**SCRIPT-NC Syllabus Rubric Indicator Checklist**

Course Number and Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College

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|  | **Syllabus Rubric Indicator** | **Addressed in Assignment(s) in Original Syllabus?** | **Targets for Syllabus Revision** | **Addressed in Revised Syllabus?** |
| **REQUIRED INDICATORS** | 1. Engaging, building respectful partnerships, and communicating effectively with families |  |  |  |
| 1. Supporting young children with disabilities and inclusion |  |  |  |
| 1. Supporting young children who are dual language learners |  |  |  |
| 1. Supporting young children who are racially, ethnically, and culturally diverse |  |  |  |
| **PROGRAM** |  |  |  |  |
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| **ADDITIONAL INDICATORS** | 1. Progress monitoring efforts to make decisions and support progress of young children |  |  |  |
| 1. Using assistive tools and technology to enhance the development, access, and participation of young children |  |  |  |
| 1. Supporting families to understand their young children’s development in areas including literacy, social-emotional, & STEM |  |  |  |
| 1. Supporting language and literacy development |  |  |  |
| 1. Supporting social-emotional development |  |  |  |
| 1. Supporting STEM development |  |  |  |
| 1. Building resilience for young children who have experienced maltreatment or trauma |  |  |  |
| 1. Implementing positive behavioral interventions and supports |  |  |  |
| 1. Collaborating and working effectively with diverse early childhood partners, including specialists & family members |  |  |  |
| 1. Assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school) |  |  |  |