

**SAYD Curriculum or Program Design Assessment (Level 2)
Individual Lesson and Program Planning, Implementation, and Reflection**

SAYD Competencies	SAYD CPD1: Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.
Original Gateways SAYD Benchmarks	2-4A7-9, 2-4A11, 2-4B5, 2-4B6, 2-4B33, 2-4B35, 2-4B37, 2-4B46, 2-4B47, 2-4D4, 2-4D16, 2-4D17, 2-4D22, 2-4D37, 2-4E17, 2-4E18, 2-4E19, 2-4G3, 5A9, 5B37, 5B38, 5D10, 5D25, 5D32, 5D40, 5D49, 5D51, 5D52, 5E12, 5E13
IPTS	1A, 1F, 1G, 2A, 2B, 4C, 4L, 4P, 6C
NAA	1, 2, 4, 14, 15, 28
COA	3.02, 3.03, 3.04, 4.02, 5.05, 5.06
ACT Now	23.1–23.4, 26.1–26.3, 29.1–29.3

Assessment Guidelines

In this assessment, you will be selecting materials, strategies, and technologies that are designed to meet the developmental needs of SAY. The purpose of this assessment is to determine your competencies in this area of planning strategies based on appropriate standards and guidelines for school-age youth.

Successful completion of this Assessment requires that it be completed based on a group of children with whom you are familiar. If you do not have a school-age classroom where you have ongoing contact, please make arrangements to meet with a 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 environmental design, lesson planning, and implementation.

Part 1: Planning

Prior to engaging in curricular planning, create a developmental profile inclusive of strengths and opportunities for growth for the children in the setting. Include the following in your developmental profile:

- Developmental strengths and opportunities for growth
- Relevant cultural and linguistic information
- Preferred styles of interacting with the world around them

In three to four paragraphs, provide an overview of current standards, best practice, and teaching and learning practices that will guide your selection of materials, strategies and technologies

A. Materials

- Provide an overview of materials, strategies and technologies you will use to meet the developmental needs of children in the setting.
- For each of the materials, strategies and technologies selected, provide an overview of how these items met current standards, best practice, and teaching and learning practices outlined in Part 1.

SAYD Curriculum or Program Design Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><u>SAYD CPD1:</u></p> <p>Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.</p>	<p>Reviews materials, strategies, technologies designed to meet the developmental needs of school-age and youth</p> <p>Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.</p> <p>Identifies and selects materials on social topics that are relevant to school-age and youth.</p> <p>Uses the evidence-base to support materials, strategies and technologies selected.</p>	<p>Reviews materials, strategies, technologies designed to meet the developmental needs of school-age and youth</p> <p>Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.</p> <p>Identifies and selects materials on social topics that are relevant to school-age and youth.</p>	<p>Provides a partial review of materials, strategies, technologies designed to meet the developmental needs of school-age and youth</p> <p>Selects materials and resources for school-age and youth to explore roles and life skills.</p> <p>Identifies and selects materials on social topics that are partially relevant to school-age and youth.</p>	<p>Provides an inaccurate review of materials, strategies, technologies designed to meet the developmental needs of school-age and youth</p> <p>Selects inappropriate materials and resources for school-age and youth to explore roles and life skills.</p> <p>Identifies and selects inaccurate or inappropriate materials on social topics that are for school-age and youth.</p>	

Level 2—Yellow