

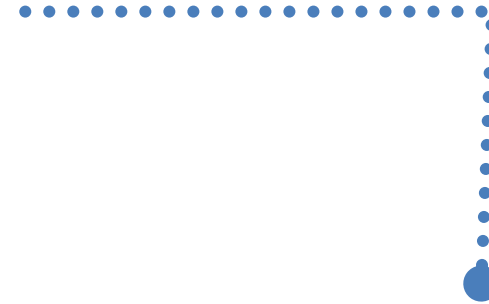
# The Pennsylvania Early Childhood Course Syllabus Rubric: A Tool for Enhancing Quality

Camille Catlett

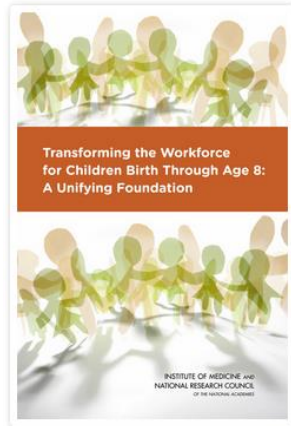
Frank Porter Graham Child Development Institute  
University of North Carolina, Chapel Hill

Monday, February 1, 2021





From what part of  
Pennsylvania are you  
joining us from  
today? Please answer  
in the chat box.



# Developmentally Appropriate Practice

# Power to the Profession

Professional Standards  
and Competencies for  
Early Childhood Educators

*Yet even as they grapple with their own institutional biases and inequities, professional preparation programs and ongoing professional development systems must orient themselves towards consistently and effectively preparing and **supporting educators to reflect on and address their own inherent biases and to help them provide developmentally, culturally, and linguistically responsive learning experiences to an increasingly diverse population of children.***

Developmentally Appropriate Practice, p. 4



*Family Engagement must start with these core assumptions:*

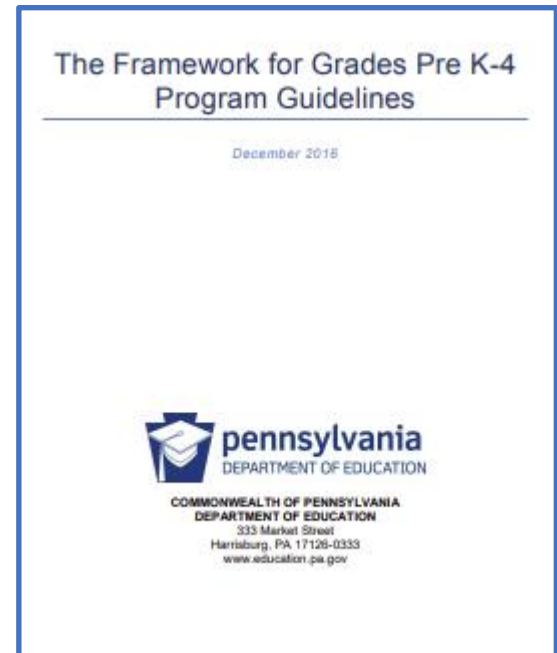
- *Families are committed to supporting their child's learning and development.*
- *The complex intersections of race, socioeconomic status, gender, religion, ethnicity, disability, and language must be addressed to facilitate engagement. (pg. 7)*

**The Pennsylvania  
Family Engagement  
Birth through College, Career,  
Community Ready Framework**

A tool to guide the implementation of effective practices, use of shared language, and a family engagement continuum for families across their child's educational lifespan.



*“Candidates must use their content knowledge that is **rooted in child development, including age (chronological and developmental), individual and cultural appropriateness** and Pennsylvania’s Early Learning Standards to design effective classroom and curriculum content” (pg. 6)*





All → each  
and every

## The PA rubric...

is a tool to guide the review and documentation of key content and areas of knowledge/practice that are **explicit and documentable** in a course syllabus

**provides a snapshot of the depth and breadth to which specific indicators are present**

**shows the extent to which specific indicators are incorporated in documentable course expectations**

**may be used in a pre/post fashion to document changes**



## Why might it be important for syllabi to be explicit?

to clearly convey to students the vocabulary, knowledge, skills, practices, and dispositions that are important in a specific course

to support consistency when the faculty member teaching a specific course changes

to reflect alignment with and commitment to state, national, and federal frameworks

to make it easier for accreditors to review syllabi favorably

<b>PENNSYLVANIA FRAMEWORKS</b>	<b>NATIONAL FRAMEWORKS</b>	<b>FEDERAL FRAMEWORKS</b>
<ul style="list-style-type: none"> <li>Standards (Infant-Toddler, Pre-K, etc.)</li> <li>Core Knowledge and Competencies</li> <li>Family Engagement Framework</li> <li>Keystone STARS Performance Standards</li> <li>Danielson Framework</li> <li>Pre K-4 Program Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>CDA Subject Areas</li> <li>Professional Standards and Competencies for Early Childhood Educators</li> <li>Early Intervention/Early Childhood Special Education Core Standards</li> <li>DEC Recommended Practices</li> <li>NAEYC Equity Position</li> <li>NAEYC Developmentally Appropriate Practice</li> </ul>	<ul style="list-style-type: none"> <li>Part C IDEA</li> <li>Section 619, Part B IDEA</li> <li>Head Start</li> </ul>

The PA rubric has 20 indicators that it might be important to look for in each syllabus

1. Principles of child development and learning
2. Observing & recording children's behavior and progress
3. Supporting young children through environments, interactions, and play
4. Language and literacy
5. Math, science, technology, and social studies
6. Creative thinking and expression
7. Health, wellness, and physical development
8. Supporting social and emotional development and infant mental health
9. Partnerships with families and communities
10. Developmentally, culturally, and individually appropriate curriculum and instruction
11. Effective child and classroom management
12. Children with disabilities and inclusion
13. Children who are culturally, racially, ethnically diverse
14. Children who are dual language learners
15. Promoting resilience for children with adverse life circumstances and experiences
16. Maintaining a commitment to professionalism
17. Managing an effective program
18. Infants and toddlers (birth up to age 3)
19. Preschool-aged children (3 - 5)
20. Early elementary-aged children (age 5 – Grade 4)

## Pennsylvania Early Childhood Course Syllabus Rubric

Date: \_\_\_\_\_ Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_ Institution Name: \_\_\_\_\_

Indicators  Syllabus includes explicit emphasis on:	Where is the Indicator Found? What is the Level of Emphasis?						Notes
	Basic Syllabus Components			Course Content (e.g., course calendar, videos, case studies, guest speakers, discussion, role plays)	Assignments		
	Course Description	Outcomes/ Objectives	Texts*, Readings, Resources		Knowledge Acquisition (e.g., test, research, summary)	Knowledge Application (e.g., projects, practice-based assignments)	
1. Principles of child development and learning							
2. Observing and recording children’s behavior and progress							
3. Supporting young children through environments, interactions, and play							
4. Language and literacy							
5. Math, science, technology, and social studies							
6. Creative thinking and expression							
7. Health, wellness, and physical development							
8. Supporting social and emotional development and infant mental health							
9. Partnerships with families and communities							
10. Developmentally, culturally, and individually appropriate curriculum and instruction							
11. Effective child and classroom management							

Date: \_\_\_\_\_ Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_ Institution Name: \_\_\_\_\_

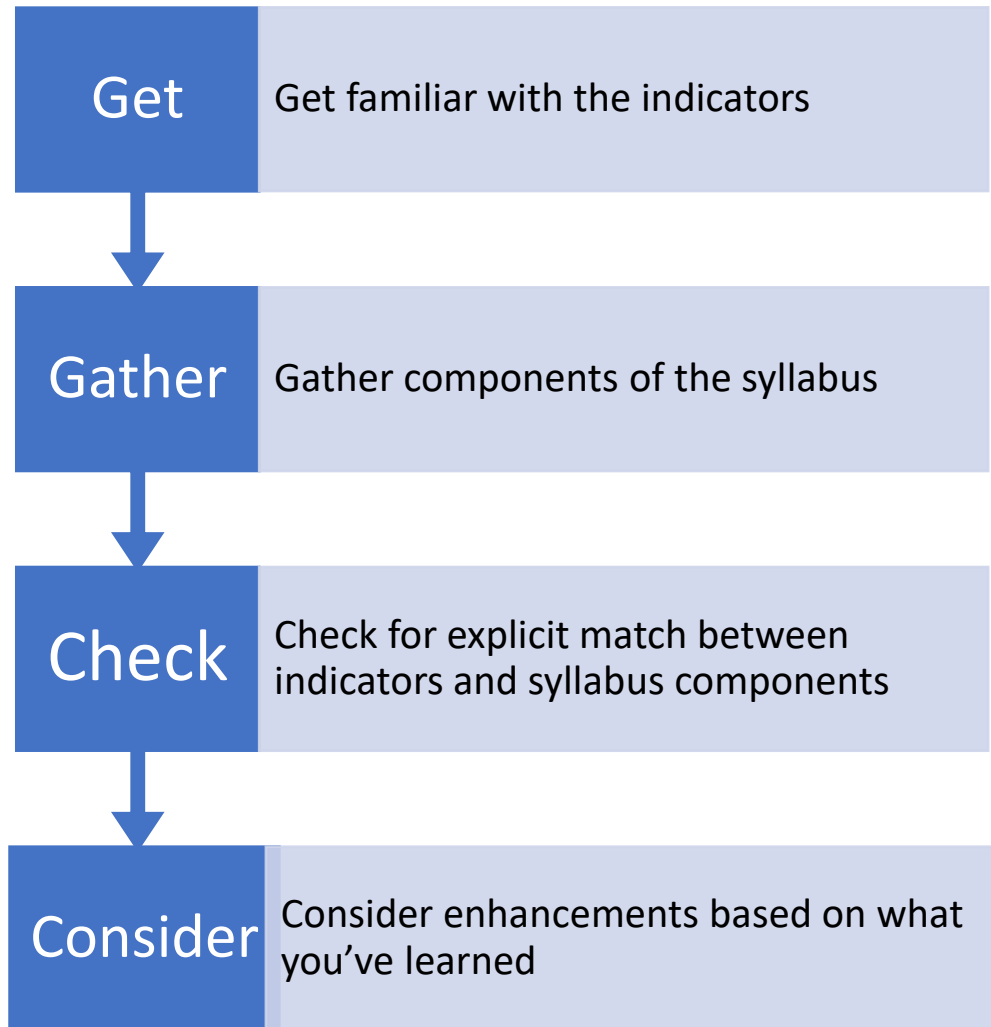
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12. Children with disabilities and inclusion							
13. Children who are culturally, racially, and/or ethnically diverse							
14. Children who are dual language learners							
15. Promoting resilience for children with adverse life circumstances and experiences							
16. Maintaining a commitment to professionalism							
17. Managing an effective program							
18. Infants and toddlers (birth up to age 3)							
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Syllabus includes explicit emphasis on:							
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14. Children who are dual language learners							
15. Promoting resilience for children with adverse life circumstances and experiences							
16. Maintaining a commitment to professionalism							
17. Managing an effective program							
18. Infants and toddlers (birth up to age 3)							
19. Preschool-aged children (3 - 5)							
20. Early elementary-aged children (age 5 – Grade 4)							
Emphasis on indoor and outdoor play that supports learning and development							

## Using the rubric



Get

Get familiar with the indicators



What does each mean/include?



Which are important enough to make requirements in any syllabus?



Which are not relevant to a syllabus?



Which might be unique to your program?

# Gather

## Gather components of the syllabus



Course description



Course outcomes or  
objectives



Texts, readings, and  
resources



Course content (e.g.,  
course calendar that lists  
topics or areas of  
emphasis, required  
observations, videos,  
guest speakers, lab  
experiences, etc.)



Assignments (e.g., lists of  
required assignments,  
research, or projects to  
be completed, reflection  
or discussion topics, etc.)

# Examine the syllabus components to see where there are **explicit** indications of each indicator

## Pennsylvania Early Childhood Course Syllabus Rubric

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Syllabus includes explicit emphasis on:							
1. Principles of child development and learning		✓					



# Definition of Professional Development

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*“Professional development is facilitated teaching and learning experiences that are transactional and designed to support the acquisition of professional knowledge, skills, and dispositions as well as the application of this knowledge in practice.....*



*The key components of professional development include:*

- ***characteristics and contexts of the learners (i.e., the “who” );***
- ***content (i.e., the “what” of professional development); and***
- ***organization and facilitation of learning experiences (i.e., the “how”).***

Definition  
(continued)

Source: National Professional Development Center on Inclusion (NPDCI)



## What does the assignment measure?

### Knowledge Acquisition

Reading  
Test  
Research  
Synthesis  
Presentation  
Summary

### Knowledge Application

Project  
Adapt or individualize  
Practice-based assignments  
Create evidence-based  
approaches

**Pennsylvania Early Childhood Course Syllabus Rubric**

Date: \_\_\_\_\_ Course Number: \_\_\_\_\_ Course Title: \_\_\_\_\_ Institution Name: \_\_\_\_\_

What is the  
level of  
emphasis in  
the  
assignments?

Indicators	Where is the Indicator Found? What is the Level of Emphasis?					Notes	
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Syllabus includes explicit emphasis on:							
1. Principles of child development and learning		✓			✓		

**Pennsylvania Early Childhood Course Syllabus Rubric**

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6. Creative thinking and expression							
7. Health, wellness, and physical development							
8. Supporting social and emotional development and infant mental health							
9. Partnerships with families and communities		✓	✓		✓		
10. Developmentally, culturally, and individually appropriate curriculum and instruction							
11. Effective child and classroom management							
12. Children with disabilities and inclusion		✓	✓		✓		
13. Children who are culturally, racially, ethnically diverse		✓			✓		
14. Children who are dual language learners		✓	✓		✓		
15. Promoting resilience for children with adverse life circumstances and experiences		✓					



## Enhancements based on using the PA rubric

- Discover new sources of evidence-based practices and resources for each indicator
- Discover ways to shift assignments from knowledge acquisition to knowledge application
- Discover supplemental resources for bridging the gap between course texts and newer areas of evidence-based practice
- Discover evidence-based resources for building in an emphasis on equity, diversity, inclusion, building resilience, and other key topics
- Discover resources that support faculty in making these kind of changes

## Practice Using the Rubric

### **Assignment #1:** Journal Articles Summary

Read 10 professional journal articles relating to Infant Growth and Development. These articles will be submitted with a typed paragraph for each article summarizing the key points and the link to the article online.

**Type your assessment in the Chat Box:**

Knowledge Acquisition? Knowledge Application? Both?

# Tips for Using the Rubric Effectively

1

Remember the words **explicit** and **intentional**

2

Go through the syllabus components visually and electronically

3

Make notes

4

Ask a colleague to review your syllabus

# What's coming?



**February 9**  
Webinar  
for Faculty  
and  
Instructors

**Part 2: Using the Pennsylvania Early Childhood Course Syllabus Rubric to Enhance Quality**

- Using the PA rubric to support enhancements to syllabus quality
- Moving from knowledge acquisition to knowledge application
- Incorporating explicit emphasis on culture, dual language learners, inclusion, trauma, race, and more





All resources from this webinar are available at  
[https://www.pakeys.org/get-professional-  
development/higher-education/2021-faculty-  
webinar-series/](https://www.pakeys.org/get-professional-development/higher-education/2021-faculty-webinar-series/)