Curriculum or Program Design Assessment (Level 3)
Lesson Planning, Implementation, and Reflection

Gateways ECE Competencies	**CPD1**: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data. **CPD2**: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning. **CPD3**: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs.
NAEYC	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d
IPTS	1A, 1B, 1C, 1D, 1E, 1F, 1H, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2L, 2M, 2N, 2O, 2P, 3A, 3C, 3D, 3E, 3I, 3J, 3K, 3L, 3M, 3O, 3P, 3Q, 4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5E, 5G, 5F, 5H, 5I, 5J, 5K, 5L, 5M, 5N, 5P, 5Q, 5S, 7B, 7I, 7L, 8A, 8B, 8C, 8D, 8E, 8H, 8I, 8J, 8O, 8P, 8T, 8Q, 9I, 9K, 9L, 9N, 9P, 9Q

In this Assessment, you will be developing and implementing a Lesson Plan for a group of preschool age children. The purpose of this Assessment is to determine your competencies in this areas of planning strategies, synthesizing the relationship between standards, evidence-based practices, culturally and individually responsive teaching strategies and curricular planning, planning, implementing, and assessing appropriate learning experiences, describing and selecting appropriate content, and differentiating instruction.

Part I: Pre-Planning Reflection:
Prior to planning your lesson, it is important to consider state and national standards that will inform your planning. As well, you need to consider the unique leaners you will be working with, as well as the evidence that supports effective curricular practices. Finally, it is also essential to consider mandates and requirements, including building, center, and curricular factors, that must be adhered to in your planning. Consider each of these, and develop a 1-2 page reflection that responds to:

- State and national standards you need to take into account when development your Lesson Plan.
- Assessment data that will be beneficial to you in your lesson plan development.
- Learning theories that provide the basis for your instructional choices.
- Building/center/classroom curricular mandates, expectations or adopted curriculum factors that influence your planning.

Part II: Lesson Plan Development:
You will be required to develop an instructional lesson plan on an approved content topic for the age group you are working with. Your lesson plan must include:
A. Purpose /Rationale:
- How will this lesson be beneficial for this group of learners?
- What do you know about this group of learners that justifies presenting this lesson content and using these methods?
- What are your specific lesson objectives?
- How do your lesson objectives align with early learning standards?
- What specific measurable and/or observable outcome(s) will learners be expected to achieve at the end of the lesson, aligned with appropriate standards?
C. Assessment:

Specify each of the following:

- Formative Assessment: Describe specific strategies embedded in the instruction to check for understanding of content.
- Summative Assessment: Describe specific strategies occurring at the end of the lesson to determine level of mastery of the lesson objective.

C. Preparation/Materials

Provide an overview that includes:

- All materials and preparation needed to carry out the described activities
- How you will incorporate universal design principles to ensure access and engagement for each child.

D. Lesson Introduction

- How will you introduce to students the purpose of the lesson motivate them to participate in the activities and cognitively engage with the content and language?
- How will you connect your lesson content to previous knowledge?

E. Procedure

- Outline step-by-step plan for explicit instruction, active application, and transitions within the lesson. Formative assessments (checks for understanding) should be obvious throughout as well.

F. Closure

- How will you summarize the learning from this lesson?
- How will you encourage students to use this knowledge?
- How will you connect this content to future content?

G. Extension

- Outline additional instructional material or activities that can be used if needed to supplement the lesson if it ends early. Keep in mind that these cannot be essential to the lesson, as it may not be used.

H. Accommodation and adaptation

- Based on what you know about your learners… (Relative to previous knowledge, experience, language, physical, social, emotional and cognitive development):
  - How will you meet the needs of the whole group?
  - How will you meet the needs of groups of students with similar needs?
  - How will you meet the needs of individual learners?

I. Differentiation

- What specific strategies are present in the plan that meets a variety of learning styles? (I.e. V/S=Visual/Spatial; V/L=Verbal/Linguistic; L/M=Logical/Mathematical; B/K=Bodily/Kinesthetic; M/R=Musical/Rhythmic; Inter=Interpersonal; Intra=Intrapersonal; A=Auditory; V=Visual)
- What specific strategies are present in the plan that allow for a variety of interaction types and preferences? (I.e. (T>S=Teacher to Student; S>T=Student to Teacher; S>S=Student to Student; S=Individual Student Work)
- What strategies are present in the plan to ensure that each child can access and fully participate in the lesson?

Assessment Rubric

Curriculum Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data.	Consistently and substantively identifies planning strategies that accommodate all children and incorporates knowledge of individual children's development, home experience, interests, strengths and language. Observation and assessment data are used in planning. Planning strategies include opportunities to meaningfully engage families.	Identifies planning strategies that accommodate all children and incorporates knowledge of individual children's development, culture, home experience, interests, strengths and language. Observation and assessment data are used in planning.	Identifies planning strategies that attempt to accommodate all children. Knowledge of individual children's development, home experience, interests, strengths and language not fully incorporated into curriculum planning. Observation and assessment data not used in planning.	Culturally, linguistically, and individually responsive planning strategies not evident. Observation and assessment data not incorporated.	
CPD2: Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning.	Synthesizes and articulates the relationship between development and learning. The use of standards and evidenced-based practice are evident in curriculum choices and curriculum integration, which incorporates experiences, abilities and interests. Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge while being mindful of scaffolding and reduction of bias.	Synthesizes the relationship between development and learning. Use of standards and evidenced-based practice are evident in curriculum choices which incorporate experiences, abilities and interests. Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge.	The relationship between development and learning not fully synthesized. Use of standards and evidenced-based practice partially evident in curriculum choices which incorporate experiences, abilities and interests. Curricula choices partially focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge.	Relationship between development and learning not synthesized. Use of standards and evidenced-based practice not evident in curriculum choices which incorporate experiences, abilities and interests. Curricula choices lack focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge.	
CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities,	Serves as an example in developing, leading and evaluating culturally, linguistically and individually responsive learning	Develops, implements, and assesses culturally, linguistically and individually responsive learning experiences supportive of	Develops, implements, and assesses learning experiences supportive of healthy development and learning.	Learning experiences developed not supportive of healthy development and learning.	

Curriculum Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable To Assess**
interests, and needs.	experiences supportive of healthy development and learning. Experiences reflect children's interests and abilities, allow for child choice, and incorporate child and family involvement in planning. Learning experiences reflect connections to children's home lives and the broader community.	healthy development and learning. Experiences reflect children's interests and abilities, allow for child choice, and incorporate child and family involvement in planning. Learning experiences reflect connections to children's home lives and the broader community.	Learning experiences partially reflect children's interests and abilities, child choice, and child and family involvement in planning. Learning experiences partially reflect connections to children's home lives and the broader community.	Learning experiences do not reflect children's interests and abilities, child choice, and child and family involvement in planning. Learning experiences do not reflect connections to children's home lives and the broader community.	

Yellow= Level 2   Green=Level 3   Orange=Level 4   Blue=Level 5