ECE #2: Family Literacy Project

| NAEYC Standards (2010)
1a, 1b, 1c, 2a, 2b, 2c

Conceptual Framework
EC1, EC2, EC3, EC4, IC1,
IC2, IC3, 1C4, IC5 | Illinois Professional Teaching Standards
(2010)
1A, 1F, 1G, 1I, 1J, 1K, 2B, 2C, 2E, 2D, 2F, 2G,
2H, 2I, 2J, 2L, 2K, 2M, 2N, 2P, 2Q, 3A, 3K, 3N,
3O, 3Q, 4A, 4B, 4C, 4F, 4G, 4I, 4J, 4K, 4L, 4M,
4N, 4O, 4P, 5A, 5B, 5C, 5D, 5F, 5G, 5H, 5I, 5J,
5K, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 6A, 6B, 6C, 6D,
6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P,
6Q, 6R, 6S, 8A, 8D, 8E, 8H, 8K, 8L, 8P, 8Q, 8S,
8T, 9K, 9L, 9M, 9N, 9O, 9Q | IL-ECE Professional Teaching Standards
8f; 8l; 9c; 9d; 9f; 9g; 9h; 9i; 15a; 15b; 8g; 8m; 15e; 15f; 15g;
15i; 15j; 17l; 9f; 9g; 9h; 9i; 15e; 15f; 15i; 15k; 1a; 1b; 1c; 1d;
1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j;
12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h;
13i; 13j; 13k; 13l; 11f; 11k; 11l; 1a; 2a; 2b; 2c; 2d; 2e; 2f; 2g;
2h; 2i; 2j; 2k; 2l; 2m; 2n; 2o; 2p; 2q; 2r; 3a; 3c; 3d; 3e; 3f; 3g;
3h; 3i; 3j; 3k; 3l; 3m; 3n; 3o; 3p; 4a; 4b; 4c; 4d; 4e; 5a; 5b; 5c;
5d; 5e; 5f; 5g; 5h; 5i; 5j; 5k; 5l; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h;
6i; 6j; 6k; 7a; 7b; 7c; 7d; 7e; 7f; 7g; 8h; 8i; 8n; 8o; 1a; 1a; 1b;
1c; 1d; 10a; 10b; 10c |

This assignment will demonstrate the teacher candidate's ability to plan, assemble, use, and reflect on a thematic collection of books and other materials appropriate to support children's literacy interactions with their families. The teacher candidate will coordinate the distribution of the bag to students, gather feedback from families and students, reflect on the overall success of its use, and recommend changes to better support literacy in the home environment.

➢ Each teacher candidate will assemble a literacy bag that includes:
  - 3-4 texts organized around a theme or topic
  - A list of conversation starters related the books' content
  - Materials and directions for 2-3 activities that support active family engagement around the books and their thematic content
  - A general information sheet for the bag, including a description of the purpose of the bag; a list of the books and materials included; suggestions for additional related books, websites, or other resources; and a date for the bag's return to the classroom.
  - Any other props or materials that support engagement with the literacy books and activities
  - A family literacy support sheet that offers culturally sensitive suggestions for how family members might support literacy growth at home.
  - A family feedback form that collects information from adult family members and the student regarding how the activities were used, what was useful in supporting family literacy engagement, and suggestions for improvement.

➢ Each teacher candidate will develop a system for students to take home and return the literacy bag.
➢ Books and materials will be inviting, engaging, and developmentally and culturally appropriate for students and their families.

➢ Each teacher candidate will write a pre-reflection that explains the planning process for creating the family literacy bag, including how professional literacy knowledge as well as understanding about the strengths and needs of the students and their families contributed to its development.
➢ Each teacher candidate will write a post-reflection, integrating feedback from students and families, to reflect on the practical use of the family literacy bag and the overall success of the literacy bag in supporting family literacy interactions and to provide suggestions for future use.

Date Developed/Implemented: Fall 2017	Last Date Revised: August 2018	Faculty Lead Sherry Sanden	Course TCH 273
Rubric Lines: 1a, 1b, 1c, 2a, 2b, 2c			

ECE Assessment #2 Rubric (revised 8/17)

	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
1a **NAEYC**: 1a **IPTS**: 1B, 1C, 3C **RDI**: EC4, IC3 **IL-ECE**:1b; 1c; 8a; 8d; 8e; 13a	The candidate demonstrates little/no understanding, based on theoretical perspectives and/or current research, of the multiple, interrelated characteristics, development, and learning of children.	The candidate demonstrates rudimentary understanding, based on theoretical perspectives and/or current research, of the multiple, interrelated characteristics, development, and learning of children.	The candidate demonstrates understanding, based on coherent theoretical perspectives and current research, of the multiple, interrelated characteristics, development, and learning of children.	The candidate demonstrates an in-depth understanding, based on coherent theoretical perspectives and current research, of the multiple, interrelated characteristics, development, and learning of children, including physical, cognitive, social, emotional, language, and aesthetic domains; play, activity, and learning processes, and motivation to learn.	
1b **NAEYC**: 1b **IPTS**: 1D, 1E, 2A, 3C, 3L, 4D **RDI**: EC4, IC3 **IL-ECE**: 1b; 1c; 9a; 9b; 9c; 9d; 13b; 13c	The candidate demonstrates little/no understanding of the multiple influences, including cultural and linguist contexts, relationships with adults and peers, family economic condition, health and disability status, individual development and learning styles, play and learning opportunities, technology and media, family and community characteristics, and early childhood programs, on children's development and learning.	The candidate demonstrates a limited understanding of the multiple influences, including cultural and linguist contexts, relationships with adults and peers, family economic condition, health and disability status, individual development and learning styles, play and learning opportunities, technology and media, family and community characteristics, and early childhood programs, on children's development and learning.	The candidate demonstrates an understanding of the multiple influences, including cultural and linguist contexts, relationships with adults and peers, family economic condition, health and disability status, individual development and learning styles, play and learning opportunities, technology and media, family and community characteristics, and early childhood programs, on children's development and learning.	The candidate demonstrates a well-developed understanding of the multiple influences, including cultural and linguist contexts, relationships with adults and peers, family economic condition, health and disability status, individual development and learning styles, play and learning opportunities, technology and media, family and community characteristics, and early childhood programs, on children's development and learning.	

ECE Assessment #2 Rubric (revised 8/17)

	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
1c **NAEYC**: 1c **IPTS**: 1G, 1H, 1L, 3C, 3H, 3I, 3M, 8S **RDI**: EC4, IC3 **IL-ECE**:1d; 8b; 8c; 8j; 9e; 13d	The candidate exhibits little/no ability to use developmental knowledge to create curriculum, interactions, teaching practices, and/or learning materials that promote children's physical and psychological health, safety, and sense of security; reflect respect for child as thinking, feeling individuals and for their families' culture, home language, individual abilities, context, and community; demonstrate belief in children's ability to learn through play, spontaneous activity, and guided investigations; and/or appropriately challenge children's learning, including children with special abilities/disabilities.	The candidate exhibits a limited ability to use developmental knowledge to create curriculum, interactions, teaching practices, and/or learning materials that promote children's physical and psychological health, safety, and sense of security; reflect respect for child as thinking, feeling individuals and for their families' culture, home language, individual abilities, context, and community; demonstrate belief in children's ability to learn through play, spontaneous activity, and guided investigations; and/or appropriately challenge children's learning, including children with special abilities/disabilities.	The candidate exhibits the ability to use developmental knowledge to create curriculum, interactions, teaching practices, and/or learning materials that promote children's physical and psychological health, safety, and sense of security; reflect respect for child as thinking, feeling individuals and for their families' culture, home language, individual abilities, context, and community; demonstrate belief in children's ability to learn through play, spontaneous activity, and guided investigations; and appropriately challenge children's learning, including children with special abilities/disabilities.	The candidate exhibits a strong ability to use developmental knowledge to create curriculum, interactions, teaching practices, and/or learning materials that promote children's physical and psychological health, safety, and sense of security; reflect respect for child as thinking, feeling individuals and for their families' culture, home language, individual abilities, context, and community; demonstrate belief in children's ability to learn through play, spontaneous activity, and guided investigations; and appropriately challenge children's learning, including children with special abilities/disabilities.	
2a **NAEYC**: 2a **IPTS**: 1A, 2E, 8A, 8D, 8H **RDI**: EC1, IC2 **(IL ECE** 8f; 8l; 9c; 9d; 9f; 9g; 9h; 9i; 15a; 15b)	The candidate demonstrates little/no understanding of diverse family and community characteristics and of the many influences on the families and communities of their student populations.	The candidate demonstrates a rudimentary understanding of diverse family and community characteristics and of the influences on the families and communities of their student populations.	The candidate demonstrates an understanding of diverse family and community characteristics and of the many influences on the families and communities of their student populations.	The candidate demonstrates an in-depth understanding of diverse family and community characteristics and of the many influences on the families and communities of their student populations, including socioeconomic conditions, family structures, relationships, stresses, and supports, home language, cultural values, ethnicity, community resources, cohesiveness, and organization.	

ECE Assessment #2 Rubric (revised 8/17)

	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
2b **NAEYC**: 2b **IPTS**: 8P, 8Q, 9L, 9M, 9Q **RDI**: EC2, IC4 **(IL-ECE**.8g; 8m; 15e; 15f; 15g; 15i; 15j; 17l)	The candidate demonstrates little/no ability to support and engage all families through respectful, reciprocal relationships that take into account variations in family characteristics. The candidate fails to express belief in the family as a resource for insight into their children and for curriculum/program development. The candidate fails to exhibits communication skills that foster relationships with diverse families.	The candidate demonstrates a limited ability to support and engage all families through respectful, reciprocal relationships that take into account variations in family characteristics. The candidate expresses limited belief in the family as a resource for insight into their children and for curriculum/program development. The candidate exhibits one or more communication skills that foster relationships with diverse families.	The candidate demonstrates an ability to support and engage all families through respectful, reciprocal relationships that take into account variations in family characteristics. The candidate expresses some belief in the family as a resource for insight into their children and for curriculum/program development. The candidate exhibits some communication skills that foster relationships with diverse families.	The candidate demonstrates a strong ability to support and engage all families through respectful, reciprocal relationships that take into account families' preferences and goals; languages and cultures; strengths, expectations, values, and child-rearing practices. The candidate clearly expresses a belief in the family as a resource for insight into their children and for curriculum/program development. The candidate exhibits a wide variety of communication skills that foster relationships with diverse families, including those whose children have disabilities, special characteristics, or learning needs.	
2c **NAEYC**: 2c **IPTS**: 8E, 8K, 8L, 8T, 9L, 9N **RDI**: EC2, IC4, IC5 **(IL ECE** 9f; 9g; 9h; 9i; 15e; 15f; 15i; 15k)	The candidate exhibits a little/no recognition of the importance of involving families and communities in children's development and learning. The candidate fails to involve families in curriculum planning, assessment, and child transitions. The candidate demonstrates a scant ability to evaluate and modify their approach to family involvement as needed.	The candidate exhibits a limited recognition of the importance of involving families and communities in children's development and learning. The candidate involves families in limited ways in curriculum planning, assessment, and child transitions. The candidate demonstrates a beginning ability to evaluate and modify their approach to family involvement as needed.	The candidate exhibits a recognition of the importance of involving families and communities in children's development and learning. The candidate involves families in curriculum planning, assessment, and child transitions. The candidate demonstrates the ability to evaluate and modify their approach to family involvement as needed.	The candidate exhibits a strong recognition of the importance of involving families and communities in children's development and learning. The candidate relies on alternatives beyond parent conferences to involve families in curriculum planning, assessment, and child transitions. The candidate demonstrates a growth mindset and the ability to carefully evaluate and modify their approach to family involvement as needed.	

ECE 3: Science Instructional Unit & Implementation		
NAEYC Standards (2010) 1a, 1c, 3a, 3b, 4b, 4c, 4d	**Illinois Professional Teaching Standards (2010)** 1B, 1C, 1F, 1G, 1H, 1I, 1J, 1L, 2B, 2J, 2M, 2L, 3C, 3F, 3G, 3H, 3I, 3K, 3M, 3N, 4A, 4B, 4C, 4G, 4J, 4K, 4L, 4M, 4O, 5A, 5B, 5C, 5D, 5F, 5G, 5H, 5I, 5J, 5K, 5M, 5N, 5O, 5Q, 5R, 5S, 7A, 7B, 7C, 7D, 7E, 7K, 7N, 7P, 8C, 8F, 8I, 8L, 8O, 8S, 9K, 9O **IL-ECE Professional Teaching Standards** 1b; 1c; 8a; 8d; 8e; 13a; 1d; 8b; 8c; 8j; 9e; 13d; 8k; 14a; 14b; 14c; 14d; 14g; 14i; 14l; 10d; 10i; 11a; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 1a; 1b; 1c; 1d; 1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l; 11f; 11k; 11l	**Conceptual Framework** EC1, EC3, EC4, IC1, IC2, IC3

Assessment Guidelines

PART 1: Students will be required to develop an instructional activity on an approved science content topic discussed in class for the age they are working with in their clinical setting (C&I 294) and work with their cooperating teacher to plan and coordinate science curriculum. The activity must include fully developed learning objectives which align with the Illinois Learning Standards and developmentally appropriate assessment strategies aligned with the activity objectives.

PART 2: Students will be required to work with their clinical cooperating teacher and C&I 294 course instructor to implement the activity developed on the clinical site.

PART 3: Students will reflect on the following:
a. How did you feel your lesson(s) engaged the children and achieved the learning objective?
b. How well did your assessment strategy for the activity provide data to inform you as to their individual levels of understanding?
c. How did your assessment data inform your instruction?
d. Considering what you have learned in developing this activity using various instructional techniques, what you learned through implementation and your understanding of children's developmental stages; how will this inform your future instruction/ classroom?

Date Developed/Implemented: Fall 2007	Date Revised: Fall 2017	Faculty Lead Osorio

Rubric Lines:
1a, 1c, 3a, 3b, 4b, 4c, 4d

ECE Assessment #3 Rubric (revised 5/16)					
	Unacceptable	**Emerging**	**Meets Expectations**	**Exceeds Expectations**	**Not Able To Assess**
1a **NAEYC**: 1a **IPTS**: 1B, 1C, 3C **RDI**: EC4, IC3 **IL-ECE**:1b; 1c; 8a; 8d; 8e; 13a	The candidate does not understand children's development and/or developmental needs. The candidate's evidence is developmentally inappropriate	The candidate demonstrates an emerging understanding of developmentally appropriate practice for the group targeted	The candidate demonstrates an understanding of developmentally appropriate practice which takes into consideration the social, emotional, cognitive and physical development of the group targeted	The candidate uses his or her understanding of development to interpret group and individual developmental levels to differentiate between the needs of diverse learners	
1c **NAEYC**: 1c **IPTS**: 1G, 1H, 1L, 3C, 3H, 3I, 3M, 8S **RDI**: EC4, IC3 **IL-ECE**:1d; 8b; 8c; 8j; 9e; 13d	The candidate facilitates a classroom learning environment and learning opportunities which are developmentally inappropriate, lack challenge, and/or are disrespectful and unsupportive.	The candidate plans learning opportunities and a learning environment which demonstrates a basic understanding of children's developmental needs. Obvious consideration has been given to providing a healthy and safe environment.	The candidate utilizes knowledgeable and reflective perspectives on early education to organize the physical classroom environment and learning opportunities to support the physical, social, emotional and cognitive needs of the children served and adapts the environment as children' needs change.	The candidate creates an inviting and challenging environment and plans learning opportunities for young children which meet their changing needs by integrating knowledgeable, critical and reflective perspectives. The environment encourages children to be independent and supports their discovery, problem solving and interaction.	
3a **NAEYC**: 3a **IPTS**: 3G, 4H, 7A, 7B, 7C, 7D, 7E, 7K **RDI**: IC3 **(IL-ECE**.8k; 14a; 14b; 14c)	There is little or no evidence in the candidate's reflection of learner outcomes to show that he/she is using assessment findings to inform his/her instruction	The candidate is beginning to use some assessments to inform understanding of instructional practices. There is evidence of this in his/her reflection of assessment outcomes and student learning.	Candidate uses assessment to inform their understanding of instructional practices as documented by their reflection of assessment outcomes and student learning.	The candidate uses a variety of assessments to inform and guide her instruction. There is clear and abundant evidence of this in his/her thoughtful interpretation and reflection of assessment outcomes and student learning.	
3b **NAEYC**: 3b **IPTS**: 3F, 7N, 7P, 8C, 8F, 8I, 8L, 8O **RDI**: IC3, IC4 **(IL-ECE.**14d; 14g; 14i; 14l)	The candidate does not always match appropriate assessment tools to the particular learning situation. A better choice of methods is needed.	The candidate is beginning to match appropriate formal and informal assessment tools/techniques to student learning in some situations. He/she is beginning to demonstrate correct use of methods of assessment but needs to expand the variety of methods used.	Candidate matches appropriate formal and informal assessment tools/techniques to student learning situations. Candidate demonstrates correct use of various methods of assessment.	The candidate demonstrates his/her knowledge of a variety of appropriate formal and informal assessment tools and always adapts them appropriately to unique learning situations.	
4b **NAEYC**: 4b **IPTS**: 1G, 2B, 2L, 4A, 4B, 4C, 4G, 4J, 4K, 4L, 5A, 5B, 5F, 5J, 5N, 5O, 5R, 5S **RDI**: EC4, IC1, IC3 **IL-ECE**: 10d; 10i; 11a; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h	Practices few teaching tools and uses developmentally inappropriate tools and strategies to address challenging behaviors.	Practices some teaching tools and strategies that are developmentally appropriate including, planning environments, and routines; creating supports for play, social interaction, and attempts use of technology;	Practices teaching tools and strategies that are developmentally appropriate including, planning environments, and routines; creating supports for play, social interaction, and use of technology; and addressing challenging behaviors.	Practices teaching tools and strategies that are developmentally appropriate including, planning environments, and routines; creating supports for play, social interaction, and use of technology; integrating curriculum; and addressing challenging behaviors.	

ECE Assessment #3 Rubric (revised 5/16)					
	Unacceptable	**Emerging**	**Meets Expectations**	**Exceeds Expectations**	**Not Able To Assess**
		and attempts addressing challenging behaviors.			
4c **NAEYC**: 4c **IPTS**: 1I, 1J, 2J, 2M, 3N, 4K, 4M, 4O, 5C, 5D, 5I, 5M, 5Q **RDI**: EC4, EC1, IC2, IC3 **IL-ECE**: 1a; 1b; 1c; 1d; 1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l	The candidate uses instructional strategies, which are close-ended and/or are product oriented and discourage students' development of critical thinking, problem-solving, and performance skills.	The candidate uses instructional strategies to encourage students' development of problem-solving, and performance skills through a variety of teaching strategies that meet children's needs.	The candidate uses instructional strategies to encourage students' development of problem-solving, and performance skills through differentiating teaching strategies that meet children's individual and group needs.	The candidate uses instructional strategies to encourage students' development of problem-solving, and performance skills through differentiating teaching strategies that meet children's individual and group needs and takes advantages of informal teachable moments by differentiating instruction and scaffolding learning for the individuals and the group.	
4d **NAEYC**: 4d **IPTS**: 1F, 3K, 5G, 5H, 5K, 9K, 9O **RDI**: EC3, IC3, 1C4 **IL ECE:** 11f; 11k; 11l	Candidate struggles to reflect on own practice and/or infuse that reflection to improve teaching strategies and student learning.	Reflects on own practice and attempts to use that reflection to respond and support each child, beginning to vary approaches depending on each child's age, individual characteristics.	Reflects on own practice and attempts to use that reflection to respond and support each child, varies approaches depending on each child's age, individual characteristics.	Able to reflect on own practice to intentionally respond to and support each child, varies approaches depending on each child's age, individual characteristics, family and cultural context.	

ECE Assessment 5 Literacy Assessment & Instruction (C&I 294)		
NAEYC Standards (2010) 1a, 1b, 3a, 3b, 3c, 4b, 4c, 5a, 5b, 5c	**Illinois Professional Teaching Standards (2010)** 1B, 1C, 1D, 1E, 1G, 1I, 1J, 1K, 2A, 2B, 2C, 2D, 2F, 2G, 2H, 2J, 2I, 2J, 2K, 2L, 2M, 2N, 2P, 2Q, 3C, 3F, 3A, 3G, 3L, 3N, 3O, 3Q, 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5B, 5C, 5D, 5F, 5I, 5J, 5M, 5N, 5O, 5P, 5Q, 5R, 5S, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 6S, 7A, 7B, 7C, 7D, 7E, 7F, 7K, 7L, 7M, 7N, 7O, 7P, 8C, 8F, 8I, 8L, 8O, 8S **IL-ECE Professional Teaching Standards**: 1b; 1c; 8a; 8d; 8e; 13a; 9a; 9b; 9c; 9d; 13b; 13c; 8k; 14a; 14b; 14c; 14d; 14g; 14i; 14l; 14e; 14m; 10d; 10i; 11a; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 1a; 1b; 1c; 1d; 1e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l; 1a; 2a; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2l; 2m; 2n; 2o; 2p; 2q; 2r; 3a; 3c; 3d; 3e; 3f; 3g; 3h; 3i; 3j; 3k; 3l; 3m; 3n; 3o; 3p; 4a; 4b; 4c; 4d; 4e; 5a; 5b; 5c; 5d; 5e; 5f; 5g; 5h; 5i; 5j; 5k; 5l; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6i; 6j; 6k; 7a; 7b; 7c; 7d; 7e; 7f; 7g; 8h; 8i; 8n; 8o; 1a; 1a; 1b; 1c; 1d; 10a; 10b; 10c)	**Conceptual Framework** EC1, EC4, IC1, IC2, IC3, IC4, IC5

Assessment Guidelines

This assignment has five parts. 1) Pre-Assessment; 2) Pre-Reflection and Lesson Planning; 3) Lesson Implementation Video and Lesson Observation feedback; 4) Post- Assessment; and 5) Post-reflection. It will be written based on and instruction completed in your clinical (TCH 294) classroom. You will need to work closely with your clinical course supervisor/instructor and your clinical cooperating teacher to decide the best literacy lesson content, timing of the instruction, and lesson logistics for this assessment. You will upload the following in evidence for each part in Livetext upon completion of this assessment: 1) pre-assessment materials/data; 2) your pre-reflection; 3) your lesson plan; 4) your implementation video; 5) your feedback form from your clinical supervisor; 6) post-assessment materials/data; and 7) your post-reflection.

1. Pre-Assessment
Choose and administer a selection of appropriate formal and/or informal literacy assessments (i.e. running record, miscue analysis, checklist, rubric, reading inventory, fluency assessment, teacher observation, interest survey, etc.) to determine student(s)' needs for instruction. In addition, you need to seek parent/caregiver insights (through conversations, surveys, interviews etc.) regarding their child's home literacy experiences and cultural background (i.e. interests, expectations, and goals for their child).

2. Pre-reflection & Lesson Planning
You will be required to write and 1-2 page pre-reflection responding to the following prompts:
   a) Using information on learners in your classroom setting, and specifically information ascertained from your pre-assessment, complete the Learner Needs chart (appendix A)
   b) List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

c) Describe any district, school, or cooperating teacher requirements, or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests

d) Describe the central focus for the learning segment

e) Identify the vocabulary (i.e., **developmentally appropriate** sounds, words, phrases, sentences, or paragraphs) that will support children's learning in the planned learning experiences

f) Describe how your planned formal and informal assessments will provide direct evidence of multiple modalities to monitor children's learning of language and literacy throughout the learning segment.

g) Develop a literacy lesson plan for the learning segment that will be observed using the format/criteria provided by your course instructor. Make sure your clinical instructor/supervisor and cooperating teacher have reviewed the plan as previously arranged and make sure your CT, clinical supervisor etc. have agreed to the date/time for your teaching event.

3) Lesson Implementation Video & Observation Feedback

a) Well in advance of the date you will teach the lesson, access the *Student Information Release Authorization: Video Recording Assignment* form (Appendix B) via the course materials or course instructor. You will be responsible for working with your CT to determine the best way to disseminate these forms to the parents of the children in your classroom to obtain permission to include their children in a lesson you will be videotaping of your teaching. YOU are responsible for obtaining these permissions, tracking the forms so that you know parents who did not respond or who did not give permission, and making sure those children are strategically placed the day of your instruction so as not to appear in the videotape. Please also know you are assuring parents in this form that this video will ONLY be used for you and your course instructor to evaluate and reflect on your practice. It will NOT be used for any other purpose by you such as showing your peer, roommate, or significant other…showing your family…posting on Facebook….or for any other reason no described as acceptable use by the boundaries of this assignment!

b) Arrange for a clinical student peer or your cooperating teacher to videotape your lesson as you are teaching. Be sure they are aware of any children that cannot be included in the video due to parent permission restrictions. The easiest way to do this is to have the person videotaping use your own smart phone or video camera so that you do not need to worry about how to transfer the video back to you.

c) Refine your lesson plan based on feedback, make all preparation for your instruction, and present your lesson on the designated day.

4) Post-Assessment

Based on your lesson type (small group, large groups etc.) and your lesson objectives, choose and implement appropriate formal and/or informal literacy assessments to determine student(s)' learning outcomes as a result of the instructional event and your intended learning outcomes.

5) Post Reflection

Write a 2-3 page post reflection which refers to specific scenes in the videotape or data collected during the lesson as evidence to each of the following prompts:

a) Describe how your instruction linked children's development, prior learning, and personal, cultural, and community assets with new learning.
b) What changes would you make to your instruction—for the whole class and/or for children who need greater support or challenge—to better support developmentally appropriate practices that promote language and literacy development and take into consideration the active and multimodal nature of young children's learning (e.g., missed opportunities)?
c) Identify the specific standards/objectives measured by the assessment you chose for analysis.
d) Provide the evaluation criteria you used to analyze the children's language and literacy development
e) Based on your analysis of children's learning, describe next steps for instruction for both the whole group and individuals/groups with specific needs

Explain how these next steps follow from your analysis of children's learning. Support your explanation with principles from research and/or developmental theory

Date Developed/Implemented: May 2008	Date Revised: July 2014	Faculty Lead: Terry Husband

Rubric Lines:
1a; 1b; 3a; 3b; 3c; 4b; 4c; 5a; 5b; 5c

ECE PA #5 Rubric Literacy Assessment TCH 294 (Revised 12/20/12)

	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
1a **NAEYC**: 1a **IPTS**: 1B, 1C, 3C **RDI**: EC4, IC3 **IL-ECE**:1b; 1c; 8a; 8d; 8e; 13a	The candidate does not understand children's development and/or developmental needs. The candidate's evidence is developmentally inappropriate	The candidate demonstrates an emerging understanding of developmentally appropriate practice for the group targeted	The candidate demonstrates an understanding of developmentally appropriate practice which takes into consideration the social, emotional, cognitive and physical development of the group targeted	The candidate uses his or her understanding of development to interpret group and individual developmental levels to differentiate between the needs of diverse learners	
1b **NAEYC**: 1b **IPTS**: 1D, 1E, 2A, 3C, 3L, 4D **RDI**: EC4, IC3 **IL-ECE**: 1b; 1c; 9a; 9b; 9c; 9d; 13b; 13c	The candidate shows no or weak evidence of influences on development and how these influences impact learning.	The candidate is beginning to understand the multiple influences on a child's development	The candidate understands and can identify multiple influences on development and how these developmental influences affect the diverse needs of learners	The candidate applies their understanding of influences on learning to real-life situations and adapts instruction to the needs of the learner.	
3a **NAEYC**: 3a **IPTS**: 3G, 4H, 7A, 7B, 7C, 7D, 7E, 7K **RDI**: IC3 **(IL-ECE**.8k; 14a; 14b; 14c)	There is little or no evidence in the candidate's reflection of learner outcomes to show that he/she is using assessment findings to inform his/her instruction	The candidate is beginning to use some assessments to inform understanding of instructional practices. There is evidence of this in his/her reflection of assessment outcomes and student learning.	Candidate uses assessment to inform their understanding of instructional practices as documented by their reflection of assessment outcomes and student learning.	The candidate uses a variety of assessments to inform and guide her instruction. There is clear and abundant evidence of this in his/her thoughtful interpretation and reflection of assessment outcomes and student learning.	
3b **NAEYC**: 3b **IPTS**: 3F, 7N, 7P, 8C, 8F, 8I, 8L, 8O **RDI**: IC3, IC4 **(IL-ECE**.14d; 14g; 14i; 14l)	The candidate does not always match appropriate assessment tools to the particular learning situation. A better choice of methods is needed.	The candidate is beginning to match appropriate formal and informal assessment tools/techniques to student learning in some situations. He/she is beginning to demonstrate correct use of methods of assessment but needs to expand the variety of methods used.	Candidate matches appropriate formal and informal assessment tools/techniques to student learning situations. Candidate demonstrates correct use of various methods of assessment.	The candidate demonstrates his/her knowledge of a variety of appropriate formal and informal assessment tools and always adapts them appropriately to unique learning situations.	
3c **NAEYC**: 3c **IPTS**: 4Q, 5Q, 7E, 7F, 7L, 7M, 7O **RDI**: EC1, IC2, IC3 **IL ECE** (14d; 14e; 14m)	The candidate is not always selecting and using assessments that show a consideration and respect for the uniqueness of each learner and learning context.	The candidate is beginning to select and use some authentic assessments. There is some evidence the he/she is guided by a respect for the learner, but there needs to be more consideration of the findings in different learning contexts.	Candidate demonstrates ability to use authentic and on-going assessments and articulate findings, guided primarily by respect for the uniqueness of the learner and the learning context.	The candidate selects and utilizes a variety of authentic and on-going assessments. He/she is guided by a keen sense of respect for the uniqueness of each learner and can clearly and thoughtfully articulate and adapt assessment findings for lack of learning context. There is clear and abundant evidence of this in his/her thoughtful interpretation and reflection of assessment outcomes and student learning.	
4b **NAEYC**: 4b **IPTS**: 1G, 2B, 2L, 4A, 4B, 4C, 4G, 4J, 4K, 4L,	Practices few teaching tools and uses developmentally inappropriate tools and	Practices some teaching tools and strategies that are developmentally appropriate including, planning environments, and routines; creating	Practices teaching tools and strategies that are developmentally appropriate including, planning environments, and routines; creating supports for play,	Practices teaching tools and strategies that are developmentally appropriate including, planning	

ECE PA #5 Rubric Literacy Assessment TCH 294 (Revised 12/20/12)					
	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
5A, 5B, 5F, 5J, 5N, 5O, 5R, 5S **RDI**: EC4, IC1, IC3 **IL-ECE**: 10d; 10i; 11a; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h	strategies to address challenging behaviors.	supports for play, social interaction, and attempts use of technology; and attempts addressing challenging behaviors.	social interaction, and use of technology; and addressing challenging behaviors.	environments, and routines; creating supports for play, social interaction, and use of technology; integrating curriculum; and addressing challenging behaviors.	
4c **NAEYC**: 4c **IPTS**: 1I, 1J, 2J, 2M, 3N, 4K, 4M, 4O, 5C, 5D, 5I, 5M, 5Q **RDI**: EC4, EC1, IC2, IC3 **IL-ECE**: 1a; 1b; 1c; 1d; 1e; 10e; 10f; 10g; 10h; 11b; 11c; 11d; 11e; 11g; 11h; 11i; 11j; 12a; 12b; 12c; 12d; 12e; 12f; 12g; 12h; 13e; 13f; 13g; 13h; 13i; 13j; 13k; 13l	The candidate uses instructional strategies, which are close-ended and/or are product oriented and discourage students' development of critical thinking, problem-solving, and performance skills.	The candidate uses instructional strategies to encourage students' development of problem-solving, and performance skills through a variety of teaching strategies that meet children's needs.	The candidate uses instructional strategies to encourage students' development of problem-solving, and performance skills through differentiating teaching strategies that meet children's individual and group needs.	The candidate uses instructional strategies to encourage students' development of problem-solving, and performance skills through differentiating teaching strategies that meet children's individual and group needs and takes advantages of informal teachable moments by differentiating instruction and scaffolding learning for the individuals and the group.	
5a **NAEYC**: 5a **IPTS**: 2D, 2H, 2Q, 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K, 6L, 6M, 6N, 6O, 6P, 6Q, 6R, 6S **RDI**: EC4, ICI, IC4 **(IL ECE** 1a; 2a; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2l; 2m; 2n; 2o; 2p; 2q; 2r; 3a; 3c; 3d; 3e; 3f; 3g; 3h; 3i; 3j; 3k; 3l; 3m; 3n; 3o; 3p; 4a; 4b; 4c; 4d; 4e; 5a; 5b; 5c; 5d; 5e; 5f; 5g; 5h; 5i; 5j; 5k; 5l; 6a; 6b; 6c; 6d; 6e; 6f; 6g; 6h; 6i; 6j; 6k; 7a; 7b; 7c; 7d; 7e; 7f; 7g; 8h; 8i; 8n; 8o)	Does not apply current research-based knowledge of content and/or use marginal/ nonacademic sources.	Understands current research-based knowledge of content in each academic discipline using some credible/academic sources for continuing development of own knowledge	Understands and applies current research-based knowledge of content in each academic discipline using credible/academic sources for continuing development of own knowledge.	5a exceeds Understands and integrates current research-based knowledge of content in each academic discipline using credible/academic sources for continuing development of own knowledge.	
5b **NAEYC**: 5b **IPTS**: 2B, 2G, 2K **RDI**: EC4, IC1, 1C3 (**IL-ECE**.1a)	Does not use central concepts of each content area to understand child assessment results and does not plan and implement meaningful learning experiences	Uses central concepts of some content areas to understand child assessment results and to plan and implement meaningful, learning experiences for young children.	Uses central concepts, inquiry tools, and structures of some content areas to understand child assessment results and to plan and implement meaningful learning experiences for young children.	Uses central concepts, inquiry tools, and structures of each content area to understand child assessment results and to plan and implement meaningful, challenging learning experiences for young children.	
5c **NAEYC: 5c** **IPTS:** 1K, 2C, 2F, 2I, 2J, 2M, 2N, 2P, 3A, 3O, 3Q, 4F, 4I, 4N, 4P, 5P, 8S	Does not use own knowledge and early learning standards to plan curriculum or projects.	Uses own knowledge and early learning standards for each academic discipline to plan curriculum or projects from an academic knowledge base. Attempts to vary approaches	Uses own knowledge, early learning standards, and other resources for each academic discipline to plan integrated curriculum or projects from an academic knowledge base,	Uses own knowledge, early learning standards, and multiple, credible resources for each academic discipline to plan integrated curriculum or projects	

ECE PA #5 Rubric Literacy Assessment TCH 294 (Revised 12/20/12)					
	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
RDI: EC4, IC1, IC2, 1C3, IC4, IC5 (**IL-ECE**.1a; 1b; 1c; 1d; 10a; 10b; 10c)		depending on each child's age, individual characteristics, family and cultural context.	varying approaches depending on each child's age, individual characteristics, family and cultural context.	from a sound academic knowledge base, varying approaches depending on each child's age, individual characteristics, family and cultural context.	

ECE PA #6: Ethics Advocacy Project

NAEYC Standards (2010) 6a, 6b, 6c, 6e **Conceptual Framework** EC3; EC4; EC2; IC3	Illinois Professional Teaching Standards (2010) 9a, 9b, 9f, 9h, 9i, 9k, 9q, 9r	IL-ECE Professional Teaching Standards 16a; 16b; 16d; 16e; 16h; 16i; 17a, 17d, 17e; 17f, 17g, 17j, 17h; 17i; 17k; 17m

Assessment Guidelines

For this assignment you have three options to choose from, each required you to write a 3-5-page paper in APA style.

Option 1- NAEYC
You will conduct research on the NAEYC webpage as well as attend a monthly NAEYC meetings held on campus. For this option you will also be required to become a member of the national organization and show proof that you have joined (**http://www.naeyc.org/membership**).You are to examine one of the issues that current professional organization is advocating for. What is the issue? How does the organization view it in regards to their own code of ethics? How does it fit into your personal philosophy reading ethics in early childhood education? What is currently being done regarding this issue? How will it affect your future classroom? (You must include at least 5 resources)

Option 2- Letter to a government official
You are to pick a current topic related to Early Childhood Education. Research what is being done to advocate for this issue. Think about what else could be done? Include your thoughts/opinions on this topic as well how this related to the NAEYC Code of Ethics. Write them a 1-2 page letter stating at least 5 reasons your issue should supported and why. You should mail your letter to your elected official (Find a Representative: **http://www.house.gov/representatives/find/** or Find a Senator: **http://www.senate.gov/general/contact_information/senators_cfm.cfm?State=IL**) at least one month before the assignment is due so that you can also submit the response from the official with your assignment. You are to hand in the letter, as well as a 2-3 page reflective paper talking about what you learned about researching this issue, how it will affect your future classroom, and whether you received a response from the official.

Option 3- ECE in the Media
Choose an ethical dilemma currently in the media related to ECE education. Examples include, standardized testing in ECE; technology use in ECE; push-down of advanced curricula; gap between the 'haves' and the 'have nots.' Outline the following:
1. Exactly what is the decision being made and what are the alternatives?
2. Separate the solid facts from beliefs, desires and opinions taking into account the credibility of the sources of information and possible self-interest or bias. What are the relevant ethical values and how do these values relate to the NAEYC Code of Ethics?
3. What is being advocated for?
4. How will it affect your future classroom and teaching practices?

Date Developed/ Implemented: Fall 2007	Date Revised: June 2011, July 2014	Faculty Lead Quesenberry	Course TCH 278
Rubric Lines: 6a, 6b, 6c, 6d, 6e			

ECE PA #6 Rubric (revised July 2014)

	Unacceptable	Emerging	Meets Expectations	Exceeds Expectations	Not Able To Assess
6a **NAEYC**: 6a **IPTS**: 9C, 9E, 9J, 9P **RDI**: EC3, IC4 **IL ECE:** 17e; 17f; 17g; 17j	The candidate is not involved in the early childhood profession other than for coursework.	The candidate is finding various aspects of the EC profession that are of interest (i.e. student organizations, journals, volunteerism) but has not become fully involved.	The candidate is becoming involved in at least one EC professional activity (i.e. student organizations, journals, volunteerism) and is still seeking further involvement.	The candidate has sought out opportunities for involvement in the EC profession (including organizational membership and perhaps leadership). In addition, the candidate is analyzing each for optimal opportunities.	
6b **NAEYC**: 6b **IPTS**: 9A, 9B, 9H, 9I, 9Q, 9R, 9S, 9T **RDI**: EC3, IC4 **IL-ECE:** 17a; 17d; 17h; 17i; 17k; 17m	The candidate is not aware of ethical standards and guidelines. The candidate does not show a reverence for learning or seriousness of purpose.	The candidate is becoming aware of ethical standards and NAEYC Code of Conduct. The candidate occasionally shows a reverence for learning and a seriousness of purpose.	The candidate understands ethical standards and NAEYC Code of Conduct. The candidate demonstrates a reverence for learning and a seriousness of purpose.	The candidates understanding and application of standards and NAEYC Code of Conduct is above average with appropriate application in most cases. The candidate is well informed about the aspects of the full spectrum of the early childhood profession and has taken leadership in certain aspects. The candidate consistently displays a reverence for learning and seriousness of purpose.	
6c **NAEYC: 6c** **IPTS**: 3F, 8B, 8E, 8G, 8K, 8L, 8M, 9D, 9M, 9N, 9O **RDI**: EC3, IC4 (IL-ECE.16e)	The candidate is unable or unwilling engage in continuous collaborative learning, critical analysis, and reflection about one's practice and issues in the field.	The candidate engages in collaborative learning, and reflection about one's practice and issues in the field.	The candidate engages in continuous collaborative learning, critical analysis, and reflection about one's practice and issues in the field.	The candidate engages in continuous collaborative learning, critical analysis, and reflection about one's practice and issues in the field. The candidate is emerging as a teacher leader to positively impact professional issues and professional practice.	
6d **NAEYC**: 6d **IPTS**: 9G, 9K **RDI**: EC3, IC4 IL-ECE: 16a; 16b; 16d; 16h; 16i	The candidate does not integrate knowledgeable, reflective, and critical perspectives on early education into instruction.	The candidate demonstrates reflective and critical perspectives on early education and signs are becoming evident in instructional practices.	The candidate integrates knowledgeable, reflective, and critical perspectives on early education into instruction.	The candidate integrates knowledgeable, reflective, and critical perspectives on early education into instruction and interactions with colleagues and parents	
6e **NAEYC**: 6e **IPTS**: 9F, 9Q **RDI**: EC1, EC2, EC3, EC4, IC3 IL-ECE: 17f; 17i	The candidate does not engage in informed advocacy for children and the profession.	The candidate understands the importance of engaged informed advocacy for children and the profession and has benefited from some minor involvement in this approach.	The candidate understands the importance of engaged, informed advocacy for children and the profession and has benefited from this approach on many occasions.	The candidate has taken the initiative in not only partaking in engaged, informed, advocacy for children and the profession but initiating participation when necessary	