

**Credential AREA: Early Childhood Credential (Level 5)**  
**TOPIC: CPD Domain-Specific Assessment Example**  
**Lesson Planning, Implementation, and Reflection**

**I. Assessment Competency & Standards Alignment**

Gateways Competencies Assessed	Competency Alignment			
	NAEYC Standards (Draft 2020)	NAEYC Competencies (Draft 2020)	IPTS (2013)	InTASC (2019)
<b>ECE CPD1:</b> Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data	3c, 4b	3c-LVL1-1, 3c-LVL3-7, 4b-LVL1-1, 4b-LVL1-2	3B, 3C, 3D	7(j), 7(p)
<b>ECE CPD2:</b> Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning	5c	5c-LVL1-1, 5c-LVL2-1	3A, 3B, 3C, 3I, 3L	2(a), 4(f), 4(k), 4(l), 4(n), 4(o), 7(a), 7(g), 7(h), 7(j), 7(p)
<b>ECE CPD3:</b> Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs	3a, 4b, 4c	3a-LVL2-3, 4b-LVL1-1 & 2, 4b-LVL2-1 & 2, 4c-LVL1-1 & 3, 4c-LVL2-2	2A, 2I, 3C, 3D, 3H, 3I, 3J, 3K, 3M, 3N, 3Q, 5B, 5C, 5E, 5F, 5G, 5H	1(b), 2(g), 2(l), 3(i), 3(m), 4(f), 4(m), 5(c), 7(b), 7(f), 7(i), 7(j), 7(l), 7(p), 8(l)
<b>CPD4:</b> Describes appropriate methods supportive of young children’s development and learning	1d, 3a	1d-LVL1-1 & 2, 3a-LVL2-3	2C, 2G, 2J, 3B, 3C, 3D, 3E, 3G, 4A, 4B, 4C, 5B, 5D, 5E, 5F, 6A, 6G, 6I	2(g), 3(i), 3(j), 3(m), 4(p), 5(g), 5(i), 5(j), 5(l), 6(f), 7(j), 7(l), 7(p), 8(j), 8(k)
<b>CPD5:</b> Describes appropriate content supportive of young children’s development and learning	5a, 5b	5a-LVL2-1, 5b-LVL1-1 & 2	2B, 2D, 2F, 3A, 6B, 6C, 6D, 6F	2(a), 4(j), 4(p), 5(i), 5(n), 5(p)
<b>CPD6:</b> Selects appropriate content, aligned with relevant standards	5b, 5c	5b-LVL2-2 & 3, 5c-LVL1-1, 5c-LVL2-1	2B, 2I, 2J, 2N, 3A, 6G, 6J	2(a), 4(f), 4(j), 4(n), 4(p), 5(c), 5(h), 5(r), 7(g)
<b>CPD7:</b> Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content	5b, 5c	5b-LVL2-2, 5c-LVL2-1	1I, 2L, 2M, 2N, 2Q, 3Q, 4K, 5I, 5L, 5M, 5N, 5R,	1(d), 1(g), 2(a), 2(c), 3(b), 3(i), 4(a), 4(b), 4(c), 4(e), 4(g),

			5S, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 6S	4(h), 4(r), 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(h), 5(i), 5(m), 5(o), 7(b), 7(c), 7(k), 8(e), 8(f), 8(g), 8(h), 8(i), 8(k)
<b>CPD8:</b> Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests	4c	4c-LVL1-1-3, 4c-LVL2-2 & 3	1H, 1J, 1L, 2O, 3H, 3K, 3M, 3O, 3Q, 4O, 5K, 5M, 6J	1(b), 1(e), 1(h), 1(g), 2(a), 2(b), 2(f), 2(l), 4(d), 5(h), 7(b), 7(f), 8(d), 8(p)
<b>CPD9:</b> Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children	1b, 4c	1b-LVL1-4, 1b-LVL2-2, 4c-LVL2-3	2P, 2Q, 3P, 5J, 5M, 5N, 5P, 6R	1(c), 2(a), 2(d), 2(e), 2(f), 2(g), 4(g), 6(c), 7(q), 8(a), 8(b), 8(e), 8(s)
<b>CPD10:</b> Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning	-----	-----	1A, 1D, 1H, 2A, 3A, 3O, 5O, 9A, 9B, 9C, 9Q, 9R	1(b), 1(h), 2(a), 2(h), 5(k), 6(r), 7(b), 9(c), 9(d), 9(f), 9(j), 9(o), 10(i), 10(j), 10(k)

## II. Assessment Task Description/ Directions

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 area of planning strategies, synthesizing the relationship between standards, evidence-based practices, and culturally- and individually responsive teaching strategies. Additionally, this will highlight your abilities related to curricular planning, implementing, and assessing appropriate learning experiences, describing and selecting appropriate content, and differentiating overall instruction. This assessment includes two parts outlined below.

Successful completion of this assessment requires that it be conducted during a clinical setting 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 with whom you will be working. 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 1: Pre-Planning Reflection

Prior to planning your lesson, it is important to consider the content topic for the age group with whom you are working and the related state and national standards that will inform this lesson's design. Additionally, you need to consider the unique learners with whom you will be working, as well as the evidence that supports effective curricular practices for this age group. Finally, it is also essential to consider mandates and requirements that must be reflected in lesson plans, including building, center, and curricular factors. Utilize those that relate to your clinical site or work with your instructor to identify what these mandates and requirements will be for your hypothetical setting. Consider each of these, and develop a reflection that responds to:

- State and national standards you need to take into account in the 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

Technology Option:  
- video/audio for reflection

(Suggested pre-reflection length: 2 double-spaced pages)

## Part 2: Lesson Plan Development

You are required to develop an instructional lesson plan on an approved content topic for the age group with whom you are working. Your lesson plan must include:

### 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?

### 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

### 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

### Lesson Introduction:

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

### Procedure:

- Outline your 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.

### 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?

### 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 they may not be needed/ used.

### Support for All Learners:

- Based on what you know about your learners... (i.e., 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?
    - Pay special consideration to the required modifications and accommodations specific students may need

### Differentiation:

- What specific strategies are present in the plan to address 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?

Technology Option:  
← Embedded

**Part 3: Lesson Implementation:**

You will be required to work with your cooperating teacher to implement the lesson developed within your selected site. You will also need to arrange to have someone (e.g., a peer/ your cooperating teacher/ a carefully-place tripod) record a 10-15-minute portion of your teaching (e.g., using your cell phone/ another device). This video will not be submitted for assessment, but instead will be viewed by you and used as a reflection tool to guide you in developing your future teaching.

**Part 4: Post-Reflection**

After you have developed and implemented the lesson, respond to the following prompts, including:

- 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 you 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?

**III. Assessment Rubric**

<b>ECE Curriculum Master Rubric</b>		
<b>Competency</b>	<b>Competent</b>	<b>Unable to Assess</b>
	<b>Criteria</b>	

<p><b>CPD1:</b> Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data</p> <p><b>Possible Codes:</b> N = names, E = explains</p> <p><b>NAEYC:</b> 3c, 4b (3c-LVL1-1, 3c-LVL3-7, 4b-LVL1-1, 4b-LVL1-2)</p> <p><b>IPTS:</b> 3B, 3C, 3D</p> <p><b>InTASC:</b> 7(j), 7(p)</p>		Individually responsive planning strategies that utilize assessment and observation data.			
		Culturally responsive planning strategies that utilize assessment and observation data.			
		Linguistically responsive planning strategies that utilize assessment and observation data			
		Planning strategies that incorporate knowledge of individual children’s home experience by using assessment and observation data			
		Planning strategies that incorporate knowledge of individual children’s interests by using assessment and observation data			
		Planning strategies that incorporate knowledge of individual children’s strengths by using assessment and observation data			
	Planning strategies that incorporate knowledge of individual children’s language by using assessment and observation data				
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<p><b>CPD2:</b> Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning</p> <p><b>NAEYC:</b> 5c (5c-LVL1-1, 5c-LVL2-1)</p> <p><b>IPTS:</b> 3A, 3B, 3C, 3I, 3L</p> <p><b>InTASC:</b> 2(a), 4(f), 4(k), 4(l), 4(n), 4(o), 7(a), 7(g), 7(h), 7(j), 7(p)</p>	<p>Synthesizes and articulates the relationship between development and learning</p> <p>The use of standards and evidenced-based practice are evident in curriculum choices and curriculum integration, which incorporates experiences, abilities and interests</p> <p>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</p>	<p>Synthesizes the relationship between development and learning</p> <p>Use of standards and evidenced-based practice are evident in curriculum choices which incorporate experiences, abilities and interests</p> <p>Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge</p>	<p>The relationship between development and learning not fully synthesized</p> <p>Use of standards and evidenced-based practice partially evident in curriculum choices which incorporate experiences, abilities and interests</p> <p>Curricula choices partially focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge</p>	<p>Relationship between development and learning not synthesized</p> <p>Use of standards and evidenced-based practice not evident in curriculum choices, which incorporate experiences, abilities and interests</p> <p>Curricula choices lack focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge</p>	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess		
<p><b>CPD3:</b> Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs</p> <p><b>NAEYC:</b> 3a, 4b, 4c (3a-LVL2-3, 4b-LVL1-1 &amp; 2, 4b-LVL2-1 &amp; 2, 4c-LVL1-1 &amp; 3, 4c-LVL2-2)</p> <p><b>IPTS:</b> 2A, 2I, 3C, 3D, 3H, 3I, 3J, 3K, 3M, 3N, 3Q, 5B, 5C, 5E, 5F, 5G, 5H</p> <p><b>InTASC:</b> 1(b), 2(g), 2(l), 3(i), 3(m), 4(f), 4(m), 5(c), 7(b), 7(f), 7(i), 7(j), 7(l), 7(p), 8(l)</p>	<p>Serves as an example in developing, leading and evaluating culturally, linguistically and individually responsive learning experiences supportive of healthy development and learning</p> <p>Experiences reflect children’s interests and abilities, allow for child choice, and incorporate child and family involvement in planning</p> <p>Learning experiences reflect connections to children’s home lives and the broader community</p>	<p>Develops, implements, and assesses culturally, linguistically and individually responsive learning experiences supportive of healthy development and learning</p> <p>Experiences reflect children’s interests and abilities, allow for child choice, and incorporate child and family involvement in planning</p> <p>Learning experiences reflect connections to children’s home lives and the broader community</p>	<p>Develops, implements, and assesses learning experiences supportive of healthy development and learning</p> <p>Learning experiences partially reflect children’s interests and abilities, child choice, and child and family involvement in planning</p> <p>Learning experiences partially reflect connections to children’s home lives and the broader community</p>	<p>Learning experiences developed not supportive of healthy development and learning</p> <p>Learning experiences do not reflect children’s interests and abilities, child choice, and child and family involvement in planning</p> <p>Learning experiences do not reflect connections to children’s home lives and the broader community</p>			
Competency	Competent					Unable to Assess	
	Literacy	Math	Science	Social Science	Creative Activities		Criteria
<p><b>CPD4:</b> Describes appropriate methods supportive of young children’s development and learning</p> <p><b>NAEYC:</b> 1d, 3a (1d-LVL1-1 &amp; 2; 3a-LVL2-3)</p>						Culturally responsive methods supportive of young children's healthy development and learning	
						Linguistically responsive methods supportive of young children's healthy development and learning	

<p><b>IPTS:</b> 2C, 2G, 2J, 3B, 3C, 3D, 3E, 3G, 4A, 4B, 4C, 5B, 5D, 5E, 5F, 6A, 6G, 6I  <b>InTASC:</b> 2(g), 3(i), 3(j), 3(m), 4(p), 5(g), 5(i), 5(j), 5(l), 6(f), 7(j), 7(l), 7(p), 8(j), 8(k)</p>						<p>Individually responsive methods supportive of young children's healthy development and learning</p>	
<p><b>Competency</b></p>	<p><b>Competent</b></p>						<p><b>Unable to Assess</b></p>
<p><b>CPD5:</b> Describes appropriate content supportive of young children's development and learning   <b>NAEYC:</b> 5a, 5b (5a-LVL2-1, 5b-LVL1-1 &amp; 2)  <b>IPTS:</b> 2B, 2D, 2F, 3A, 6B, 6C, 6D, 6F  <b>InTASC:</b> 2(a), 4(j), 4(p), 5(i), 5(n), 5(p)</p>	<p><b>Literacy</b></p>	<p><b>Math</b></p>	<p><b>Science</b></p>	<p><b>Social Science</b></p>	<p><b>Creative Activities</b></p>	<p><b>Criteria</b></p>	
						<p>Culturally responsive content supportive of young children's healthy development and learning</p>	
						<p>Linguistically responsive content supportive of young children's healthy development and learning</p>	
						<p>Individually responsive content supportive of young children's healthy development and learning</p>	
<p><b>Competency</b></p>	<p><b>Competent</b></p>						<p><b>Unable to Assess</b></p>
<p><b>CPD6:</b> Selects appropriate content, aligned with relevant standards   <b>NAEYC:</b> 5b, 5c (5b-LVL2-2 &amp; 3, 5c-LVL1-1, 5c-LVL2-1)  <b>IPTS:</b> 2B, 2I, 2J, 2N, 3A, 6G, 6J  <b>InTASC:</b> 2(a), 4(f), 4(j), 4(n), 4(p), 5(c), 5(h), 5(r), 7(g)</p>	<p><b>Literacy</b></p>	<p><b>Math</b></p>	<p><b>Science</b></p>	<p><b>Social Science</b></p>	<p><b>Creative Activities</b></p>	<p><b>Criteria</b></p>	
						<p>Culturally responsive content aligned with applicable development/learning standards and supportive of young children's healthy development and learning</p>	
						<p>Linguistically responsive content aligned with applicable development/learning standards and supportive of young children's healthy development and learning</p>	
						<p>Individually responsive content aligned with applicable development/learning standards and supportive of young children's healthy development and learning</p>	

Competency	Competent					Criteria	Unable to Assess
	Literacy	Math	Science	Social Science	Creative Activities		
<p><b>CPD7:</b> Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content.</p> <p><b>Possible Codes:</b> S = selects, I = implements</p> <p><b>NAEYC:</b> 5b, 5c (5b-LVL2-2, 5c-LVL2-1)</p> <p><b>IPTS:</b> 1I, 2L, 2M, 2N, 2Q, 3Q, 4K, 5I, 5L, 5M, 5N, 5R, 5S, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 6S</p> <p><b>InTASC:</b> 1(d), 1(g), 2(a), 2(c), 3(b), 3(i), 4(a), 4(b), 4(c), 4(e), 4(g), 4(h), 4(r), 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(h), 5(i), 5(m), 5(o), 7(b), 7(c), 7(k), 8(e), 8(f), 8(g), 8(h), 8(i), 8(k)</p>						Culturally responsive methods and instructional strategies aligned with applicable development/ learning standards, which actively engage children in developmentally appropriate content	
						Linguistically responsive methods and instructional strategies aligned with applicable development/ learning standards, which actively engage children in developmentally appropriate content	
						Individually responsive methods and instructional strategies aligned with applicable development/ learning standards, which actively engage children in developmentally appropriate content	
Competency	Distinguished		Competent		Developing	Unacceptable	Unable to Assess
<b>CPD8:</b> Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's	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		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		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 that connects	Differentiates instruction based on incomplete assessment of individuals and group  Support for diverse learning styles and abilities incomplete	

interests  NAEYC: 4c (4c-LVL1-1-3, 4c-LVL2-2 & 3) IPTS: 1H, 1J, 1L, 20, 3H, 3K, 3M, 3O, 3Q, 4O, 5K, 5M, 6J InTASC: 1(b), 1(e), 1(h), 1(g), 2(a), 2(b), 2(f), 2(l), 4(d), 5(h), 7(b), 7(f), 8(d), 8(p)	Incorporates evidence-based practice, including universal design, and children's interests to provide instruction that connects identified skills with activities	Incorporates evidence-based practice, including universal design, and children's interests to provide instruction that connects identified skills with activities	identified skills with activities	Evidence-based practices not evident	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>CPD9:</b> Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children  NAEYC: 1b, 4c (1b-LVL1-4, 1b-LVL2-2, 4c-LVL2-3) IPTS: 2P, 2Q, 3P, 5J, 5M, 5N, 5P, 6R InTASC: 1(c), 2(a), 2(d), 2(e), 2(f), 2(g), 4(g), 6(c), 7(q), 8(a), 8(b), 8(e), 8(s)	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	
<b>Competency</b>	<b>Distinguished</b>	<b>Competent</b>	<b>Developing</b>	<b>Unacceptable</b>	<b>Unable to Assess</b>
<b>CPD10:</b> Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning	Creates, advocates for, and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy development and learning	Creates and assesses program policies, procedures, and plans using program evaluation data, current research, theory and knowledge of children to optimize healthy child development and learning	Creates and assesses program policies, procedures, and plans that are not fully reflective of program evaluation data, current research, theory and knowledge of children	Creates and assesses program policies, procedures, and plans that do not reflect program evaluation data, current research, theory and knowledge of children	

<b>NAEYC:</b> ----- <b>IPTS:</b> 1A, 1D, 1H, 2A, 3A, 3O, 5O, 9A, 9B, 9C, 9Q, 9R <b>InTASC:</b> 1(c), 2(a), 2(d), 2(e), 2(f), 2(g), 4(g), 6(c), 7(q), 8(a), 8(b), 8(e), 8(s)	Plans reflect the substantive inclusion of families in program planning and evaluation				
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Green = Level 3

Orange = Level 4

Blue = Level 5

## IV. Data Collection & Analysis Tool

Competency & Standards Alignment					Cumulative Assessment Data				
Competency	NAEYC Stand. (Draft 2020)	NAEYC Comp. (Draft 2020)	IPTS (2013)	InTASC (2019)	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<b>ECE CPD1:</b> Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data	3c, 4b	3c-LVL1-1, 3c-LVL3-7, 4b-LVL1-1, 4b-LVL1-2	3B, 3C, 3D	7(j), 7(p)					
<b>ECE CPD2:</b> Synthesizes the relationship between standards, evidence-based practices, culturally competent teaching strategies and curricular planning	5c	5c-LVL1-1, 5c-LVL2-1	3A, 3B, 3C, 3I, 3L	2(a), 4(f), 4(k), 4(l), 4(n), 4(o), 7(a), 7(g), 7(h), 7(j), 7(p)					
<b>ECE CPD3:</b> Plans, implements and assesses appropriate learning experiences using knowledge of individual children’s healthy development, abilities, interests, and needs	3a, 4b, 4c	3a-LVL2-3, 4b-LVL1-1 & 2, 4b-LVL2-1 & 2, 4c-LVL1-1 & 3, 4c-LVL2-2	2A, 2I, 3C, 3D, 3H, 3I, 3J, 3K, 3M, 3N, 3Q, 5B, 5C, 5E, 5F, 5G, 5H	1(b), 2(g), 2(l), 3(i), 3(m), 4(f), 4(m), 5(c), 7(b), 7(f), 7(i), 7(j), 7(l), 7(p), 8(l)					
<b>CPD4:</b> Describes appropriate methods supportive of young children’s development and learning	1d, 3a	1d-LVL1-1 & 2, 3a-LVL2-3	2C, 2G, 2J, 3B, 3C, 3D, 3E, 3G, 4A, 4B, 4C, 5B,	2(g), 3(i), 3(j), 3(m), 4(p), 5(g), 5(i), 5(j), 5(l), 6(f), 7(j), 7(l),					

			5D, 5E, 5F, 6A, 6G, 6I	7(p), 8(j), 8(k)					
<b>CPD5:</b> Describes appropriate content supportive of young children’s development and learning	5a, 5b	5a-LVL2-1, 5b-LVL1-1 & 2	2B, 2D, 2F, 3A, 6B, 6C, 6D, 6F	2(a), 4(j), 4(p), 5(i), 5(n), 5(p)					
<b>CPD6:</b> Selects appropriate content, aligned with relevant standards	5b, 5c	5b-LVL2-2 & 3, 5c-LVL1-1, 5c-LVL2-1	2B, 2I, 2J, 2N, 3A, 6G, 6J	2(a), 4(f), 4(j), 4(n), 4(p), 5(c), 5(h), 5(r), 7(g)					
<b>CPD7:</b> Selects and implements appropriate methods and instructional strategies, which actively engage children in developmentally appropriate content	5b, 5c	5b-LVL2-2, 5c-LVL2-1	1I, 2L, 2M, 2N, 2Q, 3Q, 4K, 5I, 5L, 5M, 5N, 5R, 5S, 6J, 6L, 6M, 6N, 6O, 6P, 6Q, 6S	1(d), 1(g), 2(a), 2(c), 3(b), 3(i), 4(a), 4(b), 4(c), 4(e), 4(g), 4(h), 4(r), 5(a), 5(b), 5(c), 5(d), 5(e), 5(f), 5(h), 5(i), 5(m), 5(o), 7(b), 7(c), 7(k), 8(e), 8(f), 8(g), 8(h), 8(i), 8(k)					
<b>CPD8:</b> Differentiates instruction to support diverse learning styles and abilities through incorporation of evidence-based practices, including universal design, and children's interests	4c	4c-LVL1-1-3, 4c-LVL2-2 & 3	1H, 1J, 1L, 2O, 3H, 3K, 3M, 3O, 3Q, 4O, 5K, 5M, 6J	1(b), 1(e), 1(h), 1(g), 2(a), 2(b), 2(f), 2(l), 4(d), 5(h), 7(b), 7(f), 8(d), 8(p)					
<b>CPD9:</b> Adapts instructional practice through use of appropriate tools and strategies to support the development and learning of individual children	1b, 4c	1b-LVL1-4, 1b-LVL2-2, 4c-LVL2-3	2P, 2Q, 3P, 5J, 5M, 5N, 5P, 6R	1(c), 2(a), 2(d), 2(e), 2(f), 2(g), 4(g), 6(c), 7(q), 8(a), 8(b), 8(e), 8(s)					

<p><b>CPD10:</b> Creates and assesses program policies, procedures, and plans using current research, theory and knowledge of children to optimize healthy child development and learning</p>	<p>-----</p>	<p>-----</p>	<p>1A, 1D, 1H, 2A, 3A, 3O, 5O, 9A, 9B, 9C, 9Q, 9R</p>	<p>1(b), 1(h), 2(a), 2(h), 5(k), 6(r), 7(b), 9(c), 9(d), 9(f), 9(j), 9(o), 10(i), 10(j), 10(k)</p>					
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