ECED 503.001, P01 Inclusive Curriculum for Young Learners: Planning Instruction and Guidance
3 Credits, Spring 2017
Tuesday/ 4:30 – 7:10 pm
Thompson Hall L019, Fairfax Campus

Faculty
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Office Phone: 703-993-4916
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Prerequisites/Corequisites
None

University Catalog Course Description

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/child guidance 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 (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:
Not Applicable

**Required Texts**


**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).

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>15</td>
</tr>
<tr>
<td>Child Guidance Group Presentation</td>
<td>As Assigned</td>
<td>15</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Field Experience Placement Approval Form</td>
<td>January 31</td>
<td>1</td>
</tr>
<tr>
<td>• Field Experience Documentation Form (after completion of Field Experience hours)</td>
<td>May 2</td>
<td>9</td>
</tr>
<tr>
<td>• Field Experience Observation and Reflection</td>
<td>May 2</td>
<td>20</td>
</tr>
<tr>
<td>Instructional Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Part 1: Introducing and Considering the Child</td>
<td>March 7</td>
<td>10</td>
</tr>
<tr>
<td>• Part 2: Establishing Positive Relationships and Instructional Strategies</td>
<td>March 28</td>
<td>10</td>
</tr>
<tr>
<td>• Part 3: Developing a Lesson Plan</td>
<td>April 25</td>
<td>20</td>
</tr>
</tbody>
</table>

Template Revision Date: 12/8/16
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 two to three 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 thirty 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 (15 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 various developmental areas/domains;
- Adaptations and modifications for children with special needs, cultural differences, 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)**
This is Key Assessment 3 Instructional Plan that 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 (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

**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 at [http://infoguides.gmu.edu/content.php?pid=39979](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.

Template Revision Date: 12/8/16
• 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

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>Introductions</td>
<td>NAEYC Developmentally Appropriate Practice Position Statement (see BB)</td>
</tr>
<tr>
<td></td>
<td>Syllabus</td>
<td>Kostelnik et al.: Ch 1</td>
</tr>
<tr>
<td></td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Curriculum</td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>Positive Relationships</td>
<td>Bullard: Ch 1, 2</td>
</tr>
<tr>
<td></td>
<td>Supportive Teacher-Student Interactions</td>
<td>Kostelnik et al.: Ch 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: Sign Up for Child Guidance Group Presentation</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: Field Experience Placement Approval Form</strong></td>
</tr>
<tr>
<td>February 7</td>
<td>Child Guidance</td>
<td>Kostelnik et al.: Ch 6</td>
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<tr>
<td></td>
<td>Behavior Management Strategies</td>
<td></td>
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<tr>
<td></td>
<td>Considerations (cultural, language, ability)</td>
<td></td>
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<tr>
<td>February 14</td>
<td>Physical Layout of Classroom</td>
<td>Bullard: Ch 3, 5</td>
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<tr>
<td></td>
<td>Organizing the Classroom and Routines</td>
<td>Kostelnik et al.: Ch 5</td>
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<tr>
<td></td>
<td>Inclusive Settings</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Topics</td>
<td>Assignments &amp; Readings Due</td>
</tr>
<tr>
<td>------------</td>
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<td>------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| February 21 | Developmentally Appropriate Practice  
Positive Relationships  
Supportive Teacher-Student Interactions  
Language Development  
Augmentative Communication  
Assistive Technology | Bullard: Ch 2  
Kostelnik et al.: Ch 12                                                                                                                   |
| February 28 | Review of Virginia Standards  
Context of National, State, and Local Standards  
Using Standards to Guide Practice  
DAP | TBD  
**DUE:** Child Guidance Group Presentation 1, 2, 3                                                                                       |
| March 7     | 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                                                                                                           |
| March 14    | Spring Break: No Class                                                                                                                   |                                                                                           |
| March 21    | Effective Instructional Strategies  
Facilitating Functional Development                                                                                                          | Kostelnik et al.: Ch 3, 4  
**DUE:** Child Guidance Group Presentation 4, 5, 6                                                                                       |
| March 28    | 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                                                                                                           |
<table>
<thead>
<tr>
<th>Class</th>
<th>Topics</th>
<th>Assignments &amp; Readings Due</th>
</tr>
</thead>
</table>
| April 4  | DAP Across the Grade Levels Curriculum Planning                        | Bullard: Ch 4  
Kostelnik et al.: Ch 16  
**DUE: Child Guidance Group Presentation 7, 8** |
| April 11 | Child Guidance  
Behavior Management Strategies Considerations (cultural, language, ability)  
Affective and Social Development  
Dramatic Play Centers          | Bullard: Ch 7  
Kostelnik et al.: Ch 10, 14 |
| April 18 | Family Engagement  
Aesthetic Development  
Art and Music Centers         | Bullard: Ch 13, 14, 18  
Kostelnik et al.: Ch 8, 9 |
| April 25 | Linking Cycle of Learning and Teaching  
Progress Monitoring          | Kostelnik et al.: Ch 7  
**DUE: Instructional Plan Part 3** |
| May 2    | Reflective Teaching Practices  
Instructional Plan            | TBD  
**DUE: Field Experience Documentation Form**  
**DUE: Field Experience Observation and Reflection** |
| May 9    | Reading Day: No Class                                                 |                                                                 |
| May 16   | Finalized Instruction Plan Due to Tk20                                 |                                                                 |

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://coursessupport.gmu.edu/.
- The Writing Center 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/).
- The 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/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone.
at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

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 and Implement Appropriate Teaching and Learning Experiences: Instructional 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 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 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 a whole class instructional plan that targets the needs of their focus child.

**Part 1: Introducing and Considering the Child (CEC 5.1)**
Candidates will summarize what they learned about their focus child from talking with the teacher, observing the child interacting with peers and adults, and interacting with the child during the instructional activities. In a three- to four-page, doubled-spaced paper, candidates will introduce their focus child by providing background information (e.g., age, grade level, learning difference, special services). Candidates will expand the discussion of their the focus child by summarizing information regarding the individual abilities and areas of needs of the child, his/her specific interests, effective learning environments, and cultural and linguistic factors that should be considered when planning curriculum and instruction for the focus child. They 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 and Instructional Strategies (NAEYC 4a, 4b)**

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’ analysis of their interactions will emphasize their understanding and use of positive relationships and supportive instructional strategies as a foundation for their work with individual children by including the following:

- Description of three strategies candidates used with the child to initiate warm, nurturing interactions and communicate an interest in the child’s activities
- Description of three strategies candidates used during instructional interactions to support the child’s learning.

In a four- to five-page, double-spaced paper, candidates will cite current research from the course readings and textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Candidates will use in-text citations and include a reference list per APA style guidelines.

**Part 3: Developing a Lesson Plan (CEC 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. Through the use of an array of developmentally appropriate approaches, instructional strategies and tools, candidates will write an instructional lesson plan that positively influences the child’s development and learning that will include the following:

- Written lesson plan using the provided lesson plan template; and
- Rationale as to how the instructional strategies and tools address the developmentally appropriate learning objectives and reflect the child’s skill level, abilities, interests, language, culture, and family background.

Candidates will cite current research from the course textbook, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions. Candidates will use in-text citations and include a reference list per APA style guidelines.
### Individual Child Lesson Plan Template for Assessment 3

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Context:</td>
<td>Age/Grade Level:</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td></td>
</tr>
</tbody>
</table>

#### Pre-Planning

**Performance-based Objective(s):** Identify three academic or developmental learning objectives selected to promote individual child’s learning (NAEYC 5a).

1.
2.
3.

Rationale:

**Local/State/National Standards:** Identify salient standards that are linked to your assessments (NAEYC 5a).

1.
2.

Rationale:

**Materials:** List supplies or props needed to implement the learning experience. Including appropriate technologies (NAEYC 5a).

1.
2.
3.
4.
5.

**Assistive Technology:** List augmentative/alternative communication systems and assistive technology

1.
2.

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 (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 (NAEYC 4b).

**Rationale:**

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

**Rationale:**

*Note:* For the rationale, include a discussion of your reasoning for selecting specific standards or processes. Use citations from current research from the course readings and textbook, class discussions and handouts, and/or other relevant sources to support your conclusions and assertions per APA style guidelines.
### Scoring Guide for the Assessment

<table>
<thead>
<tr>
<th>Early Childhood Education Key Assessment 3</th>
<th>Ability to Plan Instruction: Instructional Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 1: Introducing and Considering the Child</strong></td>
<td></td>
</tr>
<tr>
<td>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 exceptionality</td>
<td>Candidate provided a detailed discussion of the child’s abilities, interests, learning environments, or cultural and linguistic factors, and how this information can be used specifically for individualized instructional planning for the child. The discussion was supported with multiple citations from the literature.</td>
</tr>
<tr>
<td><strong>Part 2: Establishing Positive Relationships and Instructional Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>NAEYC 4a Understanding positive relationships and supportive interactions as the foundations of their work with children</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Revised 9-1-16 Key Assessment 3 Ability to Plan and Implement Appropriate Teaching and Learning Experiences: Instructional Plan*
<table>
<thead>
<tr>
<th>Early Childhood Education Key Assessment 3</th>
<th>Ability to Plan Instruction: Instructional Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds</strong></td>
<td><strong>Meets</strong></td>
</tr>
<tr>
<td>NAEYC 4b Knowing and understanding</td>
<td>Candidate met expectations and reflected</td>
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<tr>
<td>effective strategies and tools for early</td>
<td>complex understanding and knowledge of</td>
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<td>education</td>
<td>developmentally appropriate strategies and</td>
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<td>tools to positively influence a young child’s</td>
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<td>development.</td>
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<tr>
<td><strong>Part 3: Developing a Instructional Plan</strong></td>
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<tr>
<td>CEC 5.1 Beginning special educators</td>
<td>Candidate provided instructional strategies</td>
</tr>
<tr>
<td>consider an individual’s abilities,</td>
<td>that met expectations and reflected</td>
</tr>
<tr>
<td>interests, learning environments, and</td>
<td>extensive knowledge of adaptations and</td>
</tr>
<tr>
<td>cultural and linguistic factors in the</td>
<td>accommodations that reflect the young child’s</td>
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<tr>
<td>selection, development, and adaptation</td>
<td>ability, interests, learning</td>
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<td>of learning experiences for individual</td>
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<td>with exceptionalities</td>
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<td></td>
<td>Candidate provided learning experiences that</td>
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<td>include adaptations and accommodations, that</td>
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<td></td>
<td>reflect the young child’s ability, interests,</td>
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<td>learning environment, and cultural and</td>
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<td>linguistic factors.</td>
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</table>

*Revised 9-1-16 Key Assessment 3 Ability to Plan and Implement Appropriate Teaching and Learning Experiences: Instructional Plan*
<table>
<thead>
<tr>
<th>CEC 5.3</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Candidate met the criteria and reflected extensive knowledge of technologies supported by current research, including augmentative and alternative communication systems and assistive technologies</td>
<td>Candidate integrated 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.</td>
<td>Candidate attempted to integrate technologies, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of a child.</td>
<td>Candidate did not integrate technologies, including augmentative and alternative communication systems and assistive technologies, in the instructional plan to support the communication and learning of the child.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAEYC 4b</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaches</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing and understanding effective strategies and tools for early education</td>
<td>Candidate met expectations and reflected complex understanding and knowledge of developmentally appropriate strategies and tools to positively influence a young child’s development.</td>
<td>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.</td>
<td>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.</td>
<td>Candidates did not develop a written lesson plan that included developmentally appropriate instructional strategies and tools.</td>
</tr>
<tr>
<td>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</td>
<td>Exceeds</td>
<td>Meets</td>
<td>Approaches</td>
<td>Does Not Meet</td>
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<tr>
<td>Candidate met criteria and reflected an extensive knowledge of developmentally appropriate and relevant content and resources.</td>
<td>Candidate developed a written lesson plan, supported by current research, that included developmentally appropriate and relevant content and resources.</td>
<td>Candidate developed a written lesson plan that included content and resources. However, candidate did not include developmentally appropriate and relevant content and resources.</td>
<td>Candidate did not develop a written lesson plan that included appropriate content and resources.</td>
<td></td>
</tr>
</tbody>
</table>