SCHOOL OF EDUCATION

Motto: Educate to Liberate!

Medgar Evers College

COURSE SYLLABUS

Spring 2025

Child Development: Education EDUC 231 (Asynchronous)

Field Experience Education 503 – FLD1

Beginning on Monday, January 27, 2025, **Weekly Class Seminar Videos will be Posted Here. Please watch the weekly video(s) by midnight on Monday each week to get credit for attendance.**

Instructor:	Dr. Paulette Coppin	**Term:**	Spring 2025
Phone Number:	516 962 1218 (Please send a text message prior to calling to schedule a call date and time)	**Class Meeting Days:**	Asynchronous
E-Mail:	pcoppin@mec.cuny.edu	**Class Meeting Hours:**	Watch Online Video Weekly by Monday at Midnight. Class attendance will be based on your viewing the videos.
Office Hours:	As Needed – Please contact me via text message (preferred mode) or via e-mail	**Class Location:**	Online

Mission: Preparing Change Agents for Classrooms, Schools, and Communities, who Educate to Liberate

MEC School of Education Conceptual Framework

The *mission* of the School of Education is to prepare change agents for classrooms, schools, & communities to *educate to liberate* who:

- Understand liberal arts & sciences concepts, content & methods of inquiry; self & others; and the professional field.
- Practice critical thinking & questioning; effective oracy, literacy & numeracy; and collaboration.
- Demonstrate caring & commitment; critical reflection; and creativity.

Our School of Education is guided by a six-point *philosophy*.

- Education must bring people together from diverse cultures who are knowledgeable about their own cultural/historical experiences & the experiences of the many cultures that make up urban life. We wish to create shared experiences that unite members of these diverse communities, while respecting the uniqueness of each individual's history & culture. We see the home, school & community, & the interactions among all of them, as the first setting where children share experiences & learn about diversity & democracy.
- Teachers must become change agents, committed to transforming themselves, their schools & their communities. We further believe that critical awareness & critical pedagogy, as defined by Carter G. Woodson & Paulo Freire, are the cornerstones of this transformation.
- Students must be "culturally literate." We believe that culture is a complex set of relationships that express a people's ideas, beliefs & knowledge and that the representations of cultural ideology in art, music, literature & philosophy are fluid & ever changing as cultures interact with other cultures & with changing historical times.
- Students must develop a deeper understanding of themselves in order to more fully interact with the array of nationalities & cultures that they will encounter daily in their classrooms. Through this knowledge, students will gain the pride in themselves & their heritage that will enable them to better understand & interact with others in a multicultural society.
- Gaining knowledge is a complex & interactive process that includes students learning how to learn & how to create a learning environment.
- Teachers must be scholars who not only effectively use curriculum guides & published & commercial materials, but who are also competent in researching new knowledge & translating this knowledge into new teaching materials, lesson & unit plans & projects appropriate for children.

MEC School of Education's *Vision & Candidate Performance Standards*

Our mission is to prepare candidates to teach in diverse classrooms & schools in urban communities. Successful educators will achieve the following eight School of Education Standards:

Standard 1: Knowledge
Goal: Candidates possess a comprehensive understanding of the Liberal Arts and Sciences and Education Foundations' content, concepts and modes of inquiry and make connections among disciplines.

Standard 2: Personal & Global Consciousness
Goal: Candidates examine, deconstruct, and reconstruct their own and others' beliefs, values, and perspectives to understand their own cultures and to develop empathy and acceptance towards others' cultures.

Standard 3: Analytical Ability
Goal: Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives toward various ideas and issues.

Standard 4: Creativity
Goal: Candidates conceptualize, design, and develop imaginative and innovative work.

Standard 5: Professionalism
Goal: Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity, and critique.

Standard 6: Effective Communication
Goal: Candidates speak and write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy.

Standard 7: Collaboration
Goal: Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.

Standard 8: Commitment & Care
Goal: Candidates practice social justice with others, believe that all children can learn, hold high expectations themselves, and carry out sustained commitment to teaching and learning

- ❖ Candidates Performance Standards addressed in the course EDU 231 are Standards 1, 2, and 3 with emphasis on knowledge of child social, emotional, cognitive, and physical development and the relevant motivating school and community contexts that influence learning and child development.

University Course Catalog Description

This course examines the physical, social, intellectual, and emotional aspects of child development, the interrelationships among them, and their influence on the child's learning experiences from birth to adolescence. The prospective teacher will develop awareness of developmental norms, individual differences, and an understanding of approaches to working with all children in order to enhance their school success.

Course Overview

This online asynchronous course examines the child's physical, social, emotional, and intellectual aspects of development, the interrelationships among them and their influence on the child's learning experiences from birth to puberty. Candidates will discuss theories of developmental norms, diversity, and develop an understanding of the impact of cultural heritage, socioeconomic status, health and safety, nutrition and other factors in the home, school, and community, including past and present abusive and dangerous environment, on the child's readiness to learn. The course will explore ways of applying knowledge and understanding of child development to create a safe and nurturing classroom environment that fosters the learning of all children and the development of a sense of community and mutual respect. They will also conduct two Field Experience assignments requiring Parental Interviews and Child Observations.

Course Objectives / Student Learning Outcomes (SLOs)

Upon completion of this course students will demonstrate that they:

1. Are familiar with methods used for studying child development.
2. Know and understand the major theories of child development.
3. Are familiar with the methods of inquiry for studying child development.
4. Recognize and understand concepts of age-related stage and ecological systems that incorporate physical, social, intellectual, and emotional aspects of child development.
5. Understand personal consciousness and exhibit global empathy for the interrelationships among the above ecological systems and their influence on the child's learning experiences form birth to adolescence.
6. Recognize their ability to develop learning experiences, activities, and materials they may use to motivate children to learn at various stages of development.
7. Critically deconstruct texts on child development, integrating knowledge of major theories, methods of inquiry and awareness of personal and global consciousness.
8. Use technology proficiently and understand its potential as a problem-solving tool to gain knowledge of the beliefs, values, and perspectives; and to gather, organize and analyze information.

Course Prerequisites

- Pre-requisites/Co-requisites: ENGL 112, PSYCH 101 & EDUC 503

Course Credits

- 3 Credits/3 Hours

Required Texts and Materials

- McDevitt, Teresa M. & Ormrod, Jeanne Ellis; Child Development and Education, 6th or 7th edition, Pearson, Boston.

Supplementary (Optional) Texts and Materials

Any supplementary materials will be posted on Blackboard.

Basis for Final Grade

As related to the objectives of the course

1. **Class Participation/Attendance/Punctuality**: Your attendance and full participation in the course is necessary for a comprehensive understanding of child development as a specialized area of science and practice. To this end, watching each Weekly Class Seminar and demonstration of knowledge through Black Board Discussions and Learning Pods is required of each student throughout the course. You are also expected to read all assigned sections of the textbook before you view the Weekly Class Seminar(s). Please note that attendance will be recorded based on the tracking of you viewing of each Weekly Class Seminar(s).

2. **Black Board Discussions and Learning Pod (Group) Assignments (10):**
   Blackboard discussions and Learning Pods are a chief requirement for this course.
   - You will be expected to post an original response to each Blackboard discussion question and respond to two/three of your classmates' posts based on the content of the Weekly Recorded Seminar(s), no later than midnight on Sunday of alternating weeks (see Class Schedule). When responding to a question on Blackboard, respond in a way that adds to/enhances what your classmates have posted.

   - For Learning Pod Assignments, you will be expected to meet with your Pod, discuss, complete and post each assignment by midnight on Sunday of alternating weeks (see Class Schedule). You can meet using the Course Room on Black Board *Collaborate* or via Zoom.

   These assignments will promote the collaborative work expected of professionals in the field of education.

3. **Unit Quizzes (4):** Your knowledge of the content of the course based on the text, class discussion and assignments will be evaluated in your response to multiple choice and short essay questions at the conclusion of each unit of the child development text. You will complete each quiz on Black Board.

4. **Reaction Papers (2):** You will write two one-page essays for each of the two units in which you will critically analyze and demonstrate your knowledge of child development.

5. **School Observation Project:** You will write one 6 - 10-page essay detailing your observation experiences in your selected video observation/field observation. Discuss the requested information in the prescribed order and formatted in the Instructions -Key Assessment Early Field Experience – 503 Assignment posted on Black Board. For your paper use Times New Roman 12-point font, make sure it is double-spaced, written in APA Format and contains references. Please do not label the sections of your paper with the section numbers from the instructions.

6. **Parent/Child Interview and Child Observation Project:** After reviewing the Parent/Child Interview and Child Observation Project Instructions, you will select interview questions using the list of questions available on Black Board. Once you have selected your questions, you will select a parent and child to interview and observe the child using an activity. You will find out about the child's development through the parent's responses and by observing the parent's interactions with his/her child during the interview. You will also interview and observe the child while he/she is engaged in an activity. The child may either have special needs or be a child that is typically developing. Once you have collected your data, you will write a theoretically based analysis by integrating child development theory and provide a conclusion with constructive recommendations.

   Your analysis will focus on the domains of child development (Gross motor, Fine motor, Language, Social-Emotional, and Cognitive) according to the age of the child. Specifics of the assignment and outline of the paper will be posted on Blackboard.

7. **Final Exam:** Your knowledge of the full content of the course based on the text, class discussion and assignments will be evaluated with the final exam, which you will complete on Black Board.

Course Policies: Grades

Assessment	**Point Value**
Attendance	300 (total includes attendance, participation in Discussion Boards, and Learning Pod Assignments)
Unit Quizzes (4)	200 total (50 each)
Parental Interview and Child Observation	200
School Observation Project (EDUC 503)	200
Reaction Papers (2)	100 total (two papers worth 50 points each)
Final Exam	200

1200 Points Total

Grading Scale				
Rating	**Symbol**	**Range**	**MEC Definitions**	**Equivalent Points**
Exemplary	A+	97 – 100	Exceptional	1200 - 1150
	A	93.0 – 96.9	Excellent	1149 - 1099
	A -	90 – 92.9	Outstanding	1098 - 1048
Competent	B+	87.1 – 89.9	Very Good	1047 - 997
	B	83 - 87	Good	997 - 947
Emerging	B-	80 – 82.9	Good	946 - 897
	C+	70 – 76.9	Satisfactory	896 - 846
	C	67.1 – 69.9	Passing	845 - 795

Course Policies: Grades

Late Work Policy: There are no make-ups for in-class writing, quizzes, or participation-based activities. Projects turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Projects will not be accepted if overdue by more than seven days.

Extra Credit Policy: There will be no Extra Credit Assignments

Grades of "Incomplete": INC grades are only given due to sickness of the student or family member. Proof is required.

Revision Policy: At the discretion of the professor, individual revisions may be required.

Project Commentary Policy: You are expected to read the feedback from the rubric and set up a meeting to clarify misunderstandings. The meeting does not suggest that the project can revised for a better grade over.

Course Policies: Student Expectations

Disability Access: Federal law prohibits discrimination based on a disability. Under the guidelines of the Americans with Disabilities Act, the College will provide reasonable accommodations to persons with documented disabilities. Therefore, if you are in need of or have any questions regarding accommodations or services, please contact Mr. Anthony Phifer, Director, Office of Services for the Differently-Abled (Bedford Building Room 1024) at 718-270-5027 or aphifer@mec.cuny.edu. Any information provided to the office will be confidential and will not be released without your permission.

Professionalism Policy: If you arrive to class late, please be as quiet as possible when entering the virtual/live classroom.

Academic Conduct Policy: Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion are dishonest acts that undermine the College's educational mission and the student's personal and intellectual growth. Medgar Evers College students are expected to bear individual responsibility for their work and to uphold the ideal of academic integrity.
(MEC Academic Integrity and Honesty Policies & Procedures Handbook)

Recording of Remote Classes: Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

College Learning Center, Writing Center, and Academic Computing Labs: All students have access to the College Learning Center, Writing Center, and Academic Computing Labs. Your first in class writing assignment is used to determine whether your attendance at the writing center is mandatory. You will visit the writing center and work with the fellows/ tutors until the items listed as challenges have been rectified and are strengths irrespective of your concentration area.

Important Dates to Remember

Please consult the Registrar's calendar for the following:

Last Day to Add/Drop Classes, Grade Forgiveness Deadline.
Withdrawal Deadline; Conversion Days

Academic Calendar: The Spring 2025 Academic Calendar may be found at:
https://www.mec.cuny.edu/academic-affairs/academic-calendars/

Email: Email can be sent to pcoppin@mec.cuny.edu. Email is for communication only. Written assignments are to be submitted via Black Board and not to be delivered via email.

Classroom Devices: No lecture, task or activity should be recorded using any video or audio device without permission prior to each course session.

Mental Health Resources - Request: Many students find balancing their academic, personal and professional lives quite challenging, and in some instances, overwhelming. If you or a peer experience this, Counseling and Psychological Services and Interfaith Services are here to help. Email CAP@mec.cuny.edu, and you will be contacted by a Counselor. You can also contact the Campus Chaplain, Father Ralph Rivera, at RRiveraSJ@mec.cuny.edu. In addition, peer support groups are available via the college's Center for Women's Development and Male Development and Empowerment Center. Students can contact staff in the centers at: Levelyn@mec.cuny.edu, or Anbrereton@mec.cuny.edu, respectively.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., "cheat"), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy.

Please visit the following hyperlink to review the complete policy:

http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Academic-Integrity-Policy.pdf

Beginning on Monday, January 27, 2025, **Weekly Class Seminars will be posted** on Black Board and must be watched by the date indicated in the Weekly Announcement for credit towards attendance.

Class Schedule*

	Weekly Class Seminar(s) Post Date	Topics and Class Meetings (Live Online and Recorded)	Readings & Assignments
1	**1/27/2025 - 2/2/2025**	Course Overview & Introductions ***Unit 1 (Foundations in Child Development)*** Chapter 1: Making a Difference in the Lives of Children and Adolescents	• **Read** Chapter 1: Making a Difference in the Lives of Children and Adolescent • **Complete Black Board Discussion – Nature vs Nurture**
2	**2/3/2025 - 2/9/2025**	***Unit 1 (Foundations in Child Development)*** Chapter 1: Making a Difference in the Lives of Children and Adolescents Review of Parental Interview Requirements and Survey	• **Read** Chapter 1: Making a Difference in the Lives of Children and Adolescents • Review Parental Interview Requirements and Survey • **Complete Learning Pod Assignment – What do You Think? and Examine Your Beliefs**
3	**2/10/2025 - 2/16/2025**	***Unit 1 (Foundations in Child Development)*** Chapter 2: Using Research to Understand Children and Adolescents Chapter 3: Family, Culture, and Community	• **Read** Chapter 2: Using Research to Understand Children and Adolescents • **Read:** Chapter 3: Family, Culture, and Community • **Complete Black Board Discussion - Discussion About Education Theorists** • **Due Today: Reaction Paper #1 at midnight on Black Board** • **Parental Interview Family Identified** ***Supplemental Questions: How do family's access and use technology? How does equity relate to how families access technology?***
4	**2/17/2025 - 2/23/2025**	***Unit 2 (Biological Development)*** Chapter 3: Family, Culture, and Community Chapter 4: Biological Beginnings	• **Read** Chapter 4: Biological Beginnings • **Complete Learning Pod Assignment - Types of Teaching Styles** • **Complete Quiz #1 (Unit #1 Chapters 1, 2 & 3) Due Online by midnight on 2/24/2025**

	Weekly Class Seminar(s) Post Date	Topics and Class Meetings (Live Online and Recorded)	Readings & Assignments
5	**2/24/2025 – 3/2/2025**	***Unit 2 (Biological Development)*** Chapter 4: Biological Beginnings	• **Read** Chapter 4: Biological Beginnings • **Complete Parental Interview** • **Complete Assignment/Black Board Discussion - Birth Stories**
6	**3/3/2025 – 3/9/2025**	***Unit 3 (Biological Development)*** Chapter 5 Physical Development	• **Read** Chapter 5 Physical Development • **Complete Learning Pod Assignment - Physical Development** • **Due Today: Reaction Paper #2 (submit paper via Black Board by midnight)**
7	**3/10/2025 - 3/16/2025**	***Unit 3: (Biological Development)*** Chapter 5 Physical Development	• **Read** Chapter 5 Physical Development • **Complete Assignment/Black Board Discussion - Physical Development** • **Quiz #2 (Chapters 4 and 5 Online) Due Online by midnight on 3/17/2025.**
8	**3/17/2025 - 3/23/2025**	***Unit 3: (Cognitive Development)*** Chapter 6: Cognitive Development: Piaget and Vygotsky	• **Read** Chapter 6: Cognitive Development: Piaget and Vygotsky • **Complete Learning Pod Assignment - Piaget vs Vygotsky**
9	**3/24/2025 – 3/30/2025**	***Unit 3: (Cognitive Development)*** Chapter 7: Cognitive Development: Cognitive Processes Chapter 8: Intelligence	• **Read** Chapter 7: Cognitive Development: Cognitive Processes **and** Chapter 8: Intelligence • **Due Today 3/30/2025: Written Child Observation and Parental Interview (submit paper via Black Board by midnight)**

	Weekly Class Seminar(s) Post Date	Topics and Class Meetings (Live Online and Recorded)	Readings & Assignments
10	**3/31/2025 – 4/6/2025**	***Unit 3: (Cognitive Development)*** Chapter 9: Language Development Chapter 10: Development in the Academic Domains	• **Read** Chapter 9: Language Development and Chapter 10: Development in the Academic Domains • **Quiz #3 (Chapters 6 - 9 Online)** • **Due Today: Reaction Paper #3 (submit paper via Black Board by midnight)**
11	**4/7/2025 - 4/12/2025**	***Unit 4: (Social and Emotional Development)*** Chapter 11: Emotional Development Chapter 12: Development of Self and Social Understanding	• **Read** Chapter 11: Emotional Development and Chapter 12: Development of Self and Social Understanding • **Early Field Experience (School Observation) Paper Due (submit paper via Black Board by midnight)**
Spring Recess - April 12 – 20, 2025			
12	**4/21/2025 - 4/27/2025**	***Unit 4: (Social and Emotional Development)*** Chapter 13: Development of Motivation and Self-Regulation Chapter 14: Moral Development	• **Read** Chapter 13: Development of Motivation and Self-Regulation **and** Chapter 14: Moral Development • **Quiz #4 (Chapters 10 – 14 Online)** • **Complete Learning Pod Assignment - Development of Motivation and Self-Regulation**
13	**4/28/2025- 5/4/2025**	***Unit 4: (Social and Emotional Development)*** Chapter 15: Peers, Schools, and Society	• **Read** Chapter 15: Peers, Schools, and Society • **Complete Assignment/Black Board Discussion - Peers, Schools, and Society** ***How does equity relate to how peers, schools, and society access technology?***
14	**5/5/2025 - 5/11/2025**	***Unit 4: (Social and Emotional Development)*** Chapter 15: Peers, Schools, and Society	• **Read** Chapter 15: Peers, Schools, and Society

	Weekly Class Seminar(s) Post Date	Topics and Class Meetings (Live Online and Recorded)	Readings & Assignments
			• **Complete Assignment/Black Board Discussion - Peers, Schools, and Society** ***How does equity relate to how peers, schools, and society access technology?***
15	**5/12/2025 - 5/16/2025**	**Final Review** **Final Exam - Online**	**Final Exam – Due Online on Black Board by Midnight on 5/16/2025**

*(Schedule is Subject to Change)

Rubrics for EDUC 231 and EDUC 503

Current Course Description for EDUC 231 Child Development:

This course examines the physical, social, intellectual, and emotional aspects of child development, the interrelationships among them, and their influence on the child's learning experiences from birth to adolescence. The prospective teacher will develop awareness of developmental norms, individual differences, and an understanding of approaches to working with all children in order to enhance their school success.

CAEP KEY ASSESSMENT – Early Field Experience (Paper on School Observations) (See assignment description under EDUC 503)

Field Experience Assignments:

- **Parental/Child Interviews**
- **Child Observation**

1. **Parental/Child Interviews Assignment Description:**
   Candidates will use the department issued question set to create a questionnaire that they will use to interview the parent(s) of selected children. Candidates must write an analytical paper summarizing the responses from the parents. The paper must include a list of the questions that were used.

This paper will be graded on specific rubric criteria (see below). If necessary, the teacher for the course must be able to contact the interviewed parents for verification.

2. **Child Observation Assignment Description:**
   During their six hours of field work (from EDUC 503), candidates will observe a specific child, and use the information that they have gathered to write a theoretically based analysis of what they have observed. This analysis will focus on their choice of at least two aspects of child development (physical, cognitive, language, emotional, personality, social, moral or gender).

This paper will be graded on specific rubric criteria (see below on Page 14)

Current Course Description for EDUC 503 Field Experience Practicum: Parents/Community as School Partners:

This early field placement seminar provides candidates with an opportunity to understand the roles that parents/families play in their children's school life. Candidates will interact with Parent Coordinators, parents, administrators, and school-based community liaisons to develop an understanding of the differing perspectives and expectations of each these constituencies.

CAEP KEY ASSESSMENT - Paper on School Observations.

3. **Paper on School Observations/Discussion with School Staff**

   During their six hours of field work, candidates will meet with/interview parent coordinators, administrators, and school-based community liaisons to develop an understanding of the differing perspectives and expectations of each role. The purpose of this assessment is to allow students to have the opportunity to understand how school staff interacts with families.

Please note that, if possible, the three key assignments for EDUC 231 and EDUC 503 may be combined into one paper, which includes the Parent Interviews, Interview/Discussion with School Staff and Child Observation.

ASSESSMENT RUBRIC PARENT/CHILD INTERVIEW/OBSERVATION EDUC 231				
STANDARDS	**Unsatisfactory** Grade Range: D/F (0 - 69) **0**	**Emerging** Grade Range: C/C+ (70 – 79 **1**	**Competent** Grade Range: C/C+ (70 - 79) **2**	**Exemplary** Grade Range: A-/A (90 - 100) **3**
CAEP 1a **Understanding and Addressing Each Child's Developmental and Learning Needs** Candidates understand how children grow and develop across the developmental domains (cognitive, linguistic, social, emotional, ethical, and physical), how development in each domain impacts growth in the other domains, and how all together they impact learning. Candidates further understand that development in different domains occurs at different times for different children in different contexts. Candidates use this understanding to effectively apply strategies based on developmental principles so that children will be increasingly engaged, improving their learning outcomes.	As evident in the Parent/Child Interview project, the Candidate exhibits **little or no command** of how children grow and develop across the developmental domains (cognitive, linguistic, social, emotional, ethical, and physical). In addition, the candidate shows little or no command of relevant knowledge and skills.	As evident in the Parent/Child Interview project, the Candidate exhibits a **partial command** of how children grow and develop across the developmental domains (cognitive, linguistic, social, emotional, ethical, and physical). In addition, the candidate shows a partial command of relevant knowledge and skills.	As evident in the Parent/Child Interview project, the Candidate exhibits a **general command** of how children grow and develop across the developmental domains (cognitive, linguistic, social, emotional, ethical, and physical). In addition, the candidate shows a general command of relevant knowledge and skills.	As evident in the Parent/Child Interview project, the Candidate exhibits a **thorough command/understanding** of how children grow and develop across the developmental domains (cognitive, linguistic, social, emotional, ethical, and physical). In addition, the candidate shows a command of relevant knowledge and skills.

ASSESSMENT RUBRIC PARENT/CHILD INTERVIEW/OBSERVATION EDUC 231				
STANDARDS	**Unsatisfactory** Grade Range: D/F (0 - 69) **0**	**Emerging** Grade Range: C/C+ (70 – 79 **1**	**Competent** Grade Range: C/C+ (70 - 79) **2**	**Exemplary** Grade Range: A-/A (90 - 100) **3**
CAEP 1b **Understanding and Addressing Each Child's Developmental and Learning Needs** Candidates must understand children as individuals to successfully motivate and engage them in learning. This means candidates must recognize and respect the unique individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context and how these differences might be leveraged to maximize a student's learning. Candidates understand the diverse range of differences that could play a role in how a child learns, including how they may affect his/her relationships with teachers as well as children. Candidates recognize that individual learner characteristics and family, cultural, and community backgrounds are interrelated, creating a unique learning profile for each student.	As evident in the Parent/Child Interview project, the Candidate exhibits **little or no command** regarding the unique individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. In addition, the candidate shows little or no command of relevant knowledge and skills.	As evident in the Parent/Child Interview project, the Candidate exhibits a **partial command** regarding the unique individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. In addition, the candidate shows a partial command of relevant knowledge and skills.	As evident in the Parent/Child Interview project, the Candidate exhibits a **general command** regarding the unique individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. In addition, the candidate shows a general command of relevant knowledge and skills.	As evident in the Parent/Child Interview project, the Candidate exhibits a **thorough command/understanding** regarding the unique individual differences and diverse family, cultural, and community background(s) that each child brings to the learning context. In addition, the candidate shows a command of relevant knowledge and skills.

ASSESSMENT RUBRIC PARENT/CHILD INTERVIEW/OBSERVATION EDUC 231				
STANDARDS	**Unsatisfactory** Grade Range: D/F (0 - 69) **0**	**Emerging** Grade Range: C/C+ (70 – 79 **1**	**Competent** Grade Range: C/C+ (70 - 79) **2**	**Exemplary** Grade Range: A-/A (90 - 100) **3**
NAEYC 1a **Child Development and Learning in Context** Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.	As evident in the Parent/Child Interview project, the Candidate exhibits **little or no command** of the individual and unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, of each child.	As evident in the Parent/Child Interview project, the Candidate exhibits **partial command** of the individual and unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, of each child.	As evident in the Parent/Child Interview project, the Candidate exhibits **general command** of the individual and unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, of each child.	As evident in the Parent/Child Interview project, the Candidate exhibits **thorough command/understanding** of the individual and unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, of each child.
NAEYC 1c **Child Development and Learning in Context** Candidates understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	As evident in the Parent/Child Interview project, the Candidate exhibits **little or no command** of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting.	As evident in the Parent/Child Interview project, the Candidate exhibits **partial command** of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting.	As evident in the Parent/Child Interview project, the Candidate exhibits **general command** of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting.	As evident in the Parent/Child Interview project, the Candidate exhibits **thorough command/understanding** of the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting.

ASSESSMENT RUBRIC PARENT/CHILD INTERVIEW/OBSERVATION EDUC 231				
STANDARDS	**Unsatisfactory** Grade Range: D/F (0 - 69) **0**	**Emerging** Grade Range: C/C+ (70 – 79 **1**	**Competent** Grade Range: C/C+ (70 - 79) **2**	**Exemplary** Grade Range: A-/A (90 - 100) **3**
NAEYC 2a **Family-Teacher Partnerships and Community Connections** Candidates know about, understand, and value the diversity of families. Candidates construct and use high-quality, open-ended questions that produced substantive responses from parents which demonstrate their knowledge and understanding of family and community characteristics in young children's development and learning.	Candidate **did not** construct and use high-quality, open-ended questions which produced **minimal responses** from parents and did not demonstrate their knowledge and understanding of family systems, the role of parents in supporting development, along with community characteristics.	Candidate constructed and **used low quality, closed ended** questions that produce **minimal responses** from parents which demonstrate limited knowledge and understanding of diverse family systems, the role of families in supporting development, along with community characteristics.	Candidate constructed and **used high-quality, open-ended questions** that produce **substantive responses** from parents which demonstrate their **knowledge and understanding** of diverse family systems, the role of families in supporting development, along with community characteristics.	Candidate constructed and **used high-quality, open-ended questions** that produce **substantive responses** from parents which demonstrate their full **knowledge and understanding** of diverse families in supporting development, along with community characteristics **in detail and with examples.**

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MEC Standard 3.1 **Analytical Ability** Candidates effectively and comprehensively - make connections, to draw inferences … Using the data they gathered, candidates analyze and synthesize information to demonstrate their knowledge of child development theorists, developmental domains, and context (home and school).	Candidate has exhibited **little to no evidence** that they have effectively and comprehensively made connections or drawn inferences using the data they gathered from the interviews. Further, candidate **did not** analyze and synthesize information to demonstrate their knowledge of child development theorists, developmental domains, and context (home and school).	Candidate exhibited **partial command** in making connections and drawing inferences using the data they gathered from the interviews. Further, candidate **partially** analyzed and synthesized information to demonstrate their knowledge of child development theorists, developmental domains, and context (home and school).	Candidate exhibited **general command** in making connections and drawing inferences using the data they gathered from the interviews. Further, candidate **partially** analyzed and synthesized information to demonstrate their knowledge of child development theorists, developmental domains, and context (home and school).	Candidate exhibited **thorough** command in making connections and drawing inferences using the data they gathered from the interviews. Further, candidate **thoroughly** analyzed and synthesized information to demonstrate their knowledge of child development theorists, developmental domains, and context (home and school).
CEC Standard 1: Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.	Candidate shows **little or no evidence** of selecting appropriate interview questions, selecting/implementing appropriate activities for child observation and **does not** to include an analysis of the data collected for the assignment based on the instructions provided.	Candidate provides **partial evidence** of selecting appropriate interview questions, selecting/implementing appropriate activities for child observation and **partially** includes an analysis of the data collected for the assignment based on the instructions provided.	Candidate shows **general command** in selecting appropriate interview questions, selecting/implementing appropriate activities for child observation and includes a **general** analysis of the data collected for the assignment based on the instructions provided.	Candidates show **thorough command** in his/her selection of appropriate interview questions, selecting/implementing appropriate activities for child observation and conducts a **thorough analysis** of the data collected for the assignment based on the instructions provided.

Instructions for Parent Interview & Child Interview and Observation

***Parent Interview*:** Find a parent to interview who has a child within the age group that you selected. Prior to the interview select questions that you want to ask after reviewing this outline. During the course of the interview, you can add to those questions with other relevant questions based on your judgement.

Child Interview and Observation: After interviewing the parent, you will continue to observe the child in his normal activities in the home or other informal setting for about 10 minutes. After this time, if the child is old enough, you will interview him / her with using developmentally appropriate questions. After the interview, you will engage the child in activities that will provide you with additional opportunities to observe his abilities across the major developmental domains (see list of suggested activities for ideas).

Notetaking: During the parent and child interviews and observations, take as many notes (words, drawings, symbols, etc.) as possible. Also, write ideas and questions as they come to your mind. ***Keep these original notes*** because you need them to create your typed report.

Writing the Paper

GENERAL NOTE: 1 PARAGRAPH = MINIMUM OF 3 SENTENCES AND MAXIMUM OF 8 SENTENCES

Part I- Setting: (2 - 3 paragraphs)

- Basic information about the child and family:
  - Child's age, grade (if applicable), special needs (if applicable)
  - Family's race and ethnic background and SES
- When- Provide date and time. Indicate from what time to what time that you:
  - Interviewed the parent
  - Interviewed the child
  - Observed the child
  - Interacted with the child outside of the interview

- Describe neighborhood
  - Location (including zip code) of neighborhood
  - Who appears to live there? — race, ethnicities, SES
  - Nature and condition of the neighborhood

***Note: Maintaining Child's and Family's Confidentiality*- do** not use the child's or family's last name. Use first names only or pseudonyms. Indicate if you used first names or if you changed it to further protect child and family's identity. Also, although you are expected to provide the zip code/general neighborhood where you interviewed the parent and interacted with the child, you must not provide the exact address or cross streets.

Part II- First Impressions of the Child- What were your first impressions of the child—physical appearance and personality (see specifics immediately below)? **OR** if this is a child you already know, how would someone who has just known this child for 10 minutes describe the child's

- ***Physical Appearance***
  Describe the child's physical appearance so well that someone else could readily recognize the child of 15 other children who are the same gender and come for the same racial/ethnic background
- **Personality**
  Describe the child's personality. You may do some research in our textbook on major aspects involved in describing personality and use the ideas to help shape your thinking-- doing research in the textbook or other source will help to improve your grade.

Part III- Parent and Child Interviews: (3-4 paragraphs)
Provide a summary of the information you collected from the parent and child. You will provide the information as follows:
Section 1- Background on Family
Section II- Prenatal / Birth + Health & Developmental Milestones
Section III- Health and Developmental History
Section IV- Current Health & Developmental Status
Section V- Personality Strengths & Interests
Section VI- Out of Home Care / Activities
Section VII- Education History
Section VIII - How does the child describe his Personality, Strengths, and Interests?
Section IX- How does the child describe his experiences with school?
Section X- Compare and contrast what how the child described his feelings and experiences about his personality, strengths, and interests with what his parent reported. Do the same with what the parent and child reported about the child's Educational Experiences. Are you struck by any similarities and / or differences and explain why. What do you think accounts for the similarities and differences in their reports?

Part IV: Child's Functioning- One paragraph for each specified domain: (5 paragraphs)
Using the notes, you compiled, evaluate the child's functioning in the areas listed immediately below. You can use our textbook as a resource to have an idea of what kids should be doing at your child's age. When writing about the child's abilities in the different domains specified below, make sure to give at least six reasons to support your claims as to why you believe the child is functioning at, above, or below expectancy for his age.

- Gross motor
- Fine motor
- Language
- Social
- Cognitive

IMPORTANT- Three (3) of these reasons must be based on things that you asked the child to do and the other three (3) must be based on what you were able to observe the child do in his natural environment.
Examples:

- *Good Example of Acceptable Statement with Supporting Details of both **Requested** and **Naturally Observed** abilities:*
  Harold seems to be functioning on level for a 5-year-old in his gross motor skills. When I asked him to, he was able to run, hop on one foot, and can also do jumping jacks with much agility. Other examples of the gross motor skills that he showed in his natural activities at home were standing on his toes and extending his arms up to reach for a toy on a tall shelf, bending down to pick up a plastic container that fell on the floor, and pushing and pulling a door to successfully open and close it.

- *Example of Below Expectancy Statement.*
  Subjective statement / lacking detail or supportive information / not well written~~– I think the Harold has good gross motor skills for his age. He can walk and run. His mom said that he can also go on the swings by himself.~~

Part V - Summary, Questions, and Concluding Thoughts about Assignment- 3- 4 paragraphs

- Section I- Summarize all parts of the report so far (Parts I through IV)
- Section II- If you could go back and interview the parent, what would you do differently? What would you like to share with the parent regarding your observations of his or her child that confirms what that parent told you and / or that might shed light on something that the parent might not know about the child? Given the information you collected, what advice would you give to the parent and why?
- Section III - How has context, including family, culture, language, community, and/or early learning/learning setting affected the child?
- Section IV- What was new or unexpected that you learned about your child's development in each of the domains? If you observe the child again, what would you do differently with the child?
- Section V- If you could advise the child's current daycare provider or teacher (anywhere from nursery to high school), given what you observed about the child, what would you like to ask that child's teacher? - Produce some good questions that are based on your observations-- do not just ask general / obvious questions. Also, what would you like to advise that teacher, given the information you have gathered from this interview and observations.
- Section VI- Evaluation of the Exercise: What did you already know? What was new? What was easy? What was most challenging about the assignment?

LIST OF SUGGESTED ACTIVITIES FOR CHILD OBSERVATION

Developmental Domain	**Activity** *(Varies by Stage)*
Gross motor	standing, walking, running, jumping, and balancing
Fine motor	holding a crayon/pencil
Language	speaking/reading
Social	interaction with parents, siblings, peers, or the interviewer
Cognitive	speaking, reading, math, *unplugged activity*

ASSESSMENT RUBRIC
SCHOOL OBSERVATION/Discussion with School Staff and CHILD OBSERVATIONS
CHILD DEVELOPMENT EDUC 231/EDUC 503
Please note that you will not pass EDUC 503 without successfully completing this assignment.

STANDARDS	**Unsatisfactory** Grade Range: D/F (0 - 69) **0**	**Emerging** Grade Range: C/C+ (70 - 79) **1**	**Competent** Grade Range: B-/B/B+ (80 - 89) **2**	**Exemplary** Grade Range: A-/A (90 - 100) **3**
NAEYC 1 Child Development and Learning in Context 1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.	Candidate **does not apply** child development theory, knowledge of school context and/or other requirements of the assignment based on the instructions provided for the Early Field Experience.	Candidate **partially applies** child development theory, knowledge of school context and/or other requirements of the assignment based on the instructions provided for the Early Field Experience.	Candidate **generally applies** child development theory, knowledge of school context and/or other requirements of the assignment based on the instructions provided for the Early Field Experience.	Candidate **thoroughly applies** child development theory, knowledge of school context and/or other requirements of the assignment based on the instructions provided for the Early Field Experience.
CEC Standard 1: Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.	Candidate **does not participate** in professional learning activity - the Early Field Experience	Candidate provides **minimal evidence of participation** in the professional learning activity - the Early Field Experience	Candidate provides evidence of **general/sufficient participation** in the professional learning activity - the Early Field Experience	Candidate provides **evidence of comprehensive participation** in the professional learning activity - the Early Field Experience
CAEP Standard 5 Developing as a Professional Component 5.a – Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.	Candidate **does not provide** evidence of collaborating with colleagues/mentors in the school community based on the instructions provided for the Early Field Experience.	Candidate **provides minimal evidence of** collaborating with colleagues/mentors in the school community based on the instructions provided for the Early Field Experience.	Candidate **provides general/sufficient evidence** of collaborating with colleagues/mentors in the school community based on the instructions provided for the Early Field Experience.	Candidate provides **comprehensive/thorough evidence** of collaborating with colleagues/mentors in the school community based on the instructions provided for the Early Field Experience.

Child Development- EDU 231
INSTRUCTIONS - KEY ASSESSMENT
Early Field Experience - 503 Assignment

Please note that you will not pass EDUC 503 without successfully completing this assignment.

Write a 6 - 7-page essay (Times New Roman 12 point, Double-Spaced & APA Format) detailing your 1-to-2-day observation experiences at your assigned school. Discuss the following in the order and format detailed below. Do not label your paragraphs with numbers.

Paragraph 1- Background Information About the School Community (5 - 8 sentences)

- Name and location and grades served
- Surrounding Area
  - What you observed about conditions in the neighborhood
    - overall activity level of neighborhood and types of activities observed, condition of and types of buildings /streets, types of people (ages, roles, ethnicities, SES),

Paragraph 2- Information on School from NYSED School Report Card, http://data.nysed.gov/

(5 - 8 sentences)

○ Topic Sentence ○ Total School Population ○ Range of Average Class Size ○ % Gender ○ % Race ○ % ELL ○ % Special Ed ○ % Free & Reduced Lunch	○ % Economically Disadvantaged ○ Attendance and Suspensions ○ Teacher Turnover Rate ○ % Who got a 3 or 4 on most recent ELA Exam ○ % Who got a 3 or 4 on most recent Math Exam

Paragraph 3- Observed Conditions of the School (5 - 8 sentences)

- Topic Sentence
- School Building and Grounds
- Entrance & Welcome
- Hallways
- Main Office

Paragraph 4- General Orientation (5 - 8 sentences)

- Topic Sentence about how you were orientated to the school
- Who was the person who conducted a major part of the orientation? Describe what information s/he provided.
- Besides main orientation person, who were you able to speak to?
- Given the general nature of your orientation, what is your impression of the overall level of parental engagement and explain why.

Paragraph 5- Overview of Classrooms Visits (5 - 8 sentences)

- Topic sentence about the classrooms you were able to visit (include but do not focus on the classroom you visited on Day 2)
- Describe classroom set up
- What types of learning activities did you observe? What Developmental Domains did you observe? What was the stage of the children you observed?
- Did students seem engaged? Why or why not?

You will now focus on one class in the school. As you do, consider relevant ways to weave in each of the three main developmental issues we studied this semester. Make sure to address each one at least once as you write the following paragraphs:
- Nurture vs. Nature
- Universality vs. Diversity
- Qualitative vs. Quantitative

Paragraph 6 - Introduction to Your Focus Classroom (5 - 8 sentences)
- Grade & Type of Class (mainstream, inclusion, bilingual, etc.)
- Staff to Student Ratio
- Type of staff and their professional backgrounds (be careful and tactful)
- General Climate of the Classroom
- Parent Involvement / Engagement

Paragraph 7 - Cognitive Development (5 - 8 sentences)
- How would you characterize the cognitive development of the students you observed and explain why.
- What classroom practices and / or learning activities did you observe that appeared to reflect best practices? Refer to cognitive theories we studied.
- How can the cognitive development needs of students be better met in that learning setting?

Paragraph 8 - Language Development (5 - 8 sentences)
- How would you characterize the language development of the students you observed and explain why.
- What classroom practices and / or learning activities did you observe that appeared to reflect best practices? Refer to language learning theories we studied.
- How can the language development needs of students be better met in that learning setting?

Paragraph 9 - Socio-Emotional Development (5 - 8 sentences)
- How would you characterize the socio-emotional development of the students you observed and explain why.
- What classroom practices and / or learning activities did you observe that appeared to reflect best practices? Refer to socio-emotional theories we studied.
- How can socio-emotional needs of students be better met in that learning setting?

Paragraph 10- Physical Development (5 - 8 sentences)
- How would you characterize the physical development of the students you observed and explain why.
- What classroom practices and / or other related activities did you observe that appeared to reflect best practices? Refer to the best practices we learned about.
- How can the physical development needs of students be better met?

Paragraph 11 - Summary (5 - 8 sentences)
- Topic Sentence
- Day #1- Write 3 to 4 sentences

- Day #2- Write 4 to 5 sentences

Paragraph 12 - Evaluation of School (5 - 8 sentences)

- Topic Sentence
- Greatest Strengths for Putting Children on Positive Developmental Trajectory
- Greatest Weaknesses or Shortcomings in Putting Children on Positive Developmental Trajectory
- Recommendations to improve the classroom and the overall school

Note: this is a good place to address issues related to the development of intelligence

Paragraph 13 - Evaluation of Observational Experience (5 - 8 sentences)

- Topic Sentence
- What was new to you while conducting this observational experience?
- How did it compare to your Observations in the Parent Interview & Child Interview and Observation assignment? Did the Parent Interview & Child Interview and Observation assignment help to prepare you for this assignment? Explain. Was this easier than the Parent Interview & Child Interview and Observation assignment? More Challenging? Why?
- How well did the course content in our Child Development course prepare you for this observation? Explain.
- Any content that you would like to add to Child Development after making observations at the school site?