## **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 Sepa	arate Form for the Cooperating Teacher
Semester: [ ] Fall [ ] Spring Year:20	
Candidate's Name: Jaylina Lloyd	<del></del>
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 Assessm	nent::
Subjects in Interdisciplinary Learning Segment Tanguage and Literacy Develor	oment &

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

models of team processes in early childhood NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.3; ECSE 7S1 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	Candidate's planning does not address required elements.	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	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	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
3.Candidate <b>effectively collaborates</b> with college supervisor/ cooperating teacher <b>applying team processes in early</b>	Candidate's planning does not address required elements.	Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know	Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know the number of language and literacy	Candidate's planning reflects collaboration with the college supervisor and cooperating teacher to know

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<b>childhood</b> to understand		the number of	groups in the	the number of
Grouping Techniques:		language and	classroom and the	language and
Candidate understands the		literacy groups	basis for group	literacy groups in
reason for existent		in the classroom	membership; however,	the classroom ,
grouping practices and can		but not the basis	no discussion of how	the basis for
articulate the basis for		for group	this lesson segment is	group
group membership and		membership nor	influenced by the	membership and
how the membership		a statement of	grouping.	a discussion of
supports or does not		how this lesson		how this lesson
support the learning		segment is		segment is
experience or lesson		influenced by		influenced by the
segment for all children		the grouping.		grouping.
including individuals				
with special needs				
NAEYC 6a; CEC ECSE				
7.0, 7.1, 7.3; ECSE 7S1				
, ,, ,, ,,				
4.Candidate <b>effectively</b>	Candidates'	Candidates'	Candidates' Planning	Candidates'
collaborates with	Planning	Planning	Commentary refer to	Planning
college	Commentary does	Commentary	differences in values,	Commentary
supervisor/cooperating	not address required	refer to	languages and customs	refer to
teacher applying team	elements of these	differences in	between the home and	differences in
processes in early	standards.	values,	school in explain how	values, languages
childhood to		languages and	this assists to support	and customs
understand Families		customs between	of reciprocal and	between the
and Communities:		the home and	respectful relationships	home and school
Candidates' planning		school, but there	with diverse families.	in support of
acknowledges		is no supportive		reciprocal and
multicultural		evidence of		respectful
influences in the		reciprocal and		relationships
classroom and		respectful		with diverse
discusses differences in		relationships		families and
values, languages and		with diverse		demonstrate the
customs between the		families.		ways in which
home and school in				these
support of reciprocal				relationships
and respectful				may be fostered.
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 NAEYC2b; ECSE 6.3				
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 781	Candidate's planning does not address required elements of these standards.	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.	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.	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

6.Candidate <b>effectively</b>	Candidate's	Candidate's	Candidate's planning	Candidate's
collaborates with college	planning does not	planning	evidences	planning reflects
supervisor/ cooperating	include the required	evidences	collaboration with the	collaboration
teacher <b>applying models</b>	elements.	collaboration	college supervisor or	with the college
of team processes in		with the college	cooperating teacher to	supervisor or
early childhood to		supervisor or	know the textbook or	cooperating
understand Curriculum		cooperating	curriculum used for	teacher to know
Implementation:		teacher to know	language and literacy	the textbook or
Candidate knows the		the textbook or	instruction referring to	curriculum used
curriculum and classroom		curriculum used	the title, publisher, and	for language and
resources (e.g., textbooks,		for language and	its date of publication.	literacy
scope and sequence, pacing		literacy		instruction
calendar, standards,		instruction		referring to the
classroom/school library		referring to the		title, publisher,
the degree of formal and		title only		date of
informal test preparation);		55555 5 555		publication, and
can explore and explain				the rationale for
rationales for using				using the
particular resources				resource.
ensuring that resources are				resource .
developmentally				
appropriate for an				
interdisciplinary				
framework during				
language and literacy				
instruction in order <b>to</b>				
support content				
acquisition of all				
students, including				
individuals with				
exceptionalities;				
NAEYC 6a; CEC ECSE 7.0,				
7.1, 7.3; ECSE 7S1				
7.Candidate <b>effectively</b>	Candidate's	Candidate's	Candidate's planning	Candidate's
			reflects collaboration	
collaborates applying	planning does not include the required	planning reflects		planning reflects
team processes in early	elements.	collaboration	with the college	collaboration
childhood supervisor/	elements		supervisor and	with the college
cooperating teacher to		with the college	cooperating teacher to	supervisor and
understand Instructional		supervisor and	know the number of	cooperating teacher to know
Strategies:		cooperating	language and literacy	
		teacher to know	groups in the	the number of

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		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	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	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
for all children, including individuals with exceptional conditions.  NAEYC 6a; CEC ECSE 7.0, 7.1, 7.3; ECSE 7S1		how this lesson segment is influenced by the grouping to facilitate language and literacy experiences for students, including individuals with exceptional conditions.	exceptional conditions.	students, including individuals with exceptional conditions.
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	Candidate's planning does not include the required elements.	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	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	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

include informal, and		affect the	analyzed; therefore,	affect
formative assessments to		pedagogical	few details are	pedagogical
understand instructional		practices	provided	practices and the
needs while not		practices	provided	perspectives of
minimalizing pedagogical				both the teacher
practices				and student are
NAEYC 6a; CEC ECSE				analyzed;
7.0, 7.1, 7.2, 7.3; ECSE				therefore, many
7.5, 7.1, 7.2, 7.3, EESE 7S1				details are
/51				provided
	Candidate's	Candidate's	Candidate's planning	Candidate's
9.Candidate <b>effectively</b>	planning does not	planning reflects	`reflects collaboration	planning reflects
collaborates with college	include the required	collaboration	with the college	collaboration
supervisor/ cooperating	elements	with the college	supervisor and	with the college
teacher to understand	elements	supervisor and	cooperating teacher in	supervisor and
Technology and		cooperating	the development to	cooperating
Manipulatives Integration:		teacher to	summarize the	teacher in the
Candidate knows how to		summarize the	technological and	development to
incorporate materials from		technological	manipulative	summarize the
technological and		and	inventories and on line	technological
manipulative inventories		manipulative	resources (e.g. white	and
and online resources (e.g.		inventories and	board, math	manipulative
white board, math		on line resources	manipulatives) related	inventories and
· ·				on line resources
manipulatives) into the		(e.g. white board, math	to the learning segment. The	
lesson to provide alternative access to		manipulatives)	inventories referenced	(e.g. white board, math
content, to increase		related to the	include one subject	manipulatives)
				related to the
student engagement, and to differentiate for diverse		learning	that is a part of the learning segment	learning
learners <b>including</b>		segment. The inventories	learning segment	segment. The
assistive technology		referenced do		inventories
and modifications of		not include the		referenced
manipulatives for		subjects that are		include more
individuals with		a part of the		than one subject
exceptionalities NAEYC		learning		that is a part of
4b, 6a; CEC ECSE 7.0,		segment		the learning
		segment		<u> </u>
7.1, 7.3; ECSE 7S1	1			segment

Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with				
		velopment (INTASC 1,4,10		
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	Candidate's planning does not address required elements of these standards.	Candidate's planning reflects an independent review of curriculum, but few concrete (1-2) details are provided describing the review process.	Candidate's planning reflects an independent review of curriculum but only some (3) concrete details are provided describing the review process.	Candidate's planning reflects an independent review of curriculum and many (more than 3) details are provided describing the review process.
11. Understanding Developmental Theories:	Candidate's planning does not include the required elements	Candidate's planning includes the multiple influences on typical and/or	Candidate's planning includes the multiple influences on typical and/or	Candidate's planning includes multiple influences demonstrating

0 1:1	I					
Candidate reviews			atypical early	atypical early		current research
current research on			development in	development in		on child
child development and			terms of	terms of		development and
draws upon the			identifying	identifying		draws upon the
research to <b>identify</b>			children's basic	children's basic	_	research to plan
multiple influences			characteristics but		-	instruction for all
on typical and/or			not the varied	the varied rates o		young children
atypical early			rates of	development and		including typical
leading to varied			development and			and/or atypical
characteristics of			characteristics of	`		learners
learners and plans			learners (related	to IEP goals and		considering rates
instruction <b>to</b>			to IEP goals and	special needs,		of development
support all young			special needs,	gifted children,		and varied
children's varying			gifted children,	struggling readers	s,	characteristics as
rate of development			struggling readers	, and		well as children
(i.e. in the physical,			and	underperforming	3	with IEPs, gifted
cognitive, social,			underperforming	children) but not	t	children,
emotional,			children) nor the	the		struggling readers,
language and			accommodations	accommodations	3	and
aesthetic domains),						underperforming
including children						children;
with IEPs, gifted						accommodations
children, struggling						emphasize
readers, and						experiences that
underperforming						provide choice,
<b>children</b> , placing						foster play and
emphasis on						playfulness, build
experiences that foster						upon prior
play and playfulness,						knowledge and
builds upon prior						experience, and
knowledge and						considers
experience, and						multimodal
incorporates						learning
multimodal learning to						
ensure that						<u> </u>
pedagogical practices						
are developmentally						
appropriate.						
NAEYC 1a; CEC 1.0						
THE IC IA, CEC I.O	Candidate's	Cand	idate's planning	Candidate's		Candidate's
	planning does		cts collaboration	planning reflects		nning reflects
	pianning does	renec	lis conaboration	piaining reflects	pia	mining reflects

<b>12.</b> Demonstrating an	not address	with the college	collaboration with	collaboration with
Understanding of	required	supervisor and	the college	the college
Standards and Content	elements of	cooperating teacher	supervisor and	supervisor and
Knowledge:	these	in deciding to	cooperating	cooperating
Candidate's planning	standards	include NYS core	teacher in	teacher in
reflects an attempt to		curriculum content	deciding to	deciding to
make an independent		standards for early	include NYS core	include NYS core
choice of NYS core		childhood literacy or	curriculum	curriculum
curriculum content		language	content standards	content standards
standards for early		development but not	for early	for early
childhood literacy		standards related to	childhood literacy	childhood literacy
and language		the other content	or language	or language
development and		areas in the	development and	development and
standards clearly		interdisciplinary	standards related	standards related
related to the other		curriculum.	to the other	to the other
content areas in the			content areas in	content areas in
interdisciplinary			the	the
curriculum			interdisciplinary	interdisciplinary
(explaining how the			unit but it is not	unit. It is clear
subjects are			clear how the	how the standards
integrated and the			standards will be	will be integrated
sub-areas of the			integrated.	
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	a 111 . 1	a 111 . 1 . 1	0 111 . 1	0 111 . 1
DTPA 1c-d	Candidate's	Candidate's planning	Candidate's	Candidate's
13. Candidate's	planning does	reflects collaboration	planning reflects	planning reflects
planning is an	not include	with the college	collaboration with	collaboration with
independent <b>choice of</b>	the required	supervisor and	the college	the college
NYS core	elements	cooperating teacher	supervisor and	supervisor and
curriculum a		in the development	cooperating	cooperating
developmentally		of a clear central	teacher in the	teacher in the

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		learn ex	ocus for the ing segment but not in the planation for choosing the rning segment	cle fo se ba fo	evelopment of a car central focus or the learning egment and in a asic explanation or choosing the arning segment	cle fe se	evelopment of a ear central focus or the learning egment and in a detailed explanation for choosing the arning segment
14. Candidate's	Candidate's plann		Candidate's	•	Candidate's		Candidate's
independent choice of	does not include t		planning reflects		planning reflects		planning reflects
a learning segment that	required element	ts.	an independent		an independent		an independent
has four learning			development of		development of		development of
experiences with each			four behavioral		four behavioral		four behavioral
experience having a			objectives with		objectives with		objectives with no
learning objective used			feedback. Each		minimal feedback	ζ.	feedback. Each
as a basis for			objective having	,	Each objective		objective having
designing			measurable		having measurabl	le	measurable
challenging and			behaviors to		behaviors to		behaviors to
meaningful			indicate areas for		indicate areas for		indicate areas for
curriculum for all			assessment and		assessment and		assessment and
children modifying			learning for		learning for		learning for
general and			children with and	1	children with and	1	children with and
specialized			without		without		without
curricula to make it accessible to			exceptionalities		exceptionalities		exceptionalities
			demonstrating		demonstrating	_	demonstrating
individuals with			minimal proclivit	.y	some proclivity to		adequate
exceptionalities. NAEYC 5c; 6a; CEC			to design challenging		design challengin curriculum for al		proclivity to design challenging
			curriculum for al	1	children	1	curriculum for all
ECSE 7.0, 7.1,7.2, 7.3; ECSE 7S1			children	1	Ciliaren		children.
/·3, ECSE /SI	Candidate's plann	inσ	Candidate has		Candidate has		Candidate has
15. Candidate's	does not include		little		some		adequate
independent	required element		understanding of	f	understanding of	f	understanding of
<b>u</b> nderstanding of how	l equitou cicinen		the relationship		the relationship		the relationship
each learning			between present		between present		between present
experience builds on			learning objective		learning objective		learning objectives

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			and prior learning experiences because the explanation is no understood and/or the learning experiences identified are not related to the present learning objective	ot t	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	S	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
NAEYC 6a; ECSE 3k3	Candidate's planr	ning	Candidate's		Candidate's		Candidate's
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	does not include required elemen	the ts.	planning adequately integrates either active or multimodal tasks to build on prior experiences because the integration is developmentally appropriate in terms of student interest	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		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.
17. Candidate has an independent understanding of the	Candidate's planning does not include	iden voca	idate's planning itifies academic abulary but the bulary has little	plar	Candidate's nning identifies academic cabulary that is	•	Candidate's nning identifies academic cabulary that is

importance of children	the required	relationship to the	related to most	related to most
learning academic	elements.	learning segment	aspects of the	aspects of the
vocabulary during the			learning segment,	learning segment,
learning segment			but strategies	But strategies
evidencing			suggested are only	suggested are
knowledge of			developmentally	developmentally
developmentally			appropriate to	appropriate to
effective strategies			effect one of the	effect more than
to support language			following-	one of the
development and			understanding of	following-
communication			academic	understanding of
skills for children			vocabulary,	academic
with and without			practice of	vocabulary,
exceptionalities			academic	practice of
having all children			vocabulary and	academic
practice and apply			application of	vocabulary and
<b>academic</b> language			academic	application of
NAEYC 4c; CEC ECSE			vocabulary	academic
5.4			A 7 070-0	vocabulary

Advanced Independent Planning of Instruction: Children's Abilities, Assets and Challenges Inform
Teaching Accommodating Learning Differences (INTASC 4,7)

leacning Accommodating Learning Differences (INTASC 4,7)						
	Candidate's planning	Candidate's	Candidate's	Candidate's		
18. Candidate's	does not include the	planning states	planning states	planning states the		
identify the relevant	required elements	the relevant	the relevant	relevant		
background		background	background	background		
information (including		information	information	information		
assessments) that were		(including	(including	(including		
used to distinguish		assessments) and	assessments) and	assessments) and		
between children who		the essays showed	were able to	were able to		
are at risk,		candidates were	distinguish	distinguish		
developmentally		able to distinguish	between children	between children		
delayed or disabled		between children	who are at risk,	who are at risk,		
and aligns this		who are at risk,	developmentally	developmentally		
information to develop		developmentally	delayed or	delayed or		
appropriate		delayed or	disabled because	disabled because		
instructional objectives		disabled. because	some basic	all basic		
because basic		some basic	characteristics are	characteristics are		
characteristics are		characteristics are	identified and	identified and		
identified and		identified but	accommodations	accommodations		
accommodations to		accommodations	to support	to support		
support learning the		to support	learning the	learning the		

Candidate's planning does planning matches learning experiences to typical and atypical differentiated individualized, culturally and developmentally appropriate pedagogical practices (including supporting family and child interactions as primary  Candidate's planning discusses how to match learning experiences to typical and atypical 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 interactions as primary  Candidate's planning discusses how to match learning experiences to typical and atypical differentiated instruction by accommodations that are appropriate appropriate teaching but it does central focus and does not reflects culturally and the culturally and child interactions as primary  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 teaching that does	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		learning the central focus are not clear.	central focus are	central focus are clear.
contexts for   developmentally   support an   support an   development and   appropriate   understanding of   understanding of	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	planning does not include required	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 reflects culturally and developmentally	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	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

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			but it does not reflect culturally and developmentally appropriate teaching.	and reflects culturally and developmentally appropriate teaching.
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-	Candidate's planning does not include the required elements	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.	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	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.

initiated		<u> </u>		
development and				
learning				
NAEYC4c; CEC				
ECSE 5.1, 5.3;				
ECSE <sub>5</sub> S <sub>1</sub> , 5.5,				
	f Instruction and	d Assessment for Cont	tent Knowledge: Rel	ating Children's
		iteracy Development t		
G		entral Focus (INTASC 5,6)		O
21. Candidate's	Candidate's	Candidate's planning	Candidate's	Candidate's
language and literacy	planning does	discusses the	planning discusses	planning discusses
lesson planning	not address	following: 1) prior	the following: 1)	the following: 1)
discusses the following:	required	lesson observations	prior lesson	prior lesson
1) prior lesson or	elements of	to determine	observations to	observations to
observations to	this	whether declarative	determine	determine
determine the	standards.	knowledge is known	whether	whether
declarative knowledge(		2) multiple	declarative	declarative
facts and concepts)		assessments during	knowledge is	knowledge is
known and procedural		the lesson are	known, 2)	known, 2)
knowledge (steps and		discussed but they	multiple	multiple
strategies), 2)		does not discuss 3)	assessments	assessments
multiple assessments		assessment related	during the lesson	during the lesson
during the lesson to		activities to ensure	and 3) assessment	and 3) assessment
ensure that learning		that the lesson's	related activities	related activities
declarative information		objectives are met.	to ensure that the	to ensure that the
is monitored and/or			lesson's objectives	lesson's objectives
procedures are			are met.	are met with
understood and 3)				detailed examples
assessment related				that indicate
activities at the end of				knowledge of how
the lesson to determine				to use these to
whether the lesson's				inform teaching.
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 3a; ECSE 4.0				
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	Candidate's planning does not include the required elements.	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.	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.	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

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				
Advanced Dlenning	a of Instructions	Cumporting Children's	Dovolonment and	Cooming to Apply

Advanced Dlanning	of Instruction	Supporting Children's	Dovolonment and La	aming to Apply		
Advanced Planning of Instruction: Supporting Children's Development and Learning to Apply						
Content Knowledge Using Appropriate Instructional Strategies (INTASC 5,8,9)						
	Candidate's	Candidate's planning	Candidate's	Candidate's		
23. Candidate's	planning does	refers to theories of	planning refers to	planning refers to		
planning refers to	not include	instructional strategies	theories of	theories of		
theories of	the required	adequately explaining	instructional	instructional		
instructional strategies	elements	how at least one	strategies	strategies		
for each learning		learning experience is	adequately	adequately		
experience (of which 3-		responsive and	explaining how at	explaining how		
4 are required).		intentional practice for	least two or more	three or more		
General Instructional		individual children,	learning	learning		
strategies are		small groups and the	experiences are	experiences are		
responsive and		whole class based on	responsive and	responsive and		
intentional practices		the adaptations	intentional practice	intentional practice		
for individual children,		proposed with	for individual	for individual		
small groups and the		references to support	children, small	children, small		
whole class considering		claims.	groups and the	groups and the		
exceptional needs and			whole class based	whole class based		
proposed			on the adaptations	on the adaptations		
modifications			proposed with	proposed with		
demonstrate a			references (courses	references (courses		
repertoire of			or texts) to support	or texts) to support		
evidenced-based			claims.	claims.		

effective instructional strategies for children with and without exceptionalities NAEYC 4b; ECSE 5.0  Candidate's planning does planning is grounded in an understanding of child development and young children's characteristics and needs referring in  Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common misunderstandings or developmental  Candidate's discussions refer to historical, philosophical philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common aspects of current trends to address common common misunderstandings or developmental
strategies for children with and without exceptionalities NAEYC 4b; ECSE 5.0  Candidate's planning does not include grounded in an understanding of child development and young children's characteristics and needs referring in  Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common developmental trends to address common  Candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common  Candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common
children with and without exceptionalities NAEYC 4b; ECSE 5.0  Candidate's planning does planning is planning is grounded in an understanding of child development and young children's characteristics and needs referring in  Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common misunderstandings or developmental to address common  Candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of current trends to address common  Candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common
without exceptionalities NAEYC 4b; ECSE 5.0  Candidate's planning does planning is grounded in an understanding of child development and young children's characteristics and needs referring in  Candidate's characteristics and neds refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common misunderstandings or developmental misunderstandings or developmental misunderstandings or developmental address common common  common  candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common common
exceptionalities NAEYC 4b; ECSE 5.0  Candidate's planning does planning is grounded in an understanding of child development and young children's characteristics and needs referring in  Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common misunderstandings or developmental
NAEYC 4b; ECSE 5.0  Candidate's planning does planning is planning of child development and young children's characteristics and needs refer ting in  Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common developmental trends to address common developmental trends to address common common developmental trends to address common common common
NAEYC 4b; ECSE 5.0  Candidate's planning does planning is planning of child development and young children's characteristics and needs refer ting in  Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common developmental trends to address common developmental trends to address common common developmental trends to address common common common
Candidate's planning does planning is planning of child development and young children's characteristics and needs refer to make the reference of the planning is planning of child development and young children's characteristics and needs reference of the planning does planning does not include the required elements. Candidate's discussions refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address common aspects of aspects of current trends to address common to developmental trends to address common common common common common common common candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common common common common common candidate's discussions refer to historical, philosophical foundations, developmental theories, but not aspects of aspects of current trends to address common common common common common candidate's discussions refer to historical, philosophical foundations, developmental trends to address common candidate's discussions refer to historical, philosophical foundations, developmental trends to address common candidate's discussions refer to historical, philosophical foundations, developmental trends to address common candidate's discussions refer to historical, philosophical foundations, developmental trends to address common candidate's discussions refer to historical, philosophical developmental candidate's discussions refer to historical, philosophical discussions refer to historical, philosophical developmental candidate's discussions refer to historical, philosophical developmental discussions refer to historical, philosophical discussions refer to histo
24. Candidate's planning is grounded in an understanding of child development and young characteristics and needs referring inplanning does not include the required elements.refer to historical, philosophical foundation but not developmental theory nor aspects of current trends that address chevelopmentaldiscussions refer to historical, philosophical foundations, developmental theories, but not aspects of current trends to address common
planning is grounded in an understanding of child development and young children's needs referring innot include the required elements.philosophical foundation but not developmental theory nor aspects of current trends that address commonhistorical, philosophical foundations, developmental theories, but not aspects of current trends to address common
grounded in an understanding of child development and young children's needs referring inthe required elements.foundation but not developmental theory nor aspects of current trends that address common developmental trends that address common developmental theories, but not aspects of current trends to address commonphilosophical foundations, developmental theories, but not aspects of current trends to address common
understanding of child development and young children'selementsdevelopmental theory nor aspects of current trends that address commonfoundations, developmental theories, but not aspects of aspects of current trends to address commoncharacteristics and needs referring inmisunderstandings or developmentalof current trends to address commontrends to address common
understanding of child development and young children'selementsdevelopmental theory nor aspects of current trends that address commonfoundations, developmental theories, but not aspects of aspects of current trends to address commoncharacteristics and needs referring inmisunderstandings or developmentalof current trends to address commontrends to address common
child developmentnor aspects of currentdevelopmentaldevelopmentaland youngtrends that addresstheories, but nottheories, andchildren'scommonaspects of aspectsaspects of currentcharacteristics andmisunderstandings orof current trends totrends to addressneeds referring indevelopmentaladdress commoncommon
and youngtrends that addresstheories, but not aspects of aspectstheories, and aspects of aspectscharacteristics and needs referring inmisunderstandings or developmentalof current trends to address commontrends to address common
children'scommonaspects of aspectsaspects of currentcharacteristics and needs referring inmisunderstandings or developmentalof current trends to address commontrends to address common
needs referring in developmental address common common
needs referring in developmental address common common
<b>discussions to their</b> approximations of misunderstandings misunderstandings
knowledge base children with and/or or developmental or developmental
consisting of without exceptional approximations of approximations of
historical, and needs with detailed children with children with
philosophical         examples         and/or without         and/or without
<b>foundations</b> ; exceptional needs exceptional needs
theories, current with detailed with detailed
trends and issues examples. examples.
that address
common
misunderstandings
and identify
developmental
approximations
within the learning
experiences, and
how to intervene
safely and
appropriately when
children with and
without

1111	I	T	T	T
exceptionalities are				
in crisis.				
NAEYC 1a; CEC				
ECSE 2.3, 6.1,				
<b>6.2;ECSE 6K1, ECSE</b>				
6K2				
•	Candidate's	Candidate's planning	Candidate's	Candidate's
25. Candidate's	planning does	refers to their	planning refers to	planning refers to
planning discusses	not include	knowledge and	their knowledge	their knowledge
their knowledge and	the required	understanding of	and understanding	and understanding
understanding of	elements	effective strategies and	of effective	of effective
effective strategies and		tools, but they do not	strategies and tools,	strategies and
tools, including		discuss promoting	promoting effective	tools, promoting
technology, in the		effective instruction	instruction using	effective
promotion of effective		using technology in the	technology in the	instruction using
instruction using a		learning center to	learning center to	technology in the
learning center to		address challenges	address challenges	learning center to
address challenges		associated with	associated with	address challenges
associated with		misunderstandings.	misunderstandings	associated with
misunderstandings		g.	hypothesizing but	misunderstandings
evidencing an			most examples are	hypothesizing and
understanding of			unclear	most examples are
effective				specific and clear
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				
Advanced Planning of Inst	ruction of Content	Knowledge: Supporting Chi	ldren's Language Develo	pment (INTASC 5.8)
	Candidate's	Candidates do not know	Candidates knows	Candidates knows
<b>26.</b> Candidates know	planning does	the structure of	some aspects of the	the structure of
the structure of	not include the	disciplines in the	structure of	disciplines in the
disciplines in the	required	learning segment	disciplines in the	learning segment
learning segment	elements.	because most aspects of	learning segment	because all aspects of
rearming beginnent	Cicincito.	because most aspects of	Tourning beginnent	because an aspects of

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

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			instructional support to learn academic language	instructional support to learn academic language
Overall Planning Cl	heck for Approp	riate Inclusion More Atto	ention to Learning D	
28. Candidate's	Candidate's	Candidate's planning	Candidate's	
planning includes	planning does	includes modification of	planning includes	planning include
modification of the	not include the	the learning environment	modification of the	modification of the
learning environment	required	to promote the following:	learning	learning
to promote the	elements.	1) appropriate teacher	environment to	environment to
following: 1)		attitudes; 2) selecting and	promote the	promote the
appropriate teacher		developing appropriate	following: 1)	following: 1)
attitudes; 2) selecting		materials, and equipment	appropriate teacher	
and developing		(e.g. adaptive and assistive	attitudes; 2)	attitudes; 2)
appropriate materials,		technology); 3) equitable	selecting and	selecting and
and equipment (e.g.		responses to individuals.	developing	developing
adaptive and assistive		The essays does not show	appropriate	appropriate
technology); 3)		an understanding of	materials, and	materials, and
equitable responses to		linguistic and cultural	equipment (e.g.	equipment (e.g.
individuals; 4)		differences linked to a	adaptive and	adaptive and
understanding of		particular learning task or	assistive	assistive
linguistic and cultural		5) aspects of the learning	technology); 3)	technology); 3)
differences linked to a		environment on	equitable responses	
particular learning		instructional practice	to individuals; 4)	to individuals; 4)
task, and; 5) aspects of			understanding of	understanding of
the learning environment on			linguistic and cultural differences	linguistic and cultural differences
instructional practice			linked to a	linked to a
to support varied			particular learning	particular learning
perspectives further			task, and; 5)	task, and; 5)
evidencing the			aspects of the	aspects of the
ability to plan for			learning	learning

C	
safe, inclusive,	environment on environment on
culturally	instructional instructional
responsive	practice with practice with
environment while	examples and in examples and in
modifying curricula	detailed detailed
to make it	descriptions of descriptions of
accessible to	these modi-
individuals with	fications. fications.
exceptionalities	
using a universal	
design approach	
CEC ECSE 2.0, 3.3	

### CANDIDATE PERFORMANCE SUMMARY DATA: PLANNING

To be evaluated by the Cooperating Teacher & College Supervisor

To be evaluated by the cooperating reacher a conege supervisor				
Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATI	NG ON S'	TANDA	ARDS
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	IJ	EM	C	EX
	Ŭ		_	
1. Basic Level Planning to Develop Knowledge of Pedagogical Constraints and Considerations	: Influ	ences in	the	
Learning Environment in Applying Content Knowledge				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
14 E C C C C C C C C C C C C C C C C C C				
			X	
1. Candidate develops a basic understanding of Collaboration:				
Candidate is a professional because of <b>effective collaboration</b> 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				1

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARI		ARDS	
	U	EM	С	EX
any potential negative impact on student learning especially features affecting <b>children with developmental and exceptional needs</b> to inform practice and <b>apply models of team processes in early childhood</b>				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1	1			
2.Candidate <b>effectively collaborate</b> s with college supervisor/ cooperating teacher <b>applying team processes in early childhood</b> 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, <b>including individuals with exceptionalities</b> , during language and literacy-based instruction throughout the day.				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
3. Candidate <b>effectively collaborates</b> with college supervisor/ cooperating teacher <b>applying team processes in early childhood</b> 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 <b>including individuals with special needs</b>				
NAEYC 2b ECSE 6.3				
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				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	2 RATING ON STANDARD		ARDS	
	U	EM	С	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 <b>effectively collaborates</b> with college supervisor/ cooperating teacher <b>applying models of team processes in early childhood</b> 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 <b>to support content acquisition of all students</b> , <b>including individuals with exceptionalities</b> ;				
NAEYC 6a; CEC ECSE 6.6, 7.0, 7.1, 7.2, 7.3; ECSE 7S1				
7. Candidate <b>effectively collaborates applying team processes in early childhood</b> 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 <b>all children</b> , <b>including individuals with exceptional conditions</b> .				
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 <b>effectively collaborates</b> 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 STANDAR		ARDS	
	U	EM	С	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 <b>including assistive technology and</b>				
modifications of manipulatives for individuals with exceptionalities.  Intermediate Planning for Instruction: Understanding Content Knowledge and Its Intersection with the content of the	ith Chil	d Devel	onmer	nt
NAEYC 5a, 5b; CEC ECSE 3.1		u Devel	оршег	
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 STANDAR		ARDS	
	U	EM	С	EX
NAEYC 5b; CEC ECSE 3k1  12. Demonstrating an Understanding of Standards and Content Knowledge: Candidate's planning reflects an to make it 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 <b>choice of NYS core curriculum a developmentally</b> 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 <b>designing challenging and meaningful curriculum for all children modifying general and specialized curricula to make it accessible to individuals with exceptionalities</b>				
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 STANDAR		ARDS	
	U	EM	С	EX
16. Candidate's understanding of how each learning segment addresses the importance of understanding				
active and multimodal nature of young children's <b>evidencing knowledge of a broad repertoire of</b>				
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 Abilites, 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 <b>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</b>				
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 STANDARD		ARDS	
	U	EM	С	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 Pr	ior Kn	owledge	e 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 STANDAR		ARDS	
	U	EM	C	EX
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 <b>demonstrate a repertoire of evidenced-based developmentally effective instructional strategies for children with and without exceptionalities</b>				
NAEYC 1a; CEC ECSE 2.3, 6.1, 6.2, 6K1, 6K2				
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.				
NAEYC 4b; ECSE 5.0, 5.3				
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 evidencing an understanding of effective instructional strategies and tools for early education including assistive technology to advance learning of individuals with and without exceptionalities</u>				
Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development				
NAEYC 5b				
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				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDA		ARDS	
	U	EM	C	EX
CEC ECSE 3.2				
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				
Overall Planning Review for Appropriate Inclusions: More Attention to Learning Differences				
CEC ECSE 2.0,3.3				
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				

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.Objecctively 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 Educa	ıtion		Grade/Level:	Other:
Date of Formal Observation:		Lesson	of		
Name of Cooperating Teacher	er/ College Clinic	al Practice Supervisor Co	ompleting Assessm	ent:	

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		Co	mments
Demonstrate the ability to use				
<ul> <li>active multi-modal and engaging learning</li> </ul>				
• interdisciplinary learning				
<ul> <li>support language development</li> </ul>				
<ul> <li>support literacy development</li> </ul>				
demonstrate the ability to manage a classroom				
<ul> <li>consistently make links back to the objective</li> </ul>				
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 L	earning Experience thr	ough Instructional Strategies	s: Promoting a Positive Lea	arning Environment
	Candidate's did not address required elements of these	. Candidate's instructional delivery	Candidate's instructional delivery displayed evidence of	Candidate's instructional delivery displayed evidence of their
1. Demonstrates ability to use	standards in their	displayed evidence of their	their knowledge of differences	knowledge of differences in values,
culturally responsive	instructional delivery.	knowledge of differences in values,	in values, languages and	languages and customs between the
teaching strategies such as		languages and customs between the home and school in support of	customs between the home and school in support of	home and school in support of reciprocal and respectful
drawing upon differences in		reciprocal and respectful	reciprocal and respectful	relationships with diverse families
values, languages and		relationships with diverse families	relationships with diverse	and demonstrate through providing
customs to make		e.g., students learned how to greet	families and demonstrate	examples in their plans of the ways
connection between the		in many different languages (bon jour, hola etc.) and demonstrates a	through providing examples in their plans of the ways in which	in which these relationships may be implemented e.g., students learned
		positive learning environment to	these relationships may be	how to greet in many different
home; and create a positive learning environment to support		support children's engagement in	implemented e.g., students	languages (bonjour, hola etc.),
learning environment to support		learning.	learned how to greet in many	lesson on breads from the cultures

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			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.	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.
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 meaningmaking 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	Candidate's instructional delivery did not address required elements of these standards.	Candidate prepared challenging learning environments that promote child initiated development and learning, but does not show they anticipate opportunities, that scaffold children's learning.	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.	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.

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 554	Candidate did not address required elements of these standards in their instructional delivery.	Candidate accommodated appropriate educational transitions in some cases, e.g. from desk to rug, but not in others.	Candidate accommodated appropriate educational transitions throughout their instructional delivery e.g. movement from seats to rug and back.	Candidate accommodated appropriate educational transitions e.g. movement from seats to rug and back, from one reading level to another.
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	Candidate did not address required elements of these standards in their instructional delivery.	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.	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.	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.

## 2. Implementation of Learning Experience: Engaging Children in Differentiated Learning Using Developmentally Appropriate Practices (INTARSC 1.2)

Practices (INTASC	Practices (INTASC 1,2)							
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;	Candidate did not address required elements of these standards.	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.	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	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				
6. Candidate applied knowledge and understanding of effective general instructional strategies, discipline/domain specific strategies and tools, including technology (if	Candidate did not address required elements of these standards.	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.	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	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.				

applicable), in the			delivery to address one way to	Candidates differentiate instructional
promotion of effective			support literacy development	delivery to address more than one
instruction to support				way to support literacy development
literacy development for				
children with and without				
exceptionalities to <b>provide</b>				
meaningful and challenging				
learning experiences for				
individuals with				
exceptionalities because				
there is understanding of				
how the exceptionality				
interacts with literacy				
development				
NAEVC 4b. CFC FCCF 4.0				
NAEYC 4b; CEC ECSE 1.0,				
5.2				
= Condidatelind	Candidate did not address	Candidate applied knowledge and	Candidate applied knowledge and	Candidate applied knowledge and
7. Candidate applied	required elements of these standards.	understanding of effective strategies and tools, but did not include	understanding of effective strategies and tools, including	understanding of effective strategies and tools, including technology, in the
knowledge and	Standards.	technology ( if available) in the	technology, in the promotion of	promotion of effective instruction that
understanding of		promotion of effective instruction	effective instruction (e.g. use of	operationalizes the concept of
effective general		that demonstrates knowledge of the	the classroom smartboard in	universal design that demonstrates
instructional		multimodal nature of young	their lesson). that demonstrates	knowledge of the multimodal nature
strategies,		children's learning	knowledge of the multimodal	of young children's learning
discipline/domain		Cilidren s learning	nature of young children's	or young children's learning
specific strategies			learning	
and tools, including			icarring	
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  NAEYC 4b; CEC ECSE 1.0, 5.2; EC4K1; ECSE 5K1;				
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	Candidate did not address required elements of these standards in their instructional delivery.	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.	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.	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.
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	Candidate did not address required elements of these standards in their instructional delivery.	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.	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.	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

		<del>,</del>		<u>,                                      </u>
	Candidate did not address	Candidate's instructional delivery	Candidate's instructional	Candidate's instructional delivery
10. Candidate's	required elements of these	demonstrated how to match	delivery demonstrated how to	demonstrated how to match
instructional delivery	standards.	learning experiences to typical	match learning experiences to	learning experiences to typical and
demonstrate how to		differentiated instruction, but not	typical and atypical	atypical differentiated instruction by
differentiate instruction for		to atypical, differentiated	differentiated instruction by	including a broad repertoire of
typical and atypical		instruction by including the use of a	including a broad repertoire of	individualized, culturally and
development matching		broad repertoire of individualized,	individualized, culturally and	developmentally appropriate
learning experiences to needs		culturally and developmentally	developmentally appropriate	teaching that is specifically adapted
through the use of a broad		appropriate teaching linking new	teaching linking new learning to	to developmental appropriate
repertoire of individualized,		learning to personal assets	personal assets.	practices (DAP) guideline linking
culturally and				new learning to personal assets.
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.				
NAEYC 4c; CEC ECSE 1.1,				
<b>3.1</b> , <b>3.2</b> , <b>3.3</b> , 1S <sub>3</sub>				
11. Candidate's	Candidate did not address	Candidate's instructional delivery	Candidate's instructional	Candidate's instructional delivery
instructional delivery	required elements of these	demonstrated how to match	delivery demonstrated how to	demonstrated how to match
demonstrate how to	standards.	learning experiences to typical	match learning experiences to	learning experiences to typical and
match learning		differentiated instruction, but not	typical and atypical	atypical differentiated instruction by
experiences to typical		to atypical, differentiated	differentiated instruction by	including a broad repertoire of
and atypical		instruction by including the use of a	including a broad repertoire of	individualized, culturally and
differentiated		broad repertoire of individualized,	individualized, culturally and	developmentally appropriate
instruction by including		culturally and developmentally	developmentally appropriate	teaching that is specifically adapted
the use of a broad		appropriate teaching linking new	teaching linking new learning to	to developmental appropriate
repertoire of		learning to prior learning.	prior learning.	practices (DAP) guideline linking
individualized, culturally				new learning to prior learning.
and developmentally				
appropriate teaching				
strategies linking new				
learning to prior				
learning to provide				

meaningful and challenging learning experiences for individuals with exceptionalities to acc general and special curricula to teach across content areas and support and facilitate family and child interactions knowing that it is the primary confor development and learning.  NAEYC 4c; CEC ECSE 1.03.0, 3.1,3.2,3.3, 1S3  12. Demonstrates ability make connections between family and communities using learning experiences and strategies that respect family relationships and cultural diversity as well as community characteristics to motivate your children to learn and making adaptations to unique learning needs  NAEYC 2a; CEC ECSE 1S2, 5S1.	s tt ng text  to en by d ersity ung	Candidate did not addre required elements of th standards in their instructional delivery.		Candidate's instructional delivery demonstrated the use of learning experiences and strategies that respect family/community relationships but did not show ho they will include diversity in families, cultures or communities	s ow	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	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.
3. Implementatio	3. Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge						
13. Candidate's learning experiences deepen and broaden children's language use and demonstrate their knowledge of the	not in	include the required disci nents. and appr did r		didate knows the structure of iplines in the learning experience used developmentally ropriate academic language but not define the term or require students to use the term limiting	dis ex de ac	ndidate knows the structure of sciplines in the learning perience and defined and used evelopmentally appropriate ademic language and defined e term but did not require the	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
structure of disciplines because they identify and						udents to use the term partially tending the opportunity to	to practice using the term or

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

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

		T		
because of specific		deepen and broaden children's		
characteristics.		language		
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				
17. Candidate's	Candidate's learning	Candidate's learning experience	Candidate's learning experience	Candidate's learning experience
learning experiences	experience did not address	employed content knowledge, but	employed content knowledge	employed content knowledge and
employ content	required elements of this	only partially utilizes resources in one	and utilizes resources in	utilizes resources in academic
knowledge and	standard.	academic discipline of an	academic disciplines of an	disciplines of an interdisciplinary
resources in		interdisciplinary instructional unit to	interdisciplinary instructional unit	instructional unit to employ literacy
academic disciplines		employ a literacy activity that	to employ literacy activities that	activities that acknowledge the
using an		acknowledges the multimodal nature	acknowledge the multimodal	multimodal nature of young children's
interdisciplinary		of young children's learning in one	nature of young children's	learning in more than two parts of the
framework to engage		part of the lesson and students'	learning in two parts of the	lesson and students responses
young children in		responses demonstrate limited	lesson and students' responses	demonstrate above average
literacy activities that		knowledge	demonstrate satisfactory	knowledge
acknowledge the			knowledge	
multimodal nature of				
young children's				
learning in				
implementing				
developmentally and				
individually				

appropriate curriculum NAEYC								
5a; CEC ECSE 3S4								
5.Implementati	5.Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)  (INTASC 5)							
18. Demonstrates ability implement curriculum by making interdisciplinary connections based on learning objectives and activities that help to promote children's langu development CEC ECSE 3.3 5.0; ISCI5S8; ICSI5S9; ECSE 55:	y age	Candidate's learning objective and experience 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 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.	
implement curriculum by making interdisciplinary connections based on learning objectives and activities that help to promote children's litera	Candidate's learning objective and experience did not address required elements of these standards.  Candidate's learning objective and experience did not address required elements of these standards.  Candidate's learning objective and experience 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	requir stand	ired elements of these the l chards in their char grou in or appr		didate described modifications to learning environment proposing nges to the whole class and small up video clip instructional delivery order to discuss the following: 1) propriate teacher attitude (only if blicable); 2) selecting and	by environment proposing of the whole class and small to clip instructional delivery of discuss the following: 1) the teacher attitude (only if the whole class and small to the whole class and small group video clip instructional delivery in order to discuss the following: 1) the teacher attitude (only if the whole class and small group video clip instructional delivery in order to discuss the following: 1)		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	
instructional delivery to promote the following: 1) appropriate teacher			developing appropriate materials, and equipment (e.g. adaptive and		se	titudes (only if applicable); 2) lecting and developing propriate materials, and	developing appropriate materials, and equipment (e.g. adaptive and assistive technology); 3) equitable responses to	

attitudes ( only if		equitable responses to individuals.	equipment (e.g. adaptive and	individuals; 4) understanding of
applicable); 2) selecting and		Their instructional delivery do not	assistive technology); 3)	linguistic and cultural differences
developing appropriate	veloping appropriate		equitable responses to	linked to a particular learning task,
materials, and equipment	naterials, and equipment		individuals; 4) understanding of	and; 5) instructional practice with
(e.g. adaptive and assistive		linked to a particular learning task or	linguistic and cultural differences	detailed examples of activities for
technology); 3) equitable		5) instructional practice to support all	linked to a particular learning	each of these
responses to individuals; 4)		of the above.	task, and 5) instructional practice	
understanding of linguistic				
and cultural differences				
linked to a particular				
learning task, and; 5)				
instructional practice.				
CEC ECSE 1.1, 2.0, 2.1, 2.2;				
EC5E 2S1; ECSE 2S5; ECSE				
2K4; ECSE 2K5; ECSE 2K8;				
ECSE 1K9				
	Candidate did not addre		. Candidate utilized relevant	Candidate utilized relevant
21. Candidate	required elements of th		-	background information (including
demonstrates use of	standards in their	assessments) distinguishing	(including assessments)	assessments) distinguishing
varied assessments	instructional delivery.	between children who are at risk	,	between children who are at risk,
before, during, or after		developmentally delayed or	who are at risk,	developmentally delayed or
instruction in discussin	ng	disabled but does not align this	developmentally delayed or	disabled and aligns this information
missed instructional		information to develop appropria	_	to develop appropriate instructional
opportunities specifical		instructional objectives for the	information to develop	objectives for the learning center
distinguishing between		learning center and does not	appropriate instructional	and proposes learning tasks that
children who need		propose learning tasks that	objectives for the learning	recognizes the active multimodal
greater specified		recognizes the active multimoda	• •	nature of learning
support (e.g.		nature of learning	learning tasks that recognizes	
exceptionalities) or			the active multimodal nature of	
children who need			learning	
specified challenges ( e.	.g.			
gifted or typically				
developing learners)				
proposing a learning center	r			
that supports active and				
multimodal nature of young	g			
children's learning)				
demonstrating the use of				
multi-methods during				
instruction to make				
educational decisions and				
caucational accisions and				

assist families in identifying their concerns CEC ECSE 4.0, CEC ECSE 4S1				
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	Candidate did not address required elements of these standards in their instructional delivery.	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.	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	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
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	Candidate's instructional delivery did not address required elements of this standard.	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	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	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

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

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

EX LEARNING
LEARNING
1
х

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  Implementation of Learning Experience through Instructional Strategies Learning Using Developmentally Appropriate practices	es: Enga	ging Children	in Differentia	X transitions were
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	l			
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 <b>knowledge and understanding of effective strategies and tools, including technology (if applicable), in the promotion of effective instruction</b> 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			х	
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  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	X	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	Xdid notr ask how does yourbed look or something to make a connection w family	
IMPLEMENTATION OF LEARNING EXPERIENCE: CONTENT KNOWLEDGE		
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 theca demic 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	х	
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	х	

	1	1	
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		X+	
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			
Implementation of Learning Experience: Pedagogical Content Knowled	lge		
CEC ECSE 3.3, 5.0; ECSE 5S13			
18. Demonstrates ability to implement curriculum by making interdisciplinary			х
connections based on learning objectives and activities that help to promote			
children's language development			
CEC ECSE 3.3, 5.0; ECSE 5S13			
19. Demonstrates ability to implement curriculum by making interdisciplinary		Xneeded	
connections based on learning objectives and activities that help to promote		tolink it to	
children's literacy development		the story	
		more	
		consistently	
Following Implementation of learning Experience: Analyzing Teaching	Based on Video	o Clip	1
CEC ECSE 1.1, 2.0, 2.1, 2.2; EC5E 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.			
particular rearring tasis, and, 3) instructional practice.			
CEC ECSE 4.0, CEC ECSE 4S			

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		
<b>learners</b> ) 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		
NAEYC 1b; CEC ECSE 1.0; ECSE 1K1		
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		
NAEYC 5		
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		

Comments

Signatures:		
Candidate:	Date:	
College Clinical Supervisor/Coope	rating Teacher:	
Additional Comments:		
	s of teaching and its related implementation activities should be summarized in writing; however, it ctional 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

Semester: [ ] Fall [ ] Spring Year:	Assessments of and Reflections on Student Work
Candidate's Name:	
Early Field Site:	Grade/Level: Other:
Date of Formal Observation://	Lessonof
Name of Cooperating Teacher/College Clinical Practice Supervi	isor 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

	UNSATI	SFACTORY	Е	MERGING	CO	MPETENT		EXEMPLARY
	SCO	ORE 0		SCORE 1	9	SCORE 2		SCORE 0
	Grade R	ange: D/F	Grade	Range: C-/C/C+	Grade	e Range: D/F		Grade Range: D/F
	(0	-69)	(6	59.9-79.9)	(7	9.9-89.9)		(90-100)
		Specific F	Rubric Ite	ms for Assessing \	oung Chi	ldren's Learning		
1. Analyzing Child	1. Analyzing Children's Learning (INTASC 6)							
	Candidate's Candidate creates Candidate creates Candidate creates							
1.Candidate creates		analysis do	oes not	appropriate asse	essment	appropriate		appropriate assessment
responsible and appro	priate	meet requ	iired	tools (rubrics) th	at	assessment too	ls	tools (rubrics) that
assessment tools (rub	rics)	elements.		specify language	and	(rubrics) that sp	pecify	specify language and
that specify language	and			literacy objective	es in	language and lit	teracy	literacy objectives in
literacy objectives in o	rder to			order to evaluat	e	objectives in or	der to	order to evaluate
evaluate instruction a	nd to			instruction and r	monitor	evaluate instru	ction	instruction and monitor
monitor and interpret				and interpret pr	ogress	and monitor an	id	and interpret progress
progress of all children	า			of all children w	hether	interpret progre	ess of	of all children whether
whether typical or aty	pical <b>to</b>			typical or atypical	al, but	all children whe	ether	typical or atypical. The
promote positive out	comes			the objectives di	id not	typical or atypical.		objective included
for young children wit	th and			include active ve	erbs.	The objective		active verbs and the
without exceptionalit	ies					included active	lactive verbs dimensions of	
because assessments	are					and the dimens	nsions rubric related to either	
technically sound info	rmal					of the rubric re	elated	language or literacy
assessments that min	imize					to language or		development
bias and use knowled	ge of					literacy		

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			development, but not both	
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	Candidate's analysis does not meet required elements.	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	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	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
3.Candidates reflect on their practice and determine the following: 1) instruction fostered oral language	Candidate's analysis does not meet required element.	Candidate reflects on their practice and determined the following: 1) instruction fostered oral language development and 2) literacy	Candidate reflects on practice and determined the following: 1) instruction fostered oral language	Candidate reflects on practice and determined the following: 1) instruction fostered oral language

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

[_, _, _, _	T		Ι	
2) addressing their individual			determine their	supporting
and developmental strengths			adequacy in	developmentally
and challenges related to			supporting	appropriate teaching
language and literacy 3)using			developmentally	and linked it to the DAP
open ended questions to			appropriate teaching.	guidelines.
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				
Outcomes of Assessme	nt: Evidence of Lang	uage Understanding and l	Jse (INTASC 6)	
	Candidate's	Candidate reflects on	Candidate reflects on	Candidates reflect on
5.Candidates reflect on their	evidence of	practice and	practice and	practice and
practice and determined the	language	determined the	determined the	determined the
following: 1) instruction	understanding	following: 1) instruction	following: 1)	following: 1) instruction
fostered oral language	and use do not	fostered oral language	instruction fostered	fostered oral language

	T	T	T	T
development 2) literacy	meet required	and communication, 2)	oral language and	and communication, 2)
development based on use of	element.	drew from appropriate	communication, 2)	drew from appropriate
foundational knowledge for		teaching strategies; 3)	drew from	teaching strategies; 3)
children with and without		worked within the	appropriate teaching	worked within the
exceptionalities NAEYC 4d		constraints of the	strategies; 3) worked	constraints of the
CEC ECSE 6.0		classroom schedule and	within the	classroom schedule and
		routines; 4) taught	constraints of the	routines, 4) taught
		through social	classroom schedule	through social
		interactions, 5) created	and routines; 4)	interactions, 5) created
		support for	taught through social	support for
		play/playfulness, 6)	interactions, 5)	play/playfulness, 6)
		addressed challenging	created support for	addressed challenging
		behaviors, but	play /playfulness, 6)	behaviors, and 7) used
		candidates (7) did not	addressed	technology in order to
		use technology in order	challenging	create developmentally
		to create	behaviors, and 7)	and culturally
		developmentally and	used technology in	appropriate learning
		culturally appropriate	order to create	contexts. Specific
		learning contexts	developmentally and	examples given in each
			culturally appropriate	of these areas to
			learning contexts.	provide evidence for
				addressing them.
Outcomes of Assessment: Usin	g Assessment to Inf	orm Instruction (INTASC 6)		
	Candidate's	Candidate critically	Candidate critically	Candidate critically
6. Candidate critically <b>reflects</b>	assessments do	reflects on	reflects on	reflects on application
on application of knowledge	not meet	knowledgeable,	application of	of knowledgeable,
and critical perspectives in	required	reflective and critical	knowledgeable,	reflective and critical
early childhood education	element.	perspectives in early	reflective and critical	perspectives in early
completing the following		childhood education;	perspectives in early	childhood education;
items: 1) describing follow		however, two of the	childhood education;	however, some of the
<del></del>				

up instructional activities that	suggested items were	however, some of	items were completed
you would use for the whole	completed	the items were	(at least three).
class, 2) describing the	,	completed (at least	(**************************************
learning center as a follow up		three).	
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			

and young children in	cluding			
those from diverse				
backgrounds.				
NAEYC 6d; CEC ECSE 6	5S5			
Overall Evaluation of	Teacher Candidate	Assessment of Children's L	earning (INTASC 6)	
7. Candidates	Candidate did not	Candidate created and	Candidate created and	Candidate created and
created and	have consistent	evaluated a healthy	evaluated a healthy	evaluated a healthy
discussions	classroom	environment that	environment that	environment that supported
evaluated whether	management	supported young	supported young	young children's physical and
a healthy	during the	children's physical and	children's physical and	psychological health, safety,
environment was	implementation	psychological health,	psychological health,	and sense of security through
created that	of the lesson.	safety, and sense of	safety, and sense of	appropriate classroom
supported young		security through	security through	management and incorporate
children's physical		appropriate classroom	appropriate classroom	strategies for dealing with
and psychological		management and	management and	challenging behaviors and was
health, safety, and		incorporate strategies	incorporate strategies	able to make connections to
sense of security		for dealing with	for dealing with	most relevant courses and texts
through appropriate		challenging behaviors,	challenging behaviors,	
classroom		but was not able to	but was only able to	
management and		make connections to no	make connections to	
incorporating		relevant courses or	some relevant courses	
strategies for		texts	and texts	
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 1a1; CEC ECSE 2.2				
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	Candidate's assessments do not meet required element.	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.	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	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.
9. Candidate reflects on practice and determined the following: 1) used appropriate teaching strategies; 2)	Candidate's assessments do not meet required element.	Candidate reflects on their practice and determined the following: 1) instruction fostered oral language and communication, 2)	Candidate reflects practice and determined the following: 1) instruction fostered oral language and	Candidate reflects on practice and determined the following: 1) instruction fostered oral language and communication, 2) drew from appropriate teaching strategies; 3) worked
worked within the constraints of the classroom schedule		drew from appropriate teaching strategies; 3) worked within the	communication, 2) drew from appropriate teaching strategies; 3)	within the constraints of the classroom schedule and routines, 4) taught through

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

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:	RATING ON STANDARDS		RDS	
EDUC491/EDUC 492		Fall/2	2011: N=	
	U	EM	С	EX
ANALYZING CHILDREN'S LEARNING				
NAEYC 3C, CEC ECSE 4.1, 4.2, 4S5				
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				
NAEYC 3c; CEC ECSE 4.3; ISCI4S9				
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				
NAEYC 4d; CEC ECSE 6S5				
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 <b>demonstrating an ability to reflect on practices to promote positive</b>				
outcomes for each child applying evidence-based and recommended practices for infants				
and young children from diverse backgrounds				

Undergraduate Clinical Practice Assessment of Outcomes-Early Childhood Education: EDUC491/EDUC 492	RATING ON STANDARDS Fall/2011: N=			RDS
	U	EM	С	EX
Outcomes of Student Assessment: Feedback to Guide Further Learning				
NAEYC 4c; CEC ECSE 6.0				
. 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				
Outcomes of Assessment: Evidence of Language Understanding and Use				
NAEYC 4d; CEC ECSE 6.0				
5. Candidates <b>reflect on their practice</b> and determined the following: 1) instruction fostered oral				
language development 2) literacy development based on use of <b>foundational knowledge for</b>				
children with and without exceptionalitie				
Outcomes of Assessment: Using Assessment to Inform Instruction				
NAEYC 6d; CEC ECSE 6S5				
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				

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