



College of Education and Human Development

Early Childhood Education Program

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<https://gse.gmu.edu/programs/earlychildhood/>

**ECED 503.001 Inclusive Curriculum for Young Learners:
Planning Instruction and Guidance (3:3:0)**

Spring 2016

Tuesdays 7:20-10:00pm

West 1007

Instructor: Raymond D. Shorter, PhD; Rhode Fernández, MA, Doctoral Candidate

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Office hours: By Appointment Only

Course Description

Explores principles of learning, curriculum development, and relationship between assessment and instruction. Examines role of play and active exploration in learning. Addresses guiding children's behavior and the role of families and culture in children's learning.

Prerequisite(s)

Note: Field experience required: Students should work through CEHD's field experience coordinator (fieldexp@gmu.edu) to find a site and/or register their site in the database <http://cehd.gmu.edu/endorse/ferf>. If you have questions, please contact Ms. Comfort Uanserume, Clinical Practice Specialist at Phone: [703-993-9777](tel:703-993-9777).

Nature of Course Delivery

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required.

Learner Outcomes

This course is designed to enable students to do the following:

1. Plan meaningful curriculum activities that are responsive to the interests, preferences, motivation, interaction styles, developmental status, learning history, and cultural variables of the child and family.
2. Demonstrate how meaningful curriculum activities link to VA Foundations of Learning Standards for Early Childhood Education.

3. Develop individual and group activity plans and implement strategies to facilitate functional cognitive, social, communication, motor, and adaptive development.
4. Plan and adapt curriculum activities that are respectful of family identified outcomes, preferences, interaction styles, and cultural norms.
5. Develop and reflect on various behavior management strategies for culturally, linguistically, and ability diverse young children and their families.
6. Apply current research on effective developmentally appropriate practices to teaching young children from diverse backgrounds and varying abilities.
7. Analyze and design appropriate environments and materials to include addressing developmentally appropriate practices, anti-bias curriculum, and inclusion settings.
8. Utilize problem-solving strategies to address dilemmas encountered in diverse educational and community settings.
9. Analyze and describe the varied theoretical frameworks guiding early childhood curriculum approaches and practices.
10. Describe how ongoing data collection and management of classroom plans can be used to monitor child progress in the context of daily activities.
11. Analyze one's own teaching practices and set appropriate goals for teaching change.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

- Burns, M. S., Johnson, R., & Assaf, M. (2012). *Preschool education in today's world: Teaching children with diverse backgrounds and abilities*. Baltimore, MD: Brookes.
- Smutny, J. F., & Von Fremd, S. E. (2010). *Differentiating for the young child: Teaching strategies across the content areas, Prek-3*. Thousand Oaks, CA: Corwin Publishing.

Recommended Readings (on Blackboard)

- Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse. Chapter 3
- Derman-Sparks, L., & Edwards, J. (2010). *Anti-Bias education for young children and ourselves*. Washington, DC: NAEYC. Chapter 4
- NAEYC Journal November 2013-Positive Guidance and Behavior Management
- NAEYC Journal September 2013-Environments that Engage and Inspire Young Learners
- NAEYC Journal March 2010-Performing Arts
- NAEYC Journal November 2009-Science
- NAEYC Journal May 2009- Math
- NAEYC Journal September 2005- Social Studies

Recommended Texts

- Bredenkamp, S., & Copple, C. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- Gartrell, D. (2012). *Education for a civil society: How guidance teaches young children democratic life skills*. Washington, DC: NAEYC.
- Howes, C., & Ritchie, S. (2002). *A matter of trust: Connecting teachers and learners in the early childhood classroom*. New York: Teachers College.
- Hyson, M. (2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. Washington, DC: NAEYC.
- Neuman, S., Roskos, K., Wright, T., & Lenhart, L. (2007). *Nurturing Knowledge: Building a Foundation for School Success by Linking Early Literacy to Math, Science, Art, and Social Studies*. New York: Scholastic.

GMU Policies and Resources for Students

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

For GSE Syllabi

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only.

Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate

program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

TK-Performance-based Assessment Submission Requirement

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP Assessment 3, Ability to Plan Instruction*, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Book Discussion	As Assigned	10
Environmental Analysis	April 12	25
Curriculum Content Area: Exploration and Resources	As Assigned	20
Instructional Planning Analysis	May 10	30
TOTAL		100

Attendance and Participation (Ongoing): 15 points

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students must attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3)

using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Book Discussion (Due: As Assigned): 10 Points Groups of students will be responsible for leading a 20-minute discussion about an assigned chapter from *Differentiating for the young child: Teaching strategies across the content areas, Prek-3* textbook and *Preschool education in today's world: Teaching children with diverse backgrounds and abilities* that pertain to their group assigned content area. Students are expected to lead the discussion and include one hands-on activity to demonstrate key concepts of the chapter as part of the discussion.

Environmental Analysis (Due: April 12) 25 Points

Step 1

Students will examine the classroom environment from multiple perspectives and prepare a report that integrates analyses of the environment and interactions with their focus child during two to three child-initiated activities.

Prepare a written analysis of the classroom environment. Students will provide a written analysis of the classroom environment and recommendations to improve the effectiveness of the environment to meet the learning needs of all children. Students will do the following in the written analysis:

Classroom sketch

- Provide a sketch of the layout of the classroom and photos of specific areas within the classroom.

Multiple perspectives on the classroom environment

- Describe and analyze the general environment from the teacher's point of view to include the affective environment, the social environment, the physical environment, and the temporal environment.
- Describe and analyze the general environment from the children's point of view to include the affective environment, the social environment, the physical environment, and the temporal environment. Explain how this point of view differs from the teacher's point of view.
- Discuss and analyze the classroom environment from the family perspective and how the environment welcomes and includes families from diverse backgrounds.
- Support analyses based on the information in the course readings, class materials, and other appropriate sources to support assertions and conclusions.

Perspectives on the environment and learning

- Describe and analyze ways in which the environment promotes active engagement; encourages independence; and values all children with diverse abilities, cultures, and/or languages.
- Discuss the accessibility of the environment. Explain how the environment supports children with exceptionalities. Identify the types of technology resources and assistive technology being used.
- Illustrate the effect of the environment on interactions between students as well as among teachers, students, specialists, and families, including families from diverse backgrounds.
- Support analyses based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Recommendations to improve environment

- Identify and discuss recommendations to improve the effectiveness of the environment to meet the learning needs of all children
- Support analyses based on the information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Step 2

Select a child with a developmental, learning, physical or linguistic difference and interact with the child during two to three child-initiated activities within the general environment. Students will integrate their understanding of positive and supportive relationships with children in a written analysis as they do the following:

- Interact with a child for at least 30-45 minutes for a total of at least 90 minutes spread over two to three separate days and record anecdotal notes during interactions with the child.
- Describe and analyze ways in which the child demonstrates engagement with other children in the classroom.
- Describe strategies used with the child to encourage responsiveness to open-ended questions and participation in feedback loops with the teacher.
- Support analyses based on information in course readings, class materials, and other appropriate sources to support assertions and conclusions.

Curriculum Content Area: Exploration and Resources (Due dates: As Assigned): 20 Points

Students will select and research curriculum content areas and resources to share with classmates. Each group will prepare an interactive/play/center-based presentation to help communicate the importance of this curriculum content area, the key outcomes for children from culturally, linguistically, and ability diverse backgrounds and their families connected to this area, and examples of activities that would support learning in this area. It is important to consider the student ability levels and developmental and cultural appropriateness for preschool-aged children, especially children with special needs. The in-class presentation should include interactive activities to enable classmates to explore the curriculum content area.

The handout for this project should include the following:

- A brief statement of the significance of this area and the associated learning outcomes for children from culturally, linguistically, and ability diverse backgrounds;
- An annotated list of at least five key resources that contribute to understanding this area; and
- An annotated list of activity resources that could be used when implementing developmentally and culturally appropriate curriculum or provided to families to support this area of learning.
- Annotations must be written in student's words, providing a brief description of the source, the strengths of the resource as well as concerns about the resource.
- The topics will include the following: 1) science; 2) creative arts and music (fine arts, drama, dance); 3) language and literacy; 4) social studies; 5) math; 6) physical/large motor activity/movement; or 7) social emotional.

Instructional Planning Analysis: (Due May 10) 30 Points

This is the CAEP 3 Assessment of Ability to Plan Instruction that shows evidence of meeting CEC and NAEYC Standards. All assignments listed below must be submitted on Blackboard. See the assessment description and scoring rubric attached.

Course Schedule and Topics

Date	Topics	Readings & Assignments Due
Jan 19	Introductions Group selections Syllabus Review Reflective practitioner Becoming an Early Childhood Teacher Play and learning	Review course syllabus Familiarize class texts
Jan 26	What is curriculum? Investigating curriculum designs and integration across content Planning curriculum, developmentally appropriate practice Guidance toward an encouraging classroom Planning formats Curriculum/ Inclusive practices and modifications	Readings: Smutny Chapter 1 BRING to class: Planning Formats, VA Standards of Learning Lesson Plans, Thematic Unit tentative plans

Feb 2	<p>Assessment Approaches to Learning Reflecting child-interest and standards Individualization Teaching Strategies Classroom Environment Learning Centers Behavior Management</p>	<p>Readings: Burns Chapter 4, 5 Smutny Chapter 2, 3</p> <p>Bring to Class: Daily Schedule</p>
Feb 9	<p>Involving Families in the classroom Investigating Culture—CLAD</p>	<p>Readings: Burns Chapter 2 Bring to class: Choose and bring an article from the Anti-bias education website below: http://www.teachingforchange.org/anti-bias-education-articles#classroom_environment</p>
Feb 16	<p>Anti-bias education approach/cultural identities/coalition building/advocacy/social justice</p> <p>Inclusive Practices</p>	<p>Readings and Bring to class: Choose and bring an article from the Anti-bias education website below: http://www.teachingforchange.org/anti-bias-education-articles#classroom_environment</p>
Feb 23	<p>Socio-Emotional Content Area</p> <p>Social Studies Content Area</p>	<p>Readings: Burns Chapter 6 Smutny Chapter 6 Social Studies folder (BB)</p> <p>Book Discussion Presentations: Social-Emotional Social Studies</p>
Mar 1	<p>Literacy/ Language Development Content Area</p> <p>Performing Arts Content Area</p>	<p>Presentation: Burns Chapter 8 Smutny Chapter 4 & 5 Literacy folder (BB) Performing Arts folder(BB)</p> <p>Book Discussion Presentations: Literacy/Language Performing Arts</p>

Mar 8	Spring Break	NO CLASS
Mar 15	Math Content Area Science Content Area	Readings: Smutny Chapter 7 & 8 Math folder (BB) Science folder (BB) Book Discussion Presentations: Math and Science
Mar 22	Physical/large motor activity/movement Content Area Trends in Early Childhood	Readings: Burns Chapter 3 & 9 Bring to Class: A peer review journal article regarding a current trend in Early Childhood Education within past 5 years (2010-2015)
Mar 29	Presentation: Literacy/ Language Development Content Area Performance Arts	
Apr 5	Presentation: Math Content Area Science Content Area	
Apr 12	Presentation: Socio-Emotional Content Area Social Studies Content Area Physical/large motor activity/movement Content Area	**DUE: Environmental Analysis: PAPER <u>UPLOAD TO BLACKBOARD**</u>
Apr 19	Preparation for Final Papers and Presentations	Independent Reading Day
Apr 26	Presentation of Instructional Planning Project Wrap up Final papers due	Upload Instructional Planning Analysis to Blackboard via TK20- DUE MAY 10, 2016

**Early Childhood Education
CAEP Assessment 3
Ability to Plan Instruction**
Teacher Candidate Written Educational and Assessment Plan

Early Childhood Education CAEP Assessment 3 Ability to Plan Instruction is the Teacher Candidate Written Educational and Assessment Plan and is an individualized student plan in ECED 403/503 **Inclusive Curriculum for Young Learners: Planning Instruction and Guidance** at the beginning of the program, ECED 511 **Assessment of Diverse Young Learners** in the middle of the program and internship at the end of the program. This assessment shows evidence of meeting CEC Standard 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3 and 5.4; and NAEYC Standard Elements 2a, 3a, 3b, 3d, 4a, and 4b. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

CEC Standard Assessed

CEC 1.2 *Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities*

CEC 2.1 *Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions*

CEC 2.2 *Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments*

CEC 4.1 *Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias*

CEC 4.2 *Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities*

CEC 4.3 *Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities*

CEC 5.1 *Beginning special educators consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities*

CEC 5.2 *Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities*

CEC 5.3 *Beginning special educators are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities*

CEC 5.4 *Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities*

NAEYC Standard Elements Assessed

NAEYC 2a *Knowing about and understanding diverse family and community characteristics*

NAEYC 3a *Understanding the goals, benefits, and uses of assessment*

NAEYC 3b *Knowing about and using observation, documentation, and other appropriate assessment tools and approaches*

NAEYC 3d *Knowing about assessment partnerships with families and other professionals with professional colleagues*

NAEYC 4a *Understanding positive relationships and supportive interactions as the foundations of their work with children*

NAEYC 4b *Knowing and understanding effective strategies and tools for early education*

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

InTASC 1(a), 1(e), 2(f), 6(b), 6(g), 7(a), 7(b), 7(d), 7(k)

Assessment Overview

The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

Rationale

Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

Who are my students? (Context/Student Needs)

What do my students need to know and be able to do? (Objectives)

How will I get all students to know and do the new tasks? (Teaching and learning)

How will I know they know what was taught? (Assessments)

The first step in planning is identifying the learning objectives for the lesson-based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if students have met the lesson objectives. Once you know how you will assess student learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider student prior knowledge, how to differentiate to meet student needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon student needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress.

Assessment Procedures

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum that includes the following sections:

Section 1. Description of the individual student that includes **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need**.

Section 2. Identification of and rationale for three learning objectives that support meaningful learning outcomes for the student.

Section 3. Description of and rationale for at least three evidence-based instructional strategies that address the identified learning objectives and reflect the student's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs.

Section 4. Description of and rationale for instructional adaptations and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies.

Section 5. Statement of plan for the assessment and documentation of the student's progress toward the identified objectives.

Assessment Measure Descriptions

Ability to Plan Rubric

CRITERIA ECE PROGRAM OUTCOME STANDARDS (Aligned With CEC, NAEYC, & InTASC Standards)	Assessment Measure Descriptions			
	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1				
Description of Individual Student				
<p>The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p><i>InTASC 1(a)</i> CEC 1.2, 4.1, 4.2, NAEYC 3b</p>	<p>The candidate does not provide a description or the description of student does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of student that includes appropriate assessment data related to some but not all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of student that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes impact of student characteristics on learning.</p>	<p>The candidate provides description of student that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.</p> <p>The candidate describes and provides examples of impact of student characteristics on learning.</p>
Statement of Educational Need				
<p>The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p><i>InTASC 6(g)</i> CEC 4.2, 4.3</p>	<p>The candidate does not address student educational needs or inappropriately uses assessment data to create a statement of educational need.</p>	<p>The candidate uses assessment data to create a statement of educational need that is marginally aligned with assessment results.</p>	<p>The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.</p>	<p>The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is aligned with assessment results.</p>

Section 2
Identification of Learning Objectives

<p>The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. <i>InTASC 7(a)</i> <i>CEC 2.1, 4.3</i></p>	<p>The candidate identifies learning objectives that are either (a) incomplete because related outcomes are not identified or (b) the objectives are not directly related to student educational need.</p>	<p>The candidate identifies learning objectives without relevance to student educational need.</p>	<p>The candidate identifies learning objectives with related outcomes that are relevant to individual student needs.</p>	<p>The candidate identifies distinct learning objectives with related outcomes that are relevant to individual student needs.</p>
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Identification of Rationale for Learning Objectives

<p>The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. <i>InTASC 7(d)</i> <i>CEC, 5.1</i> <i>NAEYC 2a, 4a</i></p>	<p>The candidate does not provide rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is missing or unclear.</p>	<p>The rationales provided are not be aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is unclear.</p>	<p>The rationales provided are aligned with the learning objective and the relationship of learning objectives to student educational needs is clearly identified.</p>	<p>The rationales provided are aligned with the learning objective and the relationship of the learning objectives to student educational needs is clearly and effectively identified.</p>
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Section 3
Description of Instructional Strategies

<p>The candidate plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. <i>InTASC 7(b)</i> <i>CEC 2.2</i></p>	<p>The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or student learning needs.</p>	<p>The candidate identifies instructional strategies that are marginally related to the learning objectives or student learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and student learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and student learning needs. The candidate provides specific sources of evidence for the instructional strategy.</p>
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Rationale for Instructional Strategies

<p>The candidate understands that each learner’s cognitive, linguistic, social, emotional, and</p>	<p>The candidate does not provide rationales which are aligned to the specific instructional</p>	<p>The rationales provided do not aligned to the specific instructional strategies and, the</p>	<p>The rationales provided are aligned with instructional strategies and, the relationship of the</p>	<p>The rationales provided are aligned with the strategies and, the relationship of the instructional</p>
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<p>physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. <i>InTASC 1(e)</i> <i>CEC 1.2, 5.4</i> <i>NAEYC 4b</i></p>	<p>strategies and/or the relationship of instructional strategies to the learning objectives and student educational needs is missing or unclear.</p>	<p>relationship of the instructional strategies to the learning objectives that meet student educational needs is unclear.</p>	<p>instructional strategies to the learning objectives that meet student educational needs is clearly identified.</p>	<p>strategies to specific learning objectives that meet student educational needs is clearly and effectively identified.</p>
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Section 4 Description of Instructional Adaptation				
<p>The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. <i>InTASC 2(f)</i> <i>CEC 5.3</i> <i>NAEYC 3d</i></p>	<p>The candidate does not identify either adaptations or accommodations to support student achievement of learning objectives.</p>	<p>The candidate identifies either adaptations or accommodations that minimally support student achievement of learning objectives.</p>	<p>The candidate identifies and describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.</p>	<p>The candidate identifies and thoroughly describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.</p>
Rationale for Instructional Adaptation				
<p>The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs. <i>InTASC 7(k)</i> <i>CEC 5.2, 5.3</i> <i>NAEYC 4b</i></p>	<p>The candidate does not provide rationales that are aligned to the adaptations and accommodations and/or the relationship of the adaptations and accommodations to student educational needs is missing or unclear.</p>	<p>The rationales marginally provides evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is unclear.</p>	<p>The rationales provide adequate evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly identified.</p>	<p>The rationales provide evidence-based support for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly and thoroughly identified.</p>

Section 5 Assessment and Documentation of Student Progress				
<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. <i>InTASC 6(b)</i> <i>CEC 4.1</i></p>	<p>The candidate does not describe an assessment plan that that evaluates all student learning objectives or describes a plan that does not directly measure all of the student learning objectives (e.g., is not observable,</p>	<p>The candidate describes an assessment plan that evaluates all student learning objectives but does not include documentation of both formative and summative measures that does not address possible assessment bias.</p>	<p>The candidate describes an assessment plan that evaluates all student learning objectives and includes both formative and summative assessments that minimize sources of bias.</p>	<p>The candidate describes an assessment plan that evaluates all student learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.</p>

<i>NAEYC 3a, 3d</i>	measurable).		The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.	The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.
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