

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

SAYD Competencies	<p>SAYD CPD1: Identifies and selects materials, strategies and technologies designed to meet the developmental needs of SAY.</p> <p>SAYD CPD2: Designs learning opportunities that support the healthy development, learning, and well-being of SAY.</p> <p>SAYD CPD3: Implements strategies that support SAY in identifying and developing positive roles and relationships with others.</p> <p>SAYD CPD4: Develops and implements activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.</p> <p>SAYD CPD5: Applies standards, best practice, teaching and learning paradigms, activities, processes, and programs--in collaboration with SAY, families and colleagues-- to continually improve program quality for SAY.</p> <p>SAYD CPD6: Plans, creates, implements, and adapts methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.</p> <p>SAYD CPD7: Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY.</p>
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, 2-4A12, 2-4B25, 2-4B28, 2-4B29, 2-4B36, 2-4B44, 2-4B45, 2-4D18, 2-4D19, 2-4D20, 2-4D23, 2-4E30, 2-4G8, 2-4G9, 5A5, 5A6, 5A7, 5B19, 5A24, 5B41, 5E25, 5E40, 5E41, 5E44, 2-4D26, 2-4D27-D30, 5D41, 5D42, 5D50, 5D53, 2-4B38, 2-4D38, 2-4D39, 5B31, 5B32, 5B51, 5B52, 5D11, 5D34
IPTS	1A, 1F, 1G, 2A, 2B, 2G, 4C, 4L, 4N, 4P, 5A, 5B, 5G, 5K, 5M, 6C, 7F, 7J, 11C, 11K
NAA	1, 2, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 28, 29
COA	3.01–3.04, 4.01, 4.02, 4.04, 4.06, 5.01–5.08, 6.01–6.06, 7.01, 7.04, 9.01, 9.02, 12.01, 12.03
ACT Now	1.1, 1.5, 2.1, 2.3, 2.4, 3.2, 10.3, 20.1, 20.2, 21.1, 22.1–22.4, 23.1–23.4, 24.1–24.10, 25.1–25.5, 26.1–26.3, 27.1–27.4, 29.1–29.3

Assessment Guidelines

In this assessment, you will be developing and implementing a lesson plan and engaging environment for a group of school-age youth. The purpose of this assessment is to determine your competencies in this area of planning strategies and environments based on appropriate standards and guidelines for school-age youth. Your overall goal is to create an engaging lesson that supports the unique development and learning needs children between the ages of 5 and 16.

Successful completion of this Assessment requires that it be completed with 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, describe why each of the following factors are essential components of lesson planning and environmental design:

- An overview of current standards, best practice, and teaching and learning practices that will guide curriculum development
- How you will collaborate with school-age youth, their families, and colleagues to ensure and improve curricular and program effectiveness

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:

Lesson Rationale

Prior to implementing your lesson, respond to each of the following questions:

- How will you ensure that the lesson is reflective of each child's preferred styles and developmental level?
- How will you ensure that the material presented is cultural responsive?
- How will you ensure that the information presented is developmentally responsive?

A. Materials

- Provide an overview of materials, strategies and technologies you will use to meet the developmental needs of children in the setting.

B. 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, goals, and interests?

C. 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.

D. 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, student goals, and interests?

SAYD Curriculum or Program Design Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD CPD1: 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>	
<p>SAYD CPD2: Designs learning opportunities that support the healthy development, learning, and well-being of SAY.</p>	<p>Arranges opportunities, based on age and developmental level, for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths.</p> <p>Identifies a range of strategies to help school-age and youth to set achievable goals, approach conflict, engaging in decision-making, and develop critical thinking skills.</p> <p>Demonstrates cultural responsiveness in disposition and in curricular and environmental design.</p> <p>Applies the evidence-base as a rationale for the learning environment.</p>	<p>Arranges opportunities, based on age and developmental level, for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths.</p> <p>Identifies a range of strategies to help school-age and youth to set achievable goals, approach conflict, engaging in decision-making, and develop critical thinking skills.</p> <p>Demonstrates cultural responsiveness in disposition and in curricular and environmental design.</p>	<p>Arranges opportunities for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths.</p> <p>Identifies strategies to help school-age and youth to set achievable goals, approach conflict, engaging in decision-making, and develop critical thinking skills.</p> <p>Demonstrates cultural responsiveness in disposition.</p>	<p>Arranges opportunities that undermine opportunities for school-age and youth to identify, explore, and display physical, cognitive, social, emotional, spiritual, and artistic strengths.</p> <p>Identifies strategies that undermine school-age and youth's abilities to set achievable goals, approach conflict, engage in decision-making, and develop critical thinking skills.</p> <p>Demonstrates a lack of dispositional cultural responsiveness.</p>	

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<p>SAYD CPD3: Implements strategies that support SAY in identifying and developing positive roles and relationships with others.</p>	<p>Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.</p> <p>Manages and models an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.</p> <p>Mentors and supports SAY and colleagues in continuously reflecting on interpersonal behavior.</p>	<p>Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.</p> <p>Manages and models an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.</p>	<p>Models roles of individuals that help groups perform tasks and manage group process.</p> <p>Models an array of roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization.</p>	<p>Engages in behaviors and interactions that undermine SAY development of positive roles and relationships with others.</p>	
<p>SAYD CPD4: Develops and implements activities that collaboratively engage SAY in learning about their own talents, skills, and abilities, as well as those of others.</p>	<p>Supports school-age and youth to explore topics of interest, investigate significant questions, complete purposeful projects, solve relevant problems to experience growth, and recognize and value the skills and talents of others.</p> <p>Uses collaborative, youth-centered approaches to learning to partner with school-age and youth to plan, implement and evaluate suitable activities consistent with individual/group goals, organizational mission, and agreed outcomes.</p> <p>Provides a research-based rationale for activities developed and implemented reflective of positive identify and group</p>	<p>Supports school-age and youth to explore topics of interest, investigate significant questions, complete purposeful projects, solve relevant problems to experience growth, and recognize and value the skills and talents of others.</p> <p>Uses collaborative, youth-centered approaches to learning to partner with school-age and youth to plan, implement and evaluate suitable activities consistent with individual/group goals, organizational mission, and agreed outcomes.</p>	<p>Develops activities that engage SAY in learning about their own talents, skills, and abilities and those of others.</p> <p>Implements activities that engage SAY in learning about their own talents, skills, and abilities and those of others.</p>	<p>Develops activities that undermine SAY ability to develop a positive view of their own talents, skills, and abilities and those of others.</p> <p>Implements activities that undermines SAY ability to develop a positive view of their own talents, skills, and abilities and those of others.</p>	

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	development.				
<p>SAYD CPD5: Applies standards, best practice, teaching and learning paradigms, activities, processes, and programs-- in collaboration with SAY, families and colleagues-- to continually improve program quality for SAY.</p>	<p>Recognizes the array of standards available to professionals in the school-age and youth field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation).</p> <p>Compares and contrasts a variety of teaching and learning paradigms.</p> <p>Collaborates with colleagues, families, and SAY to evaluate standards, best practice, teaching and learning paradigms, activities, processes, and programs to sequences and modify activities, processes, and programs based on age and developmental levels of school-age and youth.</p> <p>Synthesizes evidence-base into a cohesive rationale supportive continuous quality improvement for families and colleagues.</p>	<p>Recognizes the array of standards available to professionals in the school-age and youth field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation).</p> <p>Compares and contrasts a variety of teaching and learning paradigms.</p> <p>Collaborates with colleagues, families, and SAY to evaluate standards, best practice, teaching and learning paradigms, activities, processes, and programs to sequences and modify activities, processes, and programs based on age and developmental levels of school-age and youth.</p>	<p>Recognizes the majority of standards available to professionals in the school-age and youth field, including governmental standards (e.g. Illinois Professional Teaching Standards), those created by professional associations (e.g. National Afterschool Association), and those recognized by accrediting bodies (e.g. Council on Accreditation).</p> <p>Compares a variety of teaching and learning paradigms.</p> <p>Evaluates standards, best practice, teaching and learning paradigms, activities, processes, and programs to sequences and modify activities, processes, and programs based on age and developmental levels of school-age and youth.</p>	<p>Fails to recognize standards available to professionals in the school-age and youth field.</p> <p>Lacks awareness of similarities and differences between teaching and learning paradigms.</p> <p>Does not apply standards, best practice, teaching and learning paradigms, activities, processes, and/or programs to sequence and modify activities, processes, and programs based on age and developmental levels of school-age and youth.</p>	

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<p>SAYD CPD6: Plans, creates, implements, and adapts methods, resources and strategies to match school-age and youth preferred styles, developmental, cultural and linguistic levels, and information to be addressed.</p>	<p>Partners with school-age and youth to create and implement a holistic curriculum, based on personal plans, that is relevant, meaningful, and engaging.</p> <p>Develops a holistic framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.</p> <p>Adapts activities, services, supports, and opportunities to match school-age and youth preferred styles, developmental, cultural and linguistic levels</p> <p>Scaffolds learning opportunities to build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).</p> <p>Provides a research-based rationale for curricular methods, resources, and strategies selected, implemented and adapted.</p>	<p>Partners with school-age and youth to create and implement a holistic curriculum, based on personal plans, that is relevant, meaningful, and engaging.</p> <p>Develops a holistic framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.</p> <p>Adapts activities, services, supports, and opportunities to match school-age and youth preferred styles, developmental, cultural and linguistic levels</p> <p>Scaffolds learning opportunities to build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).</p>	<p>Creates and implements a holistic curriculum, based on personal plans, that is relevant, meaningful, and engaging.</p> <p>Develops a framework to connect environments, schedules, and programs with the developmental needs of school-age and youth to include physical, cognitive, social, emotional, and spiritual domains.</p> <p>Adapts activities, services, supports, and opportunities to match school-age and youth preferred styles, developmental, cultural and linguistic levels</p> <p>Implements learning opportunities that build competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).</p>	<p>Creates and implements an SAYD curriculum based on personal plans.</p> <p>Develops a framework that does not connect environments, schedules, and programs to the developmental needs of school-age and youth.</p> <p>Activities, services, supports, and opportunities lack support for or undermine school-age and youth preferred styles, developmental, cultural and linguistic levels</p> <p>Learning opportunities provided undermine SAYD competencies and capacities in a variety of areas (e.g. social, emotional, cognitive, physical, spiritual, interpersonal, verbal, artistic).</p>	
<p>SAYD CPD7: Implements and models group work knowledge and skills to build cohesive programs and strong participation with SAY.</p>	<p>Establishes a positive social and emotional climate with school-age and youth.</p> <p>Practices a variety of group facilitation skills such as role modeling, helpful group behavior, active listening, using explicit communication/directions, building trust by following through</p>	<p>Establishes a positive social and emotional climate with school-age and youth.</p> <p>Practices a variety of group facilitation skills such as role modeling, helpful group behavior, active listening, using explicit communication/directions, building trust by following through</p>	<p>Establishes a positive social and emotional climate with school-age and youth.</p> <p>Practices limited group facilitation skills including role modeling, helpful group behavior, active listening, using explicit communication/directions, building trust by following through</p>	<p>Establishes a neutral or hostile social and emotional climate with school-age and youth.</p> <p>Identifies group facilitation skills such as role modeling, helpful group behavior, active listening, using explicit communication/directions, building trust by following through</p>	

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	<p>on commitments, and monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community.</p> <p>Implements programs and activities that incorporate experiential strategies with school-age and youth.</p> <p>Mentors colleagues and SAY leaders in building and supporting group cohesiveness.</p>	<p>on commitments, and monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community.</p> <p>Implements programs and activities that incorporate experiential strategies with school-age and youth.</p>	<p>on commitments, or monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community.</p> <p>Identifies programs and activities that incorporate experiential strategies with school-age and youth.</p> <p>Identifies resources, materials strategies, and technologies that are safe.</p>	<p>on commitments, and monitoring use of humor to be inclusive and supportive with the goal of creating a respectful, responsive community.</p> <p>Demonstrates an inability to identify programs and activities that incorporate experiential strategies with school-age and youth.</p> <p>Identifies resources, materials strategies, and technologies that are that undermine safety for SAY.</p>	

Level 2—Yellow

Level 3—Green