

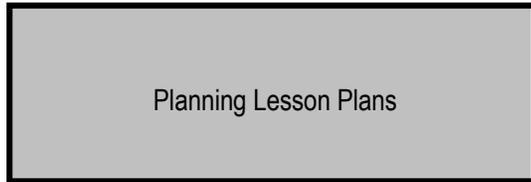
EARLY CHILDHOOD SPECIAL EDUCATION CLINICAL PRACTICE RUBRICS



Education Department
Clinical Practice: Early Childhood/Special Education

PLANNING

To be evaluated by the College Clinical Practice Supervisor and a Separate Form for the Cooperating Teacher



Semester: [] Fall [] Spring Year: __20__

Candidate's Name: Jaylina Lloyd _____

Early Field Site: _____ Ella baker _____ Grade/Level: _____ Other: *2-3 year olds*

Date of Formal Observation: ____/____/____ Learning Experiences _____ of _____

Name of Cooperating Teacher/ College Clinical Practice Supervisor Completing Assessment: _____

Subjects in Interdisciplinary Learning Segment Language and Literacy Development & _____

PLANNING – Evaluated by College Clinical Practice Supervisor & Cooperating Teacher

The planning rubric is based on scaffolding candidates during basic level planning to more independent intermediate planning and ultimately to total independence during advanced planning. The planning rubric demonstrates collaboration (working with college supervisor and cooperating teacher to understand basic planning) and leadership (scaffolded to work independently) to plan the content knowledge included in a lesson and the pedagogical content knowledge used to impart concepts and skills.

PLANNING				
	UNSATISFACTORY: SCORE 0 Grade Range: D/F (0-69)	EMERGING: SCORE 1 Grade Range: C (69-79)	COMPETENT: SCORE 2 Grade Range: B (80-89)	EXEMPLARY: SCORE 3 Grade Range: D/F (90-100)
<p align="center">Basic Level Planning for Instruction to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying Content Knowledge (INTASC 2.4.10)</p>				
<p>1. Candidate develops a basic understanding of Collaboration: Candidate is a professional because of effective collaboration with a team of stakeholders (e.g., cooperating teacher, college supervisor, additional school based educators or staff) to know important classroom features such as children pulled out for services and time allocated and types of activities for language and literacy instruction, movement stipulations, school initiatives, and DOE requirements; works with the team to critically reflect on how these contextual features may affect pedagogical practice; and problem-solves ways to neutralize any potential negative impact on student learning especially features affecting children with developmental and exceptional needs to inform practice and apply</p>	<p>Candidate's planning does not address required elements.</p>	<p>Candidate's planning reflects collaboration with the college supervisor/cooperating teacher and possibly others to know important classroom features, # and assignment of para-educators, aides, # of children pulled out for services but not how this may affect pedagogical practice and ways to address any potential negative affect.</p>	<p>Candidate's planning reflects collaboration with college supervisor/cooperating teacher and possibly others to know important classroom features, # and assignment of para-educators, aides, # of children pulled out for services problem-solving ways to neutralize any potential negative impact on student learning. Planning shows evidence of alternatives and contingencies, connections to DOE policies and school initiatives, and potential solutions for challenges that might arise during the lesson with the majority of suggestions being practical</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know important classroom features, # and assignment of para-educators, aides, # of children pulled out for services and how this may affect pedagogical practice and what is done to address the potential negative affect and all of the suggestions are practical.</p>

<p>models of team processes in early childhood NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.3; ECSE 7S1</p>				
<p>2. Candidate effectively collaborates with college supervisor/ cooperating teacher applying team processes in early childhood to develop understanding of Adaptation: Candidate is a professional logically hypothesizing as to how to adapt DOE and school initiatives including time allotted for activities to optimizing learning and can explain the effect of adaptations on pedagogical practices and proposed overall learning for students, including individuals with exceptionalities, during language and literacy-based instruction throughout the day. NAEYC 6a; CEC ECSE 7.0, 7.1, 7.3; ECSE 7S1</p>	<p>Candidate's planning does not address required elements.</p>	<p>Candidate's Planning Commentary reflects collaboration with the college supervisor and cooperating teacher to know that there is a time allotted to language and literacy instruction(i.e. morning or afternoon) but not the exact range of time nor proposed adaptations for developmental or special needs to facilitate pedagogical practices</p>	<p>Candidate adapts content, instruction, and assessments to optimize learning for students, including individuals with exceptionalities, during literacy-based instruction. Planning shows evidence of instructional time allotted as well as inter-related, literacy activities throughout the day and the range of time and proposed appropriate adaptations for either developmental or special needs to facilitate pedagogical practices</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know that there is time allotted to language and literacy instruction (i.e. morning or afternoon), the exact range of time, and define the related activities that take place within the range of time and proposed appropriate adaptations for developmental and special needs to facilitate pedagogical practices</p>
<p>3. Candidate effectively collaborates with college supervisor/ cooperating teacher applying team processes in early</p>	<p>Candidate's planning does not address required elements.</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know the number of language and literacy</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know</p>

<p>childhood to understand Grouping Techniques: Candidate understands the reason for existent grouping practices and can articulate the basis for group membership and how the membership supports or does not support the learning experience or lesson segment for all children including individuals with special needs NAEYC 6a; CEC ECSE 7.0, 7.1, 7.3; ECSE 7S1</p>		<p>the number of language and literacy groups in the classroom but not the basis for group membership nor a statement of how this lesson segment is influenced by the grouping.</p>	<p>groups in the classroom and the basis for group membership; however, no discussion of how this lesson segment is influenced by the grouping.</p>	<p>the number of language and literacy groups in the classroom , the basis for group membership and a discussion of how this lesson segment is influenced by the grouping.</p>
<p>4.Candidate effectively collaborates with college supervisor/cooperating teacher applying team processes in early childhood to understand Families and Communities: Candidates' planning acknowledges multicultural influences in the classroom and discusses differences in values, languages and customs between the home and school in support of reciprocal and respectful relationships with diverse families laying the foundation for and the practice of</p>	<p>Candidates' Planning Commentary does not address required elements of these standards.</p>	<p>Candidates' Planning Commentary refer to differences in values, languages and customs between the home and school, but there is no supportive evidence of reciprocal and respectful relationships with diverse families.</p>	<p>Candidates' Planning Commentary refer to differences in values, languages and customs between the home and school in explain how this assists to support of reciprocal and respectful relationships with diverse families.</p>	<p>Candidates' Planning Commentary refer to differences in values, languages and customs between the home and school in support of reciprocal and respectful relationships with diverse families and demonstrate the ways in which these relationships may be fostered.</p>

<p>supporting and engaging families in respectful, reciprocal relationships acknowledging that diversity is part of families and schools and it interacts with the delivery of special education services NAEYC2b; ECSE 6.3</p>				
<p>5.Candidate effectively collaborates with college supervisor/ cooperating applying team processes in early childhood to understand the Physical Environment: Candidate plans a physical environment to support pedagogical practices in that all students including individuals with exceptional conditions can safely participate in group activities becoming active and effective learners with intact emotional well being and having positive social interactions in inclusive culturally responsive learning environments to facilitate language and literacy experiences NAEYC 4a, 6a; CEC ECSE 2.0, 7.0, 7.1, 7.3, ECSE 7S1</p>	<p>Candidate’s planning does not address required elements of these standards.</p>	<p>Candidate’s planning reflects collaboration with the college supervisor and cooperating teacher to know the physical arrangement of groups in the classroom or the rationale for group membership but how this arrangement will or will not affect your pedagogical practices during the lesson is not discussed.</p>	<p>Candidate’s planning reflects collaboration with the college supervisor and cooperating teacher to know the physical arrangement of groups in the classroom or the rationale for group membership with some details regarding how this arrangement will or will not affect pedagogical practices during the lesson.</p>	<p>Candidate’s planning commentary reflects collaboration with the college supervisor and cooperating teacher to know the physical arrangement of groups in the classroom and the rationale for group membership with some details regarding how this arrangement will or will not affect pedagogical practices during the lesson</p>

<p>6. Candidate effectively collaborates with college supervisor/ cooperating teacher applying models of team processes in early childhood to understand Curriculum Implementation: Candidate knows the curriculum and classroom resources (e.g., textbooks, scope and sequence, pacing calendar, standards, classroom/school library the degree of formal and informal test preparation); can explore and explain rationales for using particular resources ensuring that resources are developmentally appropriate for an interdisciplinary framework during language and literacy instruction in order to support content acquisition of all students, including individuals with exceptionalities; NAEYC 6a; CEC ECSE 7.0, 7.1, 7.3; ECSE 7S1</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate's planning evidences collaboration with the college supervisor or cooperating teacher to know the textbook or curriculum used for language and literacy instruction referring to the title only</p>	<p>Candidate's planning evidences collaboration with the college supervisor or cooperating teacher to know the textbook or curriculum used for language and literacy instruction referring to the title, publisher, and its date of publication.</p>	<p>Candidate's planning reflects collaboration with the college supervisor or cooperating teacher to know the textbook or curriculum used for language and literacy instruction referring to the title, publisher, date of publication, and the rationale for using the resource .</p>
<p>7. Candidate effectively collaborates applying team processes in early childhood supervisor/ cooperating teacher to understand Instructional Strategies:</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know the number of language and literacy groups in the</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know the number of</p>

<p>Candidate knows and understands the use of varied General Instructional Strategies (Teacher Directed- e.g. Discovery Learning; Teacher-Directed Elaboration-In Kind Activities; or Student Directed Elaboration-cooperative learning) rationalizing the use of particular strategies and creating culturally responsive environment for all children, including individuals with exceptional conditions. NAEYC 6a; CEC ECSE 7.0, 7.1 , 7.3; ECSE 7S1</p>		<p>the number of language and literacy groups in the classroom and the instructional strategies that will be used for specific groupings or across groupings but not the basis for group membership nor a discussion of how this lesson segment is influenced by the grouping to facilitate language and literacy experiences for students, including individuals with exceptional conditions.</p>	<p>classroom and the instructional strategies that will be used for specific groupings or across groupings and either the basis for group membership or the discussion of how this lesson segment is influenced by the grouping to facilitate language and literacy experiences for students, including individuals with exceptional conditions.</p>	<p>language and literacy groups in the classroom, the basis for group membership and a discussion of how this lesson segment is influenced by the grouping to facilitate language and literacy experiences for students, including individuals with exceptional conditions.</p>
<p>8.Candidate effectively collaborates with college supervisor/ cooperating teacher applying models of team processes in early childhood to understand Assessment of Student Learning: Candidate knows how to use various kinds of assessment throughout the teaching and learning experiences/segments to</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to consider the degree of test preparation that occurs in the class but not whether it will</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to consider the degree of test preparation that occurs in the class and whether it will affect pedagogical practices but only the perspective of the teacher or student is</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to consider the degree of test preparation occurs in the class and whether it will</p>

<p>include informal, and formative assessments to understand instructional needs while not minimalizing pedagogical practices NAEYC 6a; CEC ECSE 7.0, 7.1, 7.2, 7.3; ECSE 7S1</p>		<p>affect the pedagogical practices</p>	<p>analyzed; therefore, few details are provided</p>	<p>affect pedagogical practices and the perspectives of both the teacher and student are analyzed; therefore, many details are provided</p>
<p>9. Candidate effectively collaborates with college supervisor/ cooperating teacher to understand Technology and Manipulatives Integration: Candidate knows how to incorporate materials from technological and manipulative inventories and online resources (e.g. white board, math manipulatives) into the lesson to provide alternative access to content, to increase student engagement, and to differentiate for diverse learners including assistive technology and modifications of manipulatives for individuals with exceptionalities NAEYC 4b, 6a; CEC ECSE 7.0, 7.1, 7.3; ECSE 7S1</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to summarize the technological and manipulative inventories and on line resources (e.g. white board, math manipulatives) related to the learning segment. The inventories referenced do not include the subjects that are a part of the learning segment</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher in the development to summarize the technological and manipulative inventories and on line resources (e.g. white board, math manipulatives) related to the learning segment. The inventories referenced include one subject that is a part of the learning segment</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher in the development to summarize the technological and manipulative inventories and on line resources (e.g. white board, math manipulatives) related to the learning segment. The inventories referenced include more than one subject that is a part of the learning segment</p>

Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with Child Development (INTASC 1.4.10)

<p>10. Demonstrates an Understanding of Curriculum: Candidate's planning reflects an independent review of curriculum to understand the essential content knowledge and resources in academic disciplines, specifically its central concepts, structures of the discipline, and tools of inquiry to be taught, in order to develop meaningful learning progressions for children with and without exceptionalities .(It is necessary to briefly convey the review process and discuss concrete details mentioned above) NAEYC 5a, 5b; CEC ECSE 3.1</p>	<p>Candidate's planning does not address required elements of these standards.</p>	<p>Candidate's planning reflects an independent review of curriculum, but few concrete (1-2) details are provided describing the review process.</p>	<p>Candidate's planning reflects an independent review of curriculum but only some (3) concrete details are provided describing the review process.</p>	<p>Candidate's planning reflects an independent review of curriculum and many (more than 3) details are provided describing the review process .</p>
<p>11. Understanding Developmental Theories:</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's planning includes the multiple influences on typical and/or</p>	<p>Candidate's planning includes the multiple influences on typical and/or</p>	<p>Candidate's planning includes multiple influences demonstrating</p>

<p>Candidate reviews current research on child development and draws upon the research to identify multiple influences on typical and/or atypical early leading to varied characteristics of learners and plans instruction to support all young children's varying rate of development (i.e. in the physical, cognitive, social, emotional, language and aesthetic domains), including children with IEPs, gifted children, struggling readers, and underperforming children, placing emphasis on experiences that foster play and playfulness, builds upon prior knowledge and experience, and incorporates multimodal learning to ensure that pedagogical practices are developmentally appropriate. NAEYC 1a; CEC 1.0</p>		<p>atypical early development in terms of identifying children's basic characteristics but not the varied rates of development and characteristics of learners (related to IEP goals and special needs, gifted children, struggling readers, and underperforming children) nor the accommodations</p>	<p>atypical early development in terms of identifying children's basic characteristics and the varied rates of development and characteristics of learners (related to IEP goals and special needs, gifted children, struggling readers, and underperforming children) but not the accommodations</p>	<p>current research on child development and draws upon the research to plan instruction for all young children including typical and/or atypical learners considering rates of development and varied characteristics as well as children with IEPs, gifted children, struggling readers, and underperforming children; accommodations emphasize experiences that provide choice, foster play and playfulness, build upon prior knowledge and experience, and considers multimodal learning</p>
	Candidate's planning does	Candidate's planning reflects collaboration	Candidate's planning reflects	Candidate's planning reflects

<p>12. Demonstrating an Understanding of Standards and Content Knowledge: Candidate's planning reflects an attempt to make an independent choice of NYS core curriculum content standards for early childhood literacy and language development and standards clearly related to the other content areas in the interdisciplinary curriculum (explaining how the subjects are integrated and the sub-areas of the integrated subjects) in order to design a developmentally meaningful and challenging curriculum for each child congruent to the concept of universal design for learning. NAEYC 5c; ECSE 3k1</p>	<p>not address required elements of these standards</p>	<p>with the college supervisor and cooperating teacher in deciding to include NYS core curriculum content standards for early childhood literacy or language development but not standards related to the other content areas in the interdisciplinary curriculum.</p>	<p>collaboration with the college supervisor and cooperating teacher in deciding to include NYS core curriculum content standards for early childhood literacy or language development and standards related to the other content areas in the interdisciplinary unit but it is not clear how the standards will be integrated.</p>	<p>collaboration with the college supervisor and cooperating teacher in deciding to include NYS core curriculum content standards for early childhood literacy or language development and standards related to the other content areas in the interdisciplinary unit. It is clear how the standards will be integrated</p>
<p>DTPA 1c-d 13. Candidate's planning is an independent choice of NYS core curriculum a developmentally</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher in the development of a clear central</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher in the</p>	<p>Candidate's planning reflects collaboration with the college supervisor and cooperating teacher in the</p>

<p>appropriate central focus for the learning segment with academic content matching the developmental level of the children, including those with exceptionalities NAEYC 5b; ECSE 3k3</p>		<p>focus for the learning segment but not in the explanation for choosing the learning segment</p>	<p>development of a clear central focus for the learning segment and in a basic explanation for choosing the learning segment</p>	<p>development of a clear central focus for the learning segment and in a detailed explanation for choosing the learning segment</p>
<p>14. Candidate's independent choice of a learning segment that has four learning experiences with each experience having a learning objective used as a basis for designing challenging and meaningful curriculum for all children modifying general and specialized curricula to make it accessible to individuals with exceptionalities. NAEYC 5c; 6a; CEC ECSE 7.0, 7.1,7.2, 7.3; ECSE 7S1</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate's planning reflects an independent development of four behavioral objectives with feedback. Each objective having measurable behaviors to indicate areas for assessment and learning for children with and without exceptionalities demonstrating minimal proclivity to design challenging curriculum for all children</p>	<p>Candidate's planning reflects an independent development of four behavioral objectives with minimal feedback. Each objective having measurable behaviors to indicate areas for assessment and learning for children with and without exceptionalities demonstrating some proclivity to design challenging curriculum for all children</p>	<p>Candidate's planning reflects an independent development of four behavioral objectives with no feedback. Each objective having measurable behaviors to indicate areas for assessment and learning for children with and without exceptionalities demonstrating adequate proclivity to design challenging curriculum for all children.</p>
<p>15. Candidate's independent understanding of how each learning experience builds on</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate has little understanding of the relationship between present learning objectives</p>	<p>Candidate has some understanding of the relationship between present learning objectives</p>	<p>Candidate has adequate understanding of the relationship between present learning objectives</p>

<p>the prior experiences evidencing knowledge of developmentally meaningful challenging curriculum and the relationship between developmental and academic content in order for all children to access the curriculum NAEYC 6a; ECSE 3k3</p>		<p>and prior learning experiences because the explanation is not understood and/or the learning experiences identified are not related to the present learning objective</p>	<p>and prior learning experiences because only parts of the explanation are clear and/or only some of the learning experiences identified are related to the present learning objective</p>	<p>and prior learning experiences because all aspects of the explanation are clear and all of the many learning experiences identified are related to the present learning objective</p>
<p>16. Candidate's understanding of how each learning segment addresses the importance of understanding active and multimodal nature of young children's evidencing knowledge of a broad repertoire of developmentally appropriate practices to advance learning of individuals with exceptionalities NAEYC 6a; CEC ECSE 5.0, 7.0, 7.1, 7.2, 7.3; ECSE 7S1</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate's planning adequately integrates either active or multimodal tasks to build on prior experiences because the integration is developmentally appropriate in terms of student interest</p>	<p>Candidate's planning more than adequately integrates active and multimodal tasks to build on prior experiences because the integration is developmentally appropriate in terms of student interest and addressing the developmental needs of individuals with and without exceptionalities</p>	<p>Candidate's planning evidenced an exemplary integration of active and multimodal tasks to build on prior experiences because the integration is developmentally appropriate in terms of addressing student interest, developmental needs, and culture of individuals with and without exceptionalities.</p>
<p>17. Candidate has an independent understanding of the</p>	<p>Candidate's planning does not include</p>	<p>Candidate's planning identifies academic vocabulary but the vocabulary has little</p>	<p>Candidate's planning identifies academic vocabulary that is</p>	<p>Candidate's planning identifies academic vocabulary that is</p>

<p>importance of children learning academic vocabulary during the learning segment</p> <p>evidencing knowledge of developmentally effective strategies to support language development and communication skills for children with and without exceptionalities having all children practice and apply academic language</p> <p>NAEYC 4c; CEC ECSE 5.4</p>	<p>the required elements.</p>	<p>relationship to the learning segment</p>	<p>related to most aspects of the learning segment, but strategies suggested are only developmentally appropriate to effect one of the following- understanding of academic vocabulary, practice of academic vocabulary and application of academic vocabulary</p>	<p>related to most aspects of the learning segment, But strategies suggested are developmentally appropriate to effect more than one of the following- understanding of academic vocabulary, practice of academic vocabulary and application of academic vocabulary</p>
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Advanced Independent Planning of Instruction: Children’s Abilities, Assets and Challenges Inform Teaching Accommodating Learning Differences (INTASC 4.7)

<p>18. Candidate’s identify the relevant background information (including assessments) that were used to distinguish between children who are at risk, developmentally delayed or disabled and aligns this information to develop appropriate instructional objectives because basic characteristics are identified and accommodations to support learning the</p>	<p>Candidate’s planning does not include the required elements. .</p>	<p>Candidate’s planning states the relevant background information (including assessments) and the essays showed candidates were able to distinguish between children who are at risk, developmentally delayed or disabled. because some basic characteristics are identified but accommodations to support</p>	<p>Candidate’s planning states the relevant background information (including assessments) and were able to distinguish between children who are at risk, developmentally delayed or disabled because some basic characteristics are identified and accommodations to support learning the</p>	<p>Candidate’s planning states the relevant background information (including assessments) and were able to distinguish between children who are at risk, developmentally delayed or disabled because all basic characteristics are identified and accommodations to support learning the</p>
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<p>central focus are stated evidencing knowledge of the legal requirements that distinguish at-risk, developmental delay and disability and of measurement practices to interpret assessment results and guide educational decisions for individuals with exceptionalities in order to work towards quality learning CEC ECSE 4.2,4.4; ECSE4K2</p>		<p>learning the central focus are not clear.</p>	<p>central focus are clear.</p>	<p>central focus are clear.</p>
<p>19. Candidate's planning matches learning experiences to typical and atypical differentiated instruction using a broad repertoire of individualized, culturally and developmentally appropriate pedagogical practices (including supporting family and child interactions as primary contexts for development and learning) to support</p>	<p>Candidates planning does not include required elements.</p>	<p>Candidate's planning discusses how to match learning experiences to typical and atypical development using a broad repertoire of individualized accommodations that are appropriate teaching but it does not support understanding the central focus and does not reflect culturally and developmentally appropriate teaching.</p>	<p>Candidate's planning discusses how to match learning experiences to typical and atypical differentiated instruction by using a broad repertoire of individualized, accommodations that are appropriate teaching that does support an understanding of the central focus</p>	<p>Candidate's planning discusses how to match learning experiences to typical and atypical differentiated instruction by using a broad repertoire of individualized, accommodations that are appropriate teaching that does support an understanding of the central focus</p>

<p>development of the central focus resulting in children with and without exceptionalities receiving more individualized learning while still adhering to general and specialized curricula NAEYC 4c; CEC ECSE 1.2, 3.0, 5.3; ECSE 1S3</p>			<p>but it does not reflect culturally and developmentally appropriate teaching.</p>	<p>and reflects culturally and developmentally appropriate teaching.</p>
<p>20. Candidate's planning describes problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage children with socio-emotional concerns to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility while supporting children's understanding of the central focus evidencing a broad repertoire of developmentally appropriate teaching/learning approaches to facilitate child-</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's planning describes problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, and cooperation, but the essays does not discuss or describe how to teachers assist students to develop independence, individual responsibility related to the central focus.</p>	<p>Candidate's planning describes problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation while learning the central focus. But, few details are provided</p>	<p>Candidate's planning describes problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation, while learning the central focus. Many details are provided by discussing anticipated scenarios.</p>

initiated development and learning NAEYC4c; CEC ECSE 5.1, 5.3; ECSE5S1				
Advanced Planning of Instruction and Assessment for Content Knowledge: Relating Children’s Prior Knowledge to Language and Literacy Development to Support an Understanding of the Central Focus (INTASC 5,6)				
21. Candidate’s language and literacy lesson planning discusses the following: 1) prior lesson or observations to determine the declarative knowledge(facts and concepts) known and procedural knowledge (steps and strategies) , 2) multiple assessments during the lesson to ensure that learning declarative information is monitored and/or procedures are understood and 3) assessment related activities at the end of the lesson to determine whether the lesson’s objectives are met especially whether children understand the relationship between new and prior knowledge evidencing an understanding of the goals, benefits	Candidate’s planning does not address required elements of this standards.	Candidate’s planning discusses the following: 1) prior lesson observations to determine whether declarative knowledge is known 2) multiple assessments during the lesson are discussed but they does not discuss 3) assessment related activities to ensure that the lesson’s objectives are met.	Candidate’s planning discusses the following: 1) prior lesson observations to determine whether declarative knowledge is known, 2) multiple assessments during the lesson and 3) assessment related activities to ensure that the lesson’s objectives are met.	Candidate’s planning discusses the following: 1) prior lesson observations to determine whether declarative knowledge is known , 2) multiple assessments during the lesson and 3) assessment related activities to ensure that the lesson’s objectives are met with detailed examples that indicate knowledge of how to use these to inform teaching.

<p>and uses of multiple methods of assessment and data sources in making educational decisions for children with and without exceptionalities to allow all children the opportunity to demonstrate learning the central focus NAEYC 3a; ECSE 4.0</p>				
<p>22. Candidate considers family/community relationships and their diversity (e.g., values, languages and customs, ethnic groups, community resources, and personal interests are identified) and how they can be used to enhance the language and literacy learning experience during small groups and whole class instruction evidencing knowledge, understanding, and respect of diverse family and community characteristics laying the</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate's planning examines learning experiences and strategies that respect family/community relationships but does not address the diversity of families, communities nor individual personal interests.</p>	<p>Candidate's planning examines learning experiences and strategies that respect family/community relationships and their diversity because ethnic groups, community resources, and personal interests are identified and its relationship to the central focus but its incorporation into the learning experience is not explained, in terms of small groups or whole class.</p>	<p>Candidate's planning examines learning experiences and strategies that respect family/community relationships and their diversity because ethnic groups, community resources, and personal interests are identified and its relationship to the central focus is clearly discussed and its incorporation into the learning experiences is explained, in terms of small groups or whole class instruction</p>

<p>foundation for and the practice of supporting and engaging families in respectful, reciprocal relationships acknowledging that diversity is part of families and schools and that diversity interacts with the delivery of special education services NAEYC 2a, 2b; ECSE 1S1</p>				
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Advanced Planning of Instruction: Supporting Children’s Development and Learning to Apply Content Knowledge Using Appropriate Instructional Strategies (INTASC 5.8,9)

<p>23. Candidate’s planning refers to theories of instructional strategies for each learning experience (of which 3-4 are required). General Instructional strategies are responsive and intentional practices for individual children, small groups and the whole class considering exceptional needs and proposed modifications demonstrate a repertoire of evidenced-based</p>	<p>Candidate’s planning does not include the required elements. .</p>	<p>Candidate’s planning refers to theories of instructional strategies adequately explaining how at least one learning experience is responsive and intentional practice for individual children, small groups and the whole class based on the adaptations proposed with references to support claims.</p>	<p>Candidate’s planning refers to theories of instructional strategies adequately explaining how at least two or more learning experiences are responsive and intentional practice for individual children, small groups and the whole class based on the adaptations proposed with references (courses or texts) to support claims.</p>	<p>Candidate’s planning refers to theories of instructional strategies adequately explaining how three or more learning experiences are responsive and intentional practice for individual children, small groups and the whole class based on the adaptations proposed with references (courses or texts) to support claims.</p>
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<p>developmentally effective instructional strategies for children with and without exceptionalities NAEYC 4b; ECSE 5.0</p>				
<p>24. Candidate's planning is grounded in an understanding of child development and young children's characteristics and needs referring in discussions to their knowledge base consisting of historical, and philosophical foundations; theories, current trends and issues that address common misunderstandings and identify developmental approximations within the learning experiences, and how to intervene safely and appropriately when children with and without</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common misunderstandings or developmental approximations of children with and/or without exceptional needs with detailed examples</p>	<p>Candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common misunderstandings or developmental approximations of children with and/or without exceptional needs with detailed examples.</p>	<p>Candidate's discussions refer to historical, philosophical foundations, developmental theories, and aspects of current trends to address common misunderstandings or developmental approximations of children with and/or without exceptional needs with detailed examples.</p>

<p>exceptionalities are in crisis. NAEYC 1a; CEC ECSE 2.3, 6.1, 6.2; ECSE 6K1, ECSE 6K2</p>				
<p>25. Candidate's planning discusses their knowledge and understanding of effective strategies and tools, including technology, in the <u>promotion of effective instruction using a learning center to address challenges associated with misunderstandings</u> evidencing an understanding of effective instructional strategies and tools for early education including assistive technology to advance learning of individuals with and without exceptionalities NAEYC 4b; ECSE 5.0, 5.3</p>	<p>Candidate's planning does not include the required elements. .</p>	<p>Candidate's planning refers to their knowledge and understanding of effective strategies and tools, but they do not discuss promoting effective instruction using technology in the learning center to address challenges associated with misunderstandings.</p>	<p>Candidate's planning refers to their knowledge and understanding of effective strategies and tools, promoting effective instruction using technology in the learning center to address challenges associated with misunderstandings hypothesizing but most examples are unclear</p>	<p>Candidate's planning refers to their knowledge and understanding of effective strategies and tools, promoting effective instruction using technology in the learning center to address challenges associated with misunderstandings hypothesizing and most examples are specific and clear</p>
<p>Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development (INTASC 5,8)</p>				
<p>26. Candidates know the structure of disciplines in the learning segment</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidates do not know the structure of disciplines in the learning segment because most aspects of</p>	<p>Candidates knows some aspects of the structure of disciplines in the learning segment</p>	<p>Candidates knows the structure of disciplines in the learning segment because all aspects of</p>

<p>because they can identify and integrate developmentally appropriate academic language to develop an understanding of and opportunities for practice using the term and applying it appropriately during learning experiences</p> <p>evidencing planning to use essential content knowledge and structures of content areas and academic disciplines</p> <p>NAEYC 5b</p>		<p>the suggested integration is unclear in terms of identifying and integrating developmentally appropriate academic language</p>	<p>because most aspects of the suggested integration are clear in terms of identifying and integrating developmentally appropriate academic language</p>	<p>the suggested integration are clear in terms of identifying and integrating developmentally appropriate academic language</p>
<p>27. Candidates know the structure of disciplines in the learning segment and identify and integrate developmentally appropriate academic language based on children's characteristics and anticipation of the children who may struggle to learn academic language because of specific characteristics. Based on the identified characteristics , instructional support to learn academic language is identified</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate knows the structure of disciplines in the learning segment and identifies academic language but does not integrates academic language in a developmentally appropriate manner because it is not based on children's characteristics. There is no evidence that adequate adaptations are made in anticipation of the challenges of children who may struggle to learn academic language because of specific characteristics.</p>	<p>Candidate knows the structure of disciplines in the learning segment and identifies academic language and integrates academic language in a developmentally appropriate manner based on children's characteristics. There is no evidence that adequate adaptations are made in anticipation of the challenges of children who may struggle to learn academic language because of specific characteristics and</p>	<p>Candidates knows the structure of disciplines in the learning segment and identifies academic language and integrates academic language in a developmentally appropriate manner based on children's characteristics. There is evidence that adequate adaptations are made in anticipation of the challenges of children who may struggle to learn academic language because of specific characteristics and</p>

<p>evidencing an understanding of general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities ECSE 3.2</p>			<p>instructional support to learn academic language</p>	<p>instructional support to learn academic language</p>
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Overall Planning Check for Appropriate Inclusion More Attention to Learning Differences (INTASC 3)

<p>28. Candidate's planning includes modification of the learning environment to promote the following: 1) appropriate teacher attitudes; 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) aspects of the learning environment on instructional practice to support varied perspectives further evidencing the ability to plan for</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate's planning includes modification of the learning environment to promote the following: 1) appropriate teacher attitudes; 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals. The essays does not show an understanding of linguistic and cultural differences linked to a particular learning task or 5) aspects of the learning environment on instructional practice</p>	<p>Candidate's planning includes modification of the learning environment to promote the following: 1) appropriate teacher attitudes; 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) aspects of the learning</p>	<p>Candidate's planning include modification of the learning environment to promote the following: 1) appropriate teacher attitudes; 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) aspects of the learning</p>
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<p>safe, inclusive, culturally responsive environment while modifying curricula to make it accessible to individuals with exceptionalities using a universal design approach CEC ECSE 2.0, 3.3</p>			<p>environment on instructional practice with examples and in detailed descriptions of these modifications.</p>	<p>environment on instructional practice with examples and in detailed descriptions of these modifications.</p>
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CANDIDATE PERFORMANCE SUMMARY DATA: PLANNING

To be evaluated by the Cooperating Teacher & College Supervisor

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
<p>1. Basic Level Planning to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying Content Knowledge</p>				
<p>NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1</p>				
<p>1. Candidate develops a basic understanding of Collaboration: Candidate is a professional because of effective collaboration with a team of stakeholders (e.g., cooperating teacher, college supervisor, additional school based educators or staff) to know important classroom features such as children pulled out for services and time allocated and types of activities for language and literacy instruction, movement stipulations, school initiatives, and DOE requirements; works with the team to critically reflect on how these contextual features may affect pedagogical practice; and problem-solves ways to neutralize</p>			<p>X</p>	

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
<p>any potential negative impact on student learning especially features affecting children with developmental and exceptional needs to inform practice and apply models of team processes in early childhood</p>				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
<p>2.Candidate effectively collaborates with college supervisor/ cooperating teacher applying team processes in early childhood to develop understanding of Adaptation:</p> <p>Candidate is a professional logically hypothesizing as to how to adapt DOE and school initiatives including time allotted for activities to optimizing learning and can explain the effect of adaptations on pedagogical practices and proposed overall learning for students, including individuals with exceptionalities, during language and literacy-based instruction throughout the day.</p>				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
<p>3. Candidate effectively collaborates with college supervisor/ cooperating teacher applying team processes in early childhood to understand Grouping Techniques:</p> <p>Candidate understands the reason for existent grouping practices and can articulate the basis for group membership and how the membership supports or does not support the learning experience or lesson segment for all children including individuals with special needs</p>				
NAEYC 2b ECSE 6.3				
<p>4.Candidate effectively collaborates with college supervisor/cooperating teacher applying team processes in early childhood to understand Families and Communities: Candidates' planning acknowledges multicultural influences in the classroom and discusses differences in values, languages and customs between the home and school in support of reciprocal and respectful relationships with diverse families laying the foundation for and the practice of supporting and engaging families in respectful, reciprocal relationships acknowledging that diversity is part of families and schools and it interacts with the delivery of special education services</p>				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
NAEYC2b; ECSE 6.3				
NAEYC 4A 6a; CEC ECSE 2.0, 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
5.Candidate effectively collaborates with college supervisor/ cooperating applying team processes in early childhood to understand the Physical Environment: Candidate plans a physical environment to support pedagogical practices in that all students including individuals with exceptional conditions can safely participate in group activities becoming active and effective learners with intact emotional well being and having positive social interactions in inclusive culturally responsive learning environments to facilitate language and literacy experiences				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
6. Candidate effectively collaborates with college supervisor/ cooperating teacher applying models of team processes in early childhood to understand Curriculum Implementation: Candidate knows the curriculum and classroom resources (e.g., textbooks, scope and sequence, pacing calendar, standards, classroom/school library the degree of formal and informal test preparation); can explore and explain rationales for using particular resources ensuring that resources are developmentally appropriate for an interdisciplinary framework during language and literacy instruction in order to support content acquisition of all students, including individuals with exceptionalities;				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
7. Candidate effectively collaborates applying team processes in early childhood supervisor/ cooperating teacher to understand Instructional Strategies: Candidate knows and understands the use of varied Instructional Strategies (Teacher Directed- e.g. Discovery Learning; Teacher-Directed Elaboration-In Kind Activities; or Student Directed Elaboration-cooperative learning) rationalizing the use of particular strategies and creating culturally responsive environment for all children, including individuals with exceptional conditions.				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
8. Candidate's Planning reflects collaboration with the college supervisor / cooperating teacher to consider the degree of test preparation occurs in your class and whether it will affect your pedagogical practices				
NAEYC 4b 6a; CEC ECSE 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
9.Candidate effectively collaborates with college supervisor/ cooperating teacher to understand Technology and Manipulatives Integration:				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
Candidate knows how to incorporate materials from technological and manipulative inventories and online resources (e.g. white board, math manipulatives) into the lesson to provide alternative access to content, to increase student engagement, and to differentiate for diverse learners including assistive technology and modifications of manipulatives for individuals with exceptionalities.				
Intermediate Planning for Instruction: Understanding Content Knowledge and Its Intersection with Child Development				
NAEYC 5a, 5b; CEC ECSE 3.1				
10. Demonstrates an Understanding of Curriculum: Candidate's planning reflects an independent review of curriculum to understand the essential content knowledge and resources in academic disciplines, specifically its central concepts, structures of the discipline, and tools of inquiry to be taught, in order to develop meaningful learning progressions for children with and without exceptionalities .(It is necessary to briefly convey the review process and discuss concrete details mentioned above)				
NAEYC 1a; CEC ECSE 1.0				
11. Understanding Developmental Theories: Candidate reviews current research on child development and draws upon the research to identify multiple influences on typical and/or atypical early leading to varied characteristics of learners and plans instruction to support all young children's varying rate of development (i.e. in the physical, cognitive, social, emotional, language and aesthetic domains), including children with IEPs, gifted children, struggling readers, and underperforming children , placing emphasis on experiences that foster play and playfulness, builds upon prior knowledge and experience, and incorporates multimodal learning to ensure that pedagogical practices are developmentally appropriate.				
NAEYC 5c; CEC ECSE 3k1				
12. Demonstrating an Understanding of Standards and Content Knowledge: Candidate's planning reflects an ability to make an independent choice of NYS core curriculum content standards for early childhood literacy and language development and standards clearly related to the other content areas in the interdisciplinary curriculum (explaining how the subjects are integrated and the sub-areas of the integrated subjects) in order to design a developmentally meaningful and challenging curriculum for each child congruent to the concept of universal design for learning.				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
NAEYC 5b; CEC ECSE 3k1 12. Demonstrating an Understanding of Standards and Content Knowledge: Candidate's planning reflects an independent choice of NYS core curriculum content standards for early childhood literacy and language development and standards clearly related to the other content areas in the interdisciplinary curriculum (explaining how the subjects are integrated and the sub-areas of the integrated subjects) in order to design a developmentally meaningful and challenging curriculum for each child congruent to the concept of universal design for learning.				
NAEYC 5B; ECSE 3K3				
13. Candidate's planning is an independent choice of NYS core curriculum a developmentally appropriate central focus for the learning segment with academic content matching the developmental level of the children, including those with exceptionalities				
NAEYC , 6a; ECSE 3K3				
14. Candidate's independent choice of a learning segment that has four learning experiences with each experience having a learning objective used as a basis for designing challenging and meaningful curriculum for all children modifying general and specialized curricula to make it accessible to individuals with exceptionalities				
NAEYC 6a; CEC ECSE 3.k3				
15. Candidate's independent understanding of how each learning experience builds on the prior experiences evidencing knowledge of developmentally meaningful challenging curriculum and the relationship between developmental and academic content in order for all children to access 10. Demonstrates an Understanding of Curriculum: Candidate's planning reflects an independent review of curriculum to understand the essential content knowledge and resources in academic disciplines, specifically its central concepts, structures of the discipline, and tools of inquiry to be taught, in order to develop meaningful learning progressions for children with and without exceptionalities .(It is necessary to briefly convey the review process and discuss concrete details mentioned above)				
NAEYC 6a, 5.0 CEC ECSE 7.0, 7.1, 7.2, 7.3; ECSE 7S1				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
16. Candidate's understanding of how each learning segment addresses the importance of understanding active and multimodal nature of young children's evidencing knowledge of a broad repertoire of developmentally appropriate practices to advance learning of individuals with exceptionalities				
NAEYC 4c; CEC ECSE 5.4				
17. Candidate has an independent understanding of the importance of children learning academic vocabulary during the learning segment evidencing knowledge of developmentally effective strategies to support language development and communication skills for children with and without exceptionalities having all children practice and apply academic language				
Advanced Independent Planning of Instruction: Children's Abilities, Assets and Challenges Inform Teaching through Accommodations for Learning Differences				
CEC ECSE 4.2,4.4, 4k2				
18. Candidate's identify the relevant background information (including assessments) that were used to distinguish between children who are at risk, developmentally delayed or disabled and aligns this information to develop appropriate instructional objectives because basic characteristics are identified and accommodations to support learning the central focus are stated evidencing knowledge of the legal requirements that distinguish at-risk, developmental delay and disability and of measurement practices to interpret assessment results and guide educational decisions for individuals with exceptionalities in order to work towards quality learning				
NAEYC 4c; CEC ECSE 1.2, 3.0,5.3, 1S3				
19. Candidate's planning matches learning experiences to typical and atypical differentiated instruction using a broad repertoire of individualized, culturally and developmentally appropriate pedagogical practices (including supporting family and child interactions as primary contexts for development and learning) to support development of the central focus resulting in children with and without exceptionalities receiving more individualized learning while still adhering to general and specialized				
NAEYC 4c; CEC ECSE 5.1, 5.3, ECSE 5S1				
20. Candidate's planning describes problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage children with socio-emotional concerns to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility while				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
supporting children’s understanding of the central focus evidencing a broad repertoire of developmentally appropriate teaching/learning approaches to facilitate child-initiated development and learning				
. Advanced Planning of Instruction and Assessment for Content Knowledge Relating Children’s Prior Knowledge of Language and Literacy Development to Support an Understanding of the Central Focus				
NAEYC 3A;CEC ECSE 4.0	U	Em	C	Ex
21. Candidate’s language and literacy lesson planning discusses the following: 1) prior lesson or observations to determine the declarative knowledge(facts and concepts) known and procedural knowledge (steps and strategies) , 2) multiple assessments during the lesson to ensure that learning declarative information is monitored and/or procedures are understood and 3) assessment related activities at the end of the lesson to determine whether the lesson’s objectives are met especially whether children understand the relationship between new and prior knowledge evidencing an understanding of the goals, benefits and uses of multiple methods of assessment and data sources in making educational decisions for children with and without exceptionalities to allow all children the opportunity to demonstrate learning the central focus				
NAEYC 2A-2B; CEC ECSE 1S1				
22. Candidate considers family/community relationships and their diversity (e.g., values, languages and customs, ethnic groups, community resources, and personal interests are identified) and how they can be used to enhance the language and literacy learning experience during small groups and whole class instruction evidencing knowledge, understanding, and respect of diverse family and community characteristics laying the foundation for and the practice of supporting and engaging families in respectful, reciprocal relationships acknowledging that diversity is part of families and schools and that diversity interacts with the delivery of special education services				
Advanced Planning of Instruction of Content Knowledge: Supporting Children’s Development and Learning to Apply Content Knowledge Using Appropriate Instructional Strategies				
NAEYC 4b; CEC ECSE 5.0				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
<p>23. Candidate's planning refers to theories of instructional strategies for each learning experience (of which 3-4 are required). General Instructional Strategies are responsive and intentional practices for individual children, small groups and the whole class considering exceptional needs and proposed modifications demonstrate a repertoire of evidenced-based developmentally effective instructional strategies for children with and without exceptionalities</p>				
<p>NAEYC 1a; CEC ECSE 2.3, 6.1, 6.2, 6K1, 6K2</p>				
<p>24. Candidate's planning is grounded in an understanding of child development and young children's characteristics and needs referring in discussions to their knowledge base consisting of historical, and philosophical foundations; theories, current trends and issues that address common misunderstandings and identify developmental approximations within the learning experiences, and how to intervene safely and appropriately when children with and without exceptionalities are in crisis.</p>				
<p>NAEYC 4b; ECSE 5.0, 5.3</p>				
<p>25. Candidate's planning discusses their knowledge and understanding of effective strategies and tools, including technology, in the <u>promotion of effective instruction using a learning center to address challenges associated with misunderstandings</u> evidencing an understanding of effective instructional strategies and tools for early education including assistive technology to advance learning of individuals with and without exceptionalities</p>				
<p>Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development</p>				
<p>NAEYC 5b</p>				
<p>26. Candidates know the structure of disciplines in the learning segment because they can identify and integrate developmentally appropriate academic language to develop an understanding of and practice using the term and applying it appropriately during learning experiences evidencing planning to use essential content knowledge and structures of content areas and academic disciplines</p>				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS			
	U	EM	C	EX
CEC ECSE 3.2				
<p>27. Candidates know the structure of disciplines in the learning segment and identify and integrate developmentally appropriate academic language based on children’s characteristics and anticipation of the children who may struggle to learn academic language because of specific characteristics. Based on the identified characteristics , instructional support to learn academic language is identified evidencing an understanding of general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities</p>				
Overall Planning Review for Appropriate Inclusions: More Attention to Learning Differences				
CEC ECSE 2.0,3.3				
<p>28. Candidate’s planning includes modification of the learning environment to promote the following: 1) appropriate teacher attitudes; 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) aspects of the learning environment on instructional practice to support varied perspectives further evidencing the ability to plan for safe, inclusive, culturally responsive environment while modifying curricula to make it accessible to individuals with exceptionalities using a universal design approach</p>				

Comments:

Candidate’ Signature _____ Date _____

Clinical Practice College Supervisor/ Cooperating Teacher Print Name & Signature _____

Date _____

Additional Comments:

Writing Requirements- The discussions for the planning of the lesson should be summarized in writing; however, it is the quality of the planning discussions that are evaluated in the above rubric.

Submission Requirements Demonstrate Professional Learning and Ethical Practice Checklist	Check if followed	Comments
1.Objectively state type of school/center		
2.Objectively state mission of school/center		
a. Other Basic Requirements		
i. Font Type : Arial		
ii. Font Size 11”		
iii. Single Space		
iv. Page Requirement for Each Section		
Followed		
v. Bold Print Used as Headings		
vi. Paragraphs began with a topic sentence		
vii. If needed, academic vocabulary was integrated		
and defined		
viii Concepts were included with citation, esp. when required		
ix Examples from the learning experience were provided to clarify learning tasks		
x. Planning is consistently supported by principles of research and/or development theory		



Education Department
Clinical Practice: Early Childhood Education
To be evaluated by the Cooperating Teacher and the College Supervisor

IMPLEMENTATION (INSTRUCTION)



Implementation of Learning Experience

Semester: [] Fall [] Spring Year: _____

Candidate's Name: _____

Early Field Site: _____ Special Education _____ Grade/Level: _____ Other: _____

Date of Formal Observation: ____/____/____ Lesson _____ of _____

Name of Cooperating Teacher/ College Clinical Practice Supervisor Completing Assessment:

Subjects in Interdisciplinary Learning Segment- Language and Literacy _____

Part II: IMPLEMENTATION of Instructional delivery – Evaluated by College Clinical Practice Supervisor and Cooperating Teacher
Task: Candidates are expected to exercise professionalism. Any observation that does not include the following listed items will have to be repeated at the college supervisor's discretion. Additionally, video submissions should demonstrate professionalism. If any one of the following items are not in the video, it will not be accepted for review.

- 1. Implementation-Professional Learning and Ethical Practice-Preparing for the Observation and Video Submission and Reflective Commentary-NAEYC 4d CEC ECSE 6.4**

Observed Lesson or Video selection must:	Check if followed		Comments	
Demonstrate the ability to use <ul style="list-style-type: none"> • active multi-modal and engaging learning 				
<ul style="list-style-type: none"> • interdisciplinary learning 				
<ul style="list-style-type: none"> • support language development 				
<ul style="list-style-type: none"> • support literacy development 				
<ul style="list-style-type: none"> • demonstrate the ability to manage a classroom 				
<ul style="list-style-type: none"> • consistently make links back to the objective 				
Standards	Unsatisfactory: SCORE 0 Grade Range: D/F (60-69)	Emerging: SCORE 1 Grade Range: C/C+ (70-79)	Competent: SCORE 2 Grade Range: B-/B/B+ (80-89)	Exemplary: SCORE 3 Grade Range: A-/A (90-100)
1. Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment <small>(INTASC 3)</small>				
1. Demonstrates ability to use culturally responsive teaching strategies such as drawing upon differences in values, languages and customs to make connection between the home; and create a positive learning environment to support	Candidate's did not address required elements of these standards in their instructional delivery.	Candidate's instructional delivery displayed evidence of their knowledge of differences in values, languages and customs between the home and school in support of reciprocal and respectful relationships with diverse families e.g., students learned how to greet in many different languages (bon jour, hola etc.) and demonstrates a positive learning environment to support children's engagement in learning.	Candidate's instructional delivery displayed evidence of their knowledge of differences in values, languages and customs between the home and school in support of reciprocal and respectful relationships with diverse families and demonstrate through providing examples in their plans of the ways in which these relationships may be implemented e.g., students learned how to greet in many	Candidate's instructional delivery displayed evidence of their knowledge of differences in values, languages and customs between the home and school in support of reciprocal and respectful relationships with diverse families and demonstrate through providing examples in their plans of the ways in which these relationships may be implemented e.g., students learned how to greet in many different languages (bonjour, hola etc.), lesson on breads from the cultures

<p>children’s engagement in learning evidencing an understanding that diversity is a part of families, cultures, schools and can interact with the delivery of special education services NAEYC2b; CEC ECSE6.3</p>			<p>different languages (bon jour, hola etc.), lesson on breads from the cultures presented in the class with a discussion on how to say the word in another language, (e.g., pan, how and when the bread is eaten. Parents send in samples of the different types of bread from their culture) and demonstrates a positive learning environment to support children’s engagement in learning.</p>	<p>presented in the class with a discussion on how to say the word in another language, e.g., pan, how and when the bread is eaten. Parents send in samples of the different types of bread from their culture. In addition, candidate’s instructional delivery evidence incorporation of cultural elements to support learning (e.g. call and response for African-American learners) and demonstrates a positive learning environment to support children’s engagement in learning.</p>
<p>2. Demonstrates ability to create a positive learning environment by promoting child initiated development and learning, and anticipate opportunities that scaffold children’s learning and meaning-making through playful activities, inquiry, problem-solving, and other activities using a repertoire of evidence-based instructional strategies to advance the learning of children with and without exceptionalities NAEYC1C3; CEC ECSE 5.0</p>	<p>Candidate’s instructional delivery did not address required elements of these standards.</p>	<p>Candidate prepared challenging learning environments that promote child initiated development and learning, but does not show they anticipate opportunities, that scaffold children’s learning.</p>	<p>Candidate prepared challenging learning environments that promote child initiated development and learning, and anticipate opportunities that scaffold children’s learning e.g. KWL from prior lesson used to implement present lesson.</p>	<p>Candidate prepared challenging learning environments that promote child initiated development and learning, and anticipate opportunities that scaffold children’s learning e. g KWL Chart from prior lesson used to implement present lesson, candidate was able to anticipate teachable moments and build scaffolded learning.</p>

<p>3. Candidate accommodates appropriate educational transitions evidencing developmental knowledge to create healthy, respectful learning environments using transitions as an opportunity to provide individual and group guidance based on problem solving inquiry to develop supportive relationships with and among children with and without exceptionalities NAEYC1c2; CEC ECSE 5.3; ECSE 5S4</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate accommodated appropriate educational transitions in some cases, e.g. from desk to rug, but not in others.</p>	<p>Candidate accommodated appropriate educational transitions throughout their instructional delivery e.g. movement from seats to rug and back.</p>	<p>Candidate accommodated appropriate educational transitions e.g. movement from seats to rug and back, from one reading level to another.</p>
<p>4. Candidate used problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation evidencing the ability to teach through social interactions including play and demonstrating an ability to use strategies to teach social skills and conflict resolution to advance learning of individuals with and without exceptionalities NAEYC4C7&8; CEC ECSE 5.0; ECSE5S5</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate's used problem solving techniques but do not implement the strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation.</p>	<p>Candidate used problem solving and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation, e.g. cooperative learning groups established.</p>	<p>Candidate used problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation for individual students as well as for groups of children, e.g. cooperative learning groups established, accountable talk utilized.</p>



2. Implementation of Learning Experience: Engaging Children in Differentiated Learning Using Developmentally Appropriate Practices (INTASC 1,2)

<p>5. Candidate applies knowledge and understanding of effective general instructional strategies, discipline/domain specific strategies and tools, including technology (if applicable), in the promotion of effective instruction to support language development for all children demonstrating knowledge of how to provide meaningful and challenging learning experiences for individuals with exceptionalities because there is understanding of how the exceptionality interacts with language development NAEYC 4b; CEC ECSE 1.0, 5.2;</p>	<p>Candidate did not address required elements of these standards.</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, but did not include technology (if available) in the promotion of effective instruction to support language development.</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, including technology, in the promotion of effective instruction (e.g. use of the classroom smartboard in their lesson). Candidates differentiate instructional delivery to address one way to support language development</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, including technology, in the promotion of effective instruction that operationalizes the concept of universal design e.g. use of the classroom smartboard in their lesson as well as finding video clips from the computer to enhance the lesson. Candidates differentiate instructional delivery to address more than one way to support language development</p>
<p>6. Candidate applied knowledge and understanding of effective general instructional strategies, discipline/domain specific strategies and tools, including technology (if</p>	<p>Candidate did not address required elements of these standards.</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, but did not include technology (if available) in the promotion of effective instruction to support literacy development.</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, including technology, in the promotion of effective instruction (e.g. use of the classroom smartboard in their lesson). Candidates differentiate instructional</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, including technology, in the promotion of effective instruction that operationalizes the concept of universal design e.g. use of the classroom smartboard in their lesson as well as finding video clips from the computer to enhance the lesson.</p>

<p>applicable), in the promotion of effective instruction to support literacy development for children with and without exceptionalities to provide meaningful and challenging learning experiences for individuals with exceptionalities because there is understanding of how the exceptionality interacts with literacy development</p> <p>NAEYC 4b; CEC ECSE 1.0, 5.2</p>			<p>delivery to address one way to support literacy development</p>	<p>Candidates differentiate instructional delivery to address more than one way to support literacy development</p>
<p>7. Candidate applied knowledge and understanding of effective general instructional strategies, discipline/domain specific strategies and tools, including technology (if applicable), in the promotion of effective instruction that demonstrates knowledge of the multi-modal nature of young children's learning to provide meaningful and challenging learning experiences for individuals with exceptionalities</p>	<p>Candidate did not address required elements of these standards.</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, but did not include technology (if available) in the promotion of effective instruction that demonstrates knowledge of the multimodal nature of young children's learning</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, including technology, in the promotion of effective instruction (e.g. use of the classroom smartboard in their lesson). that demonstrates knowledge of the multimodal nature of young children's learning</p>	<p>Candidate applied knowledge and understanding of effective strategies and tools, including technology, in the promotion of effective instruction that operationalizes the concept of universal design that demonstrates knowledge of the multimodal nature of young children's learning</p>

<p>because there is understanding of how the exceptionality interacts with language development</p> <p>NAEYC 4b; CEC ECSE 1.0, 5.2; EC4K1; ECSE 5K1;</p>				
<p>8. Candidate demonstrated ability to make instructional decisions based on varying rates of early development by using a broad repertoire of developmentally appropriate practices in the physical, cognitive, social, emotional, language and aesthetic domains for children with and without exceptionalities NAEYC 4C; CEC ECSE 1.2, 1K7</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate’s instructional delivery demonstrated understanding of children’s characteristics and needs and the varying rates of early development in the physical, cognitive, social domains but not in the emotional, language and aesthetic domains.</p>	<p>Candidate’s instructional delivery demonstrated understanding of children’s characteristics and needs and the varying rates of early development in the physical, cognitive, social, emotional, language and aesthetic domains through differentiation of instruction based on ability in particular areas of need.</p>	<p>Candidate’s instructional delivery demonstrated understanding of children’s characteristics and needs and the varying rates of early development in the physical, cognitive, social, emotional, language and aesthetic domains through differentiation and modification of instruction based on ability in particular areas of need and disability.</p>
<p>9. Candidate’s instructional delivery utilized specific accommodations in the general or domain specific strategies used with children with and without exceptional learning needs based on diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments evidencing an understanding of applying knowledge of multiple influences on early development to learning NAEYC 1b; CEC ECSE 1.0; ECSE1K1</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate’s instructional delivery utilized specific strategies with typical children but not atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments.</p>	<p>Candidate’s instructional delivery utilized specific strategies with typical and/or atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments e.g. child with visual impairment seated in the front of the class and given lesson with enhanced print.</p>	<p>Candidate’s instructional delivery utilized specific strategies with typical and/or atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments, e.g. students with visual impairment seated in the front of the class and given lesson with enhanced print, student with ADHD had lesson broken down into smaller components</p>

<p>10. Candidate's instructional delivery demonstrate how to differentiate instruction for typical and atypical development matching learning experiences to needs through the use of a broad repertoire of individualized, culturally and developmentally appropriate teaching strategies linking new learning to personal assets to access general and special curricula to teach across content areas and support and facilitate family and child interactions knowing that it is the primary context for development and learning.</p> <p>NAEYC 4c; CEC ECSE 1.1, 3.1, 3.2,3.3, 1S3</p>	<p>Candidate did not address required elements of these standards.</p>	<p>Candidate's instructional delivery demonstrated how to match learning experiences to typical differentiated instruction, but not to atypical, differentiated instruction by including the use of a broad repertoire of individualized, culturally and developmentally appropriate teaching linking new learning to personal assets..</p>	<p>Candidate's instructional delivery demonstrated how to match learning experiences to typical and atypical differentiated instruction by including a broad repertoire of individualized, culturally and developmentally appropriate teaching linking new learning to personal assets.</p>	<p>Candidate's instructional delivery demonstrated how to match learning experiences to typical and atypical differentiated instruction by including a broad repertoire of individualized, culturally and developmentally appropriate teaching that is specifically adapted to developmental appropriate practices (DAP) guideline linking new learning to personal assets.</p>
<p>11. Candidate's instructional delivery demonstrate how to match learning experiences to typical and atypical differentiated instruction by including the use of a broad repertoire of individualized, culturally and developmentally appropriate teaching strategies linking new learning to prior learning to provide</p>	<p>Candidate did not address required elements of these standards.</p>	<p>Candidate's instructional delivery demonstrated how to match learning experiences to typical differentiated instruction, but not to atypical, differentiated instruction by including the use of a broad repertoire of individualized, culturally and developmentally appropriate teaching linking new learning to prior learning.</p>	<p>Candidate's instructional delivery demonstrated how to match learning experiences to typical and atypical differentiated instruction by including a broad repertoire of individualized, culturally and developmentally appropriate teaching linking new learning to prior learning.</p>	<p>Candidate's instructional delivery demonstrated how to match learning experiences to typical and atypical differentiated instruction by including a broad repertoire of individualized, culturally and developmentally appropriate teaching that is specifically adapted to developmental appropriate practices (DAP) guideline linking new learning to prior learning.</p>

<p>meaningful and challenging learning experiences for individuals with exceptionalities to access general and special curricula to teach across content areas and support and facilitate family and child interactions knowing that it is the primary context for development and learning. NAEYC 4c; CEC ECSE 1.0, 3.0, 3.1,3.2,3.3, 1S3</p>				
<p>12. Demonstrates ability to make connections between family and communities by using learning experiences and strategies that respect family relationships and cultural diversity as well as community characteristics to motivate young children to learn and making adaptations to unique learning needs NAEYC 2a; CEC ECSE 1S2, 5S13</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate’s instructional delivery demonstrated the use of learning experiences and strategies that respect family/community relationships but did not show how they will include diversity in families, cultures or communities.</p>	<p>Candidate’s instructional delivery demonstrated the use of learning experiences and strategies that respect family or culture and community relationships and diversity, e.g. parents invited in to read from a text that represents their cultural background....</p>	<p>Candidate’s instructional delivery demonstrated the use of learning experiences and strategies that respect family relationships or cultural values and community relationships and their diversity and include community events, or services or resources in their lesson plans to foster these relationships, e.g. parents invited in to read from a text that represents their cultural background and a trip to the local library was a follow-up activity.</p>
<p>3. Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge (INTASC 4,8)</p>				
<p>13. Candidate’s learning experiences deepen and broaden children’s language use and demonstrate their knowledge of the structure of disciplines because they identify and</p>	<p>Candidate’s planning does not include the required elements.</p>	<p>Candidate knows the structure of disciplines in the learning experience and used developmentally appropriate academic language but did not define the term or require the students to use the term limiting</p>	<p>Candidate knows the structure of disciplines in the learning experience and defined and used developmentally appropriate academic language and defined the term but did not require the students to use the term partially extending the opportunity to</p>	<p>Candidate knows the structure of disciplines in the learning experience and defined and integrated developmentally appropriate academic language to develop an understanding of and the opportunity to practice using the term or</p>

<p>employ developmentally appropriate academic language and students' responses demonstrate understanding of language demands as they practice and apply appropriate language</p> <p>NAEYC 5</p>		<p>the opportunity to deepen and broaden children's language</p>	<p>deepen and broaden children's language</p>	<p>opportunities to apply the term in learning experiences</p>
<p>14. Candidate knows the structure of disciplines in the learning experience and define and employ developmentally appropriate academic language based on children's characteristics and anticipation of the children who may struggle to learn academic language because of specific characteristics. Based on the identified characteristics, instructional support to learn academic language is identified</p> <p>demonstrating the use of strategies to enhance language development and communication skills for individuals with exceptionalities CEC ECSE 5.4</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate knows the structure of disciplines in the learning in the learning experience and used academic language but did not integrate academic language in a developmentally appropriate manner because it is not based on children's characteristics. There is no evidence that adequate adaptations are made in anticipation of the challenges of children who may struggle to learn academic language because of specific characteristics. Additionally, the term was not defined nor were the students required to use the term limiting the opportunity to deepen and broaden children's language</p>	<p>Candidate knows the structure of disciplines in the learning experience and identify academic language and employ academic language in a developmentally appropriate manner based on children's characteristics. Based on children's characteristics some but not all of the planned supports were used to support children being able to define/identify/use academic language</p>	<p>Candidate knows the structure of disciplines in the learning experience and define academic language and employ academic language in a developmentally appropriate manner based on children's characteristics. Based on the identified characteristics most of the planned supports were used to support children being able to define/identify/use academic language</p>

<p>15. Candidate's learning experiences employ content knowledge and resources in academic disciplines engaging young children in literacy activities that acknowledge the multimodal nature of young children's learning in implementing developmentally and individually appropriate curriculum NAEYC 5a; CEC ECSE 3S4</p>	<p>Candidate's learning experience did not address required elements of this standard.</p>	<p>Candidate's learning experience employed content knowledge, but only partially utilizes resources in one academic discipline of an interdisciplinary instructional unit to employ a literacy activity that acknowledges the multimodal nature of young children's learning in one part of the lesson and students' responses demonstrate limited knowledge</p>	<p>Candidate's learning experience employed content knowledge and utilizes resources in academic disciplines of an interdisciplinary instructional unit to employ literacy activities that acknowledge the multimodal nature of young children's learning in two parts of the lesson and students' responses demonstrate satisfactory knowledge</p>	<p>Candidate's learning experience employed content knowledge and utilizes resources in academic disciplines of an interdisciplinary instructional unit to employ literacy activities that acknowledge the multimodal nature of young children's learning in more than two parts of the lesson and students responses demonstrate above average knowledge</p>
<p>16. Candidate knows the structure of disciplines in the learning experience and defines and employs developmentally appropriate academic language based on children's characteristics and anticipation of the children who may struggle to learn academic language</p>	<p>Candidate's planning does not include the required elements.</p>	<p>Candidate knows the structure of disciplines in the learning in the learning experience and used academic language but did not integrate academic language in a developmentally appropriate manner because it is not based on children's characteristics. There is no evidence that adequate adaptations are made in anticipation of the challenges of children who may struggle to learn academic language because of specific characteristics. Additionally, the term was not defined nor were the students required to use the term limiting the opportunity to</p>	<p>Candidate knows the structure of disciplines in the learning experience and identify academic language and employ academic language in a developmentally appropriate manner based on children's characteristics based on children's characteristics some but not all of the planned supports were used to support children being able to define/identify/use academic language</p>	<p>Candidate knows the structure of disciplines in the learning experience and define academic language and employ academic language in a developmentally appropriate manner based on children's characteristics based on the identified characteristics most of the planned supports were used to support children being able to define/identify/use academic language academic language</p>

<p>because of specific characteristics. Based on the identified characteristics, instructional support to learn academic language is identified demonstrating the use of strategies to enhance language development and communication skills for individuals with exceptionalities CEC ECSE 5.4</p>		<p>deepen and broaden children's language</p>		
<p>17. Candidate's learning experiences employ content knowledge and resources in academic disciplines using an interdisciplinary framework to engage young children in literacy activities that acknowledge the multimodal nature of young children's learning in implementing developmentally and individually</p>	<p>Candidate's learning experience did not address required elements of this standard.</p>	<p>Candidate's learning experience employed content knowledge, but only partially utilizes resources in one academic discipline of an interdisciplinary instructional unit to employ a literacy activity that acknowledges the multimodal nature of young children's learning in one part of the lesson and students' responses demonstrate limited knowledge</p>	<p>Candidate's learning experience employed content knowledge and utilizes resources in academic disciplines of an interdisciplinary instructional unit to employ literacy activities that acknowledge the multimodal nature of young children's learning in two parts of the lesson and students' responses demonstrate satisfactory knowledge</p>	<p>Candidate's learning experience employed content knowledge and utilizes resources in academic disciplines of an interdisciplinary instructional unit to employ literacy activities that acknowledge the multimodal nature of young children's learning in more than two parts of the lesson and students responses demonstrate above average knowledge</p>

appropriate curriculum NAEYC 5a; CEC ECSE 3S4				
5. Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge) (INTASC 5)				
18. Demonstrates ability to implement curriculum by making interdisciplinary connections based on learning objectives and activities that help to promote children’s language development CEC ECSE 3.3 , 5.0; ISCI5S8; ICSI5S9; ECSE 5S13	Candidate’s learning objective and experiences did not address required elements of these standards.	Candidate’s learning objective and experiences demonstrated that they prepare and organize materials to implement instructional delivery that make interdisciplinary connections but do not align specific standards to promote children’s development of language	Candidate’s learning objective and experiences demonstrated that they prepare and organize materials to implement instructional delivery that make interdisciplinary connections and align specific standards to promote children’s development of language	Candidate’s learning objective and experiences demonstrated that they prepare and organize materials to implement instructional delivery that make interdisciplinary connections and align specific standards to promote children’s development of language. by using facets of DAP (Developmentally Appropriate Practice) e.g.
19. Demonstrates ability to implement curriculum by making interdisciplinary connections based on learning objectives and activities that help to promote children’s literacy development CEC ECSE 3.3 , 5.0; ISCI5S8; ICSI5S9; ECSE 5S13	Candidate’s learning objective and experiences did not address required elements of these standards.	Candidate’s learning objective and experiences demonstrated that they prepare and organize materials to implement instructional delivery that make interdisciplinary connections but do not align specific standards to promote children’s development of literacy	Candidate’s learning objective and experiences demonstrated that they prepare and organize materials to implement instructional delivery that make interdisciplinary connections and align specific standards to promote children’s development of literacy.	Candidate’s learning objective and experiences demonstrated that they prepare and organize materials to implement instructional delivery that make interdisciplinary connections and align specific standards to promote children’s development of literacy. by using facets of DAP (Developmentally Appropriate Practice) e.g.
6. Following Implementation of Learning Experience: Analyzing Teaching Based on Video Clip (INTASC 9)				
20. Candidate conjectures as to ways in which the learning environment could have been changed during the whole class and small group video clip instructional delivery to promote the following: 1) appropriate teacher	Candidate did not address required elements of these standards in their instructional delivery.	Candidate described modifications to the learning environment proposing changes to the whole class and small group video clip instructional delivery in order to discuss the following: 1) appropriate teacher attitude (only if applicable); 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology), and 3)	Candidate described modifications to the learning environment proposing changes to the whole class and small group video clip instructional delivery in order to discuss the following: 1) appropriate teacher attitudes (only if applicable); 2) selecting and developing appropriate materials, and	Candidate described modifications to the learning environment proposing changes to the whole class and small group video clip instructional delivery in order to discuss the following: 1) appropriate teacher attitudes (only if applicable); 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to

<p>attitudes (only if applicable); 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) instructional practice.</p> <p>CEC ECSE 1.1, 2.0, 2.1, 2.2; ECSE 2S1; ECSE 2S5; ECSE 2K4; ECSE 2K5; ECSE 2K8; ECSE 1K9</p>		<p>equitable responses to individuals. Their instructional delivery do not reflect 4) their understanding of linguistic and cultural differences linked to a particular learning task or 5) instructional practice to support all of the above.</p>	<p>equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and 5) instructional practice</p>	<p>individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) instructional practice with detailed examples of activities for each of these</p>
<p>21. Candidate demonstrates use of varied assessments before, during, or after instruction in discussing missed instructional opportunities specifically distinguishing between children who need greater specified support (e.g. exceptionalities) or children who need specified challenges (e.g. gifted or typically developing learners) proposing a learning center that supports active and multimodal nature of young children’s learning) demonstrating the use of multi-methods during instruction to make educational decisions and</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate utilized relevant background information (including assessments) distinguishing between children who are at risk, developmentally delayed or disabled but does not align this information to develop appropriate instructional objectives for the learning center and does not propose learning tasks that recognizes the active multimodal nature of learning</p>	<p>. Candidate utilized relevant background information (including assessments) distinguishing between children who are at risk, developmentally delayed or disabled and aligns this information to develop appropriate instructional objectives for the learning center but does not propose learning tasks that recognizes the active multimodal nature of learning</p>	<p>Candidate utilized relevant background information (including assessments) distinguishing between children who are at risk, developmentally delayed or disabled and aligns this information to develop appropriate instructional objectives for the learning center and proposes learning tasks that recognizes the active multimodal nature of learning</p>

<p>assist families in identifying their concerns CEC ECSE 4.0, CEC ECSE 4S1</p>				
<p>22. Candidate's instructional delivery utilized specific strategies with atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments listed in Planning and discuss whether the planned supports identified should have been changed demonstrating a deeper understanding of multiple influences on development and how exceptionalities interact with development applying theories of typical and atypical early childhood development NAEYC 1b; CEC ECSE 1.0; ECSE 1K1</p>	<p>Candidate did not address required elements of these standards in their instructional delivery.</p>	<p>Candidate's instructional delivery utilized specific strategies with typical children but not atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments. Therefore, no changes were suggested in planned supports.</p>	<p>Candidate's instructional delivery utilized specific strategies with atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments listed in the Context of Learning Part A and discuss whether the planned supports identified should have been changed, but was not based on research and/or student observation</p>	<p>Candidate's instructional delivery utilized specific strategies with atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments listed in the Context of Learning Part A and discuss whether the planned supports identified should have been changed based on research and/or student observation</p>
<p>23. Candidate's instructional delivery used content knowledge and resources for the academic disciplines included and clearly explained the effect of engaging young children in activities that acknowledge the multimodal nature of young children's learning</p>	<p>Candidate's instructional delivery did not address required elements of this standard.</p>	<p>Candidate's instructional delivery used content knowledge and resources for the academic disciplines included to engage young children in activities that acknowledge the multimodal nature of young children's learning but the explanations are unclear because the points are disorganized and are not</p>	<p>Candidate's instructional delivery used content knowledge and resources for the academic disciplines included to engage young children in activities that acknowledge the multimodal nature of young children's learning. The explanations are clear because of its organization</p>	<p>Candidate's instructional delivery used content knowledge and resources for the academic disciplines included to engage young children in activities that acknowledge the multimodal nature of young children's learning. The explanations are clear because of its organization and elaboration with citations</p>

mentioning relevant sources from developmental theory and/or research demonstrating an understanding of content knowledge and resources NAEYC 5a		elaborated and no citations are provided	and elaboration but no citations are provided	
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Comments:

CANDIDATE PERFORMANCE SUMMARY DATA

The Candidate Performance Summary Data form reflects the scores that candidates receive as they are assessed on Implementation.

To be filled out by the College Supervisor and the Cooperating Teacher

Undergraduate Clinical Practice Assessment of Implementation-Early Childhood Education: EDUC 491/EDUC 492	RATING ON STANDARDS Fall/2011: N=			
	U	EM	C	EX
IMPLEMENTATION OF LEARNING EXPERIENCE THROUGH INSTRUCTIONAL STRATEGIES: PROMOTING A POSITIVE LEARNING ENVIRONMENT				
NAEYC2b; CEC ECSE 6.3;				
1. Demonstrates ability to use culturally responsive teaching strategies such as drawing upon differences in values, languages and customs to make connection between the home; and create a positive learning environment to support children’s engagement in learning evidencing an understanding that diversity is a part of families, cultures, schools and can interact with the delivery of special education services NAEYC2b; CEC ECSE6.3				
NAEYC1C3; CEC ECSE 5.0				
2. Demonstrates ability to create a positive learning environment by promoting child initiated development and learning, and anticipate opportunities that scaffold children’s learning and meaning-making through playful activities, inquiry, problem-solving, and other activities using a repertoire of evidence-based instructional strategies to advance the learning of children with and without exceptionalities			X	
NAEYC1c2; CEC ECSE 5.3; ECSE 554				
3. Candidate accommodates appropriate educational transitions evidencing developmental knowledge to create healthy, respectful learning environments using transitions as an opportunity to provide individual and group guidance based on problem solving inquiry to develop supportive relationships with and among children with and without exceptionalities				X

NAEYC 4c7&8; CEC ECSE 5.0; ECSE 5S5				
4. Candidate used problem solving techniques and strategies to develop supportive relationships that teach social skills that encourage students to learn empathy, sociability, build friendships, self-concept, self-regulation, independence, individual responsibility and cooperation evidencing the ability to teach through social interactions including play and demonstrating an ability to use strategies to teach social skills and conflict resolution to advance learning of individuals with and without exceptionalities				X transitions were
Implementation of Learning Experience through Instructional Strategies: Engaging Children in Differentiated Learning Using Developmentally Appropriate practices				
NAEYC4b; CEC ECSE 1.0; 5.2				
5. Candidate applies knowledge and understanding of effective strategies and tools, including technology (if applicable), in the promotion of effective instruction to support language development for all children demonstrating knowledge of how to provide meaningful and challenging learning experiences for individuals with exceptionalities because there is understanding of how the exceptionality interacts with language development				
NAEYC 4b; CEC ECSE 1.0, 5.2				
6. Candidate applied knowledge and understanding of effective strategies and tools, including technology (if applicable), in the promotion of effective instruction to support literacy development for children with and without exceptionalities to provide meaningful and challenging learning experiences for individuals with exceptionalities because there is understanding of how the exceptionality interacts with literacy development			X	
NAEYC 4b; CEC ECSE 1.0, 5.2; EC4K1; ECSE 5K1				
7. Candidate applied knowledge and understanding of effective strategies and tools, including technology (if applicable), in the promotion of effective instruction that demonstrates knowledge of the multi-modal nature of young children's learning to provide meaningful and challenging learning experiences for individuals with exceptionalities because there is understanding of how the exceptionality interacts with language development			x	
NAEYC 4C; CEC ECSE 1.2 1K7				

8. Candidate demonstrated ability to make instructional decisions based on varying rates of early development by using a broad repertoire of developmentally appropriate practices in the physical, cognitive, social, emotional, language and aesthetic domains for children with and without exceptionalities			x	
NAEYC 1b; CEC ECSE 1.0, 1K1				
9. Candidate's instructional delivery utilized specific strategies with children with and without exceptional learning needs based on diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments evidencing an understanding of applying knowledge of multiple influences on early development to learning				Xused action jumping etc to support
NAEYC 4c; CEC ECSE 1.1; 3.1,3.2, 3.3, 1S3				
10. Candidate's instructional delivery demonstrate their understanding of children's characteristics and needs and the varying rates of early development in the physical, cognitive, social, emotional, language and aesthetic domains.				X said how many in a bed provided opp to count and engage in one to one corres
NAEYC 4c; CEC ECSE 1.0; 3.0, 3.1, 3.2, 3.3 1S3				
11. Candidate's instructional delivery demonstrate how to match learning experiences to typical and atypical differentiated instruction by including the use of a broad repertoire of individualized, culturally and developmentally appropriate teaching strategies linking new learning to prior learning to provide meaningful and challenging learning experiences for individuals with exceptionalities to access general and special curricula to teach across content areas and support and facilitate family and child interactions knowing that it is the primary context for development and learning.			X	
NAEYC 2a; CEC ECSE 1s2, 5s13				

12. Demonstrates ability to make connections between family and communities by using learning experiences and strategies that respect family relationships and cultural diversity as well as community characteristics to motivate young children to learn and making adaptations to unique learning needs		X did not ask how does your bed look or something to make a connection w family		
IMPLEMENTATION OF LEARNING EXPERIENCE: CONTENT KNOWLEDGE				
NAEYC 5				
13. Candidate's learning experiences deepen and broaden children's language use and demonstrate their knowledge of the structure of disciplines because they identify and employ developmentally appropriate academic language and students' responses demonstrate understanding of language demands as they practice and apply appropriate language		X the academic language is - in		
CEC ECSE 5.4				
14. Candidate knows the structure of disciplines in the learning experience and define and employ developmentally appropriate academic language based on children's characteristics and anticipation of the children who may struggle to learn academic language because of specific characteristics. Based on the identified characteristics, instructional support to learn academic language is identified demonstrating the use of strategies to enhance language development and communication skills for individuals with exceptionalities		x		
NAEYC 5a; CEC ECSE 3S4				
15. Candidate's learning experiences employ content knowledge and resources in academic disciplines engaging young children in literacy activities that acknowledge the multimodal nature of young children's learning in implementing developmentally and individually appropriate curriculum NAEYC 5a; CEC ECSE 3S4.			X but needed to say this was a key detail	
CEC ECSE 5.4				
16. Candidate knows the structure of disciplines in the learning experience and define and employ developmentally appropriate academic language based on children's characteristics and anticipation of the children who may		x		

struggle to learn academic language because of specific characteristics. Based on the identified characteristics, instructional support to learn academic language is identified demonstrating the use of strategies to enhance language development and communication skills for individuals with exceptionalities				
NAEYC 5a; CEC ECSE 3S4				
17. Candidate's learning experiences employ content knowledge and resources in academic disciplines using an interdisciplinary framework to engage young children in literacy activities that acknowledge the multimodal nature of young children's learning in implementing developmentally and individually appropriate curriculum NAEYC 5a; CEC ECSE 3S4			X+	
Implementation of Learning Experience: Pedagogical Content Knowledge				
CEC ECSE 3.3, 5.0; ECSE 5S13				
18. Demonstrates ability to implement curriculum by making interdisciplinary connections based on learning objectives and activities that help to promote children's language development				x
CEC ECSE 3.3, 5.0; ECSE 5S13				
19. Demonstrates ability to implement curriculum by making interdisciplinary connections based on learning objectives and activities that help to promote children's literacy development			Xneeded to link it to the story more consistently	
Following Implementation of learning Experience: Analyzing Teaching Based on Video Clip				
CEC ECSE 1.1, 2.0, 2.1, 2.2; ECSE 2S1; ECSE 2S5; ECSE 2K4; ECSE 2K5; ECSE 2K8; ECSE 1K9				
20. Candidate conjectures as to ways in which the learning environment could have been changed during the whole class and small group video clip instructional delivery to promote the following: 1) appropriate teacher attitudes (only if applicable); 2) selecting and developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to individuals; 4) understanding of linguistic and cultural differences linked to a particular learning task, and; 5) instructional practice.				
CEC ECSE 4.o, CEC ECSE 4S				

<p>21. Candidate demonstrates use of varied assessments before, during, or after instruction in discussing missed instructional opportunities specifically distinguishing between children who need greater specified support (e.g. exceptionalities) or children who need specified challenges (e.g. gifted or typically developing learners) proposing a learning center that supports active and multimodal nature of young children’s learning) demonstrating the use of multi-methods during instruction to make educational decisions and assist families in identifying their concerns</p>				
<p>NAEYC 1b; CEC ECSE 1.0; ECSE 1K1</p>				
<p>22. Candidate’s instructional delivery utilized specific strategies with atypical children with exceptional learning needs from diverse cultural, linguistic backgrounds, economic conditions, health status and temperaments listed in the Context of Learning Part A and discuss whether the planned supports identified should have been changed demonstrating a deeper understanding of multiple influences on development and how exceptionalities interact with development applying theories of typical and atypical early childhood development</p>				
<p>NAEYC 5</p>				
<p>23.Candidate’s instructional delivery used content knowledge and resources for the academic disciplines included and clearly demonstrated the effect of engaging young children in activities that acknowledge the multimodal nature of young children’s learning, relevant developmental theory and/or research unveiling an understanding of content knowledge and an understanding of children</p>				

Comments

Signatures:

Date:

Candidate:

College Clinical Supervisor/Cooperating Teacher:

Additional Comments:

Writing Requirements-The analysis of teaching and its related implementation activities should be summarized in writing; however, it is the quality of the observed instructional delivery that is evaluated in the above rubric.

The Reflective Commentary Professional and Ethical Understandings		
Font Type : Arial		
Font Size 11”		
Single Space		

The instructional reflective commentaries were identified by plan (e.g. 2 of 4) day/number		
The instructional reflective commentaries were identified by the pertinent behavioral objective		
Bold Print Used as Headings		
Paragraphs began with a topic sentence		
If needed, academic vocabulary was integrated and defined		
Concepts were included with citation, esp. when required		
Examples from the learning experience were provided to clarify learning tasks		
Two Instructional reflective commentaries were submitted. Reflections on instructional delivery during a small-group and whole class lesson were discussed and summarized		
One instructional reflective commentary was based on a 8 minute video clip of a whole group lesson		
One instructional reflective commentary was based on a 8 minute video clip of a small group lesson		



Education Department
Education Candidate Assessment
Clinical Practice: Early Childhood Special Education
OUTCOMES (Assessment)
To be evaluated by the College Clinical Practice Supervisor

Assessments of and Reflections on
Student Work

Semester: [] Fall [] Spring Year: _____

Candidate's Name: _____

Early Field Site: _____ Grade/Level: _____ Other: _____

Date of Formal Observation: ____/____/____ Lesson _____ of _____

Name of Cooperating Teacher/College Clinical Practice Supervisor Completing Assessment:

Part III: EFFECTS ON STUDENT LEARNING/OUTCOMES

(Candidate’s Assessment Rubric, Assessment of Student Work – Whole Class and Reflection on 3 Exemplars of Student Work;
Candidate’s Further Reflection on Instructional Delivery)
Evaluated by the College Clinical Practice Supervisor

	UNSATISFACTORY SCORE 0 Grade Range: D/F (0-69)	EMERGING SCORE 1 Grade Range: C-/C/C+ (69.9-79.9)	COMPETENT SCORE 2 Grade Range: D/F (79.9-89.9)	EXEMPLARY SCORE 0 Grade Range: D/F (90-100)
Specific Rubric Items for Assessing Young Children’s Learning				
1. Analyzing Children’s Learning <small>(INTASC 6)</small>				
1.Candidate creates responsible and appropriate assessment tools (rubrics) that specify language and literacy objectives in order to evaluate instruction and to monitor and interpret progress of all children whether typical or atypical to promote positive outcomes for young children with and without exceptionalities because assessments are technically sound informal assessments that minimize bias and use knowledge of	Candidate’s analysis does not meet required elements.	Candidate creates appropriate assessment tools (rubrics) that specify language and literacy objectives in order to evaluate instruction and monitor and interpret progress of all children whether typical or atypical, but the objectives did not include active verbs.	Candidate creates appropriate assessment tools (rubrics) that specify language and literacy objectives in order to evaluate instruction and monitor and interpret progress of all children whether typical or atypical. The objective included active verbs and the dimensions of the rubric related to language or literacy	Candidate creates appropriate assessment tools (rubrics) that specify language and literacy objectives in order to evaluate instruction and monitor and interpret progress of all children whether typical or atypical. The objective included active verbs and the dimensions of the rubric related to either language or literacy development

<p>measurement principles and practices to interpret results to guide educational decisions including decisions about young children’s development NAEYC 3c; CEC ECSE 4.1, 4.2; 4S5</p>			<p>development, but not both</p>	
<p>2. Candidate’s analyses are a reflection of the strengths and challenges of using informal or formal documentation, in data collection and analysis and maintenance of organized records in order to practice responsible assessment to promote positive outcomes and assess progress in five developmental domains NAEYC 3c; CEC ECSE 4S3; ISCI4S9</p>	<p>Candidate’s analysis does not meet required elements.</p>	<p>Candidate’s narratives are not a reflection of the strengths and challenges of using informal and formal documentation, in data collection and analysis and maintenance of organized records. The summations do not logically follow the graph and there were no statements regarding observational data</p>	<p>Candidate’s narratives are not a reflection of the strengths and challenges of using informal and formal documentation, in data collection and analysis and maintenance of organized records. The summations logically follow the graph and there were no statements regarding observational data</p>	<p>Candidate’s narratives are not a reflection of the strengths and challenges of using informal and formal documentation, in data collection and analysis and maintenance of organized records. The summations logically follow the graph and observational data was considered</p>
<p>3. Candidates reflect on their practice and determine the following: 1) instruction fostered oral language</p>	<p>Candidate’s analysis does not meet required element.</p>	<p>Candidate reflects on their practice and determined the following: 1) instruction fostered oral language development and 2) literacy</p>	<p>Candidate reflects on practice and determined the following: 1) instruction fostered oral language</p>	<p>Candidate reflects on practice and determined the following: 1) instruction fostered oral language</p>

<p>development and 2) literacy development</p> <p>in the eight minute video for all children and each focus child based on strong learning objectives, observation of an active multimodal assessment in order to analyze children’s understanding of the language and literacy goal using a rubric , and comparing each focus child’s performance to the whole class’s performance</p> <p>demonstrating an ability to reflect on practices to promote positive outcomes for each child applying evidence-based and recommended practices for infants and young children from diverse backgrounds</p> <p>NAEYC 4d CEC ECSE 6S5</p>		<p>development in the seven minute video for each focus child based on weak learning objectives because active verbs are not used, observation of an assessment in order to analyze children’s understanding of the language and literacy focus using a rubric , but the assessment was not active and multimodal and each focus child’s performance on the whole class assessment was not compared to the whole class’s performance</p>	<p>development and 2) literacy development in the seven minute video for each focus child based on strong learning objectives, observation of an active multimodal assessment in order to analyze children’s understanding of the language and literacy focus using a rubric , but each focus child’s performance on the whole class assessment was not compared to the whole class’s performance</p>	<p>development and 2) literacy development in the seven minute video for each focus child based on strong learning objectives, observation of an active multimodal assessment in order to analyze children’s understanding of the language and literacy focus using a rubric , and comparing each focus child’s performance on the whole class assessment to the whole class’s performance</p>
<p>Outcomes of Student Assessment: Feedback to Guide Further Learning (INTASC 6)</p>				
<p>4.Candidates conduct a self-evaluation of all the feedback portion of instructional practice to determine 1) adequacy in providing feedback to each focus child</p>	<p>Candidate’s feedback does not meet required elements.</p>	<p>Candidate conducted a self-evaluation of a few aspects (no more than two) of the feedback portion of the instructional practice</p>	<p>Candidate conducted a self-evaluation of some (no more than three) aspects of instructional practices to</p>	<p>Candidate conducted a self-evaluation of most (four or more) aspects of instructional practices to determine their adequacy in</p>

<p>2) addressing their individual and developmental strengths and challenges related to language and literacy 3) using open ended questions to guide the focus children to understand their own strengths 4) supporting further learning in the multidisciplinary subjects of the learning segment, and 5) apply the feedback to guide improvement or support acceleration of language and literacy using a developmentally appropriate learning center using a broad repertoire of developmentally appropriate teaching approaches using foundational knowledge of the field to inform practice with children with and without exceptionalities NAEYC 4c; CEC ECSE 6.0</p>			<p>determine their adequacy in supporting developmentally appropriate teaching.</p>	<p>supporting developmentally appropriate teaching and linked it to the DAP guidelines.</p>
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<p align="center">Outcomes of Assessment: Evidence of Language Understanding and Use <small>(INTASC 6)</small></p>				
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<p>5. Candidates reflect on their practice and determined the following: 1) instruction fostered oral language</p>	<p>Candidate's evidence of language understanding and use do not</p>	<p>Candidate reflects on practice and determined the following: 1) instruction fostered oral language</p>	<p>Candidate reflects on practice and determined the following: 1) instruction fostered</p>	<p>Candidates reflect on practice and determined the following: 1) instruction fostered oral language</p>
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<p>development 2) literacy development based on use of foundational knowledge for children with and without exceptionalities NAEYC 4d CEC ECSE 6.0</p>	<p>meet required element.</p>	<p>and communication, 2) drew from appropriate teaching strategies; 3) worked within the constraints of the classroom schedule and routines; 4) taught through social interactions, 5) created support for play/playfulness, 6) addressed challenging behaviors, but candidates (7) did not use technology in order to create developmentally and culturally appropriate learning contexts</p>	<p>oral language and communication, 2) drew from appropriate teaching strategies; 3) worked within the constraints of the classroom schedule and routines; 4) taught through social interactions, 5) created support for play /playfulness, 6) addressed challenging behaviors, and 7) used technology in order to create developmentally and culturally appropriate learning contexts.</p>	<p>and communication, 2) drew from appropriate teaching strategies; 3) worked within the constraints of the classroom schedule and routines, 4) taught through social interactions, 5) created support for play/playfulness, 6) addressed challenging behaviors, and 7) used technology in order to create developmentally and culturally appropriate learning contexts. Specific examples given in each of these areas to provide evidence for addressing them.</p>
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Outcomes of Assessment: Using Assessment to Inform Instruction (INTASC 6)

<p>6. Candidate critically reflects on application of knowledge and critical perspectives in early childhood education completing the following items: 1) describing follow</p>	<p>Candidate's assessments do not meet required element.</p>	<p>Candidate critically reflects on knowledgeable, reflective and critical perspectives in early childhood education; however, two of the</p>	<p>Candidate critically reflects on application of knowledgeable, reflective and critical perspectives in early childhood education;</p>	<p>Candidate critically reflects on application of knowledgeable, reflective and critical perspectives in early childhood education; however, some of the</p>
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<p>up instructional activities that you would use for the whole class, 2) describing the learning center as a follow up instructional activity for the two focus children and other individuals /groups with specific needs 3) making sure the learning center has activities to address the strengths and challenges described under the performance of the variety of learners 4) making sure the learning center's learning tasks have active and multimodal (consider including peer tutoring) to further student learning 5) the learning tasks should use students' interests explicitly linking the learning tasks in the learning center to your analysis of children's learning. Basing the learning tasks on theories of development and research from EDUC 312, EDUC 301/302, EDUC 381, EDUC 307, EDUC 253 and EDUC 231 to apply evidence-based practices for infants</p>		<p>suggested items were completed</p>	<p>however, some of the items were completed (at least three).</p>	<p>items were completed (at least three).</p>
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<p>and young children including those from diverse backgrounds.</p> <p>NAEYC 6d; CEC ECSE 6S5</p>				
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Overall Evaluation of Teacher Candidate Assessment of Children’s Learning (INTASC 6)

<p>7. Candidates created and discussions evaluated whether a healthy environment was created that supported young children’s physical and psychological health, safety, and sense of security through appropriate classroom management and incorporating strategies for dealing with challenging behaviors in order for children with and without exceptionalities to adapt to different environments using</p>	<p>Candidate did not have consistent classroom management during the implementation of the lesson.</p>	<p>Candidate created and evaluated a healthy environment that supported young children’s physical and psychological health, safety, and sense of security through appropriate classroom management and incorporate strategies for dealing with challenging behaviors, but was not able to make connections to no relevant courses or texts</p>	<p>Candidate created and evaluated a healthy environment that supported young children’s physical and psychological health, safety, and sense of security through appropriate classroom management and incorporate strategies for dealing with challenging behaviors, but was only able to make connections to some relevant courses and texts</p>	<p>Candidate created and evaluated a healthy environment that supported young children’s physical and psychological health, safety, and sense of security through appropriate classroom management and incorporate strategies for dealing with challenging behaviors and was able to make connections to most relevant courses and texts</p>
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<p>strategies from EDUC 307 and EDUC 310. NAEYC 1a1; CEC ECSE 2.2</p>				
<p>8. Candidate reflects on whether assessments were responsible or were biased based on gender, ethnicity, individual need, exceptionality or linguistic diversity and provide feedback for children with and without exceptionalities. NAEYC 3c CEC ECSE 4.1,4.4; ISCI 4S2</p>	<p>Candidate's assessments do not meet required element.</p>	<p>Candidate reflects on whether assessments were responsible assessment or were biased based on gender, ethnicity, individual need, exceptionality or linguistic diversity, but reflection was not clear for most items.</p>	<p>Candidate reflects on whether assessments were responsible assessment or were biased based on gender, ethnicity, individual need, exceptionality or linguistic diversity, but reflection was clear for most items</p>	<p>Candidate reflects on whether assessments were responsible assessment or were biased based on gender, ethnicity, individual need, exceptionality or linguistic diversity and reflection was clear for all items.</p>
<p>9. Candidate reflects on practice and determined the following: 1) used appropriate teaching strategies; 2) worked within the constraints of the classroom schedule</p>	<p>Candidate's assessments do not meet required element.</p>	<p>Candidate reflects on their practice and determined the following: 1) instruction fostered oral language and communication, 2) drew from appropriate teaching strategies; 3) worked within the</p>	<p>Candidate reflects practice and determined the following: 1) instruction fostered oral language and communication, 2) drew from appropriate teaching strategies; 3)</p>	<p>Candidate reflects on practice and determined the following: 1) instruction fostered oral language and communication, 2) drew from appropriate teaching strategies; 3) worked within the constraints of the classroom schedule and routines, 4) taught through</p>

<p>and routines; 3) taught through social interactions, 4) created support for play /playfulness, 5) addressed challenging behaviors, and 6) used technology in order to create developmentally and culturally appropriate learning contexts to assess progress across developmental areas including play and temperament for children with and without exceptionalities NAEYC 4d; CEC ECSE 4S3</p>		<p>constraints of the classroom schedule and routines; 4) taught through social interactions, 5) created support for play/playfulness, 6) addressed challenging behaviors, but candidates (7) did not use technology in order to create developmentally and culturally appropriate learning contexts</p>	<p>worked within the constraints of the classroom schedule and routines; 4) taught through social interactions, 5) created support for play /playfulness, 6) addressed challenging behaviors, and 7) used technology in order to create developmentally and culturally appropriate learning contexts.</p>	<p>social interactions, 5) created support for play/playfulness, 6) addressed challenging behaviors, and 7) used technology in order to create developmentally and culturally appropriate learning contexts. Specific examples given in each of these areas to provide evidence for addressing them.</p>
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CANDIDATE PERFORMANCE SUMMARY DATA

The Candidate Performance Summary Data form reflects the scores that candidates receive as they are assessed on Outcomes.
To be evaluated by the Cooperating Teacher and the College Supervisor

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS Fall/2011: N=			
	U	EM	C	EX
ANALYZING CHILDREN'S LEARNING				
NAEYC 3C, CEC ECSE 4.1, 4.2, 4S5				
<p>1. Candidate creates responsible and appropriate assessment tools (rubrics) that specify language and literacy objectives in order to evaluate instruction and to monitor and interpret progress of all children whether typical or atypical in order to promote positive outcomes for young children with and without exceptionalities because assessments are technically sound informal assessments that minimize bias and use knowledge of measurement principles and practices to interpret results to guide educational decisions including decisions about young children's development</p>				
NAEYC 3c; CEC ECSE 4.3; ISCI4S9				
<p>2. Candidate's analyses are a reflection of the strengths and challenges of using informal and formal documentation, in data collection and analysis and maintenance of organized records in order to practice responsible assessment to promote positive outcomes and assess progress in five developmental domains</p>				
NAEYC 4d; CEC ECSE 6S5				
<p>3. Candidates reflect on their practice and determine the following: 1) instruction fostered oral language development and 2) literacy development in the seven minute video for each one child based on strong learning objectives, observation of an active multimodal assessment in order to analyze children's understanding of the language and literacy goal using a rubric , and comparing each focus child's performance on the whole class assessment to the whole class's performance demonstrating an ability to reflect on practices to promote positive outcomes for each child applying evidence-based and recommended practices for infants and young children from diverse backgrounds</p>				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS Fall/2011: N=			
	U	EM	C	EX
Outcomes of Student Assessment: Feedback to Guide Further Learning				
NAEYC 4c; CEC ECSE 6.0				
<p>4. Candidates conduct a self-evaluation of all the feedback portion of instructional practice to determine 1) adequacy in providing feedback to each focus child 2) addressing their individual and developmental strengths and challenges related to language and literacy 3) using open ended questions to guide the focus children to understand their own strengths 4) supporting further learning in the multidisciplinary subjects of the learning segment, and 5) apply the feedback to guide improvement or support acceleration of language and literacy using a developmentally appropriate learning center using a broad repertoire of developmentally appropriate teaching approaches using foundational knowledge of the field to inform practice with children with and without exceptionalities</p>				
Outcomes of Assessment: Evidence of Language Understanding and Use				
NAEYC 4d; CEC ECSE 6.0				
<p>5. Candidates reflect on their practice and determined the following: 1) instruction fostered oral language development 2) literacy development based on use of foundational knowledge for children with and without exceptionalities</p>				
Outcomes of Assessment: Using Assessment to Inform Instruction				
NAEYC 6d; CEC ECSE 6.5				
<p>6. Candidate critically reflects on application of knowledge and critical perspectives in early childhood education completing the following items: 1) describing follow up instructional activities that you would use for the whole class, 2) describing the learning center as a follow up instructional activity for the two focus children and other individuals /groups with specific needs 3) making sure the learning center has activities to address the strengths and challenges</p>				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS Fall/2011: N=			
	U	EM	C	EX
described under the performance of the variety of learners 4) making sure the learning center's learning tasks have active and multimodal (consider including peer tutoring) to further student learning 5) the learning tasks should use students' interests explicitly linking the learning tasks in the learning center to your analysis of children's learning. Basing the learning tasks on theories of development and research from EDUC 312, EDUC 301/302, EDUC 381, EDUC 307, EDUC 253 and EDUC 231 to apply evidence-based practices for infants and young children including those from diverse backgrounds.				
Overall Assessment for Assessing Children's Learning				
NAEYC 1a1; CEC ECSE 2.2				
7. Candidates created and evaluated a healthy environment that supported young children's physical and psychological health, safety, and sense of security through appropriate classroom management and incorporate strategies for dealing with challenging behaviors in order for children with and without exceptionalities to adapt to different environments using strategies from EDUC 307 and EDUC 310.				
NAEYC 3c; CEC ECSE 4.1, 4.4;				
8. Candidate reflects on whether assessments were responsible or were biased based on gender, ethnicity, individual need, exceptionality or linguistic diversity and provide feedback for children with and without exceptionalities.				
NAEYC 4d; CEC ECSE 4S3				
9. Candidate reflects on practice and determined the following: 1) used appropriate teaching strategies; 2) worked within the constraints of the classroom schedule and routines; 3) taught through social interactions, 4) created support for play /playfulness, 5) addressed challenging behaviors, and 6) used technology in order to create developmentally and culturally				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS Fall/2011: N=			
	U	EM	C	EX
appropriate learning contexts to assess progress across developmental areas including play and temperament for children with and without exceptionalities				