Curriculum or Program Design Assessment (Levels 2-5)
Lesson Planning, Implementation, and Reflection

Gateways 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. **CPD4**: Describes appropriate methods supportive of young children's development and learning. **CPD5**: Describes appropriate content supportive of young children's development and learning. **CPD6**: Selects appropriate content, aligned with relevant standards. **CPD7**: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content. **CPD8**: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests. **CPD9**: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. **CPD10**: Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.
NAEYC	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 5d, 6b, 6c, 6d
IPTS	1A, 1B, 1C, 1D, 1E, 1F, 1H, 1K, 1L, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2L, 2M, 2N, 2O, 2P, 2Q, 3A, 3B, 3C, 3D, 3E, 3F, 3H, 3I, 3J, 3K, 3L, 3M, 3N, 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, 5O, 5P, 5Q, 5R, 5S, 6A, 6B, 6C, 6E, 6I, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 7B, 7D, 7G, 7I, 7L, 8A, 8B, 8C, 8D, 8E, 8H, 8I, 8K, 8J, 80, 8P, 8T, 8Q, 9I, 9K, 9L, 9N, 9P, 9Q, 9T

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.

Successful completion of this Assessment requires that it be conducted during a clinical or with a group of children with whom you are familiar. If you do not have an early childhood classroom where you have ongoing contact, please make arrangements to meet with an early childhood teacher to both plan for your Assessment and learn more about the children you will be working with. When you meet with the cooperating teacher, be sure to ask about relevant assessment data and information about the learners in the classroom, which would be beneficial in terms of your lesson planning and implementation.

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

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

E. Procedure
 Outline a 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
Based on what you know about your learners… (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?
- How will you incorporate universal design principals and other evidence-based practices to ensure that that access and engagement is supported for each child?

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?

PART 2: Lesson Implementation:
You will be required to work with your cooperating teacher to implement the activity developed on the clinical site. You will also need to arrange to have a peer video tape a 10-15 minute portion of your teaching using your cell phone or device. This video will not be submitted. You will use this video as a reflection tool to guide you in developing your teaching.

Part IV: Post-Reflection
After you have developed and implemented the lesson, respond to the following:
- In what ways did your knowledge of students inform your instruction? What future adaptations could you make, either in planning or implementation, to enhance each of the following:
  - Cultural responsiveness
  - Child access
  - Child engagement
- What strategies did you use to provide students with feedback?
- How effective were these strategies in supporting young children's development and learning?
- How useful was the assessment knowledge gained during activity implementation?
- If you were a teacher in this early childhood classroom, how could the data gained be used in future instruction?
- What have you learned about the linkages between program curricular expectations and developmentally appropriate practice? Based on this information, what curricular recommendations would you make?

Consider what you have learned about the overall curriculum practices in the classroom and the policy that informs them. Based on what you have learned in terms of lesson implementation, are there any recommendations you would make? Why or why not?

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	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	Culturally, linguistically, and individually responsive planning strategies not evident. Observation and assessment data not incorporated.	

Curriculum Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable To Assess**
	data are used in planning. Planning strategies include opportunities to meaningfully engage families.		planning. Observation and assessment data not used in planning.		
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, interests, and needs.	Serves as an example in developing, leading and evaluating culturally, linguistically and individually responsive learning 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.	Develops, implements, and assesses culturally, linguistically and individually responsive learning 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	Develops, implements, and assesses learning experiences supportive of healthy development and learning. Learning experiences partially reflect children's interests and abilities, child choice, and child and family involvement in planning. Learning experiences partially reflect connections to	Learning experiences developed not supportive of healthy development and learning. 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.	

		Curriculum Master Rubric			
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable To Assess
	Learning experiences reflect connections to children's home lives and the broader community.	connections to children's home lives and the broader community.	children's home lives and the broader community.		
CPD4: Describes appropriate methods supportive of young children's development and learning.	Identifies and explains culturally, linguistically, and individually responsive methods in the areas of literacy, math, science, social science and creative activities supportive of young children's development and learning. Explanation incorporates the relationship between method selection and instructional strategy choices.	Identifies and explains culturally, linguistically, and individually responsive methods in the areas of literacy, math, science, social science and creative activities supportive of young children's healthy development and learning.	Explains and identifies methods in the areas of literacy, math, science, social science and creative activities supportive of young children's development and learning.	Identifies methods in the areas of literacy, math, science, social science and creative activities that are not supportive of young children's development and learning.	
CPD5: Describes appropriate content supportive of young children's development and learning.	Identifies and explains culturally, linguistically, and individually responsive content in the areas of literacy, math, science, social science and creative activities supportive of young children's development and learning. Explanation delineates specific skills supported by content.	Identifies and explains culturally, linguistically, and individually responsive content in the areas of literacy, math, science, social science and creative activities supportive of young children's healthy development and learning.	Identifies and explains content in the areas of literacy, math, science, social science and creative activities that is supportive of young children's development and learning.	Content in the areas of literacy, math, science, social science and creative activities identified are not supportive of young children's development and learning.	
CPD6: Selects appropriate content, aligned with relevant standards	Selects and advocates for culturally, linguistically, and individually responsive content in the areas of literacy, math, science, social science and creative activities, aligned with applicable development/learning standards, that is supportive of young children's development and learning. Explanation delineates specific skills within the content	Chooses culturally, linguistically, and individually responsive content in the areas of literacy, math, science, social science and creative activities, aligned with applicable development/learning standards, that is supportive of young children's healthy development and learning.	Choice of content in the areas of literacy, math, science, social science and creative activities is supportive of young children's development and learning.	Choice of content in the areas of literacy, math, science, social science and creative activities are not supportive of young children's development and learning.	

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Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable To Assess**
CPD7: Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.	Selects, implements, and advocates for culturally, linguistically, and individually responsive methods and instructional strategies in the areas of literacy, math, science, social science and creative activities which actively engage children in content that is developmentally, individually, and culturally responsive and aligned with applicable development/learning standards.	Selects and implements culturally, linguistically, and individually responsive methods and instructional strategies in the areas of literacy, math, science, social science and creative activities which actively engage children in content that is developmentally, individually, and culturally responsive and aligned with applicable development/learning standards.	Selects and implements methods and instructional strategies in the areas of literacy, math, science, social science and creative activities.	Selects and implements methods and instructional strategies in the areas of literacy, math, science, social science and creative activities that are not developmentally, individually, and culturally responsive.	
CPD8: Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests.	Differentiates instruction based on individual and group assessment, collaboration with families, curricular goals and evidence of reflection. Goal to support the diverse learning styles, language, culture, and abilities of children.

Incorporates evidence-based practice, including universal design, and children's interests to provide instruction, which connects, identified skills with activities. | Differentiates instruction based on individual and group assessment, collaboration with families, and curricular goals to support the diverse learning styles, language, culture, and abilities of children.

Incorporates evidence-based practice, including universal design, and children's interests to provide instruction, which connects, identified skills with activities. | Differentiates instruction based on individual and group assessment and curricular goals to support the diverse learning styles and abilities of children.

Incorporates evidence-based practice to provide instruction, which connects, identified skills with activities. | Differentiates instruction based on incomplete assessment of individuals and group.

Support for diverse learning styles and abilities incomplete.

Evidence-based practices not evident. | |
| CPD9: Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children. | Adapts instructional practice—individually and in collaboration with team members--using appropriate technologies, tools and teaching practices, in ways that are culturally, linguistically, and individually responsive and supportive of the development and learning of individual children. | Adapts instructional practice, using appropriate technologies, tools and teaching practices, in ways that are culturally, linguistically, and individually responsive and supportive of the development and learning of individual children. | Adapts instructional practice, using appropriate technologies, tools and teaching practices, in ways that are supportive of the development and learning of individual children. | Instructional practices not adapted in ways that are supportive of the development and learning of individual children. | |
| CPD10: Creates and assesses | Creates, advocates for, | Creates, implements and | Creates, implements and | Creates, implements and | |

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program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning.	implements and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy development and learning. Plans reflect the substantive inclusion of families in program planning and evaluation.	assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy child development and learning.	assesses program policies, procedures, and plans that are not fully reflective of program evaluation data, current research, theory and knowledge of children.	assesses program policies, procedures, and plans that do not reflect program evaluation data, current research, theory and knowledge of children.	

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