**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 specif-ic 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, please mark where the indicator was found.

| **Indicators** | **Where is the Indicator Found? What is the Level of Emphasis?** | **Notes** |
| --- | --- | --- |
| **Basic Syllabus Components**  | **Course Content**(e.g., class calendar, activities, videos, case studies, guest speakers, discussion, role plays) | **Knowledge Acquisition**(e.g., research) | **Knowledge Application** (e.g., projects, practice-based assignments) |
| **Course Description** | **Outcomes/ Objectives** | **Texts, Readings, Resources** | **Assignments** |
| 1. Emphasis on engaging, building respectful partnerships, and communicating effectively with families
 |  |  |  |  |  |  |  |
| 1. Emphasis on language/literacy development for each child
 |  |  |  |  |  |  |  |
| 1. Emphasis on social-emotional development for each child
 |  |  |  |  |  |  |  |
| 1. Emphasis on STEM development for each child
 |  |  |  |  |  |  |  |
| 1. Emphasis on supporting young children with disabilities
 |  |  |  |  |  |  |  |
| 1. Emphasis on supporting young children who are DLLs
 |  |  |  |  |  |  |  |
| 1. Emphasis on supporting young children who are racially, ethnically, and culturally diverse
 |  |  |  |  |  |  |  |
| 1. Emphasis on building resilience for young children who have experienced maltreatment or trauma
 |  |  |  |  |  |  |  |
| 1. Emphasis on professionalism (e.g., advocacy, evidence-based practice, code of ethics, etc.)
 |  |  |  |  |  |  |  |
| 1. Emphasis on community
 |  |  |  |  |  |  |  |
| 1. Emphasis on schools and other learning settings
 |  |  |  |  |  |  |  |