July 10
Module 11 - July 5 to July 15
Module 12 - July 10 to July 20
Module 13 - July 15 to July 25
Closing Session - Modules 14 & 15 - July 28
Paper Due - August 4

May 15, 2012 — June 15, 2012 — July 15, 2012 — August 15, 2012

Early Childhood Special Education NCATE Assessment 2 Content Knowledge
Understanding and Integrating Developmental Pathways Case Studies Analysis

Early Childhood Special Education NCATE Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is implemented across two courses, ECED 501 Developmental Pathways of Diverse Learners, Birth – Adolescence and ECED 522 Developing Language, Literacy, and Communication in Diverse Young Learners. This assessment shows evidence of meeting CEC Standard Elements 2a, 2b, 2c, 6a, 6c, and 9d. NCATE Assessment 2 Part A, which is in ECED 501, assesses CEC Standard Elements 2a, 2b, and 2c. NCATE Assessment 2 Part B, which is in ECED 522, assesses CEC Standard Elements 6a, 6c, and 9d. The assignment described below is that part addressed in ECED 501 Developmental Pathways of Diverse Learners, Birth – Adolescence and addresses CEC Standard Elements 2a, 2b, and 2c.

CEC Standard Elements Assessed

<u>CEC 2a</u> *Respect for students as unique human beings,*

<u>CEC 2b</u> *Similarities and differences in human development and characteristics between and among individuals with and without exceptional learning needs,*

<u>CEC 2c</u> *Interaction of exceptional conditions with the domains of human development*

Assessment Overview

In this assignment, students will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through age eight. Students will do the following:

- View video recordings of children, birth through age 5 from those provided via the internet
- At least one of these videos addresses the infant/toddler age range and one the preschool age range
- Use course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings
- Address the following areas of development: Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, choosing at least three theories to address
- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development
- Present all of this information in an organized and accurate paper on Understanding and Integrating Developmental Pathways

Assessment Procedures

Students will gather information on *Steps One* through *Five* below and develop their paper, *Step Six,* on Understanding and Integrating Developmental Pathways.

Step One: Students will examine three video recordings. The ones below can be used, however, students can identify a video that they think meet the needs of this assignment. The video has to be available publically, has to fit in the needed age range and include at least one focus child from a diverse economic, language, or cultural background and who has a disability. Minimum length for a video is 5 minutes. Again at least one video addresses the infant/toddler age range and one the preschool age range. Below are the video recordings grouped by developmental age group.[1]

Infant/Toddler

Special Quest Christopher's Story
http://www.youtube.com/watch?v=LEty6-c0cfQ

Reading to Infants
http://www.youtube.com/watch?v=wmWnlW2ujRM

Early Childhood

Three-Year-Old Vanessa (Assistive Technology)
http://www.youtube.com/watch?v=r0adFdlbYZE

Step Two: Students will provide an explanation of the child (children's) unique characteristics and needs for each of the video recordings (*CEC 2a*). Students will do the following:
- Address Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development
- Specify relevant theories applicable to their description of development and briefly present the main assumptions of those theories using at least three theories of human development and learning

Step Three: Students will elaborate on each of the theories presented in Step Two **(*CEC 2b, 2c*)**. For each of the theories, students will do the following:
- Elaborate on the theories presented in Step Two by providing the following:
  a. key tenets of the theory
  b. how the theory explains cultural differences that are apparent in development
  c. how the theory explains variation in development, including disabilities
  d. weaknesses and strengths of the theory
- Include class readings and specific examples of observations from the video recording that help to explain the theories

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[1] We expect the offering of video recordings to increase as we use this PBA and identify more. Clips need to be at least 5 minutes long.

Step Four: Students will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*CEC 2b, 2c*). Students will do the following:
- Demonstrate an understanding of how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
    a. family/community view of child/children's development, particularly their strengths
    b. the socio-cultural context (social, political, economic, historical, and personal family story) of the family and community
    c. how children's exceptional abilities interact with (a) and (b)

Step Five: Students will examine their own assumptions or practice (*CEC 2a*). Students will do the following:
- Reflect critically on their own assumptions, beliefs, and practices of human development of children and their families
- Discuss how these assumptions might impact their own observations, how one perceives various theories of human development, and how they are applied to professional practice

Step Six: Students will write a develop a comprehensive, accurate, well organized paper on *Understanding and Integrating Developmental Pathways* based on the information gathered in steps one through four. This paper combines the information in a framework of students' design. Students will use APA style.

ECSE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education ECSE NCATE ASSESSMENT 2 Content Knowledge Understanding and Integrating Developmental Pathways Case Studies Analysis ECED 501 Developmental Pathways of Diverse Learners, Birth – Adolescence				
CEC 2a Respect for students first as unique human beings	Provides critical reflection in which students examine their own assumptions, beliefs, and practices of human development of children and their families and their assumptions impact their observations of infants, toddlers and preschool children, how they perceive various theories of development and apply them to practice. Provides additional evidence above and beyond that required for the assignment that indicates respect for students first as unique human beings.	Provides critical reflection in which students examine their own assumptions, beliefs, and practices of human development of children and their families and how their assumptions impact their observations of infants, toddlers and preschool children, how they perceive various theories of development and apply them to practice.	Provides reflection that is not a critical analysis in which students examine their own assumptions, beliefs, and practices of human development of children and their families and how it impacts their observations of infants, toddlers and preschool children.	Provides minimal or no reflection and critical analysis
CEC 2b Similarities and differences in human development and characteristics between and among individuals with and without exceptional learning needs (ELN)	Includes all the information needed to meet criteria and in addition students will exceed in this category if they can account for the multiple contexts (beyond the immediate) such as environmental, genetics, historical, and global issues and how they influence growth and development. In addition, they illustrate understanding of the ways these influences interact with each other in a way that influences development.	Includes the multiple influences of ELN on development and learning including all of the following areas family AND community AND culture AND language AND poverty status	Addresses the development of the focus child(ren) with ELN in video cases but does not address on one of the particular areas family OR community OR culture OR language OR poverty status	Does not address the interaction of ELN and development, family and community culture and language, and poverty status

CEC NCATE Assessment 2 Understanding and Integrating Developmental Case Studies Analysis   Updated 5/10/12

CEC 2c Interaction of exceptional conditions with domains of human development	Includes all the information needed to meet criteria and in addition displays an understanding of the complexity of development and the interconnectedness between domains or areas of development. Additional theories (beyond the initial three) illustrate an understanding of how different theories explain development and the limitations/weaknesses of each. A student will be able to explain how theories attempt to respond to children's needs.	Includes infant/toddler and preschool and addresses Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development for individuals with and without ELN AND three theories that support development and main assumptions of those theories (key tenets, weaknesses and strengths of theory) AND course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings AND specific examples of observations from the video recording that help to explain the theories	Includes infant/toddler and preschool but is missing one of the following. Presentation of an area of development (Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development) for individuals with and without ELN OR three theories that support development and main assumptions of those theories OR course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings OR specific examples of observations from the video recording that help to explain the theories	Does not include an analysis of child development via video in one of the age groups, infant/toddler or preschool

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge
Understanding and Integrating Developmental Pathways - Case Studies Analysis

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 401/501 Developmental Pathways of Diverse Learners. This assessment shows evidence of meeting NAEYC Standard Elements 1a and 1b.

NAEYC Standard Elements Assessed
<u>NAEYC 1a</u> *Knowing and understanding young children's characteristics and needs*
<u>NAEYC 1b</u> *Knowing and understanding the multiple influences on development and learning*

Assessment Overview
In this assignment, students will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through age eight. Students will do the following:

- View video recordings of children, birth through eight, from those provided via the internet

- Choose three video recordings that address different age ranges, Infant/toddler, preschool, kindergarten to grade 3

- Use course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings

- Address the following areas of development: Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development

- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, choosing at least three theories to address

- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development

- Present all of this information in an organized and accurate paper on Understanding and Integrating Developmental Pathways

Assessment Procedures
Students will gather information on *Steps One* through *Four* below and develop their paper, *Step Five,* on Understanding and Integrating Developmental Pathways.

Step One: Students will choose one video at each of the developmental age groups. They provide an explanation regarding why they chose the particular video to examine child development. Below are the video recordings grouped by developmental age group.[1]

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[1] We expect the offering of video recordings to increase as we use this PBA and identify more. Clips need to be at least 5 minutes long.

Infant/Toddler

Special Quest Christopher's Story
http://www.youtube.com/watch?v=LEty6-c0cfQ

Reading to Infants
http://www.youtube.com/watch?v=wmWnlW2ujRM

Early Childhood

Three-Year-Old Vanessa (Assistive Technology)
http://www.youtube.com/watch?v=r0adFdlbYZE

Kindergarten to Grade 3

Five-Year-Olds Pilot Their Own Project Learning
http://www.youtube.com/watch?v=_eyucHMifto

http://www.learner.org/vod/vod_window.html?pid=1773
There are two possible videos to use at this site
1. Making Bread Together (kindergarten)
2. Caring for the Community (grades 1-3)

Also, students can identify a video that they think meet the needs of this assignment. The video
has to be available publically, fit in the needed age range, and include at least one focus child
from a diverse economic, language, or cultural background or who has a disability. Minimum
length for a video is 5 minutes.

Step Two: Students will provide an explanation of the child's (children's) unique characteristics
and needs for each of the video recordings (*NAEYC 1a*). Students will do the following:
 * Address Language Acquisition, Physical and Cognitive Development, and Social and
   Emotional Development
 * Specify relevant theories applicable to their description of development and briefly
   present the main assumptions of those theories using at least three theories of human
   development and learning

Step Three: Students will elaborate on each of the theories presented in Step Two **(***NAEYC 1a,
1b*). For each of the theories, students will do the following:
 * Elaborate on the theories presented in Step Two by providing the following:
     a. key tenets of the theory
     b. how the theory explains cultural differences that are apparent in development
     c. how the theory explains variation in development, including disabilities
     d. weaknesses and strengths of the theory
 * Include class readings and specific examples of observations from the video recording
   that help to explain the theories

Step Four: Students will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*NAEYC 1b*). Students will do the following:

- Demonstrate an understanding of how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
    a. family/community view of child/children's development, particularly their strengths
    b. the socio-cultural context (social, political, economic, historical, and personal family story) of the family and community
    c. how children's exceptional abilities interact with (a) and (b)

Step Five: Students will write a develop a comprehensive, accurate, well organized paper on *Understanding and Integrating Developmental Pathways* based on the information gathered in steps one through four. This paper combines the information in a framework of students' design. Students will use APA style.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 2 Content Knowledge **Understanding and Integrating Developmental Pathways Case Studies Analysis** **ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence** **NAEYC Standard 1: Promoting Child Development and Learning**				
1a: Knowing and understanding young children's characteristics and needs	Includes all the information needed to meet criteria and in addition displays an understanding of the complexity of development and the interconnectedness between domains or areas of development. Additional theories (beyond the initial three) illustrate an understanding of how different theories explain development and the limitations/weaknesses of each. A student will be able to explain how theories attempt to respond to children's needs.	Includes all three age groups, infant/toddler, preschool, kindergarten to grade 3 and addresses Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development for each AND three theories that support development and main assumptions of those theories (key tenets, weaknesses and strengths of theory) AND course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings AND specific examples of observations from the video recording that help to explain the theories	Includes all three age groups, infant/toddler, preschool, kindergarten to grade 3 but is missing one of the following. An area of development (Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development) OR three theories that support development and main assumptions of those theories OR course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings OR specific examples of observations from the video recording that help to explain the theories	Does not include an analysis of child development via video in one of the three age groups, infant/toddler, preschool, kindergarten to grade 3

1b: Knowing and understanding the multiple influences on development and learning	Includes all the information needed to meet criteria and in addition students will exceed in this category if they can account for the multiple contexts (beyond the immediate) such as environmental, genetics, historical, and global issues and how they influence growth and development. In addition, they illustrate understanding of the ways these influences interact with each other in a way that influences development.	Includes the multiple influences on development and learning including all of the following areas family AND community AND Culture AND language AND poverty status AND ability level	Addresses the development of the focus child(ren) in each video but does not address on of the particular areas family OR community OR Culture OR language OR poverty status OR ability level	Does not address the interaction of development, family and community culture and language, poverty status, and ability levels