ECE 209-Seminar

## Teaching Belief Statement Paper Self-Assessment

Name:

Date:

Review the rubric. For each element,	place yourself o	n the rubric then answe	r the reflection of	questions below.

	or each element, place yoursell or		
TASKS	COMPETENT	LEARNER	NOVICE
INTRODUCTION	The paper introduction included	The introduction	The introduction
	background info, & why you	background info, & why	included background
	want to work with infants-	you want to work with	info, & why you want to
	toddlers using many rich, vivid	infants-toddlers using rich,	work with infants-
	details & well-developed	vivid details.	toddlers.
	specific examples.		
INFANT	The paper substantively	The paper thoroughly	The paper explained
CURRICULUM	articulated your beliefs about	articulated your beliefs	your beliefs about infant
	infant curriculum (relationship-	about infant curriculum	curriculum (relationship-
	based practices, individualized	(relationship-based	based practices,
	routines, following a baby's	practices, individualized	individualized routines,
	lead, & family-like setting) using	routines, following a baby's	following a baby's lead,
	many rich, vivid details & well-	lead, & family-like setting)	& family-like setting)
	developed specific examples.	using rich, vivid details.	a farmy like setting)
ENGAGING &	The paper substantively	The paper thoroughly	The paper explained
PARTNERING WITH	articulated your beliefs about	articulated your beliefs	your beliefs about how
FAMILIES	how to engage & partner with	about how to engage &	to engage & partner with
FAMILIES	001		families
	families using many rich, vivid	partner with families using	Tarrines
	details & well-developed	rich, vivid details.	
	specific examples.	The men on the new ships	The nener eveloped
	The paper substantively	The paper thoroughly	The paper explained
A BABY'S	articulated your beliefs about	articulated your beliefs	your beliefs about
HERITAGE	infant curriculum, supporting	about incorporating a	incorporating a baby's
CULTURE	each incorporating a baby's	baby's heritage culture into	heritage culture into an
	heritage culture into an infant	an infant classroom using	infant classroom
	classroom using many rich,	rich, vivid details.	
	vivid details & well-developed		
	specific examples.		<u> </u>
SUPPORTING	The paper substantively	The paper thoroughly	The paper explained
LEARNING	articulated your beliefs about	articulated your beliefs	your beliefs about how
	how to support each child's	about how to support each	to support each child's
	learning using many rich, vivid	child's learning using rich,	learning
	details & well-developed	vivid details.	
	specific examples.		
USE OF SOURCES	The paper integrated 4+ (2+	The paper integrated 4 (2	The paper contained 4
	assigned course readings & 2+	assigned course readings	or fewer sources
	researched from the BMCC	& 2 researched from the	
	library database) sources by	BMCC library database)	
	comparing the sources to your	sources by comparing the	
	philosophy meaningfully using	sources to your philosophy	
	many rich, vivid, details & well-	meaningfully using rich,	
	developed specific examples	vivid details	
CONNECTIONS	The paper substantively	The paper thoroughly	The paper described
TO LEARNING	described how your beliefs	described how your beliefs	how your beliefs about
COMMUNITY	about of infant education	about infant education	infant education
	connected to class using 3+	connected to class using 3	connected to class &/or
	3	specific, meaningful links	used 3 or fewer links
	specific, meaningful links	specific, meaningful links	

	supported by many rich, vivid, details & well-developed examples	supported by rich, vivid details	
CONCLUSION	The conclusion substantively described what struck you, meaningful material you learned, questions you have, & your career goals using rich vivid details & well-developed specific examples	The conclusion thoroughly described what struck you, meaningful material you learned, questions you have, & your career goals using rich, vivid details	The conclusion described what struck you, meaningful material you learned, questions you have, & your career goals
CLARITY	The paper coherent, clear, & organized, filled with rich, vivid supporting details & clearly had been edited.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.	The paper was vague, disjointed, hard to understand in places with few details.

## **Reflection Questions:**

- 1. For the element 'Introduction' what column did you place yourself in? Why?
- 2. For the element 'Infant Curriculum,' what column did you place yourself? Why?
- 3. For the element 'Engaging & Partnering with Families,' what column did you place yourself? Why?
- 4. For the element 'Incorporating a Baby's Heritage Culture,' what column did you place yourself? Why?
- 5. For the element 'Supporting Learning,' what column did you place yourself? Why?
- 6. For the element 'Use of Sources,' what column did you place yourself? Why?
- 7. For the element 'Connection to Class,' what column did you place yourself? Why?
- 8. For the element 'Conclusion,' what column did you place yourself? Why?
- 9. For the element 'Clarity,' what column did you place yourself? Why?

 ECE 209-Seminar
 Assignment Guidelines

 TASKS
 COMPETENT
 LEARNER
 NOVICE

ECE 209-Seminar	Assignment C	Guidelines	Spring 2021
TASKS	COMPETENT	LEARNER	NOVICE
INTRODUCTION	The paper introduction included	The introduction	The introduction
	background info, & why you	background info, & why	included background
	want to work with infants-	you want to work with	info, & why you want to
	toddlers using many rich, vivid	infants-toddlers using rich,	work with infants-
	details & well-developed	vivid details.	toddlers.
	specific examples.		
INFANT	The paper substantively	The paper thoroughly	The paper explained
CURRICULUM	articulated your beliefs about	articulated your beliefs	your beliefs about infant
	infant curriculum (relationship-	about infant curriculum	curriculum (relationship-
	based practices, individualized	(relationship-based	based practices,
	routines, following a baby's	practices, individualized	individualized routines,
	lead, & family-like setting) using	routines, following a baby's	following a baby's lead,
	many rich, vivid details & well-	lead, & family-like setting)	& family-like setting)
	developed specific examples.	using rich, vivid details.	, , , , , , , , , , , , , , , , , , , ,
ENGAGING &	The paper substantively	The paper thoroughly	The paper explained
PARTNERING WITH	articulated your beliefs about	articulated your beliefs	your beliefs about how
FAMILIES	how to engage & partner with	about how to engage &	to engage & partner with
	families using many rich, vivid	partner with families using	families
	details & well-developed	rich, vivid details.	
	specific examples.		
INCORPORATING	The paper substantively	The paper thoroughly	The paper explained
A BABY'S	articulated your beliefs about	articulated your beliefs	your beliefs about
HERITAGE	infant curriculum, supporting	about incorporating a	incorporating a baby's
CULTURE	each incorporating a baby's	baby's heritage culture into	heritage culture into an
	heritage culture into an infant	an infant classroom using	infant classroom
	classroom using many rich,	rich, vivid details.	
	vivid details & well-developed	,	
	specific examples.		
SUPPORTING	The paper substantively	The paper thoroughly	The paper explained
DEVELOPMENT	articulated your beliefs about	articulated your beliefs	your beliefs about how
	how to support each child's	about how to support each	to support each child's
	development using many rich,	child's development using	development
	vivid details & well-developed	rich, vivid details.	
	specific examples.		
USE OF SOURCES	The paper integrated 4+ (2+	The paper integrated 4 (2	The paper contained 4
	assigned course readings & 2+	assigned course readings	or fewer sources
	researched from the BMCC	& 2 researched from the	
	library database) sources by	BMCC library database)	
	comparing the sources to your	sources by comparing the	
	philosophy meaningfully using	sources to your philosophy	
	many rich, vivid, details & well-	meaningfully using rich,	
	developed specific examples	vivid details	
CONNECTIONS	The paper substantively	The paper thoroughly	The paper described
TO CLASS	described how your beliefs	described how your beliefs	how your beliefs about
	about of infant education	about infant education	infant education
	connected to class using 3+	connected to class using 3	connected to class &/or
	specific, meaningful links	specific, meaningful links	used 3 or fewer links
	supported by many rich, vivid,	supported by rich, vivid	
	details & well-developed	details	
	examples		
CONCLUSION	The conclusion substantively	The conclusion thoroughly	The conclusion
	described what struck you,	described what struck you,	described what struck

ECE 209-Seminar	Assignment Guidelines		Spring 2021
	meaningful material you learned, questions you have, & your career goals using rich vivid details & well-developed specific examples	meaningful material you learned, questions you have, & your career goals using rich, vivid details	you, meaningful material you learned, questions you have, & your career goals
CLARITY	The paper coherent, clear, & organized, filled with rich, vivid supporting details & clearly had been edited.	The paper coherent, clear, & organized, filled with rich, vivid supporting details.	The paper was vague, disjointed, hard to understand in places with few details.

TASKS	COMPETENT	LEARNER	NOVICE
INTRODUCTION	The paper introduction	The introduction	The introduction
	included background	background info, &	included
	info, & why you want	why you want to	background info, &
	to work with infants-	work with infants-	why you want to
	toddlers using many	toddlers using rich,	work with infants-
	rich, vivid details &	vivid details.	toddlers.
	well-developed		
	specific examples.		
INFANT	The paper	The paper	The paper
CURRICULUM	substantively	thoroughly	explained your
	articulated your beliefs	articulated your	beliefs about infant
	about infant curriculum	beliefs about infant	curriculum
	(relationship-based	curriculum	(relationship-
	practices,	(relationship-based	based practices,
	individualized routines,	practices,	individualized
	following a baby's	individualized	routines, following
	lead, & family-like	routines, following a	a baby's lead, &
	setting) using many	baby's lead, &	family-like setting)
	rich, vivid details &	family-like setting)	,
	well-developed	using rich, vivid	
	specific examples.	details.	
ENGAGING &	The paper	The paper	The paper
PARTNERING	substantively	thoroughly	explained your
WITH FAMILIES	articulated your beliefs	articulated your	beliefs about how
	about how to engage	beliefs about how to	to engage &
	& partner with families	engage & partner	partner with
	using many rich, vivid	with families using	families
	details & well-	rich, vivid details.	
	developed specific		
	examples.		
INCORPORATING	The paper	The paper	The paper
A BABY'S	substantively	thoroughly	explained your
HERITAGE	articulated your beliefs	articulated your	beliefs about
CULTURE	about infant	beliefs about	incorporating a
	curriculum, supporting	incorporating a	baby's heritage
	each incorporating a	baby's heritage	culture into an
	baby's heritage culture	culture into an infant	infant classroom
	into an infant	classroom using	
	classroom using many	rich, vivid details.	
	rich, vivid details &		
	well-developed		
	specific examples.	The second	The second
SUPPORTING	The paper	The paper	The paper
DEVELOPMENT	substantively	thoroughly	explained your
	articulated your beliefs	articulated your	beliefs about how

		hallafa ah i (lii )	
	about how to support	beliefs about how to	to support each
	each child's	support each child's	child's
	development using	development using	development
	many rich, vivid details	rich, vivid details.	
	& well-developed		
	specific examples.		
USE OF SOURCES	The paper integrated	The paper	The paper
	4+ (2+ assigned	integrated 4 (2	contained 4 or
	course readings & 2+	assigned course	fewer sources
	researched from the	readings & 2	
	BMCC library	researched from the	
	database) sources by	BMCC library	
	comparing the sources	database) sources	
	to your philosophy	by comparing the	
	meaningfully using	sources to your	
	many rich, vivid,	philosophy	
	details & well-	meaningfully using	
	developed specific	rich, vivid details	
	examples		
CONNECTIONS	The paper	The paper	The paper
TO CLASS	substantively	thoroughly	described how
	described how your	described how your	your beliefs about
	beliefs about of infant	beliefs about infant	infant education
	education connected	education	connected to class
	to class using 3+	connected to class	&/or used 3 or
	specific, meaningful	using 3 specific,	fewer links
	links supported by	meaningful links	
	many rich, vivid,	supported by rich,	
	details & well-	vivid details	
	developed examples		
CONCLUSION	The conclusion	The conclusion	The conclusion
	substantively	thoroughly	described what
	described what struck	described what	struck you,
	you, meaningful	struck you,	meaningful
	material you learned,	meaningful material	material you
	questions you have, &	you learned,	learned, questions
	your career goals	questions you have,	you have, & your
	using rich vivid details	& your career goals	career goals
	& well-developed	using rich, vivid	<b>U</b>
	specific examples	details	
CLARITY	The paper coherent,	The paper coherent,	The paper was
	clear, & organized,	clear, & organized,	vague, disjointed,
	filled with rich, vivid	filled with rich, vivid	hard to understand
	supporting details &	supporting details.	in places
	clearly had been		with few details.
	edited.		
	ounou.		1