Credential AREA: Early Childhood Credential (Level 3)
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)
ECE CPD1: 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)
ECE CPD2: 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)
ECE CPD3: 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)

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

<u>Preparation/ Materials</u>:
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

<u>Lesson Introduction</u>:
- 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?

<u>Procedure</u>:
- 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.

<u>Closure</u>:
- 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?

<u>Extension</u>:
- 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.

<u>Support for All Learners</u>:
- 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

<u>Differentiation</u>:
- 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?

III. Assessment Rubric

ECE Curriculum Master Rubric					
Competency	**Competent**				**Unable to Assess**
	Criteria				
CPD1: Identifies culturally, linguistically, and individually responsive planning strategies which utilize assessment and observation data **Possible Codes:** N = names, E = explains **NAEYC**: 3c, 4b (3c-LVL1-1, 3c-LVL3-7, 4b-LVL1-1, 4b-LVL1-2) **IPTS**: 3B, 3C, 3D **InTASC**: 7(j), 7(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			

Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
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	Synthesizes the relationship between development and learning Use of standards and evidenced-based practice are evident in curriculum choices which incorporate	The relationship between development and learning not fully synthesized Use of standards and evidenced-based practice partially evident in curriculum choices which	Relationship between development and learning not synthesized Use of standards and evidenced-based practice not evident in curriculum choices, which	

					Unable to Assess
NAEYC: 5c (5c-LVL1-1, 5c-LVL2-1) **IPTS**: 3A, 3B, 3C, 3I, 3L **InTASC**: 2(a), 4(f), 4(k), 4(l), 4(n), 4(o), 7(a), 7(g), 7(h), 7(j), 7(p)	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	experiences, abilities and interests Curricula choices focus on developing intellectual curiosity, problem solving, decision-making and active engagement in the construction of new knowledge	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	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	
Competency	**Distinguished**	**Competent**	**Developing**	**Unacceptable**	**Unable to Assess**
CPD3: Plans, implements and assesses appropriate learning experiences using knowledge of individual children's healthy development, abilities, interests, and needs **NAEYC**: 3a, 4b, 4c (3a-LVL2-3, 4b-LVL1-1 & 2, 4b-LVL2-1 & 2, 4c-LVL1-1 & 3, 4c-LVL2-2) **IPTS**: 2A, 2I, 3C, 3D, 3H, 3I, 3J, 3K, 3M, 3N, 3Q, 5B, 5C, 5E, 5F, 5G, 5H **InTASC**: 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)	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 Learning experiences reflect connections to children's home lives and the broader community	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 connections to children's home lives and the broader community	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 children's home lives and the broader community	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	

Green = Level 3

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
ECE CPD1: 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)					
ECE CPD2: 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)					
ECE CPD3: 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)					