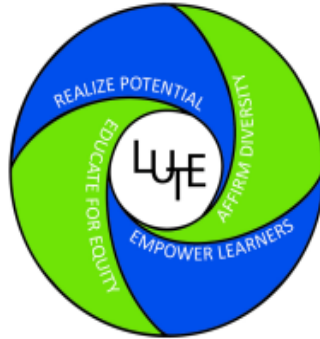**Department of Early Childhood and Childhood Education**
School of Education
LEHMAN COLLEGE
City University of New York

LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE, CUNY

The School of Education prepares competent, ethical, and reflective professionals for service in diverse communities.

LUTE DOC: http://www.lehman.cuny.edu/academics/education/introduction.php

Semester: Spring 2021
Course number and title: EDC 756, Teacher as Researcher
Monday- 4-5:50 on Zoom ID 718-960-1170
Instructor: Kym Vanderbilt
Office: Zoom!
Phone: 718-960-1107
Office hours:
Monday, 3:00-4:00 and Monday 6:00-7:00 pm, on Zoom or by phone call. Please email first and let me know you'd like to meet on Zoom or have a phone call.
Email: kimberly.vanderbilt@lehman.cuny.edu; I answer my email every day! I am also available for phone calls.
Resources:
Computer Center Help Desk – 718-960-1111
Student Disability Services – 718-960-8441
Instructional Support Services – 718-960-8175
Counseling Center Services – 718-960-8761

1. Course description

Continued development and utilization of research skills appropriate to an area of specialization in early childhood culminating in an e-portfolio. PREREQ: Successful completion in Competency Areas I and II. No student can receive credit for both EDC 756 and EDE 756.

2. Themes of the LUTE conceptual framework of the School of Education addressed in the course

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Theme I: Empower Learners
SOE faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II: Educate for Equity
SOE faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential
SOE faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV: Affirm Diversity
SOE faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

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3 Student outcomes expected upon successfully completing the course

Upon completion of the course the candidate will evidence beginning, developing, or proficient competency in a research project/e-portfolio that exemplifies the following characteristics:

KNOWLEDGE

1. KNOWLEGE OF THE LEARNER
Research with young children will require knowledge of the child/ren as interaction is planned and implemented; conceptualization of what not known will guide research.

2. KNOWLEDGE OF DIVERSITY
Research with young children or adults who work with young children involves knowledge of the diverse focus populations. E-portfolio will focus on planning, instructing and assessing for a diverse classroom population.

3. **KNOWLEDGE OF THE RESEARCH BASE FOR COURSE CONTENT**
Knowledge of the kinds of research and related methodology, and review of existing related literature, will be done along with the e-portfolio.

4. DEEP UNDERSTANDING OF A PARTICULAR AREA OF SPECIALIATION IN EARLY CHILDHOOD
Candidates will specialize in the selected topical focus of their research for the e-portfolio

5. KNOWLEDGE OR RELATIONSHIP OF COURSE CONTENT TO NATIONAL AND STATE STANDARDS
Candidates will conduct research appropriate to the graduate level in early childhood meeting INTASC guidelines for initial/professional programs; candidates focusing on curricula will evidence of New York State standards in the selected curricula area

6. KNOWLEDGE OF AESTHETICS

Aesthetics are a major focus of the Early Childhood Graduate program; the aesthetic quality of the e-portfolio generally will be a course focus and should be evidenced through the candidates work.

SKILLS

7. SKILLS IN SYNTHESIZING AND UNDERSTANDING RESEARCH
Candidates will review existing related research as well as standards as preparation for their individual presentation at the end of the class.

8. SKILLS IN USE OF TECHNOLOGY AS RELATED TO THE COURSE CONTENT
Candidates will utilize technology to review related research including the use of the internet and library resources.

9. ABILITY TO REFLECT AND ANALYZE
Candidates will reflect and analyze on their own procedure and content, as well as on the research and standards; they will maintain an e-portfolio examining the on-going development of personal dispositions, skills, and knowledge related to conducting research and aligning standards as an early childhood teacher.

10. SKILLS IN READING, WRITING AND SPEAKING
Candidates will be expected to reflect on previous work as "artifacts" , read articles and research and present with colleagues (fellow students) to reflect and write about practice and standards relevant to the field of early childhood.

11. SKILLS IN COLLABORATION
Candidates will be expected to work with other students in planning and reflecting on projects and reflections as well as with the course instructor.

DISPOSITIONS

12. EVIDENCE OF CHARACTERISTICS OF CARING, JUSTICE AND EQUITY
The e-portfolio will reflect the development of the understanding of the importance of teaching for caring, justice and equity.

13. APPRECIATION OF AESTHETICS
Every aspect of the e-portfolio should demonstrate evidence of concern for aesthetic presentation; the e-portfolio will be illustrated in an aesthetic manner on Taskstream. The final project, individual "Show Ways" has a visual aid requirement that uses a creative presentation using photographs, art, writing to present the student's "show way" to the profession of teaching.

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4. Instructional methods used in the course

- Whole group instruction to discuss standards and relate to early childhood classroom work.
- Small group work to relate standards to previous coursework and classroom practice.
- Individual presenting of ethical case studies.
- Reflection about research and research methods.
- Small group and whole group work about ethics and the ethical decision-making process.

- Whole group sharing of completed work including personal reflections presentation of case studies and "Show Ways"

5. Graded course assignments (Due dates are on the calendar):

1. Professionalism: (15 points)
Your attendance and participation in class is valued and appreciated and will factor into your final grade. Every effort should be made to arrive on time for all Zoom sessions and for timely assignment submissions. I do understand this is a stressful time; please reach out to me if there is any way I can support you. I answer my email daily and check it frequently. If you will need to submit an assignment late, please email me no later than 24 hours before the assignment is due; **let me know what date and time you propose to submit your assignment.** This helps me organize my own time for evaluation, etc.

This course is structured as a seminar and is dependent upon student-created opportunities for class participants to gain useful information from colleagues that will help them become more effective teachers. The course is experience-based, so readings will be assigned on an as needed basis and you will be expected to bring evidence of your teaching regularly to class to share with your colleagues.

Professional behavior during class is expected. Promptness, enthusiasm for your chosen profession, comfort in sharing your insights, yet a willingness to accept opinions of others and refraining from negativity all reflect professionalism. Other attributes of a successful professional include being present in class, completing assignments thoughtfully and on time and working successfully with your peers and faculty. Professional success does not depend on every situation running smoothly; the best reflection of professionalism is, often, in how a teacher handles a difficult situation and what he/she has learned from it.

During the course of the semester you will be asked to upload your work on a regular basis. Timely submission (or responsibly explaining a lack of submission on time) will be considered in the grade assigned to the portfolio as an evaluation of your ability to participate in a professional learning community. In addition, timely submission will guarantee that you receive helpful feedback from peers and the instructor to revise and improve your work.

2. Ethical Educational Philosophy (25 points) NO MORE THAN TWO PAGES MAXIMUM
This assignment has 2 parts: posting your philosophy under **philosophy** and posting a **reflection** about how your educational philosophy has changed (or not changed). The guidelines are also listed on TaskStream through your ePortfolio on TaskStream.

A philosophy of education is a statement of your beliefs as an educator. The philosophy of education answers the following questions: What do we know about how children learn best and based on that information what do we believe is the best way to teach children? It should also explain how your personal philosophy relates to all that you have

learned both in your classes at Lehman and in your experience in observation/field work hours.

A philosophy therefore should include your thoughts on:
- How children learn
- The role of the teacher in learning
- The role of parents/family in learning
- The role of administrators and school colleagues in learning
- The role of the community and larger society in learning
- How classroom environment/tone supports learners
- Which of the major educational philosophies (or combination of them) you feel your thinking aligns most closely with (Dewey, Montessori, Piaget, Vygotsky, Erickson).
- The current New York State Culturally Responsive-Sustaining Education Framework: http://www.nysed.gov/common/nysed/files/programs/crs/culturally-responsive-sustaining-education-framework.pdf

How your views support or differ from the NAEYC position statements (see links in our CUNY Academic Commons website at https://edtparesources.commons.gc.cuny.edu)

You should include specific examples of teaching methods or strategies to support your philosophy statements – specific examples can be from your own classroom experiences or observations you have made in the field.

Quoting from the literature always gives strength to your argument.

It is okay to use the personal pronoun "I" in your philosophy e.g. "I believe…"

Before you start to write, here are some questions to help guide your thinking:
- What are the values & principles that guide my teaching?
- What do I believe children need to succeed in school and in life?
- How do I meet those needs in the classroom?
- What is the most important goal I have for my students?
- How do I reach that goal in my classroom, what teaching strategies do I use?
- How will I communicate with students/families?
- How do I differentiate to meet the needs of all students in my classroom? (Groups of students, individuals,) You may wish to read Howard Gardner's "In a Nutshell" on CUNY Academic Commons.
- What are my thoughts on teaching content knowledge i.e. literacy, math etc – how will you teach these?
- How will I set up my classroom? (rules, expectations, management, grouping)
- What are some teacher qualities that are important for me to possess?
- How will I include the four parts of the New York State Culturally Responsive-Sustaining Education Framework? (See above for link).

4. INTASC Standards (worth 10 points each, total of 30 points)

Please post evidence (on Taskstream) each of the **THREE (3)** of the INTASC standards. You will post an artifact and a reflection for each standard. Please read the standard and the rubric on Taskstream for each standard. You must submit in the format that is explained on Taskstream. See calendar for due dates.

Each artifact will be posted should be **no more than 2 pages**. This artifact will be work you have done from a previous course that reflects the INTASC standard or it can be in the form of a video of your teaching. You must address EACH part of the InTasc standard for which you are posting for. If your work does NOT reflect each part of the standard, that's okay. Just tell us it does not and **explain** how you might address that part of the standard in the future. Each **reflection** must be done in the following format for each artifact:

1. **Describe:** (information gathering) what is the artifact? When was it collected? In order to ensure confidentiality do not use student or teacher full names anywhere.
2. **Analyze:** (alignment) how does this artifact relate to the standard? Address the standard specifically
3. **Appraise:** (evaluation) how does this artifact demonstrate your personal and professional growth? How does it demonstrate your impact on student learning? (if applicable)
4. **Transform:** (goal setting) based on your answers to the first 3 reflection steps are there specific ways you intend to use what you have learned in order to improve your teaching?

5. Case Study: (15 points) Based on the case studies we read on Justiceinschools.org, you will write your own Ethics Case Study. Please chose a topic you believe is important to **early childhood education**. It does not have to occur in an early childhood classroom, but it has to be a dilemma that is relevant for early childhood programs. Write an approximately **two-page** case study that explains the perspective of each person in your story. Please consider and explain the following: What is the problem or dilemma? Who are the people in the case study? What is each person's perspective? How does the community in which your case study occur impact the dilemma? Don't make the case study about one person; remember an interesting case study involves different perspectives and an engaging and current dilemma/topic. Please edit your work before you post it!

6. Individual Presentation of your "Show Way": (10 points) Based on the children's book *Show Way* by Jacqueline Woodson, you will present (with visual aids if you want to) your own personal story of how you came to the teaching profession. Please think carefully about your own culture, community and positionality and how they have influenced you as a teacher. What obstacles have you faced and what assets do you possess that will make you successful? Your visual aids may be photographs, art, PowerPoints, music, or anything that represents you and your journey into the profession of teaching. You will be a "co-host" during your presentation on Zoom so you will be able to share your screen. Creativity counts!

6. Online component of the course (*as applicable***)**

All entries for e-portfolio will be posted to Taskstream (our online platform). Please post in the platform for EDC 756, NOT in your edTPA or student teacher page. Post under EDC 756 Teacher as Researcher, Spring 2021. If you post in a different semester, I will not see it. ☺ All class sessions will be held over Zoom.

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7. Assessment/grading policy
Four grades are generally used in grading written work: A, B, C, or F

Grading Policy

A	96-100 points
A-	90-95 points
B+	87-89 points
B	84-86 points
B-	80-83 points
C+	77-79 points
C	74-76 points
C-	70-73 points
D	60-69 points
F	Below 60 points

8. Detailed rubric/s for assessing course assignments (*with descriptions for each* of *the following)*:
Exceeds Standards (A range):
Candidate work shows that they fully understand the interrelationships among developmental areas, as seen in their rich examples of these interrelationships as well as the developmental research and principles that they are using as a basis for creating developmentally appropriate practices and reflective and intentional practices.
Meets Standards (A- to B range)
Candidate work shows some understanding of the developmental areas and can give examples of interrelationships among developmental areas well as the developmental research and principles that they are using as a basis for creating developmentally appropriate and reflective and intentional practices.
Does Not Meet Standards (B- to F range)
Candidate work shows limited or no understanding of the developmental areas and lacks examples of interrelationships among developmental areas as well as the developmental research and principles that they are using as a basis for creating developmentally appropriate and reflective and intentional practices.
9. Required fieldwork
- **As needed by individual project, students will conduct this work the semester of their student teaching placement**

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10. Description of how each of the following is integrated within the course

- o Child development – article or project reflects developmentally appropriate practices
- o Bilingualism- Readings and standards should reflect ELLs in school/program settings
- o Diversity- Gender/gender identity and expression, ethnic group, cultural group, social class, age, ability, disability-reflected in discussion of equity in education and the NYS Culturally Relevant and Sustaining Framework
- o Inclusion of children with special needs- reflected in INTASC standards and discussion of differentiation and all class discussions
- o Technology-online sources such as CUNY Academic Commons and Taskstream discussions and assignments based on Common Core Standards
- o Aesthetics –Taskstream visuals and work on CUNY Academic Commons

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11. Academic and plagiarism policy (www.lehman.cuny.edu/student-affairs/documents/student-handbook-02.pdf)

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12. Attendance policy

One absence is acceptable. Please email me at kimberly.vanderbilt@lehman.cuny.edu to indicate that you will not participate and to make arrangements for makeup work. Hospitalization and serious illness can be dealt with if adequate notification is made and arrangements are made for continued involvement and completion of assigned work.

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13. Classroom specific policies

CELL PHONES: Are to be turned off and stored away during class. If you need to use your phone to check on children or answer a quick question, please step outside the room to do so. You are responsible for all information missed while you are away.

LATENESS: As adults, students are expected to behave as professionals, which includes arrival in class on time.

ALL ASSIGNMENTS (oral and written) must be on graduate level. All written assignments are to be word processed or typed in 12 point, carefully proofread, and should include a reference listing of all sources using APA (American Psychological Association, see manual on Blackboard) style. Referenced materials should be appropriately credited to original or secondary sources. Written work is to be your own, while it is acceptable to be proofread by another it is not acceptable to have it edited or written by someone else.

LATE ASSIGNMENTS will result in a lower grade. If you have an emergency and cannot submit your assignment on time, please let me know as soon as possible.

CLASS PARTCIPATION: Each student is expected to participate when asked individually and as a group member.

GRADING CRITERIA Grading Policy

A	96-100 points
A-	90-95 points
B+	87-89 points
B	84-86 points

B-	80-83 points
C+	77-79 points
C	74-76 points
C-	70-73 points
D	60-69 points
F	Below 60 points

4-Exemplary (A range)	OR 4-Exceeds standards
3 Satisfactory (B to A- range)	3-Meets standards
2-Developing (B- to C range)	2-Marginally meets standards
1-Unsatisfactory (D/F range)	1-Does not meet standards

14. Calendar - Course topics (specification of in-class and online work with dates and times for both each week)

DATE	TOPICS discussed in class	Assignments & Due Dates and Readings
Monday, February 1 Session 1	Course overview: grading policies, course assignment explanations. Model of artifact and reflections. Reading of Jacqueline Woodson's book *Show Way* Organizing framework: Beware the danger of the single story: *The Danger of a Single Story* | Chimamanda Ngozi Adichie/ video https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story	No assignments due first class. Please review syllabus if you have a chance and bring any questions with you to class.
Monday, February 8 Session 2	Teacher as researcher in a classroom: 1.Yvonne Smith's Pre-K at Central Park East School "Walking Alongside the Learner" Evidence of Learning Environments 2. Learning Environments: ECERS, positive and negative climate, and classroom community (CLASS)	**Due on Taskstream**: Standard 3, Learning Environments, due on TS on **2/7** by 7 pm. Remember to post an *artifact* and then a *reflection* that aligns with each part of the InTasc Standard 3. Every part of the standard should be addressed in your reflection, even if you don't believe they are completely aligned. If any of your artifact is *not* aligned with a part of the standard, just explain how it isn't aligned and what you might do next time to align it. (See model I will hand out first class session.) Please watch all of Yvonne's videos: https://highqualityearlylearning.org/pre-k-videos/

		Take notes on Yvonne's videos and be ready to discuss in class on 2/8, please.
Monday, February 15 NO CLASS **Monday February 22 Session 3**	Teacher as Researcher and assessment: What is assessment and how is it used? Formative and Summative Feedback CLASS assessment system for feedback	**Due on TS:** Standard 6. Assessment, due on TS on **2/14** by 7 pm. Artifact and Reflection (see above for instructions.) **Read by 2/22:** Quality of feedback and Concept Development *https://info.teachstone.com/blog/the-difference-between-concept-development-quality-of-feedback-and-why-it-matters* *Principles of assessment* and *What we know about effective feedback* on CUNY Academic Commons. Be prepared to discuss these articles in class, please.
Monday March 1 Session 4	Teacher as Researcher: Planning: Alignment of Objectives, Standards and Assessment Planning to monitor learning Planning using knowledge of the child How do you plan for lessons to build on each other? Frameworks and Standards: what to teach; when and how?	**Due on TS:** Standard 7, Planning by **2/28** at 7 pm. **Read** by 3/1: Five Common Mistakes in Lesson Planning and How to Avoid Them and The Logic of Backward Design *on CUNY Academic Commons* Remember password for anything that needs a password is: kym
Monday March 8 Session 5	Translanguaging and Bilingual Education: Please be prepared to share in small groups your personal experiences with bilingual education. What are the larger implications of translanguaging? Statistics: The Basics: Quantitative, Qualitative Research Design Data Analysis	Translanguaging https://www.cuny-nysieb.org Watch: Translanguaging Guide 1. Session 2: What is Translanguaging by Dr. Ofelia Garcia (12:21) and Session 3: Introduction to the Guide (8:12). Make sure to download the guide first! 2. Familiarize yourself (scroll through the Culturally Relevant book section) and make sure you have this list: https://www.cuny-nysieb.org/wp-content/PDFs/CUNY-NYSEIB-

		Recommended-Children_s-Books-CUNY-NYSIEB-Espinosa-and-LehnerQuam.pdf
Monday, March 15 Session 6	Problematic research: The 30 Million Word Gap	Listen to (podcast) in preparation for this session. It is 3 minutes in length https://www.npr.org/sections/ed/2018/06/01/615188051/lets-stop-talking-about-the-30-million-word-gap
Monday, March 22 Session 7	**Ethics in Education: Discussion:** Ethics in Early Childhood: Who are the stakeholders? NAEYC Code of Ethics: NAEYC Ideals and Principles How do we make ethical decisions? Parents as partners: the Morales-Alexander perspective	**Read:** Read: NAEYC position paper Code on Ethical Conduct: https://www.naeyc.org/resources/position-statements/ethical-conduct **Listen to:** https://ethicalschools.org/?s=dr+yasmin+morales+alexander
Monday, March 29 NO CLASS **Monday, April 5 Session 8**	Ethical Case Study 1: Punishing Choices Protocols for thinking about Ethics in Education New York State CRSE Framework: what is your ethical responsibility for equity in education?	**Read the following case study:** **Ethical Case Study #1: Punishing Choices:** **https://www.justiceinschools.org/punishing-choices** **Listen to**: (podcast): in preparation for this class: David Kirkland's New York State's Culturally Responsive/Sustaining Education Framework http://ethicalschools.org/2019/08/david-kirkland-on-new-yorks-states-culturally-responsive-sustaining-education-framework/

Monday April 12 Session 9	Ethical Case Study 2: Gender Identity and Student Support

What Goes In the Middle?: Bringing your whole selves into your classroom: what are the obstacles? | **Read:** Study #2: Please read: Student Transgressions: Gender Identity and Student Support: https://www.justiceinschools.org/student-transgressions

Listen to:

https://ethicalschools.org/?s=Jose+jimenez |
| **Monday, April 19 Session 10** | **Ethics in Education**: Ethical Case Study #3: Assessment: Refusing the Test

Writing your own Case Study: What is important about Case Studies? | **Read: Ethical Case Study #3:** Assessment: Refusing the Test: https://www.justiceinschools.org/case-tags/assessment |
| **Monday, April 26 Session 11** | **Presentations:** Each person will give the "abstract" of their case study (a one paragraph synopsis of your case study. The full Case Study is posted on Taskstream.)

EVERYONE will present Case Studies today. | **Due on TS by April 26, 7 pm:** Your Case Study: Make sure you tell the perspective from each person in your case. |
Monday May 3 Session 12	Writing Workshop: Education Philosophy practice.	Bring a first draft of your Education Philosophy. We will work on them in class.
Monday May 10 Session 13	**Presentations: Half the class will present their "Show Ways" tonight.**	Please be ready to present! **Due on TS by 7 pm 5/10.:** Education Philosophy and Reflection.
Monday May 17 Session 14	**Presentations: Half the class will present their "Show Ways" tonight. Celebrations! Bring your party hats!**	Please be ready to present!

15. Required Texts:
This is an OER course. There are no required texts. Please see our CUNY Academic Common course group for resources. https://edtparesources.commons.gc.cuny.edu

16. Relevant state and/or national standards addressed in the course
EDC 756 Meets the following NAEYC Standards:

Standard 6: Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical

guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession.

Sub-Standard 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

Sub-Standard 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.

Sub-Standard 1b: Knowing and understanding the multiple influences on early development and learning

Teacher as Researcher Project	NAEYC Standard/s	Exceed Expectations 4.0-3.7	Meets Expectations 3.3-3.0	Does Not Yet Meet Expectations 2.0-1.7
Candidates engage in their own teacher researcher project about an aspect of critical importance in the field of early childhood.	***Standard 6.a.****Identifying and involving oneself with the early childhood field.* ***Substandard 4c, 1b***	Candidates' work is grounded in depth of understanding of history, values, knowledge base and mission of the early childhood field. Work is fully grounded on multiplicity of perspectives	Candidates' work demonstrates some understanding of the history, values, knowledge base and mission of the early childhood field. Work is somewhat grounded in multiplicity of perspectives	Candidates' work displays limited or no understanding of the history, values, knowledge base and mission of the early childhood field. Work is not grounded in multiplicity of perspectives.
Teacher as Researcher follows the guidelines stated by the NAEYC Ethical Code of Conduct.	***Standard 6.b****. Knowing about and upholding ethical standards and other professional guidelines.*	Candidates' work firmly supports the ethical guidelines and other professional standards in order to better serve all children and the families they work with.	Candidates' work shows some support of the ethical guidelines and other professional standards in order to better serve all children and the families they work with.	Candidates' work shows limited support to the ethical guidelines and other professional standards in order to better serve all children and the families the work with.
Participate in "Teacher as Researcher		Candidates' work and participation in small "Teacher as researcher learning	Candidates' work and participation in small "Teacher as researcher	Candidates' work and participation in small "Teacher

Spring 2021 Monday

Learning Communities" in order to deepen the critical dialogue through multiplicity of perspectives.	**Standard 6.c** Engaging in continuous, collaborative learning to inform practice.	communities" shows they fully respect and understand others critical perspectives and support	learning communities" shows they have some understanding and respect others critical perspectives and support	as researcher learning communities" shows they have limited or no understanding or respect for others critical perspectives and support
Maintains a reflective journal and engage in critical dialogue about issues critical to the field of early childhood education.	**Standard 6.d-** Integrating knowledgeable, reflective, and critical perspectives on early education. **Substandard 1b**	Candidates' work demonstrates strong evidence of reflective practice and a critical questioning stance when reviewing research and examining own work.	Candidates' work demonstrates some evidence of reflective practice and a critical questioning stance when reviewing research and examining own work.	Candidates' work demonstrates limited or no evidence of reflective practice and a critical questioning stance when reviewing research and examining own work.
Project focuses on a critical aspect in the field of early childhood in order to advocate for children and the profession.	**Substandard 1a,1b**	Candidates' work shows they fully understand the ethical and societal issues concerning quality early childhood programs. Work reflects deep awareness of need for advocacy and policy change	Candidates' work shows they have some understanding of the ethical and societal issues concerning quality early childhood programs. Work reflects deep awareness of need for advocacy and policy change concerning the field of early childhood	Candidates' 'work shows they have limited or no understanding of the ethical and societal issues concerning quality early childhood programs. Work reflects deep awareness of need for advocacy and policy change concerning the field of early childhood