**Directions**

Listed below are key content and areas of knowledge/practice that are important to consider when preparing professionals to support each and every child and family. These may be found throughout the syllabus\* or in one specific section. When deciding on a rating, consider how much the area is reflected in the syllabus as a whole. In addition to scoring the extent to which each indicator is reflected in the syllabus, please mark where the indicator was found.

| **Indicators** | **Where is the Indicator Found? What is the Level of Emphasis?** | | | | | | **Notes** | **Extent the Syllabus Reflects Indicator** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Basic Syllabus Components** | | | **Course Content**  (e.g., class calendar, videos, case studies, guest speakers, discussion, role plays) | **Knowledge Acquisition**  (e.g., research) | **Knowledge Application** (e.g., projects, practice-based assignments) | **Not at all** |  | **Some** |  | **Extensively** | **Not Relevant** |
| **Course Description** | **Outcomes/ Objectives** | **Texts, Readings, Resources** | **Assignments** | |
| 1. Emphasis on progress monitoring efforts to make decisions and support progress of young children |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on using assistive tools and technology to enhance the development, access, and participation of young children |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on engaging, building respectful partnerships, and communicating effectively with families |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** |  |
| 1. Emphasis on supporting families to understand their young children’s development in areas including literacy, social-emotional, and STEM |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on language and literacy development |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on social-emotional development |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on STEM development |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on young children with disabilities |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** |  |
| 1. Emphasis on young children who are dual language learners |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** |  |
| 1. Emphasis on young children who are racially, ethnically, and culturally diverse |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** |  |
| 1. Emphasis on young children who have experienced maltreatment or trauma and strategies for building resilience. |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on implementing positive behavioral interventions and supports |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on collaborating and working effectively with diverse early childhood partners, including specialists. |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
| 1. Emphasis on assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school) |  |  |  |  |  |  |  | **1** | **2** | **3** | **4** | **5** | **NR** |
|  | **TOTALS=** | | | | | |  |  |  |  |  |  |  |