Summary Sheet of "Early Childhood Special Education" Unit Plan

Sample Assessment Aligned to CEC Initial Standards & Elements as Informed by ECSE

Candidate Name: _____ **E-Number:** _____

Semester: SP/FA   **Year: 20_____**

Final Overall Rating: ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Curriculum Unit Plan:

Candidates will collaboratively prepare a curriculum unit plan for use that spans a one-week period and addresses the early literacy, math, other content areas and foundational domain needs of young children with exceptional learning needs. The curriculum unit plan will be based upon a case study provided by the instructor that includes assessment information, description of children with cognitive, linguistic, and motor needs and family preference for instruction. Candidates will be required to develop and adapt developmentally appropriate lessons and activities that incorporate evidence-based practices. A system for collecting and managing learner data is required.

Categories of Evaluation:	Rubric Rating
• **Candidate Demonstration of Writing Competence and Professional Writing Skills** (CEC 1.2, 4, 5, 6)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o Form (CEC ST 1.2)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o Organization (CEC ST 4)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o Style (CEC ST 6)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o Development (CEC ST 5)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o Mechanics (CEC ST 6)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
• **Candidate Demonstration of Professional Presentation** (CEC ST 6; IPTS ST 2L & 6E)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
• **Required Components** (CEC ST 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.3, 5.6 & 7.1; ECSE ST 1, 2, 3, 4, 5, 8, & 9)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ;
o **Background Information: Candidate Demonstrated How Development and Individual Differences Impact Learner's Academic and Functional Strengths and Needs** (CEC ST 1.1, 1.2, 4.3; ECSE ST 3 & 8)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o **Unit Goals & Objectives: Candidate Demonstrated Knowledge of Instructional Planning by Designing Developmentally Appropriate Unit Goals and Differentiated Objectives** (CEC ST 5.1, 5.3; ECSE ST 2 & 4)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1
o **Candidate Demonstrated Knowledge of Instructional Planning and Strategies by Designing Developmentally Appropriate Lesson Plans that Incorporate Young Learner Experiences and Evidence-Based Practices to Individualize Instruction** (CEC ST 1.2, 4.1, 5.1; ECSE ST 4)	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Candidate Demonstrates Understanding of Early Literacy by Incorporating Central Core Concepts Within the Lesson and Making Meaningful Links to Other Developmental Domains** (CEC 3.1, 3.2, 3.3; ECSE ST 1 & 4)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Candidate Demonstrates Understanding of Math by Incorporating Central Core Concepts Within the Lesson and Meaningful Links to Other Developmental Domains** (CEC ST 3.1, 3.2, 3.3; ECSE 1 & 4)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Candidate Demonstrates Understanding of Content Area Subjects by Incorporating Central Core Concepts Within the Lesson and Making Meaningful Links to Other Developmental Domains** (CEC ST 3.1, 3.2, 3.3 ECSE ST 1 & 4)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Learning Center Materials/Activities Reflect Candidate Consideration of Individual Differences, Motivation and Prompting Learner Generalizations** (CEC ST 1.2, 2.2, 5.1, 5.6; ECSE ST3, 4, & 5)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Candidate Recordkeeping System Reflects Understanding of Individual Differences and Skills to Monitor Young Learners Progress** (CEC ST 4.3, ECSE 1 & 8)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Candidate Demonstrates Collaborative Behaviors** (CEC ST 7.1; ECSE ST 9)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- o **Candidate Demonstrates Collaborative Problem-Solving** (CEC ST 7.1; ECSE ST 9)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

- • **Candidate Use of Technologies Reflects Augmentative, Alternative, and Assistive Technologies** (CEC ST 5.3; ECSE ST 4)   ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

Instructor/Rater: _____Date: _____

EC Special Education Unit Plan Rubric
(SPE 4720)

Candidate's Name:
Candidate's E Number: Overall Rating   5 4 3 2 1

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Candidate Demonstrates Writing Competence and Professional Writing Skills 6	**Candidate demonstrates professional writing skills** with four or five categories of writing competence rated at 5.	**Candidate demonstrates professional writing skills** with two or three categories of writing competence rated above 3.	**Candidate demonstrates professional writing** skills with all categories rated at three or better.	Candidate does not demonstrate professional writing skills with one or two categories of writing competence rated less than 3.	Candidate does not demonstrate professional writing skills with more than two categories of writing competence rated less than 2.	**5 4 3 2 1**
Form Demonstrates Candidate Understanding of Development and Individual Differences CEC/ECSE Standard 6, 1.2	Candidate demonstrates understanding of young children's development characteristics, and individual differences by designing unit activities/learning center that is child and family centered and based on the child's developmental and curricular strengths and needs, abilities, interests, and cultural influences. Candidate clearly incorporates the interests and priorities of the family as well.	Candidate demonstrates understanding of young children's development characteristics, and individual differences by designing unit activities/learning center that is child and family centered and based on the child's developmental and curricular strengths and needs, abilities, interests, and cultural influences. Although the candidate considers the family's interests and priorities, it is not evident that the candidate observably incorporates the interests and priorities of the family.	Candidate demonstrates understanding of young children's development characteristics, and individual differences by designing unit activities/learning center that is child and family centered and based on the child's developmental and curricular strengths needs, and abilities. Candidate observably considers the interests and priorities of the family.	Candidate demonstrates limited understanding of young children's development characteristics, and individual differences by designing unit activities/learning center that is not child and family centered or grounded in the child's developmental and curricular strengths needs, and abilities. OR Candidate did not consider the interests and priorities of the family.	Candidate demonstrates limited understanding of young children's development characteristics, and individual differences by designing unit activities/learning center that is not child and family centered or grounded in the child's developmental and curricular strengths needs, and abilities. AND Candidate did not consider the interests and priorities of the family.	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Organization Reflects Candidate Assessment of Individual Learning Progress CEC/ECSE Standard 4	Candidate demonstrates understanding of the importance and instructional use of assessment by designing goals and objectives that are based on multiple varied assessment sources and incorporate quantitative and qualitative methods of data collection (inclusive of error analysis) to meaningfully measure the young child's progress within the unit.	Candidate demonstrates understanding of the importance and instructional use of assessment by designing goals and objectives that are based on multiple varied assessment sources and incorporate quantitative and qualitative methods of data collection to meaningfully measure the young child's progress within the unit.	Candidate demonstrates understanding of the importance and instructional use of assessment by designing goals and objectives that are based on multiple varied assessment sources and incorporate quantitative methods of data collection to meaningfully measure the young child's progress within the unit.	Candidate demonstrates limited understanding of the importance and instructional use of assessment by designing goals and objectives that are based primarily on a single, but relevant assessment source and incorporate quantitative methods of data collection to measure the young child's progress within the unit. However, the methods of the assessment do not provide meaningful and useable data.	Candidate demonstrates no understanding of the importance and instructional use of assessment by designing goals and objectives that are based on no relevant assessment source and methods of data collection to measure the young child's progress within the unit may or may not have been included. If data collection procedures are included, the methods of the assessment do not provide meaningful and useable data.	
Candidate Demonstration of Professional Style of Writing CEC/ECSE 6	Candidate writes using varied sentence structures & length. Candidate also uses precise, professional descriptive, detailed language.	Candidate writes using varied sentence structure and length. Candidate also uses precise & professional descriptive language.	Candidate writes using professional language and varied sentence structure, and professional descriptive language.	Candidate writes awkward and unclear sentences. Candidate also uses imprecise language and, does not use professional language.	Candidate writes sentences that are structurally and grammatically incorrect. Candidate also uses imprecise language and, does not use professional language.	
Development of Unit/Learning Centers Reflect Planning Skills and Knowledge of Instructional Strategies CEC/ECSE Standard 5	Candidate demonstrates clear insight/organization in developing concepts and learning activities and instructional strategies. Candidate develops goals, lessons, and activities that follow a natural sequence and developmental progression. Candidate uses a variety of materials that are academically, developmentally, and functionally appropriate that can be used by professionals and families.	Candidate demonstrates clear insight/organization in developing concepts and learning activities and instructional strategies. Candidate develops goals, lessons, and activities that follow a natural sequence and developmental progression. Candidate uses materials that are academically, developmentally, and functionally appropriate. At times materials like lack variation. However, the materials can be used	Candidate demonstrates insight/organization in developing concepts and learning activities and instructional strategies. Candidate develops goals, lessons, and activities that follow a natural sequence and developmental progression. Candidate uses materials that are academically, developmentally, and functionally appropriate. At times materials like lack variation.	Candidate demonstrates limited insight/organization in developing concepts and learning activities and instructional strategies. Candidate develops goals, lessons, and activities that inconsistently follow a natural sequence and developmental progression. Candidate uses materials that may or may not be academically, developmentally, and functionally appropriate.	Candidate does not demonstrate insight/organization in developing concepts and learning activities and instructional strategies. Candidate develops goals, lessons, and activities that consistently lack a natural sequence and developmental progression. Candidate uses materials that are not academically, developmentally, and functionally appropriate.	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Mechanics Reflect Written Communication Skills CEC/ECSE Standard 6	Candidate demonstrates professional writing with no errors in spelling and/or punctuation	Candidate demonstrates professional writing with two errors in spelling/or punctuation	Candidate demonstrates professional writing for the most part but had three errors in spelling and/or punctuation	Candidate demonstrates inadequate professional writing skills with four errors in spelling and/or punctuation	Candidate demonstrates inadequate professional writing skills with five or more errors in spelling and/or punctuation	
Candidate Demonstrates Professional Presentation Skills CEC/ECSE 6 IPTS Standards 2L, 6E	Candidate writes a unit that consistently exceeds standards and candidate uses non-labeling language.	Candidate writes a unit that exceeds standards and candidate uses non-labeling language.	Candidate writes a unit that meets standards and candidate uses non-labeling language.	Candidate writes a unit that is somewhat incomplete. Candidate inconsistently uses non-labeling language.	Candidate writes a unit that is extremely incomplete and candidate uses non-professional and/or labeling language.	

Required Components for Unit Overall	Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)
Background Information: Candidate Demonstrates How Development and Individual Differences Impact Learner's Academic and Functional Strengths and Needs CEC ST 1.1, 1.2, & 4.3; ECSE ST 3 & 8	Candidate develops an accurate list of strengths and needs from multiple types of assessment information for each learner that crosses developmental domains (cognitive, language, motor, adaptive behavior, and social) and describes how the learners' individual abilities, needs, values, language, customs and family preferences impact planning of instruction. In addition, the candidate develops a developmentally appropriate list of prerequisite skills essential to the young learners who are targeted for the unit.	Candidate develops an accurate list of strengths and needs from multiple types of assessment information for each young learner that crosses developmental domains (cognitive, language, motor, adaptive behavior, and social) and describes how the learners' individual abilities, needs, values, language, customs and family preferences impact planning of instruction. In addition, the candidate develops a developmentally appropriate list of prerequisite skills for the young learners who are targeted for the unit. However, the skills listed are not consistently essential to the young learners who are targeted for the unit.	Candidate develops an accurate list of strengths and needs from a multiple types of assessment information for each young learner that crosses developmental domains (cognitive, language, motor, adaptive behavior, and social) and describes how the learners' individual abilities, needs, values, language, customs and family preferences impact planning of instruction. Candidate develops a list of prerequisite skills, but it is not clear how the skills listed are needed by young learners who are targeted for the unit.	Candidate develops a list of strengths and needs from multiple types of assessment information for each young learner that does not cross all developmental domains (cognitive, language, motor, adaptive behavior, and social) or lacks alignment with the learners' needs. However, the candidate does not describe how the learners' individual abilities, needs, values, language, customs and family preferences impact planning of instruction. OR Candidate may or may not develop a list of prerequisite skills. If listed, skills are inappropriate to the young learners who are targeted for the unit.	Candidate develops a list of strengths and needs from multiple types of assessment information for each young learner that does not cross all developmental domains (cognitive, language, motor, adaptive behavior, and social) and lacks alignment with the learners' needs. Further, the candidate does not describe how the learners' individual abilities, needs, values, language, customs and family preferences impact planning of instruction. AND Candidate may or may not develop a list of prerequisite skills. If listed, skills are inappropriate to the young learners who are targeted for the unit.	**5 4 3 2 1**

SAMPLE

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Unit Goals and Objectives: Candidate Demonstrates Knowledge of Instructional Planning by Designing Developmentally Appropriate Unit Goals and Differentiated Objectives CEC 5.1 & 5.3; ECSE ST 2 & 4	Candidate develops and aligns developmentally appropriate unit content goals that are supported by differentiated objectives that contain required components, are observable, and relevant to the individual strengths and needs, interests, and cultural-linguistic factors of each young child with exceptional learning needs. The candidate develops objectives that contain four accurate components and adaptations specific to individual differences. Candidate includes specific adaptations (inclusive of relevant augmentative and alternative communication systems) that have the potential to positively influence the learners' access and performance of the unit goals and objectives. Candidate develops goals and objectives that are written in a manner that could result in independent implementation by a substitute teacher.	Candidate develops and aligns developmentally appropriate unit content goals that are supported by differentiated objectives that contain required components, are observable, and relevant to the individual strengths and needs, interests, and cultural-linguistic factors of each young child with exceptional learning needs. Candidate includes specific adaptations (inclusive of relevant augmentative and alternative communication systems) that have the potential to positively influence the learners' access and performance of the unit goals and objectives. Candidate develops goals and objectives that are written in a manner that could result in a substitute teacher implementing the unit with minimal guidance.	Candidate develops and aligns developmentally appropriate unit content goals that are supported by differentiated objectives that contain required components, are observable, and relevant to the individual strengths and needs, interests, and cultural-linguistic factors of each young child with exceptional learning needs. Candidate includes non-specific adaptations (inclusive of relevant augmentative and alternative communication systems) that have the potential to positively influence the learners' access of the unit goals and objectives. Candidate develops goals and objectives that are written in a manner that could result in a substitute teacher implementing the unit with minimal guidance.	Candidate develops and aligns unit content goals that may not be developmentally appropriate or goals that are not supported by differentiated objectives. Required objective components may be missing or confusing, lack observability, and lack relevance to the individual strengths and needs, interests, and cultural-linguistic factors of each young child with exceptional learning needs. OR Candidate includes non-specific adaptations (inclusive of relevant augmentative and alternative communication systems) that do not have the potential to positively influence the learners' access of the unit goals and objectives. AND Candidate develops goals and objectives that are written in a manner that a substitute teacher could not implement the unit without significant support.	Candidate develops and aligns unit content goals that may not be developmentally appropriate or goals that are not supported by differentiated objectives. Required objective components may be missing or confusing, lack observability, and lack relevance to the individual strengths and needs, interests, and cultural-linguistic factors of each young child with exceptional learning needs. AND Candidate includes non-specific adaptations (inclusive of relevant augmentative and alternative communication systems) that do not have the potential to positively influence the learners' access of the unit goals and objectives. AND Candidate develops goals and objectives that are written in a manner that a substitute teacher could not implement the unit without significant support.	5 4 3 2 1

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Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Candidate Demonstrated Knowledge of Instructional Planning and Strategies by Designing Developmentally Appropriate Lesson Plans that Incorporate Young Learner Experiences and Evidence-Based Strategies to Individualize Instruction CEC ST 1.2, 4.1, & 5.1; ECSE ST 4	Candidate provides developmentally appropriate and differentiated creative lesson plans that closely align with assessment results; a list of relevant materials; a specific introduction; a logical explanation of how to conduct the lesson using a continuum of evidence-based instructional strategies, teacher scaffold and adapted strategies that respect the diversity of the children and their families; and use a variety of assessment procedures for evaluating learner performance. Candidate develops lesson plans and adaptations that have the potential to facilitate child-initiated learning and positively influence the young learners' access and performance of the unit content.	Candidate develops developmentally appropriate, and differentiate creative lesson plans that align to the objectives based on the strengths and needs of each young child with all of the required components included and accurate; a detailed list of relevant materials; an introduction; candidate provides a detailed, logical explanation of how to conduct the lesson using a continuum of evidence-based instructional strategies, teacher scaffold and adapted strategies; but assessment procedures lack variation. Candidate develops lesson plans that have the potential to facilitate child-initiated learning and positively influence the young learners' access and performance of the unit content.	Candidate develops developmentally appropriate individualized lesson plans that align to objectives based on the needs of each young child; a list of relevant materials; an introduction; candidate provides an explanation of how to conduct the lesson using a continuum of evidence-based instructional strategies, teacher scaffold and some adapted strategies; and appropriate procedures for evaluating learner performance. Candidate develops lesson plans that have the potential to facilitate child-initiated learning and positively influence the young learners' access and performance of the unit content.	Candidate develops lesson plans that do not align to objectives based on the needs of each young child and thus lacks developmental appropriateness. OR Candidate omits parts of the lesson such as a list of relevant materials; an introduction; and an explanation of how to conduct the lesson using limited evidence-based instructional strategies, teacher scaffold and some adapted strategies is under developed; and appropriate procedures for evaluating learner performance. Candidate develops lesson plans that do not have the potential to positively influence the learners' performance of the unit content.	Candidate develops lesson plans that do not align to objectives based on the needs of each young child, and lack developmental appropriateness; a list of materials that may or may not be relevant; an unclear introduction; candidate provides an less than clear explanation of how to conduct the lesson using limited evidence-based instructional strategies, teacher scaffold and some adapted strategies; and procedures for evaluating learner performance may or may not be included. Candidate develops lesson plans that do not have the potential to positively influence the learners' performance of the unit content.	**5 4 3 2 1**

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Candidate Demonstrates Understanding of Early Literacy by Incorporating Central Core Concepts Within the Lesson and Making Meaningful Links to Other Developmental Domains CEC ST 3.1, 3.2, & 3.3; ECSE ST 1 & 4	Candidate accurately applies theories and central concepts in early literacy (letter identification, phonemic awareness, vocabulary, and comprehension) by designing instruction that is tailored to the needs of young learners. Candidate incorporates the interests, abilities, and experiences of the learner, family, and community into the selection of reading and writing experiences.

Candidate makes relevant and functional links between early literacy concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains and academic areas. | Candidate accurately applies theories and central concepts in early literacy (letter identification, phonemic awareness, vocabulary, and comprehension) by designing instruction that is tailored to the needs of young learners. Candidate incorporates the interests, abilities, and experiences of the learner, family, and community into the selection of reading and writing experiences.

Candidate makes links between early literacy concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains or academic areas. However, the candidate does not establish a functional or relevant connection. | Candidate accurately applies theories and central concepts in early literacy (letter identification, phonemic awareness, vocabulary, and comprehension) by designing instruction that is tailored to the needs of young learners. Candidate incorporates the interests, abilities, and experiences of the learner, family, and community into the selection of reading and writing experiences.

Candidate did not make a formal attempt to make a relevant or functional link of early literacy concepts to other developmental domains or academic areas. | Candidate attempts to apply theories and central concepts in early literacy (letter identification, phonemic awareness, vocabulary, and comprehension) by designing instruction that is tailored to the needs of young learners. However, minor errors in the presentation of content are evident. Candidate may or may not incorporate the interests, abilities, and experiences of the learner, family, and community into the selection of reading and writing experiences.

Candidate did not make an apparent attempt to make a relevant or functional link of early literacy concepts to other developmental domains or academic areas. | Candidate attempts to apply theories and central concepts in early literacy (letter identification, phonemic awareness, vocabulary, and comprehension) by designing instruction that is tailored to the needs of young learners. However, major errors in the presentation of content are evident or the content lacks alignment with the young learners' needs. Candidate may or may not incorporate the interests, abilities, and experiences of the learner, family, and community into the selection of reading and writing experiences.

Candidate did not make an apparent attempt to make a relevant or functional link of early literacy concepts to other developmental domains or academic areas. | |

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Candidate Demonstrates Understanding of Math by Incorporating Central Core Concepts Within the Lesson and Making Meaningful Links to Other Developmental Domains CEC ST 3.1, 3.2, & 3.3; ECSE ST 1 & 4	Candidate accurately applies theories and central concepts in math (e.g. counting, categorizing, number identification, one to one correspondence) by designing instruction that is tailored to the needs of young learners. Candidate makes relevant and functional links between math concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains and academic areas.	Candidate accurately applies theories and central concepts in math (e.g. counting, categorizing, number identification, one to one correspondence) by designing instruction that is tailored to the needs of young learners. Candidate makes links between math concepts and other academic areas with the purpose being to establish meaningful learning progressions across developmental domains or academic areas. However, the candidate does not establish a functional or relevant connection.	Candidate accurately applies theories and central concepts in math (e.g. counting, categorizing, number identification, one to one correspondence) by designing instruction that is tailored to the needs of young learners. Candidate did not make a formal attempt to make a relevant or functional link of math concepts to other developmental domains or academic areas.	Candidate attempts to apply theories and central concepts in math (e.g. counting, categorizing, number identification, one to one correspondence) by designing instruction that is tailored to the needs of young learners. . However, minor errors in the presentation of content are evident. Candidate did not make an apparent attempt to make a relevant or functional link of math concepts to other developmental domains or academic areas.	Candidate attempts to apply theories and central concepts in math (e.g. counting, categorizing, number identification, one to one correspondence) by designing instruction that is tailored to the needs of young learners. However, major errors in the presentation of content are evident or the content lacks alignment with the young learners' needs. Candidate did not make an apparent attempt to make a relevant or functional link of early literacy concepts to other developmental domains or academic areas.	
Candidate Demonstrates Understanding of Content Area Subjects by Incorporating Central Core Concepts Within the Lesson and Making Meaningful Links to Other Developmental Domains CEC ST 3.1, 3.2, & 3.3; ECSE ST 1 & 4	Candidate accurately applies theories and central concepts of discovery and inquiry to enhance young learners' knowledge of self, school, neighborhood, and community resulting in meaningful and functional learning progressions and generalizations. Candidate incorporates relevant background experiences of the learner and family to enhance understanding of basic scientific, health, and social studies concepts.	Candidate accurately applies theories and central concepts of discovery and inquiry to enhance young learners' knowledge of self, school, neighborhood, and community resulting in meaningful learning progressions and generalizations. Candidate incorporates relevant background experiences of the learner and family to enhance understanding of basic scientific, health, and social studies concepts.	Candidate accurately applies theories and central concepts of discovery and inquiry to enhance young learners' knowledge of self, school, neighborhood and community resources resulting in meaningful learning progressions. Candidate incorporates the background experiences of the learner and family to enhance understanding of basic scientific, health, and social studies concepts.	Candidate attempts to apply theories and central concepts of discovery and inquiry to enhance young learners' knowledge of self, school, neighborhood and community resources. However, minor errors in the presentation of content are evident. Candidate may or may not incorporate the background experiences of the learner and family to enhance understanding of basic scientific, health, and social studies concepts. Consequently, it is not apparent that meaningful learning progressions are possible.	Candidate attempts to apply theories and central concepts of discovery and inquiry to enhance young learners' knowledge of self, school, neighborhood and community resources. However, major errors in the presentation of content are evident. Candidate does not incorporate the background experiences of the learner and family to enhance understanding of basic scientific, health, and social studies concepts. Consequently, it is not apparent that meaningful learning	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
					progressions are possible.	
Learning Center Materials/ Activities Reflect Consideration of Individual Differences, Motivation and Prompting Learner Generalizations CEC ST 1.2, 2.2, 5.1, & 5.6; ECSE 3, 4 & 5	Candidate systematically uses materials and activities that specifically and clearly address the strengths, needs, and culture of each child and accurately assists the young child in generalizing the information presented in the lessons by embedding multiple evidence-based opportunities in routines of the day. The candidate uses a continuum of intervention strategies that supports the access of the young child in the daily routines within the general curriculum. Candidate incorporates a variety of activities and materials that are motivating, age, and developmentally appropriate. The candidate includes adaptations that are tailored to the diverse needs of the child and have the potential to positively impact the child's access to and performance within the unit.	Candidate systematically uses materials and activities that specifically and clearly address the strengths, needs, and culture of each child and accurately assists the young child in generalizing the information presented in the lessons by embedding multiple evidence-based opportunities in routines of the day. The candidate uses a continuum of intervention strategies that supports the access of the young child in the daily routines within the general curriculum. Candidate incorporates activities and materials that are generally motivating, and consistently age and developmentally appropriate. The candidate includes adaptations that are tailored to the diverse needs of the child and have the potential to positively impact the child's access to and performance within the unit.	Candidate systematically uses materials and activities that specifically and clearly address the strengths, needs, and culture of each child and accurately assists the young child in retaining the information presented in the lessons by embedding multiple evidence-based opportunities in routines of the day. The candidate uses intervention strategies that support the access of the young child in the daily routines within the general curriculum. Candidate incorporates activities and materials that are generally motivating, and consistently age and developmentally appropriate. The candidate includes adaptations that are tailored to the diverse needs of the child and have the potential to positively impact the child's access to the unit content.	Candidate does not systematically use materials and activities that specifically and clearly address the strengths, needs, and culture of each child and accurately assists the young child in retaining the information presented in the lessons by embedding multiple evidence-based opportunities in routines of the day. Consequently, the candidate uses intervention strategies that do not consistently support the access of the young child in the daily routines within the general curriculum. OR Candidate incorporates activities and materials that are not motivating, and consistently age and developmentally appropriate. The candidate may or may include adaptations that are tailored to the diverse needs of the child and have the potential to positively impact the child's access to the unit content.	Candidate does not systematically use materials and activities that specifically and clearly address the strengths, needs, and culture of each child and accurately assists the young child in retaining the information presented in the lessons by embedding multiple evidence-based opportunities in routines of the day. Consequently, the candidate uses intervention strategies that do not consistently support the access of the young child in the daily routines within the general curriculum. AND Candidate incorporates activities and materials that are not motivating, and consistently age and developmentally appropriate. The candidate may or may include adaptations that are tailored to the diverse needs of the child and have the potential to positively impact the child's access to the unit content.	**5 4 3 2 1**

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Record Keeping System Reflects Understanding of Individual Differences and Skills to Monitor Young Learners' Progress CEC ST 4.3; ECSE ST 1 & 8	Candidate creates an individualized, clear and detailed record-keeping system to accurately assess the young learner's performance on all goals and objectives. The candidate creates a record-keeping system that represents individual differences and allows the candidate to maintain useful and meaningful records.	Candidate creates a clear and detailed recordkeeping system to accurately assess the young learner's performance on some goals & objectives. The candidate creates a record-keeping system that represents individual differences and allows the candidate to maintain useful and meaningful records.	Candidate creates a recordkeeping system to accurately assess the young learner's performance on the goals and objectives. The candidate creates a record-keeping system that represents individual differences and allows the candidate to maintain useful and meaningful records.	Candidate creates a recordkeeping system that inconsistently allows for maintaining records of the young learner's performance on goals or objectives. The candidate does not adequately address individual differences in the record keeping system.	Candidate creates a recordkeeping system that does not provide a clear framework for recording performance of goals and objectives or the recordkeeping form is missing. Candidate does address individual differences in the record-keeping system.	**5 4 3 2 1**
Candidate Demonstrates Collaborative Behaviors CEC ST 7.1; ECSE ST 9	Candidate demonstrates elements of effective collaboration by demonstrating non-verbal (acknowledging behaviors) and verbal teaming behaviors (paraphrasing and summarizing) that positively impact the development of the unit plan. The team provides evidence (videos, logs, team evaluation, candidate identification of developed unit components) of collaboration and the evidence supports that the candidate is consistently engaged in quality teaming behaviors.	Candidate demonstrates elements of effective collaboration by demonstrating non-verbal (acknowledging behaviors) and verbal teaming behaviors (paraphrasing and summarizing) that positively impact the development of the unit plan. The team provides evidence (videos or logs, team evaluation, candidate identification of developed unit components) of collaboration and the evidence supports that the candidate is consistently engaged in quality teaming behaviors.	Candidate demonstrates elements of effective collaboration by demonstrating non-verbal (acknowledging behaviors) and verbal teaming behaviors (paraphrasing and summarizing) that positively impact the development of the unit plan. The team provides evidence (team evaluation and candidate identification of developed unit components) that the candidate is engaged in quality teaming behaviors.	Candidate demonstrates elements of effective collaboration by demonstrating non-verbal (acknowledging behaviors) OR verbal teaming behaviors (paraphrasing and summarizing) that positively impact the development of the unit plan. The team provides evidence (team evaluation and candidate identification of developed unit components) that the candidate is engaged in quality non-verbal or verbal teaming behaviors.	Candidate does not demonstrate elements of effective collaboration by demonstrating non-verbal (acknowledging behaviors) AND verbal teaming behaviors (paraphrasing and summarizing) that positively impact the development of the unit plan. The team provides evidence (team evaluation and candidate identification of developed unit components) that the candidate is not engaged in quality non-verbal and verbal teaming behaviors.	

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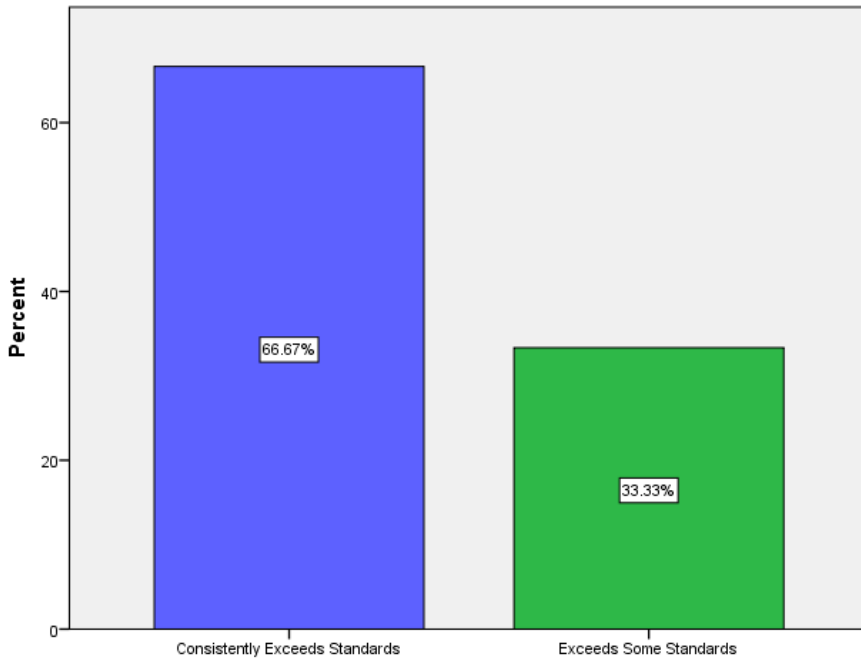| Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds Some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	Rating
Candidate Demonstrates Collaborative Problem-Solving CEC ST 7.1; ECSE ST 9	Candidates collaborate to design instructional goals and activities that support children's development and learning as well as family's choices and priorities. Candidate designs unit activities that can be used in various environments (home, school, community), and implemented by the family as well as other professionals.	Candidates collaborate to design instructional goals and activities that support children's development and learning as well as family's choices and priorities. Candidate designs unit activities that can be implemented at home and school by the family and other professionals.	Candidates collaborate to design instructional goals and activities that support children's development and learning as well as family's choices and priorities. Although the family's choices and priorities are considered, it is not evident that the candidates' designed the activities in a manner that could be implemented by families in their home environment.	Candidates collaborate to design instructional goals and activities that support children's development and learning. However it is not clear that the candidate takes into consideration the family's choices and priorities. Consequently, the instructional goals and activities are not family centered. Other professionals may or may not be able to implement the goals and activities.	Candidates may or may not collaborate to design instructional goals and activities. The lack of effective collaboration by the candidate results in goals and activities that do not support children's development and learning. In addition, it is not clear that the candidate takes into consideration the family's choices and priorities. Consequently, the instructional goals and activities are not family centered. Other professionals may or may not be able to implement the goals and activities.	
Candidate Use of Technologies Reflects Augmentative, Alternative, and Assistive Technologies CEC ST 5.3; ECSE ST 4;	Candidate uses technology in instruction that contains a variety of software or other applications related to goals and objectives, including strategies for alternative, augmentative and assistive technology	Candidate uses technology in instruction that contains software or other applications appropriate for goals and objectives, including strategies for alternative, augmentative and assistive technology.	Candidate uses technology in instruction that is used appropriately, including strategies for alternative, augmentative and assistive technology.	Candidate uses technology in instruction that is inconsistent or is inappropriate for the unit. Candidate uses limited augmentative, alternative, or assistive technology strategies.	Candidate uses technology in instruction that is inappropriate or absent in the unit, including strategies for augmentative, alternative, or assistive technology.	5 4 3 2 1

Comments:

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Final Overall Rating

[REDACTED] ECSE Unit Plan
(Spring 2016), N=9 Final Overall
Rating

N	Valid	9
	Missing	0
Mean		4.67
Median		5.00
Mode		5
Std. Deviation		.500
Range		1

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	6	66.7	66.7	66.7
	Exceeds Some Standards	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Final Overall Rating

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Demonstration of Writing Competence and Professional Writing Skills (CEC/ECSE 6,9)

[REDACTED]- ECSE Unit Plan

(Spring 2016), N=9 Demonstration

of Writing Competence and

Professional Writing Skills

N	Valid	9
	Missing	0
Mean		4.33
Median		4.00
Mode		4
Std. Deviation		.500
Range		1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	3	33.3	33.3	33.3
	Exceeds Some Standards	6	66.7	66.7	100.0
	Total		100.0	100.0	
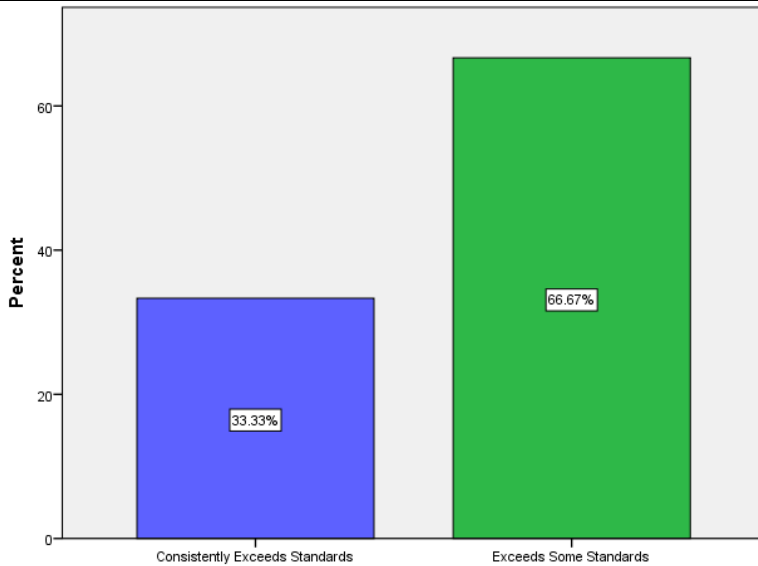
[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Demonstration of Writing Competence and Professional Writing Skills

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Candidate Demonstrates Professional Presentation Skills (CEC/ECSE 6,9)
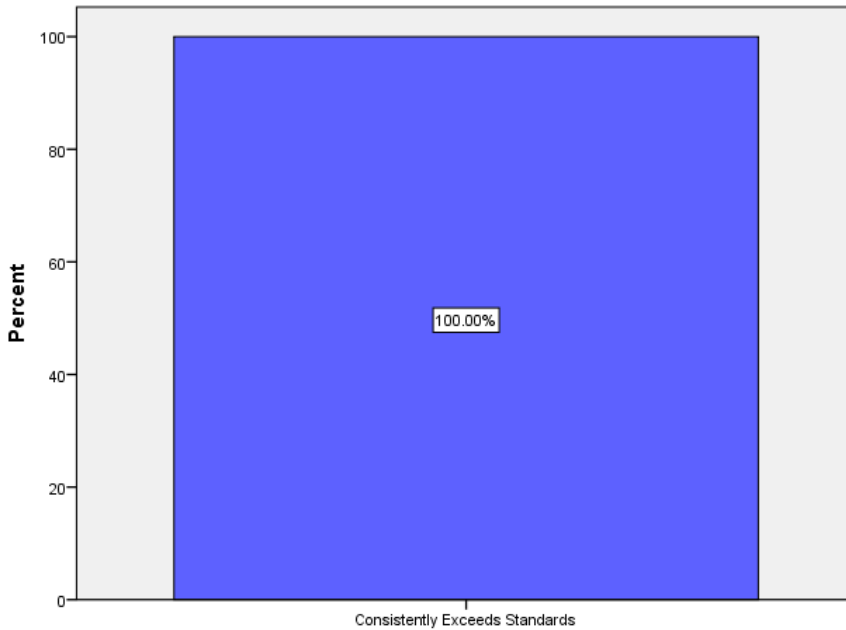
[REDACTED] ECSE Unit Plan

(Spring 2016), N=9 Candidate

Demonstrates Professional

Presentation Skills

N	Valid	9
	Missing	0
Mean		5.00
Median		5.00
Mode		5
Std. Deviation		.000
Range		0

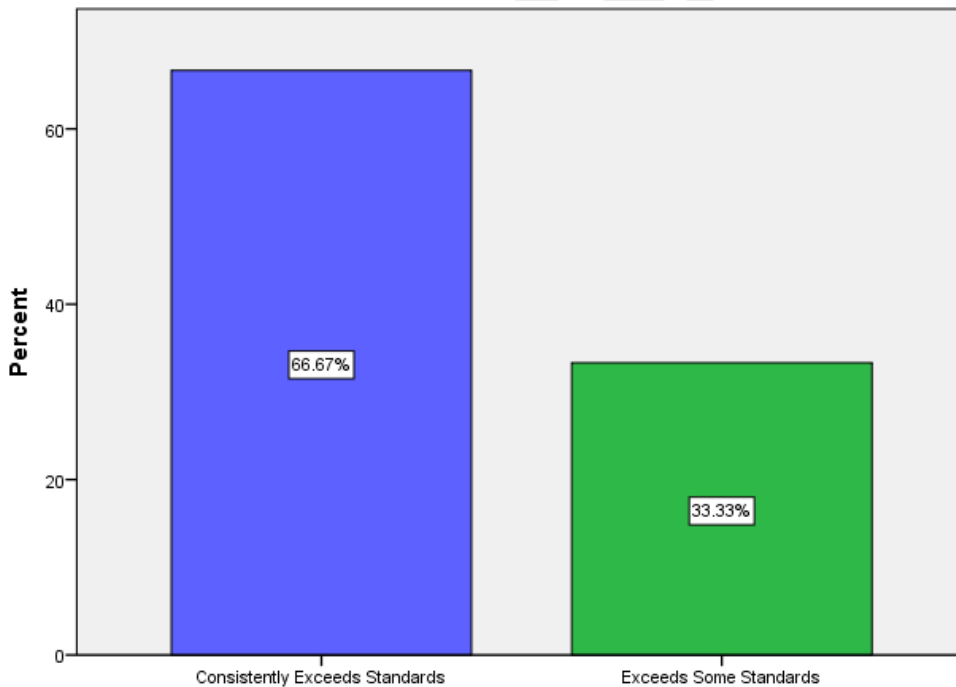|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	9	100.0	100.0	100.0

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Candidate Demonstrates Professional Presentation Skills

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Required Components Reflect Candidate Demonstration of Early Childhood/Early Intervention Knowledge and Skills (CEC/ECSE 3-9)
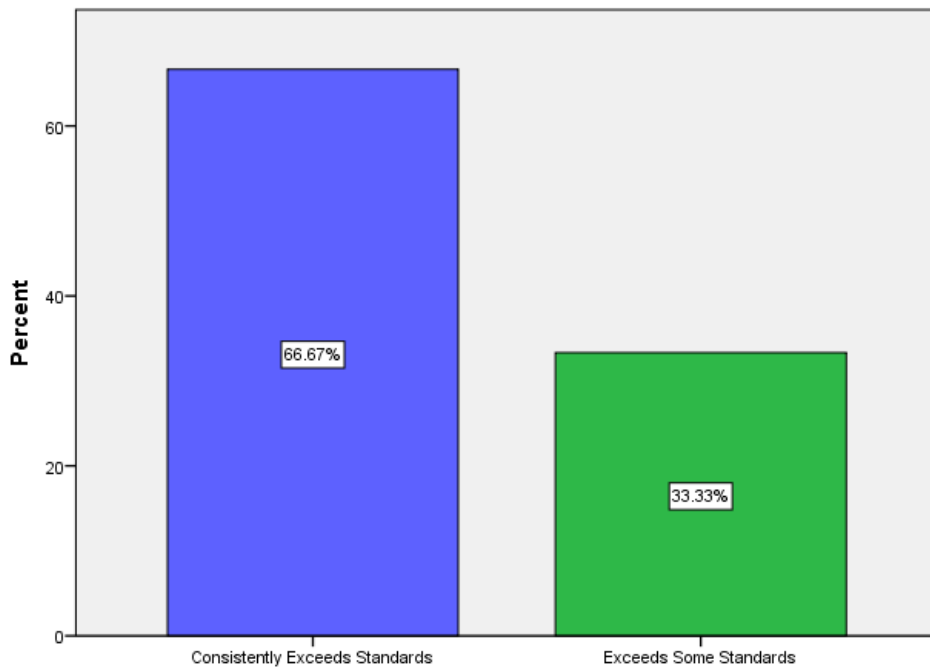
[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Required Components Reflect Candidate Demonstration of Early Childhood/Early Intervention Knowledge and Skills

N	Valid	9
	Missing	0
Mean		4.67
Median		5.00
Mode		5
Std. Deviation		.500
Range		1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	6	66.7	66.7	66.7
	Exceeds Some Standards	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Required Components Reflect Candidate Demonstration of Early Childhood/Early Intervention Knowledge and Skills

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Background Information Reflects Candidate Understanding of Individual Differences and Family Diversity and Individualization of Instruction (CEC/ECSE 3,6,7,9,10)

[REDACTED] ECSE Unit Plan (Spring
2016), N=9 R.C. Background
Information Reflects Candidate
Understanding of Individual Differences
and Family Diversity and
Individualization of Instruction

N	Valid	9
	Missing	0
Mean		4.67
Median		5.00
Mode		5
Std. Deviation		.500
Range		1

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	6	66.7	66.7	66.7
	Exceeds Some Standards	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Background Information
Reflects Candidate Understanding of Individual Differences and Family
Diversity and Individualization of Instruction

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Unit Goals and Objectives Reflect Candidate Skills to Individualize Instruction (CEC/ECSE 3,6,7,9)

[REDACTED] ECSE Unit Plan

(Spring 2016), N=9 R.C. Unit

Goals and Objectives Reflect

Candidate Skills to Individualize

Instruction

N	Valid	9
	Missing	0
Mean		4.78
Median		5.00
Mode		5
Std. Deviation		.441
Range		1

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	7	77.8	77.8	77.8
	Exceeds Some Standards	2	22.2	22.2	100.0
	Total	9	100.0	100.0	
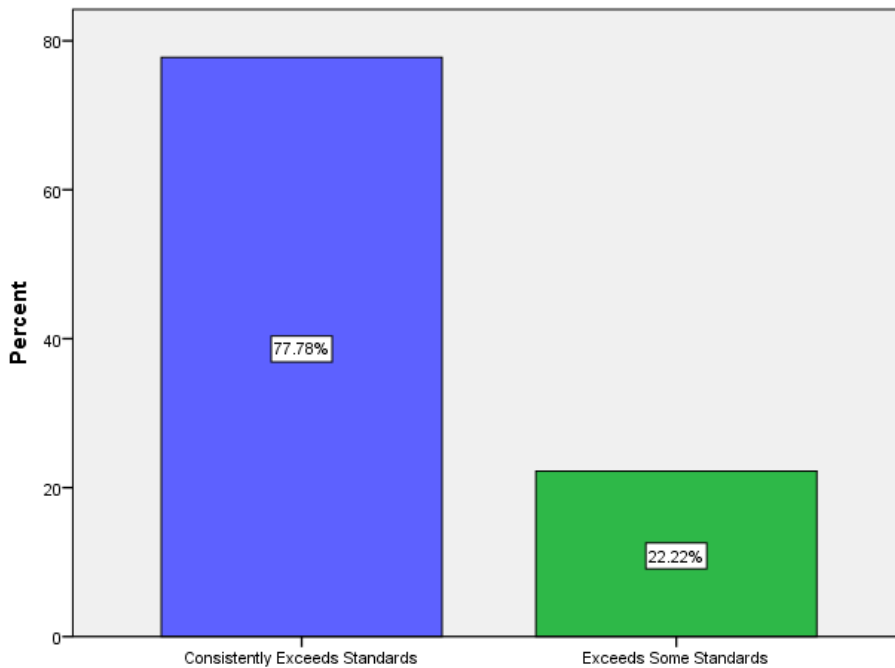
[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Unit Goals and Objectives Reflect Candidate Skills to Individualize Instruction

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Lesson Plans Reflect Candidate Analysis of Young Children's Learning Progress and Skills to Individualize Instruction (CEC/ECSE 3,4,6-9)

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Lesson Plans Reflect Candidate Analysis of Young Children's Learning Progress and Skills to Individualize Instruction

N	Valid	9
	Missing	0
Mean		4.44
Median		4.00
Mode		4
Std. Deviation		.527
Range		1

|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	4	44.4	44.4	44.4
	Exceeds Some Standards	5	55.6	55.6	100.0
	Total	9	100.0	100.0	
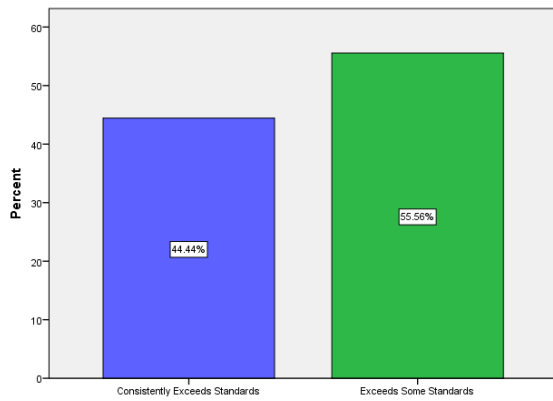
SPE 4720 - ECSE Unit Plan (Spring 2016), N=9 R.C. Lesson Plans Reflect Candidate Analysis of Young Children's Learning Progress and Skills to Individualize Instruction

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Learning Centers/Unit Activities Reflect Candidate Consideration of Individual Differences, Motivation, and Prompting Learner Generalizations (CEC/ECSE 3,5,6,7,8,9; IPTS 2F,2I,2N,3O,3Q,4M,5C,5F,5P,7J, 9A)

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Learning Centers/Unit Activities Reflect Candidate Consideration of Individual Differences, Motivation, and Prompting Learner Generalizations

N	Valid	9
	Missing	0
Mean		4.33
Median		4.00
Mode		4
Std. Deviation		.500
Range		1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Consistently Exceeds Standards	3	33.3	33.3	33.3
	Exceeds Some Standards	6	66.7	66.7	100.0
	Total	9	100.0	100.0	
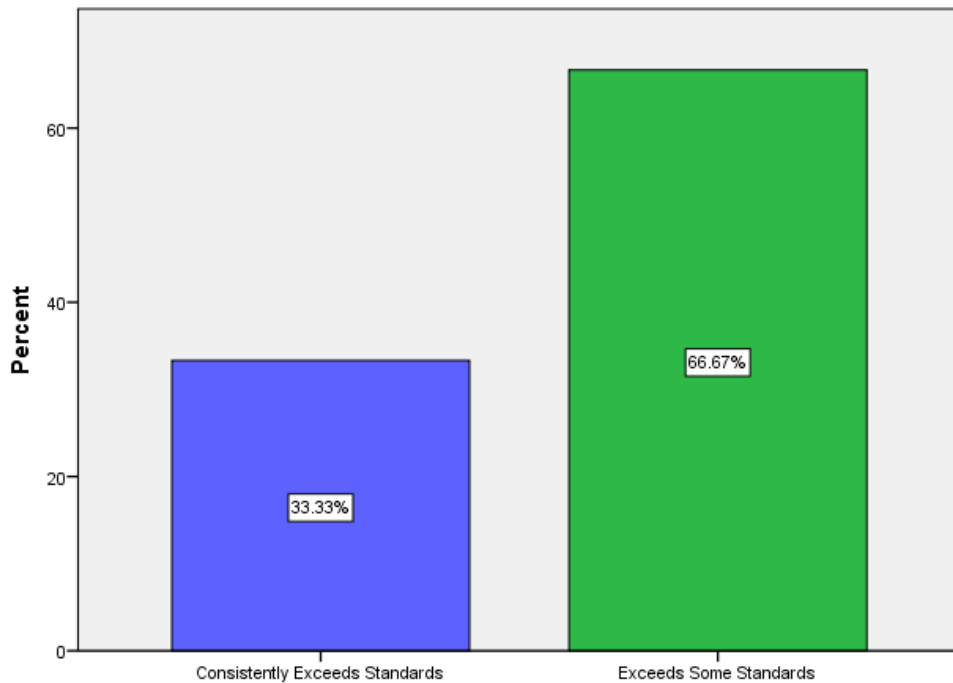
[REDACTED] - ECSE Unit Plan (Spring 2016), N=9 R.C. Learning Centers/Unit Activities Reflect Candidate Consideration of Individual Differences, Motivation, and Prompting Learner Generalizations
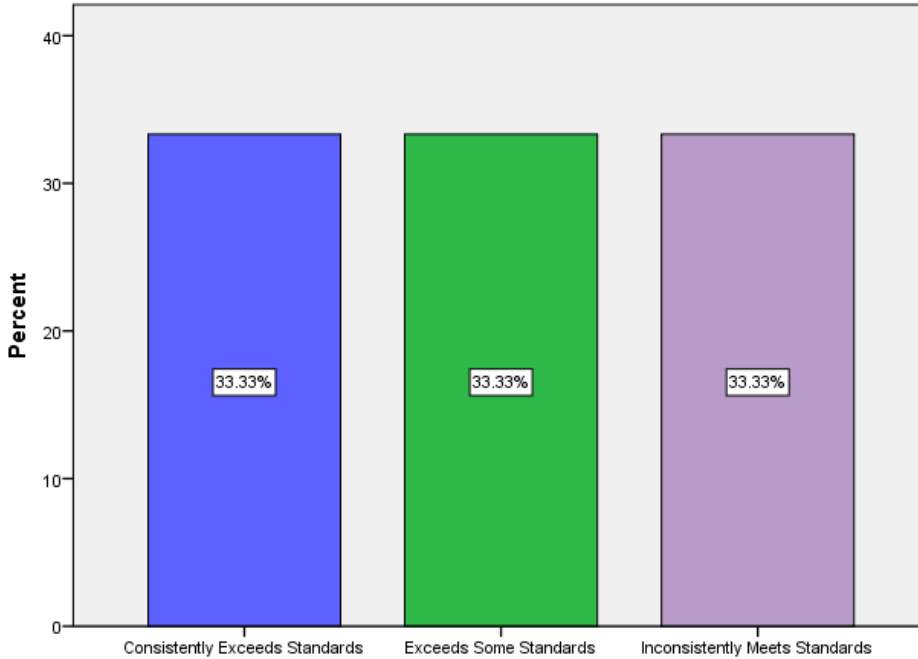
[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Record Keeping System Reflects Candidate Understanding of Individual Differences and Skills to Monitor Young (CEC/ECSE 3,7,8)

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Record Keeping System Reflects Candidate Understanding of Individual Differences and Skills to Monitor Young

N	Valid	9
	Missing	0
Mean		3.67
Median		4.00
Mode		5[a]
Std. Deviation		1.323
Range		3

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Consistently Exceeds Standards	3	33.3	33.3	33.3
	Exceeds Some Standards	3	33.3	33.3	66.7
	Inconsistently Meets Standards	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

[REDACTED] ECSE Unit Plan (Spring 2016), N=9 R.C. Record Keeping System Reflects Candidate Understanding of Individual Differences and Skills to Monitor Young
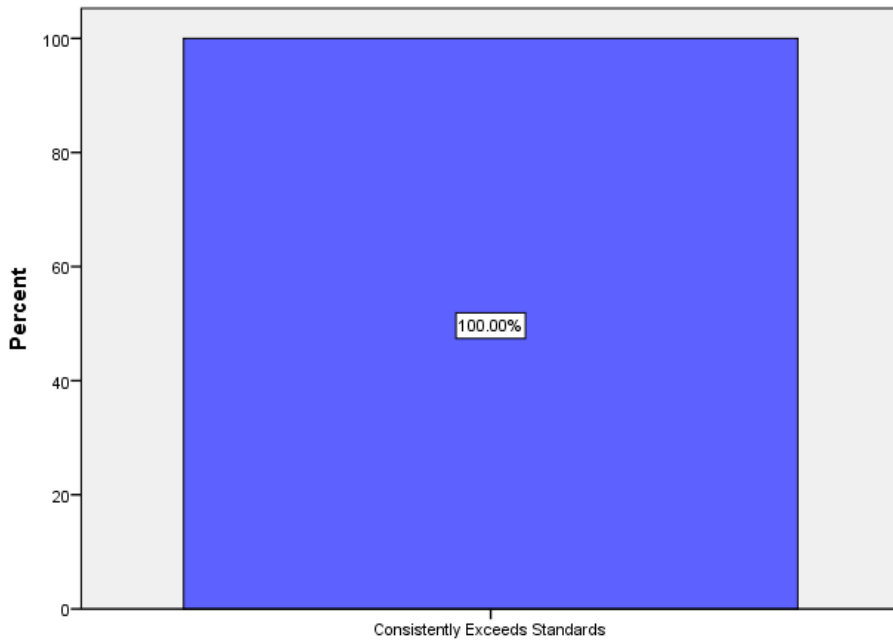
[REDACTED] ECSE Unit Plan (Spring 2016), N=9 Candidate Use of Technology Reflects Augmentative, Alternative, and Assistive Technologies (CEC/ECSE 6,9)

[REDACTED] ECSE Unit Plan
(Spring 2016), N=9 Candidate
Use of Technology Reflects
Augmentative, Alternative, and
Assistive Technologies

N	Valid	9
	Missing	0
Mean		5.00
Median		5.00
Mode		5
Std. Deviation		.000
Range		0

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Consistently Exceeds Standards	9	100.0	100.0	100.0

[REDACTED]: CSE Unit Plan (Spring 2016), N=9 Candidate Use of Technology
Reflects Augmentative, Alternative, and Assistive Technologies