ECED 503 Inclusive Curriculum for Young Learners:
Planning Instruction and Guidance (3:3:0)
Fall 2011
Wednesday, 5:00 – 9:00 P.M.
Arlington Campus
Founder Hall, Room 209/476

Instructor: Andrea Sobel
Office hours: by appointment
Phone:
Cell:
Email address: asobel@gmu.edu

Course Description

Explores principles of learning, curriculum development, and relationship between assessment and instruction. Examines role of play and active exploration in learning. Addresses guiding children's behavior and the role of families and culture in children's learning

Note: Field experience required

Nature of Course Delivery

The class will have lecture, discussion, and group work formats and will require active participation of all students.

Learner Outcomes

This course is designed to enable students to do the following:

1. Plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
2. Demonstrate how meaningful curriculum activities link to VA Foundations of Learning Standards for Early Childhood Education.
3. Develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
4. Plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
5. Develop and reflect on various behavior management strategies for culturally, linguistically, and ability diverse young children and their families.
6. Apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds and varying abilities.
7. Analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.

8. Utilize problem-solving strategies to address dilemmas encountered in diverse educational and community settings.
9. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
10. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
11. Analyze one's own teaching practices and set appropriate goals for teaching change.
12. Delineate indicators of potential child abuse and recommended steps for appropriate intervention process.

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

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms.* Washington, D.C.: NAEYC.
Bredekamp, S., & Copple, C. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington D.C: NAEYC.

Additional readings will be placed on E-reserve and should be retrieved when marked on course schedule.

Recommended Books

Hull, K., Goldhaber, J., & Capone, A. (2002). *Opening doors: An introduction to inclusive early childhood education*. Boston: Houghton Mifflin.
Schickedanz, J. A. (2008). *Increasing the power of instruction: Integration of language, literacy and math across the preschool day*. Washington, D.C.: NAEYC.
Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early childhood Classroom*. Washington, DC: NAEYC

College of Education and Human Development Expectations and Resources

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- 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/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- 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.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- 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/].
- 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/].

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

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

College of Education and Human Development Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

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

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

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

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

Social Justice

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

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Class attendance is important. If, due to an emergency, students will not be in class, they must call the instructor and leave a message.
3. The university requires that all pagers and cell phones be turned off before class begins. All in-class usage of electronic devices, which includes telephones, laptops, etc., must have approval of course instructor. Laptops and other electronic devices are to be used for educational and learning purposes only and should not be used during class time to check email, surf the web, or communicate with people outside of the class unless part of the class activity.
4. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor in a timely fashion.

Attendance

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

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals

link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

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

Grading Criteria

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

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

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

Submission of Performance-Based Assessment

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

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Weekly journal for both courses ECED 503 and 513	Ongoing	10
Dilemmas of practice (3)	Sept 14, Sept 28, Nov 9	15
Curriculum content area: Exploration and resources	Oct 19	20
Environmental Analysis (Parts 1 and 2 of environment and curriculum analysis)	Oct 26	15

Individual learning plan (Part 3 of environment and curriculum analysis)	Nov 16	25
TOTAL		100

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 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.

Weekly Journals (15 points)

Students will keep an electronic weekly journal throughout the semester based on ideas from the readings and post it on Blackboard during the semester. In addition, students will come to class prepared to share reflections/ questions from their weekly journal and the weekly readings assigned. The purpose of the journal and the reflections is to encourage critical reflections, sharing of ideas, and practicing a variety of systematic problem solving approaches around shared classroom and curriculum related issues that students are exposed to in the assigned readings. Students will be grouped into online (BB) discussion groups based on grade level they teach. They will choose 2-3 main ideas they learned from the week's assigned readings and write about while connecting to the internship experiences. One student from each group is assigned to post a question related to the readings to the group every week.

Dilemmas of Practice (15 points)

In keeping with the philosophical emphasis on reflective practice, the ECE program emphasizes the difference between *problems* (with clear, if difficult, solutions) and dilemmas (which put values in conflict and have no single best response or answer). Some think of dilemmas as situations demanding a choice between undesirable outcomes. Others might say they arise when competing needs or values of those involved are in play. In an absolute sense, these differing views cannot be regarded as right or wrong. Rather these ideas simply represent different, but legitimate, perspectives on an issue. Addressing these dilemmas requires teachers to consider first and foremost the best interest of the child/children involved, but also essential is the impact of our decisions on family support and family cohesiveness, the classroom climate, and the other children.

<u>For each dilemma that students write for this assignment</u>, students will select a situation from their classroom that has perplexed them, caused anxiety for them, or made them wonder.

Dilemmas should describe a single situation that the students observed or in which they participated. Dilemmas should not be a listing of things that have gone wrong over time, or describe a pattern of challenges. Dilemmas will be shared in class for analyzing philosophical perspectives, reflecting on current practice and possible adaptations, practicing problem solving strategies, and reflection toward making principled choices.

Curriculum Content Area: Exploration and Resources (20 points)

Students will select and research curriculum content areas and resources to share with classmates, in small groups. Each group will prepare an <u>interactive/play/center-based</u> presentation to help communicate the following: (1) the importance of this content area; (2) the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this area, and (3) examples of activities that would support learning in this area. It is important to consider the student ability levels and developmental and cultural appropriateness for young children. The in-class presentation should include an interactive activity to enable classmates to explore the curriculum content area.

The handout for this project should include the following:

- A brief statement of the significance of this area and the associated learning outcomes for children from culturally, linguistically, and ability diverse backgrounds;
- An annotated list of at least five key resources that contribute to understanding this area; and
- An annotated list of activity resources (utilized by student) that teachers could include in their classrooms and share with families to support this area of learning.

    Annotations must be written in student's words, providing a brief description of the source and the strengths of the resource as well as concerns about the resource.

The topics will include the following: 1) science; 2) creative arts (fine art, drama, dance); 3) story telling and language; 4) social studies; 5) math; 6) physical/large motor activity/movement; 7) literacy; or 8) music. Each presentation is to be 15 minutes maximum.

Environmental and Curriculum Analysis

This is the NCATE 3 Assessment of Ability to Plan Instruction that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Course Schedule and Topics

Date	Topics	Readings & Assignments Due
August 31st 5:00-8:00 Large group 8:00-9:00 Small groups	Introductions Looking at ourselves TFA – GMU linkages for knowledge and practice Course overview/ structure of semester Complexity of development – DAP position statement review Reflective practices Introducing social studies	Seefeldt-chapter 1 Copple and Bredecamp NAEYC Position statement (1-50) *Teaching social studies article* - on E-Reserve
September 7 5:00-6:30 Small groups 7:00-9:00 Large group	Creating emotionally supportive environments- Effective and purposeful teaching What makes a dilemma?	Intentionality article- discuss in small groups- *Reflection is at the heart of practice* – on E- Reserve Gartrell (chapters 1-3)
September 14 5:00-6:00 Small groups 6:30- 9:00 Large group	Planning and writing – lesson plans Resources for planning and achieving objectives	Seefeldt Ch. 2, 3 & 4 Lesson planning readings Introduce the museum visit **Dilemma 1 due**
September 21 5:00-6:00 Small groups 6:30- 9:00 Large group	Environment – materials Play (across ages, connection to environment)	**Gartrell (chapters 4-7)** **Hull – pp 54 - 59: 219-243** <u>*on E-Reserve*</u> *Crises in the Kindergarten; The teaching pyramid and Chopsticks and counting sticks* – on E-Reserve
September 28 5:00-6:00 Small groups 6:30- 9:00 Large group	Behavior approaches presentations Teaching social skills and thinking skills	Seefeldt Ch 4 & 5 *Teaching for critical thinking* – on E Reserve **Group presentations on behavioral approaches** **Dilemma 2 due**

Date	Topics	Readings & Assignments Due
October 5th 5:00-6:00 Small groups 6:30 – 9:00 Large group -	CLAD – Connecting with families and communities- Connecting with families through social studies. Addressing the needs of children in poverty.	Gartrell (chapters 8-11) *Hyson chapter 3* on E- Reserve Acknowledging and reducing stigmatization of African American boys - on E- Reserve **Environment and Curriculum Analysis: Step 1 due** **Written reports on behavioral approaches due**
October 12 5:00-6:00 Small groups 6:30 – 9:00 Large group	Curriculum models group presentations and discussion	*Hyson chapter 6* - on E-Reserve **Bring computers to class** **Museum visit lesson plan due**
October 19 5:00-7:00 No small groups- content area presentations 7:30 – 9:00 Large group	Content area presentations - Integrating across domains and content areas	Integration across content areas- article – *The Plan: Building on children's interest* - on E-Reserve **Content area presentations and handouts due**
October 26 5:00-6:00 Small groups 6:30- 9:00 Large group	Individualizing, differentiation strategies Inclusion	*Tips and ideas for making visuals to support young children with challenging behavior* on E-Reserve *Hull pp. 249-273* - on E-Reserve *Early childhood inclusion position statement* - on E-Reserve **Environment and Curriculum Analysis: Step 2 due**
November 2 5:00- 6:00 Small groups 6:30- 9:00 Large group	Integrating technology into classroom- assistive technology	Technology and its use in the classroom Guest speaker on assistive technology

Date	Topics	Readings & Assignments Due
November 9 5:00- 6:30 Small groups 7:30- 9:00 Large group	Strategies to support learning Collaboration/communication	Seefeldt Ch. 6 & 7 **Dilemma 3 due**
November 16 5:00- 6:00 Small groups 6:30- 9:00 Large group	Anti-bias curriculum Advocacy Creating a democratic classroom Looking at books for bias	*Derman-Sparks - Chapters 1 and 5* - on E-Reserve **Environment and Curriculum Analysis: Step 3 due**
November 23 (Thanksgiving holiday		
November 30 5:00- 6:00 Small groups 6:30- 9:00 Large group	Standards for teaching Connecting assessment to instruction Teaching geography and economics	Seefeldt Ch 8 & 0 **Second and final video reflection due**
December 7th	Curriculum units – wrap up	**Curriculum units due – Curriculum unit presentations**

Weekly Journal Writing Rubric

15-13 Points	12-10 Points	Below 9 points
Weekly journal entries reflect a thorough reading of assigned weekly materials and reflections on 2-3 main ideas gained	Weekly journal entries reflect quick and brief reading of assigned weekly materials and reflections on one idea gained	Weekly journal entries reflects no readings of assigned weekly materials
Weekly journal entries are well written and free of error. They range between 1-2 pages	Weekly journal entries are well written and free of error. They are less than a page long.	Weekly journal entries are not written well and full of error.
Weekly journal entries include a reflection on knowledge gained and implications for practice and implementation	Weekly journal entries include a reflection on knowledge gained and no reflections on implications for practice and implementation	Weekly journal entries include no reflections on knowledge gained and no reflections on implications for practice and implementation

Curriculum content area rubric– 20 points

Names _____

Total Points _____

Assignment components	8-10 pts	4-7 pts	1-3 pt
Handout Briefly describes area of research, importance of topic to early childhood curriculum and is accurate and appropriate Annotated list of resources At least 5 in APA format and in own words; Annotation contains brief critical review – what you like, what may be a weakness, how you would use it; Is accurate and appropriate for early childhood; Addresses issues of cultural, linguistic and ability diversity	Handout contains all required elements and is accurate and appropriate. Resources are accurate and respond to all required elements	Handout partially addresses required components May have fewer than five resources Limited information about usefulness to teachers	No handout and/or inaccurate information Limited or inaccurate annotations
Overall Presentation and hands-on activity Provides clear description of content area with rationale and suggestions on how to include in classroom curriculum Activity is appropriate for topic and for ECE classroom; Engaged learners; Clarified topic for class (points x 2)	Active participation of all participants: able to engage class in topic; highlight important aspects of topic – in greater depth than handout covers.	All participants involved in presentation. Meets minimal expectations. Elements may be missing	Presentation shows lack of coordination and planning Does not include hands-on activity

Early Childhood Education PK-3 NCATE Assessment 3 Ability to Plan Instruction
Environment and Curriculum Analysis

Early Childhood Education PK-3 NCATE Assessment 3 Ability to Plan Instruction is the Environment and Curriculum Analysis in ECED 503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance. This assessment shows evidence of meeting NAEYC Standards 4a and 4b.

Assessment Overview

In this assessment, students will consider the connection between environment and curriculum in relation to individual student learning. They will illustrate their understanding of developmentally effective approaches to connect with children through the environment and curriculum. Students will use knowledge of individual learning differences to develop short and long-term goals as well as curricula strategies to meet the goals within the context of their general curriculum and environment. Students will do the following:

- Provide rich, detailed description of classroom to include all aspects of the environment
- Describe links between classroom environment and curriculum being implemented and skills supported through this linkage that can also be generalized across environments and settings
- Describe the environment from the perspective of a child in the classroom to better understand the environment from a developmental, cultural, and accessible perspective
- Develop a plan to improve environment to better support developmental, curricular, and individual learning goals of children in the classroom
- Discuss specific developmental and/or learning differences of a child whose perspective of environment was discussed through the environment description
- Develop an individual plan, within the context of the general environment and curriculum, that includes materials, organizational structures, interaction strategies, and technology resources to meet the social, emotional, and academic needs of the identified child
- Discuss environmental and curricular strategies that support enhancement of critical thinking, problem solving, performance skills, self-awareness, self-management, self-control, self-reliance, and self-esteem
- Develop a transition plan for students as they leave this preschool environment and prepare for entry into a kindergarten environment

NAEYC Standard Elements Assessed
NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children
NAEYC 4b Knowing and understanding effective strategies and tools for early education

Students will respond to each of the following steps and questions for the Environment and Curriculum Analysis.

Step One: After reading assigned readings, students will look closely at the classroom environment in their own classroom. They will draw a representation of the classroom to share with the class as part of an in-class activity (*NAEYC 4a*). Students will do the following:

- Prepare a brief reflection of their environment that does the following:
    a. Describes the general environment from the teacher's point of view
    b. Describes their environment from the point of view of the children in the classroom: What messages are conveyed to children? What works well for children? What is difficult for children? How does this point of view differ from the teachers' point of view?
    c. Illustrates the effect of the environment on interactions between students as well as between teachers, students, families, and specialists
- Discuss their current environment in small groups, focusing on understanding the multiple aspects of the environment as well as differing perspectives on the accessibility of the environment
- Share recommendations for modifications in the environment
- Include their brief reflection, initial classroom representation, and comments and recommendations made by classmates in their final paper

Step Two: Students will provide a written analysis of the environment (*NAEYC 4b*). Students will do the following:

- Write a paper to analyze the current environment that does the following:
    a. Expands on initial reflection of environment and develops an overall analysis of their current classroom environment, including the affective environment, the social environment, the physical environment, and the temporal environment
    b. Provides critical analysis of the classroom that integrates recommendations evident in class readings and discussions
    c. Addresses issues of access and linguistic and cultural responsiveness as discussed in readings
    d. Discusses ways in which the classroom is an encouraging environment
    e. Discusses environment from a family perspective
- Provide recommendations to improve the effectiveness of the environment to meet student learning needs by doing the following:
    o Prepare a plan for adaptations to the environment based on their analysis, the readings, and the in-class discussion
    o Make recommendations that address the physical, social, affective, and temporal environment as well as accessibility, linguistic and cultural responsiveness, and children and family perspectives

- o Discuss how to ensure the environment supports critical thinking, problem-solving, self-awareness, self-management, self-control, self-reliance, and self-esteem
- o Complete the analysis with a sketch of their plan for an optimal room arrangement and discussion of how they think this arrangement addresses the issues raised in class, the readings, and their analysis of the current environment: How will they move toward creating and maintaining this optimal environment?

Step Three: Students will prepare a written plan for one child based on understanding of the child and analysis of the environment (*NAEYC 4a, 4b*). Students will do the following:

- Describe the child's style, strengths, and learning needs as it relates to all aspects of the environment after observing a child who has developmental or learning differences

- Develop an individual plan for the child that includes materials, organizational structures, interaction strategies, and technology resources to meet the social, emotional, and academic needs of the identified child within the context of the general environment and curriculum, including the following:
  a. Include a long-range goal as well as short-range goals and objectives
  b. Identify strategies that include environmental aspects, interaction strategies, and materials to support goals and objectives within general curriculum
  c. Discuss how language, culture, and family are included in goals and strategies
  d. Discuss and plan for supporting learning goals in different activities and lessons (large-group, small-group, and center-based learning)
  e. Discuss specific adaptations or accommodations recommended to include the use of technology

- Respond to the following questions:
  a. How does your analysis of your classroom environment and recommendations for change support individual learning needs and goals for this child?
  b. What is the impact of changes and modifications suggested for an individual child on other children and the environment as a whole?
  c. How will you evaluate success?

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 3 Ability to Plan Instruction Environment and Curriculum Analysis ECED 503 Inclusive Curriculum for Diverse Young Learners: Planning Instruction and Guidance NAEYC Standard 4: Using Developmentally Effective Approaches to Connect With Children and Families				
4a: Understanding positive relationships and supportive interactions as the foundations of their work with children	Provides in-depth written analysis that integrates readings, class discussions, and site experiences with discussion of the impact of environment for developing positive relations and interactions and identifies strategies that encourage positive social interactions	Provides written analysis includes discussion of the impact of the environment for developing positive relationships and interactions and identifies strategies that encourage positive social interactions that links readings, class discussions, and site experiences.	Provides minimal analysis of environment that may lack a discussion of the impact for developing positive relationships and interactions and identifies few strategies that encourage positive social interactions and links readings, class discussions, and site experiences	Does not provide documented evidence
4b: Knowing and understanding effective strategies and tools for early education	Provides in-depth discussion that integrates readings, class discussions, and site experiences with recommendations for environmental modifications that support individual learning goals and promote a challenging learning environment	Discusses environmental modifications that support individual learning goals and promote a challenging learning environment and are linked to readings, class discussions, and site experiences	Provides minimal discussion of environmental modifications that support individual learning goals and/or learning environment and includes minimal or no links to readings, class discussions, or site experiences	Does not provide documented evidence