**SCRIPT-NC Syllabus Rubric Indicator Checklist**

Course Number and Name: EDU 284, EC Capstone Practicum College: Durham Technical Community 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 | Not explicitly |  | Yes with these assignments: Family Engagement Plan; NCFELD Lab |
| 1. Supporting young children with disabilities and inclusion | Not explicitly |  | Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment |
| 1. Supporting young children who are dual language learners | Not explicitly |  | Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment |
| 1. Supporting young children who are racially, ethnically, and culturally diverse | Not explicitly |  | Yes with these assignments: Advancing Equity Journals; E-Portfolio; Key Assessment |
| NC Foundations | Yes |  | Yes across all assignments |
| Technology | Yes |  | Yes with E-Portfolio |
| **ADDITIONAL INDICATORS** | 1. Progress monitoring efforts to make decisions and support progress of young children | Not explicitly |  | Yes with Activity Matrix; NCFELD Lab; Key Assessment; Observing DAP in the Classroom |
| 1. Using assistive tools and technology to enhance the development, access, and participation of young children | Not explicitly |  | Yes with Key Assessment |
| 1. Supporting families to understand their children’s develop-ment in areas including literacy, social-emotional, & STEM | Not explicitly |  | Yes with Family Engagement Plan and NCFELD Lab Assignment |
| 1. Supporting language and literacy development | Yes |  | Yes with Key Assessment |
| 1. Supporting social-emotional development | Yes |  | Yes with Key Assessment |
| 1. Supporting STEM development | Yes |  | Yes with Key Assessment |
| 1. Building resilience for young children who have experienced maltreatment or trauma | No |  | Not clearly addressed |
| 1. Implementing positive behavioral interventions and supports | Yes |  | Yes with Key Assessment, NCFELD Lab, and Activity Matrix |
| 1. Collaborating and working effectively with diverse early childhood partners, including specialists & family members | Not explicitly |  | Yes with Family Engagement Plan and Graduate of the Future assignment. |
| 1. Assisting in the implementation of transition plans across settings (e.g., from preschool to elementary school) | No |  | Not clearly addressed. |