

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 503.003/P03 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
3 Credits, Fall 2017
Mondays/ 4:30 – 7:10 pm
Robinson B 105, Fairfax Campus

Faculty

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Prerequisites/Corequisites

None

University Catalog 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. Notes: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

Not applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

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 *Virginia Standards of Learning* and *Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds*.
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.

Professional Standards (Council for Exceptional Children and National Association for the Education of Young Children)

Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements

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 5.3 *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.*

NAEYC Standard Elements

NAEYC 3d *Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments*

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, including appropriate uses of technology*

NAEYC 5a *Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies*

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Bullard, J. (2017). *Creating environments for learning: Birth to age 8* (3rd ed.). Upper Saddle River, NJ: Pearson Education. ISBN: 9780134014555

Kostelink, M., Soderman, A., & Whiren, A. (2015). *Developmentally appropriate curriculum: Best practices in early childhood education* (6th ed.). Columbus, OH: Pearson Education. ISBN: 9780133351774

Recommended Text

Copple, C., & Bredekamp, S. (Eds). (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). Washington DC: NAEYC. ISBN: 9781928896647

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Child Guidance Group Presentation	As Assigned	15
Field Experience <ul style="list-style-type: none"> Field Experience Placement Approval Form Field Experience Documentation Form (after completion of Field Experience hours) Field Experience Observation and Reflection 	September 11 December 4 December 4	1 9 20
Instructional Lesson Plan <ul style="list-style-type: none"> Part 1: Introducing and Considering the Child Part 2: Establishing Positive Relationships and Instructional Strategies Part 3: Developing a Lesson Plan 	October 16 October 30 November 27 December 11	10 10 20
Compiled Instructional Plan due to Tk20 through Bb		
TOTAL		100

- **Assignments and/or Examinations**

Child Guidance Group Presentation (15 points)

Students will work with classmates to select an article from a group of articles provided by the instructor that is related to the topic positive guidance for young children. A group of approximately three to four students will be responsible for presenting information and facilitating a discussion related to their chosen article during an assigned class session. The discussion must include a handout and an interactive activity to enable classmates to explore the topic presented. The presentation should not exceed 30 minutes. Students will select their topic and date of presentation during the second class.

Field Experience

Field Experience Documentation (10 points)

This course requires a minimum of 15 hours field experience in an early childhood education classroom (PreK through third grade). To initiate this assignment, students will visit <https://cehd.gmu.edu/endorse/ferf> and complete the online “Field Experience Request Form.” On the form they will be asked to indicate how their placement will be arranged.

Students will upload the ***Field Experience Placement Approval Form***. In this form they will provide a statement confirming that they have completed the online “Field Experience Request Form” and they will provide information to the instructor about where and how they will complete the field experience (1 point).

Upon completion of their field experience hours, students will provide documentation of their experience (9 points).

- If they completed the field experience within their own setting, they will upload the ***On-the-Job Placement Documentation Form*** to Blackboard.
- If they attended a field placement other than where they work, they will upload the ***Field Experience Documentation Form*** to Blackboard. This form requires verification from the mentoring teacher on site.

Field Experience Observation and Reflection (20 points)

Students will develop a five-page report that discusses the following points about the early childhood education classroom setting observed during the field experience:

- Overview of the classroom arrangement;
- Description of meaningful curriculum activities observed and how they reflect the various developmental areas/domains or curriculum content areas;
- Adaptations and modifications for children with special needs, cultural differences, linguistic needs, etc.;
- Augmentative and/or assistive technology;
- Specific behavior management strategies observed; and
- Suggestions for enhancing the curriculum and classroom environment.

Students will cite current research from the course textbooks, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Instructional Plan (40 points)

The Key Assessment 3 Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted to Tk20 on Blackboard. See the attached assessment description and scoring rubric.

- **Other Requirements**

Attendance and Participation (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 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 (a) participating in all activities, (b) engaging in small and large group discussions, (c) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (d) completing written work related to the activities, and (e) 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.

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

website at <http://infoguides.gmu.edu/content.php?pid=39979>. 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.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

• **Grading**

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

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.

Professional Dispositions

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

Class Schedule

Class	Date	Topics	Readings and Assignments Due
1	Aug 28	Introductions Syllabus Assignments Introduction to Curriculum	NAEYC Developmentally Appropriate Practice Position Statement (see BB) Kostelnik et al., Ch. 1
	Sept 4	<i>No Class – Labor Day Holiday</i>	
2	Sept 11	Positive Relationships Supportive Teacher-Student Interactions	Bullard, Ch. 1, 2 Kostelnik et al., Ch. 2 DUE: Sign Up for Child Guidance Group Presentation DUE: Field Experience Placement Approval Form

Class	Date	Topics	Readings and Assignments Due
3	Sept 18	Child Guidance Behavior Management Strategies Considerations (cultural, language, ability)	Kostelnik et al., Ch. 6
4	Sept 25	Physical Layout of Classroom Organizing the Classroom and Routines Inclusive Settings	Bullard, Ch. 3, 5 Kostelnik et al., Ch. 5
5	Oct 2	Developmentally Appropriate Practice Positive Relationships Supportive Teacher-Student Interactions Language Development Augmentative Communication and Assistive Technology	Bullard, Ch. 2 Kostelnik et al., Ch. 12
6	Oct 10 Monday Classes Meet on Tuesday	Review of Virginia Standards Context of National, State, and Local Standards Using Standards to Guide Practice	DUE: Child Guidance Group Presentations 1, 2
7	Oct 16	Effective Instructional Strategies Responsiveness (student interests and preferences, motivation and interaction styles, developmental level, culture) Cognitive Development Literacy, Math, and Science Centers	Bullard, Ch. 4, 10, 11, 12 Kostelnik et al., Ch. 11 DUE: Instructional Plan Part 1

Class	Date	Topics	Readings and Assignments Due
8	Oct 23	Effective Instructional Strategies Facilitating Functional Development	Kostelnik et al., Ch. 3, 4 DUE: Child Guidance Group Presentations 3, 4
9	Oct 30	Integrating Content/Curriculum Addressing the Needs of Individual Students Physical, Motor, and Adaptive Development Sensory and Building Centers	Bullard, Ch. 8, 9 Kostelnik et al., Ch. 3, 4, 13 DUE: Instructional Plan Part 2
10	Nov 6	DAP Across the Grade Levels Curriculum Planning	Bullard, Ch. 4 Kostelnik et al., Ch. 16 DUE: Child Guidance Group Presentations 5, 6
11	Nov 13	Lesson Planning Affective and Social Development Dramatic Play Centers	Bullard, Ch. 7 Kostelnik et al., Ch. 10, 14
12	Nov 20	Family Engagement Aesthetic Development Art and Music Centers	Bullard, Ch. 13, 14, 18 Kostelnik et al., Ch. 8, 9 DUE: Child Guidance Group Presentations 7, 8
		<i>Thanksgiving Holiday</i>	
13	Nov 27	Linking Cycle of Learning and Teaching Progress Monitoring	Kostelnik et al.: Ch 7 DUE: Instructional Plan Part 3

Class	Date	Topics	Readings and Assignments Due
14	Dec 4	Reflective Teaching Practices Instructional Planning, short – and long-term planning	TBD DUE: Field Experience Documentation Form DUE: Field Experience Observation and Reflection
	Dec 11	<i>No Class – Reading Day</i>	Due to Tk20 through Bb – Key Assessment 3 Instructional Lesson Plan
	Dec 18	<i>No Class – Finals Week</i>	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Early Childhood Education Key Assessment 3 Ability to Plan Appropriate Teaching and Learning Experiences: Instructional Lesson Plan

Description of Assessment

Early Childhood Education Key Assessment 3 Ability to Plan Instruction is the Instructional Plan in ECED 403/503 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance near the beginning of the program.

How the Assessment Aligns With the Standards

CEC Standard Elements

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 individual with exceptionalities in meaningful learning activities and social interactions.

CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for 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 5.3 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

NAEYC Standard Elements

NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

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

NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies

Description of the Assignment

In this assignment, candidates will use knowledge of individual learning differences to develop learning objectives as well as instructional strategies that include augmentative, alternative, or assistive technologies to individualize instruction for a child with developmental, learning, physical, or linguistic differences within the context of the general education environment and curriculum. During the initial meeting times of the field experience, candidates will select a child with a developmental or learning difference. They will work with this child throughout their field experience and create an instructional plan that targets the needs of their focus child.

Part 1: Introducing and Considering the Child (NAEYC 3d)

Candidates will gather information about their focus child by working with the teacher, family, and/or other professional colleagues, as appropriate, and present the information in a three-to four-page paper. They will do the following:

- Provide background information (e.g., age, grade level, learning difference, special services).
- Expand the discussion of their the focus child by summarizing information regarding the following:
 - Individual abilities and areas of needs of the child,
 - The child's specific interests,
 - Effective learning environments, and
 - Cultural and linguistic factors that should be considered when planning curriculum and instruction for the focus child.
- Explain how they gathered the information about the child within the context of the classroom and in partnership with the teacher, family, and/or other professional colleagues:
 - Discussions and/or working with the teacher, family, and/or other professional colleagues;
 - Observations of the child interacting with peers and adults; and
 - Interactions with the child during two or three instructional activities within the classroom environment.

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 2: Establishing Positive Relationships (CEC 2.3; NAEYC 4a)

During the field experience, candidates will interact with the focus child using strategies discussed in class to develop a relationship with the child and to support instruction. Candidates will write a two- to three-page paper that describes three strategies candidates used with the child to initiate warm, nurturing interactions and communicate an interest in the child's activities.

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

Part 3: Developing a Lesson Plan (CEC 1.2, 3.1, 5.1, 5.3; NAEYC 4b, 5a)

Candidates will use what they learned about the child to develop a written individualized instructional lesson plan for the child within the context of the general education environment and curriculum. Candidates will write an instructional lesson plan using the provided lesson plan template that will positively influence the child's development and learning. For each part of the template, they will include a rationale.

In their rationales, they will use citations from current research from the course readings and textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions per APA style guidelines.

Individual Child Lesson Plan Template for Key Assessment 3

Name:	Date:
School/Context:	Age/Grade Level:
Lesson Title:	
Pre-Planning	
Performance-Based Objective(s): <i>Identify three academic or developmental learning objectives selected to promote individual child's learning (CEC 3.1; NAEYC 5a).</i>	
1. 2. 3.	
Rationale:	
Local/State/National Standards: <i>Identify salient standards that are linked to your assessments (CEC 3.1; NAEYC 5a).</i>	
1. 2.	
Rationale:	
Materials: <i>List supplies or props needed to implement the learning experience, including appropriate technologies (CEC 3.1; NAEYC 5a).</i>	
1. 2. 3. 4. 5.	
Assistive Technology: <i>List augmentative/alternative communication systems and assistive technology to support child's communication and learning (CEC 5.3).</i>	
1. 2. 3.	
Rationale:	

Planned Instructional Strategies

Context/Setting Opening: *Describe where the lesson will occur (e.g., outside, small group, etc.). Describe how the lesson topic is connected to child’s prior knowledge or experiences (CEC 5.1).*

Rationale:

Tasks/Methods/Strategies: *Include detailed step-by-step directions with elaborations that provide clear descriptions of the developmentally appropriate strategies and tools to be used to facilitate learning (CEC 1.2; NAEYC 4b).*

Rationale:

Adaptations/Accommodations: *Considering the child’s abilities, interests, learning environment, and cultural and linguistic background, describe specific adaptations/accommodations to be used to support the child’s learning (CEC 5.1).*

- 1.
- 2.
- 3.

Rationale:

Comprehension Checks: *Describe strategies to be used to check for child’s understanding during the lesson (CEC 1.2; NAEYC 4b).*

Rationale:

Closure: *Describe strategies to be used to review what was learned in lesson (CEC 1.2; NAEYC 4b).*

Scoring Guide for the Assessment

Early Childhood Education Key Assessment 3				
Ability to Plan Appropriate Teaching and Learning Experiences:				
Instructional Lesson Plan				
	Exceeds	Meets	Approaches	Does Not Meet
Part 1: Introducing and Considering the Child				
NAEYC 3d Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments	Candidate met expectations and supported the discussion with multiple relevant citations from course readings and textbook, class discussions and handouts, and/or other relevant sources to support the conclusions and assertions per APA style guidelines.	Candidate presented information about a child’s abilities, interests, learning environments, and cultural and linguistic factors gathered from discussions with the teacher, family, and/or other professionals; observations of the child interacting with peers and adults; and interactions with the child during instructional activities within the classroom environment.	Candidate discussed the child’s abilities, interests, learning environments, or cultural and linguistic factors, but did not apply these considerations to instructional planning for the child.	Candidate did not present information about a child’s abilities, interests, learning environments, or cultural and linguistic factors gathered from discussions with the teacher, family, and/or other professionals; observations of the child interacting with peers and adults; and interactions with the child during instructional activities within the classroom environment.

Scoring Guide continued on next page.

Part 2: Establishing Positive Relationships				
<p>CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.</p> <p>NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children</p>	<p>Candidate provided descriptions that met expectations and reflected extensive knowledge of strategies for establishing positive relationships and creating supportive interactions with young children with developmental or learning differences.</p>	<p>Candidate provided descriptions supported by current research of interactions with a young child with a developmental or learning difference that demonstrate an understanding of strategies that promote nurturing relationships and support children engaged in learning.</p>	<p>Candidate provided descriptions of interactions with a child that demonstrate an understanding of strategies that promote nurturing relationships and support children engaged in learning. However, candidate did not support descriptions with current research.</p>	<p>Candidate did not provide descriptions of interactions with the child that demonstrate an understanding of strategies that promote nurturing relationships and support children engaged in learning.</p>
Part 3: Developing an Instructional Plan				
<p>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</p>	<p>Candidate provided instructional strategies that met expectations and reflected extensive knowledge of adaptations and accommodations that reflects the young child’s ability, interests, learning environment, and cultural and linguistic factors.</p>	<p>Candidate provided learning experiences that include adaptations and accommodations, that reflect the young child’s ability, interests, learning environment, and cultural and linguistic factors.</p>	<p>Candidate provided instructional strategies that included adaptations and accommodations. However, candidate did not use knowledge of the child’s ability, interests, cultural environment, and cultural and linguistic factors.</p>	<p>Candidate did not provide instructional adaptations and accommodations.</p>
<p>CEC 5.3 Beginning special educators are</p>	<p>Candidate met the criteria and reflected extensive</p>	<p>Candidate integrated technologies,</p>	<p>Candidate attempted to integrate</p>	<p>Candidate did not integrate technologies,</p>

familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities	knowledge of technologies supported by current research, including augmentative and alternative communication systems and assistive technologies	supported by current research, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of a child with developmental or learning differences.	technologies, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of a child.	including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of the child.
CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. NAEYC 4b Knowing and understanding effective strategies and tools for early education	Candidate met expectations and reflected complex understanding and knowledge of developmentally appropriate strategies and tools to positively influence a young child's development.	Candidate developed a written lesson plan, supported by current research, that included developmentally appropriate instructional strategies and tools that reflect a young child's developmental skill level, ability, interests, language, culture, and family background.	Candidate developed a written lesson plan that included developmentally appropriate instructional strategies and tools. However, candidate did not support the strategies and tools with current research and/or did not take into account a child's developmental skill level, ability, interests, language, culture, and family background.	Candidates did not develop a written lesson plan that included developmentally appropriate instructional strategies and tools.
CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge,	Candidate met criteria and reflected an extensive knowledge of developmentally appropriate and relevant content and resources.	Candidate developed a written lesson plan, supported by current research, that included developmentally appropriate and relevant content and resources.	Candidate developed a written lesson plan that included content and resources. However, candidate did not include developmentally appropriate and relevant content and resources.	Candidate did not develop a written lesson plan that included appropriate content and resources.

<p>integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.</p> <p>NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p>				
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