

**Three Rivers Community College  
ECE K182 Child Development  
Course Materials**

**Spring 2012**



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or by appointment

**Course Description:**

Prerequisite: ENG\* K101 eligibility or permission of the Program Coordinator based on ECE work experience.

This course presents the basic principles, current research, and traditional theories of child development, from the prenatal period to the onset of adolescence, with an emphasis on the earlier years of childhood. Candidates will be guided in the development of a scientific and objective attitude toward the interpretation of child behavior and will study various methods of conducting research in child development. They will observe children and analyze their behavior in each of the following areas: physical abilities and motor skills, cognitive abilities, as well as social and emotional development.

**Required Text(s):**

Charlesworth, Rosalind. Understanding Child Development 8<sup>th</sup> Ed.). Thompson Delmar Learning. 2008.  
ISBN: 978-0-495-80930-2

**Course Objectives:**

- Develop an understanding of the diverse theoretical frameworks of child development.
- Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning.
- Understand and interpret how children grow and develop through successive stages, including all developmental domains.

**Course Outcomes:**

- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice.
- Candidates will understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a and 1.b)
- Candidate will analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a and 2.c)
- Candidates will analyze the importance of being a continuous and collaborative learner. (NAEYC Standard 6.c.)

**Policies:**

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Candidates **must utilize the Blackboard Learning System**, to review course materials, and view articles and other materials for the course. Throughout the course there will be other written assignments to help guide your studies which will be handed in and counted as part of your participation grade.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the text and required assignments. Two late arrivals or early departures may count as one

missed class. For each class missed five to ten points may be deducted, upon the fourth absence you may be asked to withdraw from the class. Attendance is taken at the beginning of class. Lateness is disruptive, discourteous and usually unwarranted. Please be on time.

Candidates are urged to devote their time and energy to fulfilling stated class requirements. Please note that a credit hour 'work expectation' equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class candidate work. **So for this three credit course you should expect to spend a minimum of three in class and six out of class hours (total of nine hours) per week on this course.**

Extra credit points may be considered if a candidate is active in the Early Childhood Education Club, participates in early childhood events, or tutors / supports another classmate in their understanding of course content. Additionally, with prior permission, there may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on a one-on-one basis.

It is assumed that all assignments will be completed and turned in on time. Fifteen points will be deducted from a late assignment. Assignments will not be accepted beyond a one-week extension. Late assignments cannot be rewritten or resubmitted.

Spelling and grammar will be included as part of the grade for all written work. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to the dealt with in accordance with the college policy.

Take home tests will not be accepted beyond the scheduled due date. Make-ups for in class, scheduled tests is not allowed, unless arrangements are made with the instructor in advance. Make-ups must be done in a timely manner.

Lap top computers and tape recorders may be used during class time, with prior permission and for the purpose of note taking only. Computers and other forms of technology are prohibited during tests. Cell phones, pagers, ipods, and other similar devices must be turned off during class. **Texting or using your cell phones during class is not acceptable and you may be asked to leave the class.**

As part of the course, candidates may be required to spend additional time observing and/or working with children in actual or simulated child development settings. The candidate is responsible for all materials covered in class as well as the assignments. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate. **Do not contact the instructor and ask for a review of the class.** Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process.

If you have problems with the course or material, please see me or call to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately as we will try to work together to have you complete the class successfully.

Candidates with disabilities who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

*“Never under estimate the power of a loving teacher.”*

*Taken from: Teachers Touch Tomorrow*

**Points given for requirements are as follows:**

Please use this as a tool to keep a record of your progress in this course.

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Grade Received</b>
Theory Assignment	100		
Observation Assignment	100		
First Test (Chapters 1 – 7)	50		
Second Test (Chapters 8 – 17)	75		
Third Test (Chapters 18 – 31)	75		
Attendance	50		
Participation ( <i>article reviews included</i> )	50		
<b>Total</b>	<b>500</b>		

**Final Grade:**

To determine your final grade take the total number of points and divide by five.

B+	87 - 89	A	96 - 100	A-	90 - 95
C+	77 - 79	B	83 - 86	B-	80 - 82
D+	67 - 69	C	73 - 76	C-	70 - 72
F	under 59	D	63 - 66	D-	60 - 62

**Three Rivers Community College  
ECE K182 Child Development  
Professor DeFrance  
Course Content and Study Guide**

<b>Week</b>	<b>Activities / Assignments</b>	<b>Reading</b>	<b>Key Concepts</b>	<b>NAEYC</b>
1/20	Orientation Review Course Syllabus		confidentiality participation	Standard 1.a. Supportive Skill 1 and 4
1/23	Learning Styles Review Theory Assignment	NAEYC Standards		Standard 1.b., 4.a., 4.b., 6.b., and 6.c.
1/30	<b>No Class Friday</b>	Chapters 1 and 2	theories	Standards Supportive Skill 2
2/6	Article Review: <u>Brain Research and Early Childhood Development</u>	Chapter 3	research	Standard 1.a., 3.a., and 4.c. Supportive Skill 2
2/13	<b>Wednesday - Library Research Presentation</b>	Chapter 4		Standard 4.b., 4.d. and 5.a. Supportive Skill 5
2/20	<b>No Class Monday or Friday</b> Article Review: <u>Play: Context for Development</u>	Chapter 5	How children learn	Standard 1.b., 3.b., 4.a., and 4.b.
2/27	Handout Test One Article Review: <u>Rewards not Working?</u>  <b>No Class Friday</b>	Chapters 6 and 7	Adult role	Standard 1.c., 3.b., and 4.b.
3/5	<b>Test One Due</b> Review Observation Assignment	Chapters 8, 9 and 10	conception prenatal development	Standard 1.b., and 2.a. Supportive Skills 1 - 5
3/12	Article review: <u>SIDS</u>	Chapters 11, 12, 13 and 14	infants attachment	Standard 2.a., 2.c., 6.b., and 6.e.
3/19	<b>Spring Break No Classes this Week</b>			
3/26	<b>Theory Assignment Due</b>	Chapters 15, 16 and 17	toddlers autonomy	Standard 2.a.
4/2	<b>Test Two No Class Friday</b>			Supportive Skills 1 - 5

<b>Week</b>	<b>Activities / Assignments</b>	<b>Textbook</b>	<b>Key Concepts</b>	<b>NAEYC</b>
4/9	Article review: <u>Why Soft is Missing</u>	Chapters 18, 19 and 20	preschoolers	Standard 4.a., and 6.e.
4/16	<b>No Class Monday</b> <u>Multiple Intelligence Test</u>	Chapters 21, 22, 23 and 24	beginning literacy NCLB Act	Standard 1.b., 3.a., and 4.d.
4/23	<b>Observation Assignment Due</b>	Chapters 25, 26 and 27	Affective development	Standard 2.b., and 6.a.
4/30	Article review: <u>Parental School Involvement</u>  <b>No Class Friday</b>	Chapters 28, 29, 30 and 31	primary school aged child	Standard 2.c., 3.d., 4.a., and 6.d.
5/7	<b>Test Three</b> <b>Last Class Wednesday</b>			Supportive Skills 1 - 5

This calendar is subject to change. Any changes will be announced.

**Three Rivers Community College**  
**ECE K182 Child Development**  
**Resource List**  
**Dr. Jennifer DeFrance**

- \_\_\_\_\_ (2004). *The Everything Sign Language Book*. Adams Media.
- Bryner, J. (2005). *Rewards not working?* Instructor magazine.
- Charlesworth, R. (2008). *Understanding child development*. (7<sup>th</sup> ed.). Thompson Delmar Learning.
- Charlesworth, R. (2010). *Understanding child development*. (8<sup>th</sup> ed.). Thompson Delmar Learning.
- Crain, W. (2005). *Theories of development: Concepts and applications* ( 5th ed). Pearson Education, Inc.
- DelCampo, D. & DelCampo, R. (2006). *Taking sides: Clashing views in childhood and society*. (6<sup>th</sup> ed.). McGraw-Hill.
- Derman-Sparks, L. & Edwards, J. O. (2010). *Anti-Bias education for young children and ourselves*. Washington, DC: NAEYC.
- Epstein, A. S. (2009). *Me, you, us*. High Scope Press.
- Gallagher, K. C. (2005). Brain research and early childhood development: A primer for developmentally appropriate practice. *Spotlight on Young Children*. Washington DC: NAEYC.
- Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skill in early childhood classrooms*. Delmar Learning.
- Gonzalez-Mena, J. (2006). *Young children in the family and the community*. Pearson Education, Inc.
- Gonzalez-Mena, J. (2008). *Diversity in early care and education: Honoring differences* (5th ed). McGraw Hill Companies, Inc.
- Griffin, Abbey. (2003). *Why soft is missing in many early care and education settings and why we should bring soft stuff back*. Community Playthings.
- Gronlund, G. & James, M. (2005). *Focused observations: How to observe children for assessment and curriculum planning*. Redleaf Press.
- Hart, B. & Rislet, T. R. (1995). *Meaningful differences in the everyday experiences of*

*young American children*. Paul H. Brooks Publishing.

Hill, N. & Taylor, L. (2008). *Parental School Involvement and Children's Academic Achievement*.

Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. ASCD Publications.

Klein, T., Wirth, D., & Linas, K. (2003). Play: Children's context for development. *Spotlight on Young Children*. Washington DC: NAEYC.

Mandlawitz, M. (2007). *What every teacher should know about: IDEA 2004 laws and regulations*. Pearson Education, Inc.

Mooney, C. G. (2000). *Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. Redleaf Press.

Sanders, S. (2005). *Active for life*. Washington, DC: NAEYC.

US Department of Health. *Safe Sleep for Your Baby*.

Voltz, D., Sims, M. J. & Nelson, B. (2010). *Connecting teachers, candidates and standards: Strategies for success in diverse and inclusive classrooms*. ASCD.

# **NAEYC Standards for Early Childhood Professional Preparation Programs**

## **A position statement of the National Association for the Education of Young Children**

### **Introduction**

NAEYC Standards for Early Childhood Professional Preparation Programs represents a sustained vision for the early childhood field and more specifically for the programs that prepare the professionals working in the field. This 2009 revision of the standards is responsive to new knowledge, research and conditions while holding true to core values and principles of the founders of the profession. It is designed for use in a variety of ways by different sectors of the field while also supporting specific and critical policy structures, including state and national early childhood teacher credentialing, national accreditation of professional early childhood preparation programs, state approval of early childhood teacher education programs, and articulation agreements between various levels and types of professional development programs.

### **History**

NAEYC has a long-standing commitment to the development and support of strong early childhood degree programs in institutions of higher education. NAEYC standard setting for degree programs in institutions of higher education began more than 25 years ago. This document is the third revision to NAEYC's Early Childhood Teacher Education Guidelines for Four- and Five-Year Programs (1982) and Guidelines for Early Childhood Education Programs in Associate Degree Granting Institutions (1985).

### **Standards Summary**

#### **Standard 1. Promoting Child Development and Learning**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs and of the multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- **1a:** Knowing and understanding young children's characteristics and needs
- **1b:** Knowing and understanding the multiple influences on development and learning
- **1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Supporting explanation

The early childhood field has historically been grounded in a child development knowledge base, and early childhood programs have aimed to support a broad range of positive developmental outcomes for all young children. Although the scope and emphasis of that knowledge base have changed over the years and while early childhood professionals recognize that other sources of knowledge are also important influences on curriculum and programs for young children, early childhood practice continues to be deeply linked with a "sympathetic understanding of the young child" (Elkind 1994). Well-prepared early childhood degree candidates base their practice on sound

**knowledge and understanding of young children’s characteristics and needs.** This foundation encompasses multiple, interrelated areas of children’s development and learning—including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes; and motivation to learn—and is supported by coherent theoretical perspectives and by current research.

Candidates also understand and apply their understanding of the **multiple influences on young children’s development and learning** and of how those influences may interact to affect development in both positive and negative ways. Those influences include the cultural and linguistic contexts for development, children’s close relationships with adults and peers, economic conditions of children and families, children’s health status and disabilities individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. Candidates also understand the potential influence of early childhood programs, including early intervention, on short- and long-term outcomes for children.

Candidates’ competence is demonstrated in their ability to **use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments** for all young children (including curriculum, interactions, teaching practices, and learning materials).

## **Standard 2. Building Family and Community Relationships**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

Key elements of Standard 2

- **2a:** Knowing about and understanding diverse family and community characteristics
- **2b:** Supporting and engaging families and communities through respectful, reciprocal relationships
- **2c:** Involving families and communities in their children’s development and learning

Supporting explanation

Because young children’s lives are so embedded in their families and communities and research indicates that successful early childhood education depends upon partnerships with families and communities, early childhood professionals need to thoroughly understand and apply their knowledge in this area.

First, well-prepared candidates possess **knowledge and understanding of diverse family and community characteristics** and of the many influences on families and communities. Family theory and research provide a knowledge base. Socioeconomic conditions; family structures, relationships, stresses, and supports (including the impact of having a child with special needs); home language; cultural values; ethnicity; community resources, cohesiveness, and organization—knowledge of these and other factors creates a deeper understanding of young children’s lives. This knowledge is critical to the candidates’ ability to help children learn and develop well.

Second, candidates possess the knowledge and skills needed to **support and engage diverse families through respectful, reciprocal relationships**. Candidates understand how to build positive relationships, taking families' preferences and goals into account and incorporating knowledge of families' languages and cultures. Candidates demonstrate respect for variations across cultures in family strengths, expectations, values, and childrearing practices. Candidates consider family members to be resources for insight into their children, as well as resources for curriculum and program development. Candidates know about and demonstrate a variety of communication skills to foster such relationships, emphasizing informal conversations while also including appropriate uses of conferencing and technology to share children's work and to communicate with families.

Finally, well-prepared candidates possess essential skills to **involve families and communities in many aspects of children's development and learning**. They understand and value the role of parents and other important family members as children's primary teachers. Candidates understand how to go beyond parent conferences to engage families in curriculum planning, assessing children's learning, and planning for children's transitions to new programs. When their approaches to family involvement are not effective, candidates evaluate and modify those approaches rather than assuming that families "are just not interested."

### **Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- **3a:** Understanding the goals, benefits, and uses of assessment
- **3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- **3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child
- **3d:** Knowing about assessment partnerships with families and with professional colleagues

Supporting explanation

Although definitions vary, in these standards the term *assessment* includes all methods through which early childhood professionals gain understanding of children's development and learning. Ongoing, systematic observations and other informal and formal assessments are essential for candidates to appreciate children's unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. Although assessment may take many forms, early childhood candidates demonstrate its central role by embedding assessment-related activities in curriculum and daily routines so that assessment becomes a habitual part of professional life.

Well-prepared early childhood candidates can explain the central **goals, benefits, and**

**uses of assessment.** In considering the goals of assessment, candidates articulate and apply the concept of *alignment*—good assessment is consistent with and connected to appropriate goals, curriculum, and teaching strategies for young children. The candidates know how to use assessment as a positive tool that supports children’s development and learning and improves outcomes for young children and families. Candidates are able to explain positive uses of assessment and exemplify these in their own work, while also showing an awareness of the potentially negative uses of assessment in early childhood programs and policies.

Many aspects of effective assessment require collaboration with families and with other professionals. Through **partnerships with families and with professional colleagues**,

candidates use positive assessment to identify the strengths of families and children. Through appropriate screening and referral, assessment may also result in identifying children who may benefit from special services. Both family members and, as appropriate, members of inter-professional teams may be involved in assessing children’s development, strengths, and needs. As new practitioners, candidates may have had limited opportunities to experience such partnerships, but they demonstrate essential knowledge and core skills in team building and in communicating with families and colleagues from other disciplines.

Early childhood assessment includes **observation and documentation and other appropriate assessment strategies**. Effective teaching of young children begins with thoughtful, appreciative, systematic observation and documentation of each child’s unique qualities, strengths, and needs. Observation gives insight into how young children develop and how they respond to opportunities and obstacles in their lives. Observing young children in classrooms, homes, and communities helps candidates develop a broad sense of who children are- as individuals, as group members, as family members, as members of cultural and linguistic communities. Candidates demonstrate skills in conducting systematic observations, interpreting those observations, and reflecting on their significance. Because spontaneous *play* is such a powerful window on all aspects of children’s development, well-prepared candidates create opportunities to observe children in playful situations as well as in more formal learning contexts.

Although assessment can be a positive tool for early childhood professionals, it has also been used in inappropriate and harmful ways. Well-prepared candidates understand and practice **responsible assessment**. Candidates understand that responsible assessment is ethically grounded and guided by sound professional standards. It is collaborative and open. Responsible assessment supports children, rather than being used to exclude them or deny them services. Candidates demonstrate understanding of appropriate, responsible assessment practices for culturally and linguistically diverse children and for children with developmental delays, disabilities, or other special characteristics. Finally, candidates demonstrate knowledge of legal and ethical issues, current educational concerns and controversies, and appropriate practices in the assessment of diverse young children.

#### **Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on

children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- **4a:** Understanding positive relationships and supportive interactions as the foundation of their work with children
- **4b:** Knowing and understanding effective strategies and tools for early education
- **4c:** Using a broad repertoire of developmentally appropriate teaching/learning approaches
- **4d:** Reflecting on their own practice to promote positive outcomes for each child

Supporting explanation

Early childhood candidates demonstrate that they understand the theories and research that support **the importance of relationships and high-quality interactions in early education**. In their practice, they display warm, nurturing interactions with each child, communicating genuine liking for and interest in young children's activities and characteristics. Throughout the years that children spend in early childhood settings, their successful learning is dependent not just on instruction but also on personal connections with important adults. Through these connections children develop not only academic skills but also positive learning dispositions and confidence in themselves as learners. Responsive teaching creates the conditions within which very young children can explore and learn about their world. The close attachments children develop with their teachers/caregivers, the expectations and beliefs that adults have about young children's capacities, and the warmth and responsiveness of adult-child interactions are powerful influences on positive developmental and educational outcomes. How children expect to be treated and how they treat others are significantly shaped in the early childhood setting. Candidates in early childhood programs develop the capacity to build a caring community of learners in the early childhood setting.

Early childhood professionals need **a broad repertoire of effective strategies and tools** to help young children learn and develop well. Candidates must ground their curriculum in a set of core approaches to teaching that are supported by research and are closely linked to the processes of early development and learning. In a sense, those approaches *are* the curriculum for infants and toddlers, although academic content can certainly be embedded in each of them.

Well-prepared early childhood professionals make purposeful use of various learning formats based on their understanding of children as individuals and as part of a group, and on alignment with important educational and developmental goals. A flexible, research-based **repertoire of teaching/learning approaches to promote young children's development** includes: 1) Fostering oral language and communication, 2) Drawing from a continuum of teaching strategies, 3) Making the most of the environment, schedule, and routines, 4) Setting up all aspects of the indoor and outdoor environment, 5) Focusing on children's individual characteristics, needs, and interests, 6) Linking children's language and culture to the early childhood program, 7) Teaching through social interactions, 8) Creating support for play, 9) Addressing children's challenging

behaviors, 10) Supporting learning through technology, and 11) Using integrative approaches to curriculum. All of these teaching approaches are effective across the early childhood age span.

Early childhood professionals make decisions about their practice based on expertise. They make professional judgments through each day based on knowledge of child development and learning, individual children, and the social and cultural contexts in which children live. From this knowledge base, effective teachers design activities, routines, interactions and curriculum for specific children and groups of children. They consider both what to teach and how to teach, developing the habit of **reflective, responsive and intentional practice** to promote positive outcomes for each child.

### **Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- **5a:** Understanding content knowledge and resources in academic disciplines
- **5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- **5c:** Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

Supporting explanation

Strong, effective early childhood curricula do not come out of a box or a teacher-proof manual. Early childhood professionals have an especially challenging task in developing effective curricula. As suggested in Standard 1, well-prepared candidates ground their practice in a thorough, research-based understanding of young children's development and learning processes. In developing curriculum, they recognize that every child constructs knowledge in personally and culturally familiar ways. In addition, in order to make curriculum powerful and accessible to all, well-prepared candidates develop curriculum that is free of biases related to ethnicity, religion, gender, or ability status—and, in fact, the curriculum actively counters such biases.

The teacher of children from birth through age 8 must be well versed in **the essential content knowledge and resources in many academic disciplines**. Because children are encountering those content areas for the first time, early childhood professionals set the foundations for later understanding and success. Going beyond conveying isolated facts, well-prepared early childhood candidates possess the kind of content knowledge that focuses on the “big ideas,” methods of investigation and expression, and organization of the major academic disciplines. Thus, the early childhood professional knows not only *what* is important in each content area but also *why* it is important—how it

links with earlier and later understandings both within and across areas.

Teachers of young children demonstrate the understanding of **central concepts, inquiry tools, and structure of content areas** needed to provide appropriate environments that support learning in each content area for all children, beginning in infancy (through foundational developmental experiences) and extending through the primary grades. Candidates demonstrate basic knowledge of the research base underlying each content area and of the core concepts and standards of professional organizations in each content area. They rely on sound resources for that knowledge. Finally, candidates demonstrate that they can analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and to professional standards.

Well-prepared candidates choose their approaches to the task depending on the ages and developmental levels of the children they teach. They use their own **knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curriculum for each child**. With the youngest children, early childhood candidates emphasize the key experiences that will support later academic skills and understandings—with reliance on the core approaches and strategies described in sub-standard 4b and with emphasis on oral language and the development of children’s background knowledge. Working with somewhat older or more skilled children, candidates also identify those aspects of each subject area that are critical to children’s later academic competence. With all children, early childhood professionals support later success by modeling engagement in challenging subject matter and by building children’s faith in themselves as young learners—young mathematicians, scientists, artists, readers, writers, historians, economists, and geographers (although children may not think of themselves in such categories). Designing, implementing, and evaluating meaningful, challenging curriculum requires alignment with appropriate early learning standards and knowledgeable use of the discipline’s resources to focus on key experiences for each age group and each individual child.

### **Standard 6. Becoming a Professional**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- **6a:** Identifying and involving oneself with the early childhood field
- **6b:** Knowing about and upholding ethical standards and other professional guidelines
- **6c:** Engaging in continuous, collaborative learning to inform practice
- **6d:** Integrating knowledgeable, reflective, and critical perspectives on early education
- **6e:** Engaging in informed advocacy for children and the profession

The early childhood field has a distinctive history, values, knowledge base, and mission. Early childhood professionals, including beginning teachers, have a strong **identification and involvement with the early childhood field** to better serve young children and their families. Well-prepared candidates understand the nature of a profession. They know about the many connections between the early childhood field and other related disciplines and professions with which they may collaborate while serving diverse young children and families. Candidates are also aware of the broader contexts and challenges within which early childhood professionals work. They consider current issues and trends that might affect their work in the future.

Because young children are at such a critical point in their development and learning, and because they are vulnerable and cannot articulate their own rights and needs, early childhood professionals have compelling responsibilities to **know about and uphold ethical guidelines and other professionals**. Well-prepared candidates are very familiar with the NAEYC's Code of Ethical Conduct and are guided by its ideals and principles. This means honoring their responsibilities to uphold high standards of confidentiality, sensitivity, and respect for children, families, and colleagues. Candidates know how to use the Code to analyze and resolve professional ethical dilemmas and are able to give defensible justifications for their resolutions of those dilemmas. Well-prepared candidates also know and obey relevant laws, such as those pertaining to child abuse, the rights of children with disabilities, and school attendance. Finally, candidates are familiar with relevant professional guidelines, such as national, state, or local standards for content and child outcomes; position statements about, for example, early learning standards, linguistic and cultural diversity, early childhood mathematics, technology in early childhood, prevention of child abuse, child care licensing requirements, and other professional standards affecting early childhood practice.

**Continuous, collaborative learning to inform practice** is a hallmark of a professional in any field. An attitude of inquiry is evident in well-prepared candidates' writing, discussion, and actions. Whether engaging in classroom-based research, investigating ways to improve their own practices, participating in conferences, or finding resources in libraries and on Internet sites, candidates demonstrate self-motivated, purposeful learning that directly influences the quality of their work with young children.

Candidates—and professional preparation programs—view graduation or licensure not as the final demonstration of competence but as one milestone among many, including professional development experiences before and beyond successful degree completion. Well-prepared candidates' practice is influenced by **knowledgeable, reflective, and critical perspectives**. As professionals, early childhood candidates' decisions and advocacy efforts are grounded in multiple sources of knowledge and multiple perspectives. Even routine decisions about what materials to use for an activity, whether to intervene in a dispute between two children, how to organize nap time, what to say about curriculum in a newsletter, or what to tell families about new video games are informed by a professional context, research-based knowledge, and values. In their work with young children, candidates show that they make and justify decisions on the basis of their *knowledge* of the central issues, professional values and standards, and research findings in their field. They also show evidence of *reflective approaches* to their work, analyzing their own practices in a broader context, and using reflections to modify and improve their work with young children. Finally, well-prepared candidates display a *critical*

*stance*, examining their own work, sources of professional knowledge, and the early childhood field with a questioning attitude. Their work demonstrates that they do not just accept a simplistic source of truth; instead, they recognize that while early childhood educators share the same core professional values, they do not agree on all of the field's central questions.

Finally, early childhood candidates demonstrate that they can engage in **informed advocacy for children and families and the profession**. They know about the central policy issues in the field, including professional compensation, financing of the early education system, and standards setting and assessment. They are aware of and engaged in examining ethical issues and societal concerns about program quality and provision of early childhood services and the implications of those issues for advocacy and policy change. Candidates have a basic understanding of how public policies are developed, and they demonstrate essential advocacy skills, including verbal and written communication and collaboration with others around common issues.

### **1) SELF-ASSESSMENT AND SELF-ADVOCACY**

Associate degree candidates are often at a key decision point in their professional lives, entering or reentering higher education after extended work experiences or making decisions about further education beyond the associate degree. Therefore, skills in assessing one's own goals, strengths, and needs are critical, as is learning how to advocate for one's own professional needs.

Evidence of growth: Candidates' growth in these skills may be seen in assessments of changes over time and in the actual professional decisions made by candidates as they move through the program and beyond.

#### **Indicators of strength:**

- Candidates assess their own goals, strengths, and needs.
- Candidates know how to advocate for their own professional needs.

### **2) MASTERING AND APPLYING FOUNDATIONAL CONCEPTS FROM GENERAL EDUCATION**

General education has value for its own sake—as part of the background of an educated person—and for the value added to practitioners' ability to implement a conceptually rich curriculum. Both in immediate employment as an early childhood professional and in preparing for further baccalaureate study, associate degree graduates are enriched by understanding foundational concepts from areas including science, mathematics, literature, and the behavioral and social sciences.

Evidence of growth: Candidates' acquisition of these skills may be seen, for example, in their successful mastery of general education objectives, in their written and oral rationales for activities, and in ratings of the conceptual accuracy and richness of their curriculum plans.

**Indicators of strength:**

- Candidates understand foundational concepts from areas such as science, mathematics, literature, and the behavioral and social sciences.
- Candidates can apply these concepts in their work as early childhood professionals.

**3) WRITTEN AND VERBAL COMMUNICATIONS SKILLS**

Well-prepared associate degree graduates have strong skills in written and verbal communication. These skills allow them to provide positive language and literacy experiences for children, and they also support professional communications with families and colleagues. Candidates going on to baccalaureate study need skills sufficient to ensure success in upper-division academic work. In addition, technological literacy is an essential component of this set of skills.

Evidence of growth: Candidates' mastery of these skills may be seen, for example, in successful completion of relevant courses, performance on communication and technological aspects of assignments, and competent use of communication skills in field experiences.

**Indicators of strength:**

- Candidates have effective skills in written and verbal communication.
- Candidates are technologically literate.

**4) MAKING CONNECTIONS BETWEEN PRIOR KNOWLEDGE/EXPERIENCE AND NEW LEARNING**

All professionals need these skills, but they are especially important in supporting the learning of associate degree candidates who have worked for years in early care and education. Well prepared associate degree graduates are able to respect and draw upon their past or current work experience and also reflect critically upon it, enriching and altering prior knowledge with new insights. These skills will, over time, enable graduates to respond to the evolving mandates and priorities of the early childhood field.

Evidence of growth: Progress in making productive connections may be seen in candidates' growing ability to articulate relevant theory and research that either affirms or calls into question their experience—often seen in journals and portfolios, but also in interviews and presentations.

**Indicators of strength:**

- Candidates respect and draw upon their past or current work experience.
- Candidates are able to reflect critically upon their experience.

**5) IDENTIFYING AND USING PROFESSIONAL RESOURCES**

Even the best associate program cannot provide in-depth knowledge and skills in all areas. Therefore, well-prepared graduates should know how to identify and use credible professional resources from multiple sources, allowing them to better serve children and families with a wide range of cultures, languages, needs, and abilities.

Evidence of growth: Candidates' growth in this area may be evidenced, for example, by portfolio artifacts, resources used in lesson plans or other field assignments, or in class presentations.

**Indicators of strength:**

- Candidates know how to identify and use credible professional resources from multiple sources.
- Candidates use these resources to better serve children and families with a wide range of cultures, languages, needs, and abilities.

**Three Rivers Community College  
ECE K182 Child Development  
Theory Assignment**

Course objectives addressed:

- Develop an understanding of the diverse theoretical frameworks of child development.
- Understand and interpret how children grow and develop through successive stages, including all developmental domains.
- Increase understanding of child behavior (both typical and atypical) and how children differ in their development and approaches to learning.

Course outcomes addressed:

- Candidates will articulate the major theoretical approaches in child development, develop a personal learning theory and conduct research to promote understanding of how theory relates to best practice as continuous learners. (NAEYC Standard 1.a, 1.b, 1.c and 5.a)
- Candidates will understand the characteristics and needs of young children. (NAEYC Standard 1a., 1.b, and 1.c)
- Candidates will value the role of the community and families in children's development and learning. (NAEYC Standard 2.b, 2.c, and 4.a.)

NAEYC Standards and Supportive Skills are noted on the grading sheet to help focus you throughout the assignment on these goals. **Refer to the NAEYC Standards and Supportive Skills sheet that was supplied and discussed at the beginning of the semester.**

A child development theory is an integrated collection of beliefs about why children behave, think and feel as they do. A theory can include beliefs about the nature of learning and development, the role of hereditary and environment, and how adults, other children, schools and communities contribute to the process. No single, universally accepted theory exists. After discussing the different types of theories you should have developed your own beliefs about how children develop as it relates to a specific theory (or two). This would be a first step in using theory to shape how you will work with children and families. This is also how you start to develop a 'philosophy' of your own and apply what you have learned to other professional settings.

**Assignment Requirements:**

Answer each question with details utilizing any resources available to you. The more information you give to support your answer the better you will do. Reflect on children's needs and the role the theory(ies) plays in promoting development. Be sure that your responses identify that you understand and can apply the theory(ies) you decided to focus on!

1. Identify the theory / theories you most support and **define / explain** them.

Include relevant details that support your understanding of young children's characteristics and needs. Include details about children's development as well. *Be specific to the information from class, the text and other forms of information. Explain it in details but be sure to use your own words as well. Make it meaningful to you.*

**2.** Why did you choose the theory / theories specifically? Include information about development and environment as it pertains to the theory(ies) you chose. *This requires you to define and support your choice with practical details. Give details that relate to you.*

**3.** How would you plan to use this 'theory' to support your work with young children? What would need to be available in the environment? What would activities look like? *Give examples of what you would do with children and how it supports your philosophy.*

**4.** What tools, materials, supports would you need and from whom? Reflect on the role the community plays in children's development and learning. How does the community support your specific ideas and identified philosophy? *Be specific to people, training, materials, environment, etc.*

**5.** What challenges do you think you would face using this philosophy in a classroom setting? How does the theory / philosophy support your role as a continuous learner? *What would be hard to show or promote?*

**6.** How would you explain your philosophy to parents? How does the application of this theory involve families in their children's development and learning? What would be important for parents to understand? *Be specific to concepts that they can relate to. Give relevant details.*

**7.** What challenges do you think you would have with families? Reflect on the challenges you would face within the community as well. *Think critically and use resources that show the limitations of your theory as it applies to the community and families.*

As this is a **scholarly paper** you must conduct research about the theory(ies) you have decided to write about. A scholarly paper requires you to use research (books, articles, and other resources) to develop a detailed explanation of the theory and its components. You must include **at least three resources** to help you explain the theory and that can support you in applying it to the appropriate settings. **Include this information** throughout your paper; but be sure to cite appropriately. Think and reflect on what the article stated about the topic / theory and how it supports your position. Give important and relevant details from the articles as appropriate. *You must include the appropriate citations in either APA or MLA format. A reference list, in APA or MLA format must be provided at the end of the paper as well. If you are not sure how to do this then refer to the information on the TRCC website, visit the Writing Center or speak to me.*

**Please note the following:**

You also should **review the grading rubric** as it will give you further details about each of the questions and the specific criteria required. This will be reviewed in class to show the connection between the assignment and instructor expectations.

This assignment is a requirement for graduation and NAEYC Accreditation so please keep your graded assignment to put in your final portfolio.

You may also have the option of reviewing a sample from a previous candidate so check with your instructor. This is for reference only, so only a partial assignment may be available to you.

You may also have the availability of submitting a rough draft / outline of your assignment so check with your instructor. This will be accepted no later than two weeks prior to the assignment due date. The purpose will be to review your progress and make suggestions for you to apply for your final submission.

### ECE K182 Child Development Theory Grading Expectations

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Needs Improvement (1)
<b>Assignment requirements</b> NAEYC Skill 3  NAEYC Skill 4	<b>Written and verbal skills.</b> Well organized, submitted on time and was well written without any grammatical errors. Neatly typed, interesting presentation.  <b>Making connections between prior knowledge/experience and new learning.</b> Included reflection that supports understanding and application of the theory(ies).	<b>Written and verbal skills.</b> Assignment was turned in on time, had some minor grammatical errors and was presented in a readable style.  <b>Making connections between prior knowledge/experience and new learning.</b> Included some personal reflection of theory(ies).	<b>Written and verbal skills.</b> Assignment was missing some pieces, had some grammatical errors. Included little to no relevant details of the theory(ies).  <b>Making connections between prior knowledge/experience and new learning.</b> Limited to no reflection about the how the theory(ies) can be applied.
<b>Explanation of the theory</b> NAEYC Standard 1.a  NAEYC Standard 1.b	<b>Knowing and understanding young children’s characteristics and needs.</b> Explained and applied the practical parts of the original theory(ies) to identify a philosophy.  <b>Knowing and understanding the multiple influences on children’s development and learning.</b> Supported your philosophy with practical details and applied relevant knowledge of young children. Used your own words and made it meaningful to you.	<b>Knowing and understanding the young children’s characteristics and needs.</b> Identified some of the practical parts of the theory(ies) to identify the importance of the theory.  <b>Knowing and understanding the multiple influences on children’s development and learning.</b> Defined the theory clearly and supported some areas of child development and additional concepts with practical details.	<b>Knowing and understanding young children’s characteristics and needs.</b> Details weren’t complete, as it wasn’t clear what the theory(ies) was about and / or why it was meaningful to you.  <b>Knowing and understanding the multiple influences on children’s development and learning.</b> Gave a brief explanation of why the theory(ies) were chosen but didn’t support or include details specific to children’s development and learning.
<b>Theory identification</b> NAEYC Standard 5.a	<b>Understanding content knowledge and resources in academic disciplines.</b> Utilized diverse resources to develop a philosophy and support it through the use of the theory. Knowledge and application of the theory(ies) developed throughout the assignment.	<b>Understanding content knowledge and resources in academic disciplines.</b> Provided three resources but they weren’t all relevant to your position of the theory(ies). Included some materials from your resources that proved understanding.	<b>Understanding content knowledge and resources in academic disciplines.</b> Minimal information was utilized and they weren’t relevant to your position of the theory(ies).
<b>Environment</b> NAEYC Standard 1.a  NAEYC Standard 1.c	<b>Knowing and Understanding young children’s characteristics and needs.</b> Applied and provided a detailed description of how the theory(ies) support child development and the unique learning styles of children, including the different developmental domains. Included relevant details about the environment.  <b>Using developmental knowledge to create healthy, respectful, supportive, and challenging learning.</b> Identified relevant details and challenges of applying the theory(ies) in a clear and specific manner, noting the importance of promoting the philosophy and the impact this would have on the learning environment.	<b>Knowing and Understanding young children’s characteristics and needs.</b> Applied the philosophy in a meaningful way, identifying the importance the environment has on children’s development and learning.  <b>Using developmental knowledge to create healthy, respectful, supportive, and challenging learning.</b> Identified some challenges of applying the theory(ies) to the environment, noting the importance of promoting the philosophy and the impact this would have on a learning environment.	<b>Knowing and Understanding young children’s characteristics and needs.</b> Introduced some of the ways the environment needs to be modified to the theory(ies) but not the impact this has on learning. Information wasn’t clearly connected to development.  <b>Using developmental knowledge to create healthy, respectful, supportive, and challenging learning.</b> Identified some environmental characteristics specific to the theory(ies) but didn’t give any specific details of application or challenges.

Criteria	Exceeds Expectations (3)	Meets Expectations (2)	Needs Improvement (1)
<p data-bbox="92 152 233 228"><b>Curriculum</b> NAEYC Standard 1.a</p> <p data-bbox="92 402 233 451">NAEYC Standard 1.b</p> <p data-bbox="92 732 233 781">NAEYC Standard 4.a</p>	<p data-bbox="308 180 863 370"><b>Knowing and understanding young children’s characteristics and needs.</b> Applied and provided a detailed description of how the theory(ies) support children, including the different developmental domains. Included relevant details about activities, environment, interactions and how the philosophy promotes meeting children’s needs.</p> <p data-bbox="308 402 863 673"><b>Knowing and understanding the multiple influences on development and learning.</b> Explained and supported the use of specific tools, materials and supports needed to promote development and learning specific to the theory(ies) chosen. Identified relevant challenges specific to the theory(ies) in a clear and developmentally appropriate manner. Noted the importance of promoting the philosophy and the impact this would have on the learning environment.</p> <p data-bbox="308 706 863 896"><b>Understanding positive relationships and supportive interactions as the foundation of their work with young children.</b> Included a detailed description of how connecting and understanding children is important to the curriculum and classroom planning as it is identified within the theory(ies) .</p>	<p data-bbox="884 180 1438 342"><b>Knowing and understanding young children’s characteristics and needs.</b> Applied the philosophy in a meaningful way, identifying what you wanted children to learn. Included details about possible activities as well as some of the materials and supports needed.</p> <p data-bbox="884 402 1438 646"><b>Knowing and understanding the multiple influences on development and learning.</b> Included limited details about the possible activities as well as some of the materials and supports needed to promote development and learning specific to the theory(ies) chosen. Identified some challenges specific to the theory(ies), noting the impact this theory(ies) would have on the learning environment.</p> <p data-bbox="884 732 1438 894"><b>Understanding positive relationships and supportive interactions as the foundation of their work with young children.</b> Included a detailed description of how connecting and understanding children is important to the curriculum.</p>	<p data-bbox="1457 180 2011 321"><b>Knowing and understanding young children’s characteristics and needs.</b> Introduced some of the tools and materials needed without including information to why they were chosen. Information wasn’t clearly connected to development.</p> <p data-bbox="1457 402 2011 646"><b>Knowing and understanding the multiple influences on development and learning.</b> Included limited details about possible activities but they were not specific to the theory. Wasn’t able to connect the theory(ies) to the purpose of what you wanted children to learn. Identified some characteristics specific to the theory(ies) but didn’t give any specific details of why there would be challenges.</p> <p data-bbox="1457 732 2011 841"><b>Understanding positive relationships and supportive interactions as the foundation of their work with young children.</b> Missing the connection to curriculum and the theory(ies).</p>
<p data-bbox="92 927 233 1057"><b>Building Community Relationships</b> NAEYC Standard 2.b</p> <p data-bbox="92 1143 233 1192">NAEYC Standard 2.c</p>	<p data-bbox="308 951 863 1114"><b>Supporting and engaging families and communities through respectful, reciprocal relationships.</b> Applied the theory(ies) in a meaningful way. Included relevant details about the impact the community has on children’s development and learning.</p> <p data-bbox="308 1143 863 1360"><b>Involving families and communities in their children’s development and learning.</b> Identified how community involvement is relevant to the theory(ies) and included methods and possible activities of promoting involvement. Noted the importance of promoting community involvement and the impact this would have on development and learning.</p>	<p data-bbox="884 951 1438 1081"><b>Supporting and engaging families and communities through respectful, reciprocal relationships.</b> Applied some of the concepts of the theory(ies) as it applies to connection with communities.</p> <p data-bbox="884 1143 1438 1305"><b>Involving families and communities in their children’s development and learning.</b> Identified how community involvement is relevant to the theory(ies). Identified some challenges with the theory(ies), noting the importance of promoting community involvement.</p>	<p data-bbox="1457 951 2011 1057"><b>Supporting and engaging families and communities through respectful, reciprocal relationships.</b> Didn’t include reflection about community involvement and / or families.</p> <p data-bbox="1457 1143 2011 1279"><b>Involving families and communities in their children’s development and learning.</b> Missing the importance of how community involvement is relevant to the theory(ies). Missing some challenges in applying the theory(ies).</p>



**Three Rivers Community College**  
**ECE K182 Child Development**  
**Observation Assignment**

Course outcomes addressed:

Understand and interpret how children grow and develop through successive stages, including all developmental domains.

Familiarize candidates with methods of gathering information about a child growth and development.

Course goals addressed:

Understand what young children are like and what the multiple influences are on their development and learning. (NAEYC Standard 1.a. and 1.b.)

Candidates will learn analyze the importance of involving all families in their children's development and learning. (NAEYC Standard 2.a. and 2.c.)

The purpose of this assignment is to offer candidates an out of class learning opportunity, where you can observe the concepts covered in this course. Candidates are encouraged to use all prior experiences with young children and families as a basis for this assignment, but it is important to show an understanding of the concept(s) and provide details to show how each of the parts of the assignment are applied. Beware that this assignment may require **more than one visit** to the program(s) as you have multiple concepts that you must observe. *Be courteous and appreciative about the opportunity offered to you by the center staff. Remember confidentiality!*

**Assignment Requirements:**

For each of the questions below you should

1. define the 'concept' (you should use your textbook and any other resources for this part, and be sure to cite sources) **Please note** that not all the concepts may have been covered in class prior to the observations you are completing so you may need to read ahead / research some concepts on your own.

2. give an explanation in your own words

3. then give details about your observation and / or conversation that you had with the teacher(s) that show you have an understanding of the 'concept'. If you didn't observe it directly **state that in your answer** and give a description of what you expected to see. The answer must show an understanding of the 'concept' and include lots of details.

1. Experiences you are using for this assignment. Specifically, the introduction of the center(s) you visited, settings you have experience with and any other relevant environments you are using for this assignment. *Details about the center, environment, staff, children, etc. must be included to give the overall feeling of the observation. Include, as appropriate, the philosophy, mission, purpose, etc. and information you gathered from talking to staff, parents, administrators and other individuals. Please feel free to express opinions and compare the different sites you visited here.*

### **Infant / Toddler Observation (children from birth to three)**

When you observe, make every effort to observe infants (children between six weeks through twelve months) as well as toddlers (children between fourteen months up to three years of age). When identifying concepts, you must include details about the environment, caregivers, interactions and children's ages as well.

2. Describe the characteristics of each of the four developmental domains observed in Infants and Toddlers. Then describe what you observed the teachers doing to promote the development of these skills, including adaptations to the environment and activities.

3. Some important milestones young children acquire are the following:  
Object Permanence. Describe an observation you made with a child 'exploring' object permanence? What were the differences between children who have acquired this skill and those who have not? How does the development of this skill change their play?

Attachment. Describe an observation you made where an adult was promoting attachment. In your observation did you observe infants experiencing separation and/or stranger anxiety? How did care givers, adults or the environment help the child cope with this experience?

Autonomy. Describe an observation you made where an adult was promoting autonomy. What were characteristics of children who are developing this skill? How does the development of this skill change their play?

4. How do caregivers promote parent involvement? What did you observe caregivers doing to facilitate connections with families? Be sure to look at the environment and interactions, as well as other subtle ways the program shows respect for children and their families.

5. What does atypical development (not considered as typically developing) mean? Then describe some indicators (at least three specific instances) of atypical development in the children you observed. Be specific to age. Include any discussions with the teachers about how they are meeting this challenge.

### **Preschool / Pre-Kindergarten / Kindergarten (children from three to eight)**

When you observe, make every effort to observe preschoolers up through primary age children. When identifying concepts, you must include details about the environment, caregivers, interactions and children's ages as well.

6. Describe the characteristics of each of the four developmental domains observed in children age three to eight. Then describe what you observed the teachers doing to promote the development of these skills, including adaptations to the environment and activities.

7. What are the stages children go through in developing language? Describe your observations of children acquiring these skills. How did caregivers and peers respond to this process? How do educators promote literacy, include details about activities and adaptations to the environment? What, if any, curriculum is followed? *Be specific to age and stage of development.*

8. Some important milestones young children acquire are the following:

Conservation, initiative, categorization and other cognitive strategies are used to promote learning. Explain at least three ways children develop new knowledge. How did you see teachers or parents facilitate this learning? Describe an observation you made with a child learning. How does the development of this skill change their play?

Social competencies of children in a school setting. What are the differing characteristics of popular, rejected and neglected children. Describe your observations, if possible, of children who fell into these categories. How did care givers, adults or the environment help the child cope with this experience? *Be specific to their interactions.*

### Conclusion / Wrap Up

These questions are for you to answer utilizing information you collected from all age groups. You may compare and contrast the observations you made as well.

9. Describe and explain the different methods of evaluation, both formal and informal, you observed teachers and or parents using to assess development. What were the types of documentation and purpose? How does it differ between age groups? What are the similarities? *Ask the center staff about evaluation of children to include more details in this section.*

10. As you reflect on what you have observed and learned about all children, describe in your own words **what you noticed as the major differences in the following areas:**

Physical Development

Affective (Emotional) Development

Cognitive Development

Social Development

Give an overview of your impressions of the different interactions care givers and / or parents had with children, based on age(s) and development.

*This answer needs to include lots of details about all ages and each developmental area. Refer to materials offered in the other answers when necessary. Compare and contrast the children, environments, interactions, etc. You should add personal insight and opinion as appropriate.*

### Please note the following:

You also should **review the grading rubric** as it will give you further details about each of the questions and the specific criteria required. This will be reviewed in class to show the connection between the assignment and instructor expectations.

You may also have the option of reviewing a sample from a previous candidate so check with your instructor. This is for reference only, so a partial assignment may be available to you.

You may also have the availability of submitting a rough draft / outline of your assignment so check with your instructor. This will be accepted no later than two weeks prior to the assignment due date. The purpose will be to review your progress and make suggestions for you to apply for your final submission.

## ECE 182 Child Development Observation Assignment Grading Rubric

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>
Introduction  NAEYC Standard 2.a	<b>Knowing about and understanding diverse family and community characteristics.</b> Used a wide variety of observations to make the concepts meaningful to you. Included all relevant information about the settings used for the assignment. Gave explanation about why these observations were relevant to you. If appropriate, description provides detail of the program's unique features including location, staffing, and class demographics.	<b>Knowing about and understanding diverse family and community characteristics.</b> Descriptions include details that identify the settings used to observe children, including location, staffing, and class demographics (as appropriate). Description included some basic observations about the environments and general details about the reasons why those settings were utilized.	<b>Knowing about and understanding diverse family and community characteristics.</b> Some details are provided about the settings used but not enough to identify what the program promotes or the general set up of the establishment. Not all age groups were observed.
Infant and Toddler Developmental Domains  NAEYC Standard 1.b	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained in detail all of the developmental domains. Supported understanding of how children grow and develop from birth to age three. Used observation to identify characteristics of these concepts. Included relevant details to how the interactions and environment impact child development.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained in detail all of the developmental domains. Observation gave some details that supported understanding of how children grow and develop from birth to age three. Included some details to how interactions and environment impact child development.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained most of the developmental domains. Observations were limited and did not support understanding of how children grow and develop from birth to age three.
Infant and Toddler Milestones – Object Permanence  NAEYC Standard 1.a	<b>Knowing and understanding young children's characteristics and needs.</b> Defined and explained object permanence in detail using observation to support the concept. Gave specific examples of behaviors in children, identifying important characteristics of why the children responded the way they did, using environmental clues and interactions with caregivers and other children.	<b>Knowing and understanding young children's characteristics and needs.</b> Explained object permanence and supported the description with some details. Used observation to identify characteristics of children who have and have not acquired this skill. Included some details relevant to interactions and environment.	<b>Knowing and understanding young children's characteristics and needs.</b> Definition of object permanence was from the textbook and didn't show understanding in the explanation. Observation had some details but didn't include enough information to support application of the concept.
Infant and Toddler Milestones – Attachment and Autonomy  NAEYC Standard 1.a	<b>Knowing and understanding young children's characteristics and needs.</b> Defined and explained attachment and autonomy, including separation and stranger anxiety in detail using observation to support the concept. Gave specific examples of how the caregivers, adults and/or the environment supported the child in the process.	<b>Knowing and understanding young children's characteristics and needs.</b> Explained all of the concepts, focusing on attachment and supported the description with some details. Used observation to identify characteristics of these concepts. Included some details relevant to interactions.	<b>Knowing and understanding young children's characteristics and needs.</b> Definitions were minimal and incomplete and were taken directly from the textbook and didn't show understanding in the explanation. Observation didn't include enough information to support application of the concepts.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>
Infant and Toddler Parent Involvement  NAEYC Standard 2.c	<b>Involving families and communities in their children’s development and learning.</b> Identified diverse ways that parents are involved in the child’s development. Observation supported unique methods of interaction both with caregivers and other parents. Explained the importance of parental involvement and the impact it has on a child’s development.	<b>Involving families and communities in their children’s development and learning.</b> Explained the importance of parent involvement and included a few observations that supported this process. Examples were relevant to interactions with children. Identified why getting parents involved is important.	<b>Involving families and communities in their children’s development and learning.</b> Identified a few ways that parents are encouraged to be involved in the child’s development. Observations weren’t specific enough to show relevance or understanding. Details did not include all relevant age groups.
Atypical Development  NAEYC Standard 1.b	<b>Knowing and understanding the multiple influences on development and learning.</b> Defined and explained what atypical development is and described three or more instances of atypical development in the children you observed. Examples given were specific to age and included details from either discussions or direct observations about how teachers are meeting this challenge.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained atypical development and supported the description with some details. Included two or three behaviors of children to support your answer. Used observations to identify characteristics of this concept. Included some details relevant to interactions and environment.	<b>Knowing and understanding the multiple influences on development and learning.</b> Definition of atypical development was from the textbook. Didn’t show understanding in the explanation. Observation was limited to less than two children and didn’t include enough information to support understanding.
Preschool, Pre-K and School Age Developmental Domains  NAEYC Standard 1.b	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained in detail all of the developmental domains. Supported understanding of how children grow and develop from age three to eight. Used observation to identify characteristics of these concepts. Included relevant details to how the interactions and environment impact child development.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained in detail all of the developmental domains. Observation gave some details that supported understanding of how children grow and develop from age three to eight. Included some details to how interactions and environment impact child development.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained most of the developmental domains. Observations were limited and did not support understanding of how children grow and develop from age three to eight.
Preschool, Pre-K and School Age Language Development  NAEYC Standard 1.b	<b>Knowing and understanding the multiple influences on development and learning.</b> Clearly identified and explained the stages children go through in developing language. Described observations of children acquiring these skills using relevant details specific to the age and developmental level of the children. Included information about how caregivers and peers responded to this process.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained and identified the stages children go through when developing language. Description included some details that showed understanding. Included some details about how the classroom environment, educators and peers participate in this process.	<b>Knowing and understanding the multiple influences on development and learning.</b> Identified the stages of language development. Didn’t show understanding in the explanation. Observation had limited details and didn’t identify application of children developing literacy skills.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>
Preschool, Pre-K and School Age Milestones – Cognitive Strategies  NAEYC Standard 1.a	<b>Knowing and understanding young children’s characteristics and needs.</b> Defined, explained more than the three listed concepts – conservation, initiative and categorization. Supported your understanding of these concepts by giving observations that included relevant and meaningful details about each of the concepts. Included information about the age of the child, interactions with teachers, environment, and discussions.	<b>Knowing and understanding young children’s characteristics and needs.</b> Explained three concepts – conservation, initiative and categorization and supported the description with some details. Used observation to identify characteristics of these concepts and reflected on the way interactions and environment impacted development of these skills.	<b>Knowing and understanding young children’s characteristics and needs.</b> Definitions of these concepts were from the textbook and didn’t show understanding in the explanation. Observation had some details but didn’t include enough information to support application of the concepts.
Preschool, Pre-K and School Age Milestones – Social Competencies  NAEYC Standard 1.a	<b>Knowing and understanding young children’s characteristics and needs.</b> Defined and explained the different social competencies of children, included specific reference to the differing characteristics of popular, rejected and neglected children. Included observations and interactions of children who fell into these three categories.	<b>Knowing and understanding young children’s characteristics and needs.</b> Defined the different social competencies of children. Supported the description with details from the observation. Included details relevant to interactions between children.	<b>Knowing and understanding young children’s characteristics and needs.</b> Explanation of social competencies was incomplete and didn’t include the different characteristics as identified in the text. Observation had some details but didn’t include enough information to support application of the concept.
Evaluation and Assessment of Children  NAEYC Standard 1.b	<b>Knowing and understanding the multiple influences on development and learning.</b> Identified different forms of evaluation you observed and the importance of assessment. Included details about types of documentation and the purpose as it pertains to the setting you observed. Examples given were specific to age and included details from either discussions or direct observations about how teachers are using evaluation.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained evaluation and assessment and supported the description with some details. Used information collected at the setting to support understanding. Included some relevant details.	<b>Knowing and understanding the multiple influences on development and learning.</b> Identified the importance of evaluation but didn’t show understanding in the explanation. Observation had some details but didn’t include enough information to support the connection of evaluation to assessment.
Differences and similarities of children in the different areas of development and how they interact with caregivers.  NAEYC Standard 1.b	<b>Knowing and understanding the multiple influences on development and learning.</b> Included definitions and explanations of all areas of development. Included examples from all age groups that show an understanding of the progression of development from Infants to Pre-K. Reflected on what you observed and learned about all children. Details included information about interactions and environment as well as the impact this had on the overall assignment.	<b>Knowing and understanding the multiple influences on development and learning.</b> Explained the different levels of development in detail. Supported the description with details from the different age groups. Used observations to identify growth in all areas. Included some details relevant to interactions and environment.	<b>Knowing and understanding the multiple influences on development and learning.</b> Definitions of each of the areas of development were basic. Some examples of these areas were provided but they didn’t show understanding of the impact interactions and environment has on the developmental process.

	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>
Basic Assignment Requirements NAEYC Skill 3 NAEYC Skill 4	Well organized, supported understanding and was well written without any grammatical errors.  Neatly typed, interesting presentation.	Assignment was organized but had some minor grammatical errors and was presented in a readable style.	Assignment was incomplete, had some grammatical errors and was missing some relevant details.  Format was difficult to follow.

Additional Comments:

Grading: As this assignment is out of a possible 52 points you were all given two extra points. For your total grade (out of 100 points as noted in the syllabus) you can multiply your points by 2 so it equates to the total points out of 100.

Total grade: \_\_\_\_ x 2= \_\_\_\_\_