



College of Education and Human Development

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

**ECED 401.001 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)**  
**Spring 2015**  
**Wednesdays 7:20-10:00 PM**  
**Innovation Hall 131**

**Instructor:** Leslie La Croix

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**Office hours:** by appointment

### **Course Description**

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

### **Nature of Course Delivery**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

### **Learner Outcomes**

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

- Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Examine typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- Examine the demographic, historical, social, economic, immigration and political issues affecting linguistically and culturally diverse young children and families
- Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
- Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive,

social, and emotional domains.

- Discuss the etiology of major disabilities as well as giftedness.
- Develop culturally and linguistically appropriate resources to use with diverse families and their children.
- Examine culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the effect of child abuse and neglect on development.

### **Professional Standards**

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

### **Required Texts**

Lightfoot, C., Cole, M., & Cole, S. (2013). *The development of children* (7<sup>th</sup> ed.). New York, NY: Worth Publishers.

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

### **George Mason University Policies and Resources for Students**

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

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

### **Professional Dispositions**

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

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

#### ***Collaboration***

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

#### ***Ethical Leadership***

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

#### ***Innovation***

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

#### ***Research-Based Practice***

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

#### ***Social Justice***

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

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

## **Course Requirements**

### **General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant reduction in the participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

## Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979> Students may consult the Writing Center for additional writing support.

Students will do the following:

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

## Grading Criteria

A = 95-100    A- = 90-94    B+ = 87-89    B = 83-86    B- = 80-82    C = 70-79  
D = 69-60    F = < 60

## 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

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

## Understanding and Integrating Developmental Pathways Case Studies Analysis (20 points)

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

### 401 Specific Course Assignments

Assignments	Due Dates	Points
I. Attendance and Participation	Ongoing	15
II. Journal Entries – 2 points each	Wednesday (prior to class) in Blackboard & bring copy to class: Jan. 28/ Feb. 4, 18/ March 18, 25/ April 1, 8, 15, 22, 29	20
III. Child Abuse and Neglect Training	February 11 Certificate due in Blackboard	5
IV. Developmental Theory Perspective Paper & Presentation	Feb 24: Paper in Blackboard Feb 24 & March 3: Presentations in class	15
V. Understanding and Integrating Developmental Pathways Case Studies Analysis	April 8 in Blackboard	40
VII. <i>Wonder</i> Book Club	April 1, April 8, April 15, April 22, April 29, May 6	5
TOTAL		100

#### I. Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3)

completing written work related to the activities, and (4) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections. Go to mymason, <http://mymason.gmu.edu>, to login to Blackboard 9.1

## II. Online Journal Entries (20 points)

Students will keep an electronic journal based on their reflections from the assigned weekly readings, post it on Blackboard by the designated deadlines (see schedule below), and bring that week's reflection to class. The purpose of the journal is to encourage critical reflection and the sharing of ideas and insights gained from the assigned readings, making connections to their own experience and to previous class presentations and discussion. Sometimes students will be provided with prompts for reflection and, at other times, students will determine the focus of the written reflection themselves. Students will come to each class prepared to share their journal reflection. **Journal entries should be a minimum of one page double-spaced.**

**Due in Blackboard: Wednesday Prior to Class (and bring copy to class) –Jan. 28/ Feb. 4, 18/ March 18, 25/ April 1, 8, 15, 22, 29**

## III. Child Abuse and Neglect Online Training (5 points)

Students must complete an online mini course on Child Abuse and Neglect. Students will upload and submit a copy of the certificate of completion in Blackboard. Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program offers an online course that fulfills the requirement. This course is entitled "*Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators*" and is available, at no cost, at [http://www.dss.virginia.gov/family/cps/mandated\\_reporters/cws5691/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html).

**Certificate Date of Completion and submission in Blackboard: Feb 11**

## IV. Developmental Theory Perspective (20 points)

In order that all class members leave this course with an overview of the most prominent developmental theories in the field of early childhood education and gain a critical perspective on the values and liabilities of different theories and their application, students will prepare a review of three individual theories and associated theorists. Grand theories included in the text include Psychodynamic Theories, Social Learning Theories, Piaget's Constructive Theory, Vygotsky's Sociocultural Theory and modern theories include Evolutionary Theories, Information-Processing Theories, Systems Theories, and Critical Theories. Students will select three theoretical perspectives and write a 2-3 page, double-spaced summary on each theory that includes at least the following information:

1. Important theorists within the particular paradigm
2. Key tenets of the theory

3. How theory explains cultural differences that are apparent in development
4. How theory explains variation in development, including disabilities
5. The impact of the theory on Education
6. Weaknesses and Strengths of theory
7. Compare and contrast to at least two other perspectives

The main source of information will be course textbooks; however, other sources should be consulted and cited. Scoring guide will be based on key elements of assignment.

**Paper due in Blackboard: Feb 25 (10 points)**

**Presentation in class: Feb 24 & March 3 (5 points)**

**V. Performance-Based Assessment: Understanding and Integrating Developmental Pathways Case Studies Analysis (40 points)**

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

**Case Studies Analysis due to instructor on Blackboard May 6**

**Case Studies Analysis due in TaskStream by May 12 (final grades are based on TASKSTREAM SUBMISSIONS)**

**VI. *Wonder*: Book Club (5 points)**

Students will read and discuss in class and online the novel *Wonder* by R.J. Palacio. Discussions will focus on child and adolescent development as presented in the novel and focus on making connection to our in class experiences, article readings, and textbook readings. You will create a double entry journal for capturing your individual and book group thoughts.

**On-going:** April 1, April 8, April 15, April 22, April 29, May 6

## Course Topics and Schedule

Date	Topic	Readings & Assignments Due
Jan 21	Introduction and review of syllabus; The study of human development	Review syllabus on Blackboard
Jan 28	Theories of development Core concepts of early development	Have read Lightfoot et al. Chapter 1 Due in Blackboard & bring copy to class: Journal entry #1
Feb 4	Biocultural foundations	Have read Lightfoot et al. Chapter 2 Due in Blackboard & bring copy to class: Journal entry #2
Feb 11	Prenatal development and birth <b>ON-LINE</b>	Have read Lightfoot et al. Chapter 3 Due: Child Abuse and Neglect Training (Certificate posted in Blackboard)
Feb 18	Infancy and brain development <b><i>Developmental Theory Presentations</i></b> Grand theories: 1. Psychodynamic Theories, 2. Social Learning Theories, 3. Piaget's Constructive Theory, 4. Vygotsky's Sociocultural Theory	Have read Lightfoot et al. Chapter 4 Due in Blackboard & bring copy to class: Journal entry #3  <b>Presentation in class: Feb. 18 &amp; Feb. 25 (5 points)</b>
Feb 25	Infancy: Physical & cognitive <b><i>Developmental Theory Presentations:</i></b> Modern Theories 1. Evolutionary Theories, 2. Information-Processing Theories, 3. Systems Theories, 4. Critical Theories	Have read Lightfoot et al. Chapter 5  <b>Developmental Theory Paper due in Blackboard: Feb 25 (10 points)</b> (Hint: you are now ready to review and write up the infant toddler video case study analysis)

Date	Topic	Readings & Assignments Due
March 11	Spring Break	
March 18	Early Childhood: Language acquisition; Physical and cognitive development	Have read Lightfoot et al. Chapters 7 & 8 Due in Blackboard & bring copy to class: Journal entry #4
March 25	Early Childhood: Social and emotional development	Have read Lightfoot et al. Chapter 9  Due in Blackboard & bring copy to class: Journal entry #5  (Hint: You are now ready to review and write up the prekindergarten video case study analysis)
April 1	Cultural contexts of development <b>ON-LINE SESSION</b>  Initiate Book Groups and double entry journal  <i>Wonder Part 1</i>	Have read Lightfoot et al. Chapter 10  Due in Blackboard: Journal entry #6
April 8	Middle Childhood: Physical & cognitive development  <i>Wonder 2 &amp; 3</i>	Have read Lightfoot et al. Chapter 11  Due in Blackboard & bring copy to class: Journal entry #7
April 15	School as a context for development  <i>Wonder Part 4</i>	Have read Lightfoot et al. Chapter 12  Due in Blackboard & bring copy to class: Journal entry #8

April 22	Middle Childhood: Social & emotional development <b>ON-LINE SESSION: Getting Ready for Final Paper</b> <i>Wonder Part 5 &amp; 6</i>	Have read Lightfoot et al. Chapter 13 Due in Blackboard: Journal entry #9 (Hint: You are now ready to review and write up the K-3 video case study analysis – you could do this earlier if you wish)
April 29	Adolescence: Physical, cognitive development <i>Wonder Part 7</i>	Have read Lightfoot et al. Chapters 14 Journal Entry #10 Bring in at least one case study review to share for peer review groups.
May 6	Adolescence: Social & Emotional development <i>Wonder Part 8</i>	<b>Case Studies Analysis: Due to instructor today MAY 6 on Blackboard</b> <b>***Due May 12 in TaskStream: Case Studies Analysis</b>

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

NOTE: Any days missed for snow will be made up through virtual presentations and reflections on-line.

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

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

Early Childhood Education CAEP Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 401/501 Developmental Pathways of Diverse Learners. This assessment shows evidence of meeting CEC Standard 1.2 and NAEYC Standard Elements 1a and 1b.

**Assessment Overview**

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

- View video recordings of children, birth through eight, from those provided via the internet.
- Choose three video recordings that address different age ranges, infant/toddler, preschool, and kindergarten through grade 3.
- Use course readings, previous assignments, and class materials (with in-text citations) to support their presentation of development in light of the three observed video recordings.
- Address the following areas of development: physical, cognitive, social and emotional development and language acquisition.
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, (with in-text citations), choosing at least three theories to address.
- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development.
- Present all of this information in an organized and accurate paper on Understanding and Integrating Developmental Pathways.

**CEC Standard Assessed**

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

**NAEYC Standard Elements Assessed**

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

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

## Assessment Procedures

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

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

### *Infant/Toddler*

Special Quest Christopher's Story

<http://www.youtube.com/watch?v=LEty6-c0cfQ>

Reading to Infants

<http://www.youtube.com/watch?v=wmWnlW2ujRM>

Nelcy Takes a Walk

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

### *Early Childhood*

Three-Year-Old Vanessa (Assistive Technology)

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

Time for Oliver

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

Ari at Lunch

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

Carmen at Lunch

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

Gina at the Sand Table

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

Sam Makes a Spider

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

Isaac at Play

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

Sean Playing with Flubber

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

Cameron Talking with Others

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

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

Five-Year-Olds Pilot Their Own Project Learning

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

Additional kindergarten site

[http://www.learner.org/vod/vod\\_window.html?pid=1773](http://www.learner.org/vod/vod_window.html?pid=1773)

There are two possible videos to use at this site: 1. Making Bread Together (kindergarten) and 2. Caring for the Community (grades 1-3).

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

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

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

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

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

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

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

After candidates collect the above stated information, they will write a comprehensive, accurate, well organized paper on *Understanding and Integrating Developmental Pathways* based on the information gathered in steps one through four. This paper combines the information in a framework of candidates' design. They will use APA style.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC, & NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence

<p align="center"><b>Early Childhood Education PK-3 CAEP ASSESSMENT 2 Content Knowledge</b></p> <p align="center"><b>Understanding and Integrating Developmental Pathways Case Studies Analysis</b></p> <p align="center"><b>ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence</b></p> <p><i>CEC 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities</i></p> <p><i>NAEYC 1a Knowing and understanding young children's characteristics and needs</i></p> <p><i>NAEYC 1b Knowing and understanding the multiple influences on development and learning</i></p>				
<p>CEC 1.1: Understand how language, culture, and family background influence the learning of individuals with exceptionalities</p> <p>NAEYC 1b: Knowing and understanding the multiple influences on development and learning</p>	<p>Included all the information needed to meet criteria</p> <p>AND</p> <p>Accounted for the multiple contexts (beyond the immediate), such as environmental, genetics, historical, and global issues</p> <p>AND</p> <p>Discussed how they influence growth and development</p> <p>AND</p> <p>Illustrated understanding of the ways these influences interact with each other in a way that influences development</p>	<p>Included the multiple influences on development and learning, including all of the following areas:</p> <p>family</p> <p>AND</p> <p>community</p> <p>AND</p> <p>culture</p> <p>AND</p> <p>language</p> <p>AND</p> <p>poverty status</p> <p>AND</p> <p>learning of individuals with exceptionalities</p>	<p>Addressed the development of the focus child(ren) in each video but did not address the influence of the particular areas:</p> <p>family</p> <p>OR</p> <p>community</p> <p>OR</p> <p>culture</p> <p>OR</p> <p>language</p> <p>OR</p> <p>poverty status</p> <p>OR</p> <p>learning of individuals with exceptionalities</p>	<p>Did not address the interaction of development with family, community, culture, language, poverty status, and how learning of individuals with exceptionalities</p>

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