



College of Education and Human Development

Early Childhood Education Program  
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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 501.002 Developmental Pathways of Diverse  
Learners, Birth-Adolescence (3:3:0)  
Spring 2016  
Tuesdays, 7:20 pm -10:00 pm  
Robinson B118**

**Instructor:** Hugh McIntosh  
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**Office hours:** by appointment

**Course Description:**

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, 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 course utilizes a distributed learning format requiring active participation of all students. 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 instructor presentation, small-group discussions, student presentations, videos, and whole-class sharing to support course content. In addition, a Blackboard online component of coursework is required.

**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 effects 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. (2013). *The development of children* (7<sup>th</sup> ed.). New York, NY: Worth.

Palacio, R. J. (2012) *Wonder*. New York, NY: Knopf.

This course also requires reading published journal articles on human development. Example journals include: *Early Education and Development*, *Child Development*, and *Human Development*. These and other journals are available on the Mason library website.

### **GMU Policies and Resources for Students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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, and program will be sent to students solely through their Mason email account.
- d. 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/>].
- e. 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 [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

**For GSE Syllabi**

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

***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.

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

**Course Requirements:**

Note: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified of them in class or by your GMU e-mail address.

**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 and online.
2. Participation in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online tasks within the designated timeframe. Absences, tardiness, leaving early, and not completing online tasks in the designated timeframe 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 and live online meetings, the use of cell phones, smart phones, and other communicative devices is not allowed in this class. Students may use laptops, tablets, or other electronic devices for taking notes or reading electronic copies of assignments. Engaging in activities not related to the course (e.g., gaming, emailing, texting, using the Internet) may result in a reduction in the participation grade, loss of this privilege, or confiscation of the device for the remainder of the class period.
5. It is expected that assignments will be turned in on time. 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 prior to the due date, a late penalty of about 5% 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 formal written assignments 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 at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

### Grading Criteria:

A = 95-100    A- = 90-94    B+ = 87-89    B = 83-86    B- = 80-82    C = 70-79    F = < 70

### 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.

Attendance and participation	15 points
Online quizzes (10 quizzes, 2 points each)	20 points
Journal entries (5 entries, 3 points each)	15 points
Developmental theory presentation	10 points
Journal article review	5 points
Case studies analysis paper	25 points
<i>Wonder</i> book club	10 points
<i>A penalty of about 5% may be assessed for late submissions</i>	
<b>TOTAL</b>	<b>100 points</b>

## **TK20 Performance-Based Assessment Submission Requirement**

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP 2, Understanding and Integrating Developmental Pathways Case Studies Analysis*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections. Go to mymason, <http://mymason.gmu.edu>, to login to Blackboard 9.1

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

### **Online Quizzes (20 points)**

During the days prior to a class session, students should read the textbook material assigned for that session and take an online quiz over the material. The quizzes will become available after the previous class and will close at class time on the day the reading assignment is due. Students will have 20-40 minutes to complete each quiz, depending on the number of chapters covered. There will be 10 quizzes, each worth 2 points.

### **Online Journal Entries (15 points)**

Students are responsible for writing five (5) journal entries during the course. The purpose of the entries is to encourage students to reflect critically and share ideas and insights gained from the assigned readings, making connections to their own experience and to previous class presentations and discussions. Students may choose any one topic from the readings for the age level currently being studied. Journal entries should be deeply reflective about the topic, considering multiple perspectives including your own personal perspective (cite and reference

sources). Journal entries should be more than one page long but no longer than 2 pages, double-spaced. Submit by class time on the due date and bring a copy to class.

### **Developmental Theory Presentation (10 points)**

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of a developmental theory and associated theorists. Grand theories covered in the text include psychodynamic theories, behaviorist theories, Piaget's constructive theory, and Vygotsky's sociocultural theory. Modern theories covered include evolutionary theories, social learning theories, information-processing theories, and systems theories. Students will select one perspective and prepare a 15-minute presentation that includes at least the following:

1. Important theorists within the particular paradigm
2. Key tenets of the theory
3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. Weaknesses and strengths of theory
6. The impact of the theory on education
7. An interactive activity that highlights some aspect of the theory

Students will create a one-page handout (10 copies) summarizing or describing the 7 elements of the presentation and including a reference list. The main source of information will be course textbooks; however, other sources should be consulted and cited.

### **Journal Article Review – (5 points)**

Students will read and review a *peer-reviewed, empirical-research journal article published in the past decade*. The articles should (1) address development or learning in infancy, early childhood, middle childhood, or adolescence and (2) should focus on children or adolescents with diverse cultural, linguistic, or economic backgrounds or on children with disabilities. The article needs 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. The review should be about 2 pages in length plus title and reference pages.

### **Understanding and Integrating Developmental Pathways Case Studies Analysis (25 points)**

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

### **Wonder: Book Club (5 points)**

Students will read and discuss in class and online the novel *Wonder* by R. J. Palacio. Discussions will focus on child and adolescent development as presented in the novel and focus on making

connection to our in class experiences, article readings, and textbook readings. For online discussions, each student will post an initial comment on the readings for the upcoming class session by midnight Sunday and, on another day (or days), meaningfully reply to at least two comments from other students in the discussion group before class time later in the week.

## Course Topics and Schedule

Date	Topic and Associated Readings	Assignments Due
Class 1: Jan. 19	Introduction and review of syllabus; The study of human development	Chapter 1
Jan. 26	<i>Last day to withdraw with no tuition penalty</i>	
Class 2: Jan. 26	Biocultural foundations	Chapter 2 (Quiz 1: chapters 1-2)
Class 3: Feb. 2	Prenatal development and birth	Chapter 3 Journal entry #1: Prenatal
Class 4: Feb. 9	The first three months	Chapter 4 (Quiz 2: chapters 3-4)
Class 5: Feb. 16	Infancy: Physical & cognitive development Presentations: Grand theories	Chapter 5 <b>Presentations:</b> Grand theories Journal entry # 2: Infancy
Class 6: Feb. 23	Infancy: Social & emotional development Presentations: Modern Theories	Chapter 6 (Quiz 3: chapters 5-6) <b>Presentations:</b> Modern Theories
Class 7: Mar. 1	Language acquisition	Chapter 7 <b>Research article:</b> Post to BB
Mar. 8	<i>No class – Spring break</i>	
Class 8: Mar. 15	Early Childhood: Physical and cognitive development	Chapter 8 (Quiz 4: chapters 7-8) Military Module
Class 9: Mar. 22	Early Childhood: Social and emotional development <i>Wonder Part 1</i>	Chapter 9 (Quiz 5: chapter 9) Journal entry #3: Early childhood
Class 10: Mar. 29	Cultural contexts of development <i>Wonder</i> , parts 2 & 3	Chapter 10 (Quiz 6: chapter 10) <b>Journal article review:</b> Post to BB Online discussion: <i>Wonder</i> (2 & 3)
Class 11: Apr. 5	Middle Childhood: Physical & cognitive development <i>Wonder</i> , part 4	Chapter 11 (Quiz 7: chapter 11) Online discussion: <i>Wonder</i> (4)
Class 12: Apr. 12	School as a context for development <i>Wonder</i> , parts 5, 6, & 7	Chapter 12 (Quiz 8: chapter 12) Journal entry #4: Middle childhood Online discussion: <i>Wonder</i> (5, 6, & 7)
Class 13: Apr. 19	Middle Childhood: Social & emotional development Preparing for the CSA Paper <i>Wonder</i> , part 8	Chapter 13 (Quiz 9: chapter 13) Bring one case study review to share in peer critique group Online discussion: <i>Wonder</i> (8)
Class 14: Apr. 26	Adolescence: Physical, cognitive, social, & emotional development	Chapters 14-15 (Quiz 10: chapters 14-15) Journal entry #5: Adolescence Bring an outline of the CSA paper to share in peer critique group
Apr. 29	<b>Case Studies Analysis</b>	Group A: Post paper to Blackboard
May 6	<b>Case Studies Analysis</b>	Group B: Post paper to Blackboard
May 13	Final grades posted	

**Inclusive Early Childhood Education  
CAEP Assessment 2  
Content Knowledge**

***Understanding and Integrating Developmental Pathways - Case Studies Analysis***

Early Childhood Education CAEP 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 CEC Standard 1.1 and 6.3 and NAEYC Standard Elements 1a and 1b.

**CEC Standard Assessed**

*CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities*

*CEC 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services*

**NAEYC Standard Elements Assessed**

*NAEYC 1a Knowing and understanding young children's characteristics and needs*

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

**Assessment Overview**

In this assignment, candidates 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. Candidates 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, and kindergarten through grade 3.
- Use course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings.
- Address the following areas of development: physical, cognitive, social and emotional development and language acquisition.
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, (with in-text citations), 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

Before writing their paper, candidates will respond to components below.

**Watch Video Cases:** Candidates will choose *one video at each of the developmental age groups*. Listed below are the video recordings grouped by developmental age group.

### *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>

Nelcy Takes a Walk

[http://www.draccess.org/videolibrary/Nelcy\\_takes\\_a\\_walk.html](http://www.draccess.org/videolibrary/Nelcy_takes_a_walk.html)

### *Early Childhood*

Three-Year-Old Vanessa (Assistive Technology)

<http://www.youtube.com/watch?v=r0adFdlbYZE>

Time for Oliver

<http://www.draccess.org/videolibrary/timeforoliver.html>

Ari at Lunch

<http://www.draccess.org/videolibrary/ariatlunch.html>

Carmen at Lunch

<http://www.draccess.org/videolibrary/carmenatlunch.html>

Gina at the Sand Table

<http://www.draccess.org/videolibrary/ginasandtable.html>

Sam Makes a Spider

<http://www.draccess.org/videolibrary/sammakesaspider.html>

Isaac at Play

<http://www.draccess.org/videolibrary/isaac-at-play.html>

Sean Playing with Flubber

<http://www.draccess.org/videolibrary/seanplayingwithflubber.html>

Cameron Talking with Others

<http://www.draccess.org/videolibrary/cameron-talking-with-others.html>

***Kindergarten to Grade 3*** (There are multiple children in these videos and to the extent possible focus on 1 or 2 children.)

Five-Year-Olds Pilot Their Own Project Learning

[http://www.youtube.com/watch?v=\\_eyucHMifto](http://www.youtube.com/watch?v=_eyucHMifto)

Additional kindergarten site

[http://www.learner.org/vod/vod\\_window.html?pid=1773](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, candidates can identify a different video that they think meets 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, and who has a disability. Minimum length for a video is 5 minutes.

**For each of the cases, candidates will describe the following:**

Theories of development that are relevant to the video cases observed.

- For each of the theories, candidates elaborate on the following:
  - key tenets of the theory;
  - how the theory explains cultural differences that are apparent in development;
  - how the theory explains variation in development, including disabilities (exceptionalities); and
  - weaknesses and strengths of the theory.
- For each of the theories, candidates will include class readings (with in-text citations) and specific examples of observations from the video recording that help to explain the theories.
- The child's (children's) unique characteristics and needs in relation to relevant developmental milestones described in class readings (with in-text citations) for each of the video recordings (*CEC 1.1; NAEYC 1a*). Candidates will address the following:
  - Language Acquisition
  - Physical and Cognitive Development, and
  - Social and Emotional Development.

**Across cases, candidates will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*CEC 1.1; CEC 6.3; NAEYC 1b*). Candidates will do the following:**

- Explain 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 and community view of child/children's development, particularly their strengths;
  - b. The socio-cultural context (language, social, political, economic, historical, and personal family story) of the family and community; and
  - c. How children's exceptional abilities interact with (a) and (b).
- Candidates will consider and discuss the perspectives of organizations and individuals that may supply services to the selected case, addressing the following at a minimum:
  - a. Describe how the school depicted supplies services this child and their family; and
  - b. Discuss how the child's family, community, broader sociocultural context and the child's exceptional abilities interact with service provision.

***Understanding and Integrating Developmental Pathways Paper:***

After candidates collect the above stated information, they will write 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 candidates' design. They will use APA style.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC, & NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds	Meets	Approaches	Does Not Meet Standard

<b>Early Childhood Education PK-3 CAEP ASSESSMENT 2 Content Knowledge</b> <b>Understanding and Integrating Developmental Pathways Case Studies Analysis</b> <b>ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence</b> <i>CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities</i> <i>CEC 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services</i> <i>NAEYC 1a Knowing and understanding young children’s characteristics and needs</i> <i>NAEYC 1b Knowing and understanding the multiple influences on development and learning</i>				
CEC 1.1: Understand how language, culture, and family background influence the learning of individuals with exceptionalities  NAEYC 1b: Knowing and understanding the multiple influences on development and learning	Included all the information needed to meet the standard AND Accounted for the multiple contexts (beyond the immediate), such as environmental, genetics, historical, and global issues AND Discussed how they influence growth and development AND Illustrated understanding of the ways these influences interact with each other in a way that influences development	Included the multiple influences on development and learning, including all of the following areas: family AND community AND culture AND language AND poverty status AND learning of individuals with exceptionalities.	Addressed the influence of family, community, culture, language, poverty status, learning of individuals with exceptionalities on development but did not account for 1 or 2 of the factors.	Did not address the influence of family, community, culture, language, poverty status, learning of individuals with exceptionalities on development because more than two of these areas were not included.
CEC 6.3: Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services	Included all the information needed to meet the standard AND Accounted for the multiple contexts (beyond the immediate), such as environmental and global issues AND Discussed their	Addressed how family, culture, schools and other complex human issues interact with special education service delivery.	Partially addressed how family, culture, schools and other complex human issues interact with special education service delivery. A major influence was missing or addressed in a superficial manner.	Did not address how family, culture, schools and other complex human issues interact with special education service delivery.

	interaction with special education service delivery.			
NAEYC 1a: Knowing and understanding young children's characteristics and needs	<p>Included all the information needed to meet criteria and in addition displayed an understanding of the complexity of development and the interconnectedness between domains or areas of development</p> <p>AND</p> <p>Illustrated an understanding of how the additional theories explain development and the limitations/weaknesses of each</p> <p>AND</p> <p>Explained how theories attempt to respond to children's needs</p>	<p>Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 and addressed physical, cognitive, social and emotional development, and language acquisition for each</p> <p>AND</p> <p>Described three theories (with in-text citations) that support development and the main assumptions of those theories (key tenets, weaknesses and strengths of theory, cultural differences, and developmental variations, including disabilities)</p> <p>AND</p> <p>Used course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings</p> <p>AND</p> <p>Provided specific examples of observations from the video recording that help to explain the theories</p>	<p>Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 but is missing one of the following: an area of development (physical, cognitive, social, and emotional development, and language acquisition)</p> <p>OR</p> <p>three theories (with in-text citations) that support development and the main assumptions of those theories, including how the theories account for the learning of individuals with exceptionalities</p> <p>OR</p> <p>course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings</p> <p>OR</p> <p>specific examples of observations from the video recording that help to explain the theories</p>	<p>Did not include an analysis of child development via video in one of the three age groups, infant/toddler, preschool, kindergarten to grade 3</p>