University of Rochester – NAEYC SPA Report (2014)
SECTION IV
Assessment 3: LESSON PLAN ASSIGNMENT

1. Narrative

Section a. Description of the assessment and its use in the program

As part of their literacy methods course (EDU427) taken in the Fall semester and their concurrent field experiences, our candidates are required to create a detailed written plan for a series of innovative literacy lessons, following a prescribed format and set of guiding questions *(see Section e)* designed to ensure that they pay explicit attention to various elements of planning. Their work is also informed by detailed scoring rubrics *(see Section f)* which are intended to help them (as well as the instructor) evaluate the extent to which they have addressed (1) each of the lesson plan component we want them to include in their planning and (2) the most relevant NAEYC standards (i.e, #4a-d).

Candidates cannot engage in their first student teaching experience unless they complete this Lesson Plan Assignment satisfactorily (i.e., they should receive <u>no</u> 1's and a 3 or above in <u>most</u> of Part I rubrics). This assignment also represents a major assessment in their literacy methods course, as it provides a demonstration that the candidate knows and can apply all the teaching and learning principles learned during this course.

Section b. Alignment with NAEYC standards

This assignment is intended to assess our candidates' ability to <u>plan</u> high quality lessons, and as such it addresses at least some elements within NAEYC standards 4a-d.

The first section of the evaluation form *(see Part I within Section f)* addresses whether specific elements we consider critical for a good lesson plan have been satisfactorily addressed by the candidate; therefore, there is no one-to-one correlation of these rubrics with specific NAEYC standards, although when taken as a whole they help determine whether the candidate shows evidence for at least some elements within NAEYC standard #4.

To make this relationship more explicit, however, starting with Fall 2006 we have added a new section to the scoring guide (*see Part II within Section f*) that asks instructors to also evaluate the mastery achieved by each candidate with respect to the NAEYC standards most relevant to planning lessons – i.e., 4a-d.

Section c. Data findings

All candidates completed this assessment satisfactorily –and proceed to complete their first student teaching experience, and complete the literacy methods course with a passing grade. With respect to specific NAEYC Standards, these lesson plans provide evidence that all candidates scored 3 or above with respect to NAEYC Standards 4a-d, thus demonstrating achievement of the minimum required proficiency even at this early stage in the program.

Section d. Data interpretation

These results show that all our early childhood teacher candidates have essentially mastered the basics of lesson planning by the time they start their student teaching experience. Although at this stage they are novices in planning instruction, they already demonstrate 'basic proficiency' with respect to NAEYC standards #4a-d, and in most cases 'outstanding performance' with respect to these standards. While the lesson plan assignment occurs at the beginning stages of an early childhood teacher candidate's program, we have evidence from later assessments *(such as Assessments 4 and 6)* that they continue to meet these standards throughout their program.

2. Assessment documentation

Sections e. Information on the assessment tool

The following written information and guidelines are provided to all candidates, along with a copy of the rubrics used for their evaluation (see Section f). These directions were changed since our previous 2008 report to provide better directions to candidates regarding including attention to the special needs of English Language Learners (ELLs) and students with disabilities, and more generally making the directions clearer. However, no changes were made in the rubrics for this assessment.

**Warner School of Education—University of Rochester
Lesson Plan Assignment**

LESSON PLAN DESCRIPTION AND GUIDING QUESTIONS

Standard Lesson Plan Heading:
- Candidate
- Date
- Cooperating teacher
- Grade level
- Subject area
- Title of unit of which this lesson is a part
- Lesson title
- Duration of lesson

Definitions of Standard Lesson Plan Criteria:
Note: Differentiation, adaptations, accommodations, and/or modifications should be purposefully infused throughout the appropriate components of the lesson plan (e.g., assessments, procedures, resources, etc.)

1. **Content Area:**
   Candidates should (1) indicate the predominant content area to be addressed in the lesson, and (2) when applicable, how it will be connected to other content areas.

   Guiding questions: What are the predominant content areas you are addressing? How will you make connections to other content areas (curriculum integration)?

2. **Purposes/Goals:**
   Candidates should describe: (1) what the students will learn as a result of their participation in the lesson, (2) why the goals of the lesson are important, and (3) the "big idea" that will help students connect the lesson to the world beyond the classroom.

   Guiding questions: What do you want your students to learn from this lesson? What is the goal of this lesson and why is it important? How are the lesson goals related to other ongoing areas of study? What is the "big idea" that has enduring value for students beyond the classroom, that assists all students with difficult ideas or misconceptions, and that engages them in meaningful learning?

3. **Objectives:**
   Candidates should identify: (1) the specific objectives that they want their students to achieve, (2) briefly describe how they will demonstrate that they have achieved them, and (3) briefly describe how the goals/objectives for this lesson consider students' working towards accomplishing their IEP goals and objectives.

   Guiding questions: What specific objectives do you want your students to achieve? What will your students do to accomplish the goal/s of this lesson? (e.g., students will create a graphic organizer to …) How do the objectives/goals for this lesson consider students' working towards accomplishing their IEP goals and objectives?

4. **National and/or New York State Standards:**
   Candidates should identify the specific national (professional organization) and NYS standards or performance indicators they will address in the lesson. This section should be written as a narrative, and should not be presented as a list of standards.

   Guiding questions: What are the specific national (professional organization) and/or state standards, key ideas, performance indicators, and major understandings that you will address in this lesson? Explain how this lesson meets these standards in a brief narrative.

5. **Assessment:**
   Candidates should describe: (1) the methods and strategies they will use to measure student learning throughout the lesson and at its conclusion, (2) what will count as "evidence" of learning, (3) the ways that the assessment in the lesson is connected to more summative assessments, (4) how the assessment in this lesson will inform instruction on an ongoing basis, and (5) the ways that the assessment will be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs of all students, including English Language Learners and students with disability labels.

   Guiding questions:
   <u>Summative</u>:

How will you know students have learned what you wanted them to learn, that the objectives have been accomplished, and that the goals have been achieved? What will count as evidence of learning? How does this summative assessment of the lesson link to your summative unit and/or curriculum assessments?

Formative:

How will your assessment inform instruction on an ongoing basis? How will you assess in the process of student learning throughout the lesson and how will you make adjustments? Contextualize the response to this question to include possible scenarios that could take place during the lesson.

6. **Community Knowledge and Experience:**
   Candidates should describe: (1) how they will account for, or incorporate students' knowledge and experiences in the lesson, (2) how they will ensure that English Language Learners and students with disability labels are fully included members of the learning community, and (3) how their knowledge and experiences will be shared or included in the learning process so that they are engaged with their students as a member of the learning community.

   Guiding questions: How will you help the students make connections to what they know and have experienced? How will you bring students' experiences and knowledge into this lesson? How will you use students' knowledge and experiences as resources for this lesson (and for your curriculum more generally)? How will you ensure that all students, including English Language Learners and students with disability labels are fully included members of the learning community? How will you connect your own personal and professional knowledge to the lesson so you are included as a member of the learning community?

7. **Procedures:**
   Candidates should describe: (1) how the lesson will begin, (2) the activities that will help students to achieve the learning objectives of the lesson, (3) the duration of each of the main components of the lesson, (4) how transitions will be made between the major components of the lesson, (4) strategies for altering the procedure if the lesson does not go as planned, and (5) how they will conclude the lesson.

   Guiding questions: How will you begin this lesson? What activities will help achieve your goal/s and objectives? How will you organize these activities? How long will each of the main components of the lesson last? How will you hand transitions within the lesson? Are your activities and strategies differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disability labels? Are accommodations and/or modifications indicated on IEPs incorporated into the lesson? What back up plan do you have if the lesson does not go as you expect? How will you end the lesson?

8. **Differentiated Instruction:**
   Candidates should describe: (1) how activities and strategies will be differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disabilities, (2) how activities and strategies enhance students' verbal, writing, and content area vocabulary skills, and (3) how accommodations and/or modifications indicated on IEP are incorporated into the lesson.

Guiding questions: How are your activities and strategies differentiated through multiple means of representation, expression, and engagement that reflect high, appropriate expectations for all students, including English Language Learners and students with disability labels? How do the activities and strategies enhance students' verbal, written, and content area vocabulary skills? How does this lesson engage and interest students, offer appropriate challenges, and increase motivation, self-reliance, self-control, and self-esteem? Does this lesson incorporate accommodations and/or modifications indicated on students' IEPs?

9. **Resources:**
Candidates should: (1) list the human and material resources (including technology and assistive technology) they will need to conduct the lesson, (3) describe how these will be used to enhance learning, (4) how resources will be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels, and (5) when applicable, how they will be distributed.

Guiding questions: What materials/resources will you need? Have you considered the assistive technology needs of students? How will materials/resources be differentiated, adapted, accommodated, and/or modified to meet the diverse learning needs, including the need for assistive technology for communication, of all students, including English Language Learners and students with disability labels? How will you distribute the resources?

10. **Applications, Connections & Extensions:**
Candidates should describe how they would help students to apply what they have learned, make connections to other topics, concepts, or ideas, and extend their learning beyond the lesson.

Guiding questions: How will you follow up what was learned in future lessons? How will you assist students in making connections between what they learn in this lesson to other lessons or to larger issues beyond the classroom?

11. **Personal Reflection:**
Candidates should describe and reflect on: (1) how the lesson is inclusive of all students' strengths and abilities, and (2) how it will address the diversity characteristics most relevant to their classroom population, including English language ability, hearing, sight and mobility impairments, social and cultural norms and traditions, sexual orientation, academic ability, and so on. Candidate should provide context for the instructional choices made in the lesson plan to specifically address consideration of, among other, students' IEPs and collaboration with related services professionals and ESL teachers.

Guiding questions: How is this lesson inclusive of all students' abilities and capabilities? How did you design instruction to meet the strengths/needs of a heterogeneous group of students (e.g., social, cultural, linguistic, ability, etc. differences)? This section should be a narrative that provides context for the instructional choices made in the lesson plan that specifically addresses consideration of, among other things, students' IEPs and collaboration with related services professionals and ESL teachers.

In cases where the lesson has been taught, candidates should reflect on: (1) their ability to construct a meaningful learning community, (2) the strengths and limitations of the lesson, (3)

the strategies for how the lesson could be revised in the future, (4) whether they are confident that they met the instructional, emotional, and social needs of all students, including English Language Learners and students with disability labels, and (5) any insights they gained about their students and themselves as individuals or professionals as a result of the lesson.

Guiding questions: *What went well? What would you change? What did you learn about the students? What did you learn about yourself? How confident are you that you met the instructional, emotional, and social needs of all students, including English Language Learners and students with disability labels? How did you construct a meaningful learning community?*

Section f. Scoring guide *(Limit: 5 pages)*

The following scoring rubrics are provided to both the candidate and the instructor evaluating this major assignment.

Warner School of Education and Human Development—University of Rochester
Lesson Plan Rubric

Candidate _____   Date _____
Subject Area _____   Grade Level _____
Title of unit (of which this lesson is a part) _____
Lesson Title _____   Duration: _____

Part I - Lesson Plan Rubric

Lesson Components	(1) Unacceptable/Insufficient	(2) Needs Improvement/ Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
1. **Content Area**	Candidate does not identify a content area or it is not predominant in the lesson. Candidate makes no connections to other content areas.	Candidate identifies the predominant content area of the lesson. Candidate makes vague and / or confusing connections to other content areas.	Candidate identifies the predominant content area. Candidate makes broad and general connections to other content areas.	Candidate identifies the predominant content area. Candidate articulates clear and detailed connections to other content areas.	
2. **Purpose/Goals**	Candidate describes what students will learn from the lesson, but the explanation about why the goals are important, how they relate to other areas of study, and the "big idea" of the lesson are absent or not well articulated	Candidate articulates lesson goals and describes their importance, but goals are not related to other areas of study, or connections are unclear/confusing. Candidate identifies the "big idea," but it is unclear how he or she will use it to engage students in meaningful learning, or help them understand difficult ideas, or correct misinterpretations.	Candidate articulates lesson goals, describes their importance, and briefly relates goals to other areas of study briefly mentioned. Candidate identifies the "big idea," but does not fully articulate how the lesson will engage students in meaningful learning, help them to understand difficult ideas, or correct misconceptions.	Candidate clearly articulates lesson goals, describes their importance, and articulates their relationships to other areas of study. Candidate explains how the "big idea" of the lesson will engage students in meaningful learning, help them to understand difficult ideas, and correct misconceptions.	

Lesson Components	(1) Unacceptable/Insufficient	(2) Needs Improvement/ Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
3. Objectives	Candidate provides no objectives or are unclear or unrelated to standards, are inappropriate for the intended grade level, are not likely to be accomplished by most students in the time allotted, and do not address goals/objectives from IEPs.	Candidate provides unclear objectives that have a weak relationship to the learning standards, but are appropriate for the intended grade level; however, it is unlikely that objectives will be accomplished by students in the time allotted. Candidate minimally addresses goals/objectives from IEPs and does not clearly articulate how lesson objectives are related to students' working toward accomplishing IEP goals / objectives.	Candidate provides clear objectives, with some relationship to the learning standards that are mostly appropriate for the intended grade level, are likely to be accomplished by most of the students in the time allotted, and address goals / objectives from IEPs, with lesson objectives related to students' working toward accomplishing IEP goals/objectives.	Candidate provides objectives that clearly describe how students will demonstrate what they have learned with a strong relationship to learning standards that are appropriate for the intended grade level, are likely to be accomplished by almost all students in the time allotted, and fully address goals/objectives from IEPs, with lesson objectives clearly related to students' working toward accomplishing IEP goals/objectives.	
4. National and/or NYS Standards	Candidate does not address or inappropriately addresses specific national and/or State standards and does not connect them to the objectives of the lesson.	Candidate addresses national and/or NYS standards and performance indicators in general terms, but does not explain the relationship between the standards and the objectives.	Candidate addresses specific national and/or NYS standards and performance indicators in the lesson, but does not provide the explanation of their relationship to the objectives in a list, not a narrative.	Candidate clearly identifies specific national and/or NYS standards and performance indicators in the lesson, and explains their relationship to objectives in a narrative.	

	Lesson Components	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
5	Assessment	Candidate selects assessment strategies that are unrelated to objectives and/or standards of the lesson and that are inappropriate and are not adjusted / differentiated for varying learning styles and strengths.	Candidate selects assessment methods and strategies that are minimally appropriate or somewhat adjusted / differentiated for varying learning styles and strengths, but only at the conclusion of the lesson; candidate identifies minimal or unclear examples of evidence of student learning. Candidate does not make or makes unclear connections between the formative and summative assessments and provides no ideas about how the lesson assessments will inform instruction on an ongoing basis.	Candidate select assessment methods and strategies that are appropriate, but do not meet the needs of all students and focus on a limited number of learning styles and strengths; candidate identifies several examples of evidence of student learning. Candidate makes vague or undeveloped connections between the formative and summative assessments and provides some ideas about how the lesson assessments will inform instruction on an ongoing basis.	Candidate clearly articulates assessment methods and strategies that are differentiated to allow students to demonstrate their knowledge and skills according to their varying learning styles and strengths; candidate clearly articulates what is considered evidence of learning. Candidate clearly articulates connections between the formative and summative assessments and provides ideas about how the lesson assessments will inform instruction on an ongoing basis.	
6.	Community Knowledge and Experience	Candidate does not identify or identifies vague strategies for recognizing and incorporating students' knowledge and experiences into the lesson; candidate does not articulate the ways in which he or she is a member of the classroom community and will integrate his or her knowledge and experience into the lesson. Candidate does not indicate how all students, including English Language Learners and students with disability labels, will be fully included members of the learning community.	Candidate describes strategies for recognizing and incorporating students' knowledge and experiences in the lesson; candidate does not clearly articulate the ways in which he or she is a member of the classroom community and will integrate his or her knowledge into the lesson. Candidate plans for student participation, but it is not clear how the candidate will ensure that all students, including English Language Learners and students with disability labels, are fully included members of the learning community.	Candidate describes strategies for recognizing and incorporating students' knowledge and experiences in the lesson; candidate articulates the ways in which he or she is a member of the classroom community and describes strategies/ideas for integrating his or her knowledge and experience into the lesson. Candidate plans for student participation, and ensures that all students, including English Language Learners and students with disability labels, are included members of the learning community.	Candidate clearly articulates strategies for the recognition and incorporation of students' knowledge and experiences in the lesson; candidate clearly articulates what it means to be a member of the classroom community and specific ways in which his or her knowledge and experience will be shared and included in the lesson. The candidate ensures that all students, including English Language Learners and students with disability labels, are fully and meaningfully included members of the learning community.	

Lesson Components	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
7. Procedure	Candidate provides an unclear or confusing description of the progression of the lesson, including transitions. Candidate plans lesson activities that are not likely to help students achieve the objectives of the lesson. Candidate does not identify or identifies inappropriate strategies to alter the lesson if it does not go as planned.	Candidate describes all lesson activities, but the lesson progression, including transitions, is somewhat unclear. Candidate plans some activities that are not likely to help students achieve the objectives of the lesson. Candidate does not identify strategies to alter the lesson if it does not go as planned or the strategies are not likely to be effective	Candidate describes all activities, and lesson progression, including transitions. Candidate plans activities that explain how the students will achieve the objectives of the lesson. Candidate identifies a few strategies to alter the lesson if it does not go as planned, some of which are not likely to be effective.	Candidate clearly articulates how the lesson will begin and end and the transitions between major components of the lesson. Candidate plans activities that clearly explain how the students will achieve the objectives of the lesson. The candidate identifies potentially effective strategies to alter the lesson if it does not go as planned.	
8. Differentiated Instruction	Candidate designs activities and strategies that do not address students' varying learning styles and strengths and do not incorporate multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem. Candidate does not incorporate adaptations, accommodations, and/or modifications for students with exceptionalities or ELLs and does not incorporate accommodations and/or modifications indicated on IEPs.	Candidate designs activities and strategies that minimally address students' varying learning styles and strengths and incorporate at least one of the following: multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem. Candidate incorporates adaptations, accommodations, and/or modifications that are not clearly linked to specific student learning needs and incorporate some accommodations and/or modifications indicated on IEPs.	Candidate designs activities and strategies that address students' varying learning styles and strengths and incorporate at least two of the following: multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem. Candidate incorporates adaptations, accommodations, and/or modifications that are somewhat linked to specific student learning needs and incorporate most accommodations and/or modifications indicated on IEPs.	Candidate designs activities and strategies that thoroughly address students' varying learning styles and strengths and incorporate all of the following: multiple means of representation, expression, or engagement that interest students, offer appropriate challenges, increase motivation, self-reliance, self-control, and self-esteem. Candidate incorporates adaptations, accommodations, and/or modifications that are clearly linked to specific student learning needs and incorporate all accommodations and/or modifications indicated on IEPs.	

Lesson Components	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
9. Resources	Candidate does not identify or identifies supporting materials unrelated or irrelevant to the purposes of the lesson and/or student engagement / participation. Candidate does not differentiate, adapt, accommodate, and/or modify resources to meet the diverse learning needs of all students, including English Language Learners and students with disability labels. Candidate does not describe how resources will be used or distributed or suggests strategies that are likely to result in chaos.	Candidate identifies supporting human and material resources with minimal relevance to the lesson, student engagement / participation, and that are not critical or are unnecessary / unlikely to enhance student learning. Candidate minimally differentiates, adapts, accommodates, and/or modifies resources to meet the diverse learning needs of all students, including English Language Learners and students with disability labels. Candidate does not describe how resources will be used or, when applicable, how they will be distributed.	Candidate identifies supporting human and material resources likely to enhance learning and articulates their relevance to student engagement / participation is articulated. Candidate differentiates, adapts, accommodates, and/or modifies most resources to meet the diverse learning needs of some students, including English Language Learners and students with disability labels. Candidate briefly describes how resources will be used to enhance learning and, when applicable, how they will be distributed	Candidate identifies supporting human and material resources likely to enhance learning significantly and articulates their relevance to student engagement / participation is articulated. Candidate differentiates, adapts, accommodates, and/or modifies all resources to meet the diverse learning needs of all students, including English Language Learners and students with disability labels. Candidate has clearly articulates how resources will be used to enhance learning and, when applicable, how they will be distributed.	
10. Applications, Connections, Extensions	Candidate does not articulate how the lesson will help students apply, connect or extend their learning or articulates this poorly or in a confusing manner.	Candidate describe how she or he will help students apply what they have learned in the lesson; however, suggestions do not make connections between the lesson and other topics, concepts or ideas, and are not likely to extend student learning beyond the classroom.	Candidate describes how she or he will help students apply what they have learned in the lesson and some of the ideas are designed to help students make connections between the lesson and other topics, concepts or ideas and extend their learning beyond the classroom.	Candidate articulates creative and thoughtful ideas for how she or he will help students apply what they have learned in the lesson and most of the ideas will help students make connections between the lesson and other topics, concepts or ideas and extend their learning beyond the classroom.	

Lesson Components	(1) Unacceptable/Insufficient	(2) Needs Improvement/Emerging	(3) Basic Proficiency	(4) Outstanding Performance	Score
11. Personal Reflection	Candidate does not describe how she or he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices. Candidate describes how the lesson addresses student diversity and the inclusion of all students. In cases where the lesson has been taught, the candidate has not demonstrated the ability to reflect on the lesson, and is unable to identify strengths and limitations or insights about the things she/he has learned about his/her students and himself/herself, including whether she/he is confident that she/he met the instructional, emotional, and social needs of all students.	Candidate minimally describes how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices. Candidate describes how the lesson addresses student diversity, but activities/strategies to the support the inclusion of all students are not apparent in the lesson. In cases where the lesson has been taught, the candidate has demonstrated the ability to reflect on the lesson, has identified the strengths and limitations of the lesson, but has not offered ideas about how it could be revised in the future. Candidate broadly and vaguely identifies some the things she/he learned about his/her students and himself/herself, including whether she/he is confident she/he met the instructional, emotional, and social needs of students.	Candidate describes how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices. Candidate describes how the lesson addresses student diversity, and most activities/strategies support the inclusion of all students. In cases where the lesson has been taught, the candidate has demonstrated the ability to reflect on the lesson, has identified the strengths and limitations of the lesson, and offers some general ideas about how it could be revised in the future. Candidate identifies insights she/he has learned about his/her students and himself/herself, including whether she/he is confident that she/he met the instructional, emotional, and social needs of all students.	Candidate describes how she/he considered, among other things, students' IEPs and collaboration with related services professionals and ESL teachers in making instructional choices. Candidate thoughtfully and comprehensively describes how the lesson addresses student diversity, and all activities/strategies support the inclusion of all students. In cases where the lesson has been taught, the candidate has demonstrated her/his ability to reflect on the lesson, has clearly identified the strengths and limitations of the lesson, and has made suggestions for how it could be revised in the future. Candidate thoughtfully and thoroughly identifies insights she/he has learned about his/her students and himself/herself including whether they are confident that they met the instructional, emotional, and social needs of all students.	
				Total	

WARNER LESSON PLAN EVALUATION FORM

Candidate's name: _____   Evaluator's name: _____

Semester:_____   Course # _____

Part II: NAEYC Standards for EARLY CHILDHOOD teacher candidates

Based on the written lesson plan submitted, evaluate the extent to which the candidate provided evidence of meeting the specific NAEYC standards and related key elements listed below, using the following rubrics:

1. **Insufficient** – i.e., this standard/element was not met.
2. **Emergent –** i.e., there is only partial evidence that this standard/element was addressed or the standard/element was only partially addressed; more evidence is needed before determining proficiency with respect to this standard/element.
3. **Basic proficiency**– i.e., the lesson plan provide sufficient evidence of addressing this standard/element at least at the minimum acceptable level
4. **Outstanding performance** – i.e., the lesson plan provides an excellent example of addressing this standard/element.

To arrive to this evaluation, please refer to the more detailed explanations and rubrics provided by the NAEYC association for each specific standard and related key elements (included in the "Early Childhood Teacher Candidates Standards and Rubrics" document you received from the Warner School and also available at http://www.naeyc.org/faculty/college.asp#2001). Please note that we are asking you to provide both an evaluation of the extent to which the candidate met each key element AND an overall evaluation of how the candidate met each standard. And, while your overall evaluation of each standard should be based on and consistent with your evaluation of the candidate's performance with respect to the related key elements, it does not need to be the "average" of the scores assigned to each related element, but rather represent a more qualitative "overall" evaluation of how the candidate meets that standard as a whole.

NAEYC Standards	*1*	*2*	*3*	*4*
4. Using Developmentally Effective Approaches. Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning ***Key elements:***				
4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.				
4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.				
4c. Using a broad repertoire of developmentally appropriate teaching /learning approaches.				
4d. Reflecting on own practice to promote positive outcomes for each child.				

Section g. Candidates' data

The following table reports aggregate scores for Warner candidates who completed their Lesson Plan assignment in the academic years 2011-12 (i.e., Summer 2011 to Spring 2012), 2012-13 and 2013-14. As candidates may start their program in different semesters, and some take the program part-time, the number of candidates taking this assessment in any given year is different and much smaller than the number of students enrolled in the program that year. In the case of this assessment, none of the early childhood candidates happened to take the course in which the assessment is administered in Fall 2012, so no data could be reported for this assessment in 2012-13. Instead, we had 3 candidates taking the course and the assessment in Fall 2011, and 2 candidates taking the course in Fall 2013.

In the table that follows, for each element of the rubric we have reported in bold the cumulative average score across candidates in that rubrics, the number of candidates for whom we have assessment data in the three year period we are reporting on, and the total number of candidates who received a score of 1, 2, 3 or 4, or "non-observable" (n/o) in this three year period. The three lines that follow provide the same information, but broken down by year.