

DEPARTMENT OF LITERACY, ELEMENTARY,  
AND EARLY CHILDHOOD EDUCATION



Central Connecticut State University

**Department:** Literacy, Elementary, and Early Childhood Education

**Report Type:** FULL REPORT

**Program Name and Level:** Bachelor of Science in Early Childhood  
Studies and Infant/Toddler Mental Health

**Academic Year:** AY2018-19

**Report Preparer:** Candace Barriteau Phaire, Program Coordinator

**Date Completed:** 9/27/2018

Program Assessment Question	Response
1. <b>URL:</b> Provide the URL where the learning outcomes (LO) can be viewed.	<a href="https://www.ccsu.edu/leece/earlyChildhood.html">https://www.ccsu.edu/leece/earlyChildhood.html</a>
2. <b>LO Changes:</b> Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings).	None
3. <b>Strengths:</b> What about your assessment process is working well?	Program assessments and rubrics are aligned with the CT-AIMH (CT-Association of Infant Mental Health) Level 1 Competencies and the Early Childhood Teacher Credential (ECTC) Standards. Decisions about candidate performance are based on multiple assessments before program completion. Faculty are involved in the design, implementation, and evaluation of assessments and rubrics. The first set of data has been examined and used for improvement of program and courses.
4. <b>Improvements:</b> What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	<b>This is our program's first year implementation.</b> Assessment process for first year candidates has been revised to include a targeted mid-semester check-in for additional support especially during field experience.
<b>For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs)</b> <b>NOTE: Learning Outcomes (LOs) use the language of the CT-AIMH Level 1 Competencies and the ECTC standards.</b>	
<b>LO #1:</b> <i>Candidates demonstrate knowledge and competence in promoting child development and learning, especially infant/toddler, preschool, and children with and without exceptionalities.</i> (ECTC 1a, 1b, 3c; CT-AIMH Level 1-TF L1.1, TF L1.6, DSS L1.22, LRAP L1.8, TF L1.42)	
5. <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence,	<b>Literacy Unit Plan</b> - candidates use their knowledge and understandings of research-based instructional practices for helping young children of diverse

<p>other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p>backgrounds, including children with exceptionalities and English learners, develop their language arts skills—speaking, listening, reading, writing, and visualizing.</p> <p><b>Designing and Implementing an Activity Plan Using The Pyramid Framework</b> - candidates apply their understanding of The Pyramid Framework (a comprehensive, multi-tiered framework of evidence-based practices that promote the social, emotional, and behavioral development of young children) to design and implement a learning experience for a child in their fieldwork sites.</p> <p><b>Critique on Curriculum Models in Early Childhood</b> - candidates examine and critique early childhood curriculum models using their knowledge and understandings of research-based instructional practices for supporting the overall development of young children of diverse backgrounds, including children with exceptionalities and English learners.</p>
<p>6. <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7. <b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Overall, results from multiple assessments show that candidates meet LO #1 with group average score of 2.9/3.0. With only two semesters of the program completed, the data collected from the Literacy Unit Plan, Designing and Implementing an Activity Plan Using The Pyramid Framework, and the Critique on Curriculum Models in Early Childhood provide evidence of candidates’ knowledge and competence in promoting child development and learning, especially infant/toddler, preschool, and children with and without exceptionalities.</p>
<p><b>LO #2:</b> <i>Candidates demonstrate knowledge and competence in using developmentally effective approaches to advance the development and learning of infant/toddler, preschool children with and without exceptionalities.</i> (ECTC 1c, 5c; CT-AIMH Level 1- TF L1.1, TF L1.4, DSS L1.21).</p>	
<p>5. <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p><b>Infant/Toddler &amp; Preschool Interdisciplinary Lesson Implementation</b> - candidates apply their understanding of research-based methods for promoting children’s social-emotional and cognitive skills by creating and implementing learning experiences for children in their fieldwork sites.</p> <p><b>Literacy Unit Plan</b> - candidates use their knowledge and understandings of research-based instructional practices for helping young children of diverse backgrounds, including children with exceptionalities and English learners, develop their language arts skills—speaking, listening, reading, writing, and visualizing.</p> <p><b>Designing and Implementing an Activity Plan Using The Pyramid Framework</b> - candidates apply their understanding of The Pyramid Framework (a comprehensive, multi-tiered framework of evidence-based practices that promote the social, emotional, and behavioral development of young children) to design and implement a learning experience for a child in their fieldwork sites.</p>
<p>6. <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>

<p>7. <b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Overall, results from multiple assessments show that candidates meet LO #2 with a group average score of 2.9/3.0. With only two semesters of the program completed, the data collected from the Literacy Unit Plan, Infant/Toddler &amp; Preschool Interdisciplinary Lesson Implementation, and the Designing and Implementing an Activity Plan Using The Pyramid Framework provide evidence of candidates' knowledge and competence in using developmentally effective approaches to advance the development and learning of infant/toddler, preschool children with and without exceptionalities.</p>
<p><b>LO #3:</b> <i>Candidates demonstrate knowledge and competence in using content knowledge to build meaningful curriculum and learning activities that are appropriate for infant/toddler, preschool, and young children with and without exceptionalities. (ECTC 1c, 3c, 4c; CT-AIMH Level 1- DSS L1.21)</i></p>	
<p>5. <b>Assessment Instruments:</b> For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)</p>	<p><b>Literacy Unit Plan</b> - candidates use their knowledge and understandings of research-based instructional practices for helping young children of diverse backgrounds, including children with exceptionalities and English learners, develop their language arts skills—speaking, listening, reading, writing, and visualizing.</p>
<p>6. <b>Interpretation:</b> Who interprets the evidence? (e.g., faculty, administrative assistant, etc.) If this differs by LO, provide information by LO.</p>	<p>Faculty</p>
<p>7. <b>Results:</b> Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).</p>	<p>Overall, results show that candidates meet LO #3 with a group average score of 2.9/3.0. With only two semesters of the program completed, and one content methods course implemented during the two semesters, only one assignment is available for this assessment report. The Literacy Unit Plan provides evidence of candidates' knowledge and competence in using content knowledge to build meaningful curriculum and learning activities that are appropriate for infant/toddler, preschool, and young children with and without exceptionalities.</p>

**DATA TABLE by LEARNING OBJECTIVES**  
**Fall 2018/Spring 2019**  
**N = 7**

LEARNING OUTCOMES	ASSESSMENTS	Average Score	MS	OVERALL MS
<p><b>LO #1:</b> <i>Candidates demonstrate knowledge and competence in promoting child development and learning, especially infant/toddler, preschool, and children with and without exceptionalities. (ECTC 1a, 1b, 3c; CT-AIMH Level 1-TF L1.1, TF L1.4, TF L1.6, DSS L1.22, LRAP L1.8, TF L1.42)</i></p>	Literacy Unit Plan	2.9	2.9	<b>2.9/3.0</b>
	Critique on Curriculum Models in Early Childhood	3.0	3.0	
	Designing and Implementing an Activity Plan Using The Pyramid Framework	2.9	2.9	
<p><b>LO #2:</b> <i>Candidates demonstrate knowledge and competence in using developmentally effective approaches to advance the development and learning of infant/toddler, preschool children with and</i></p>	Literacy Unit Plan	2.9	2.9	<b>2.9/3.0</b>
	Designing and Implementing an Activity Plan Using The Pyramid Framework	2.9	2.9	

<i>without exceptionalities.</i> (ECTC 1c, 5c; CT-AIMH Level 1- TF L1.1, TF L1.4, DSS L1.21)	Infant/Toddler & Preschool Interdisciplinary Lesson Implementation	2.9	2.9	
<b>LO #3:</b> <i>Candidates demonstrate knowledge and competence in using content knowledge to build meaningful curriculum and learning activities that are appropriate for infant/toddler, preschool, and young children with and without exceptionalities.</i> (ECTC 1c, 3c, 4c; CT-AIMH Level 1- DSS L1.21)	Literacy Unit Plan	2.9	2.9	<b>2.9/3.0</b>

## ASSESSMENTS

### CRITIQUE ON CURRICULUM MODELS IN EARLY CHILDHOOD

#### DIRECTIONS FOR CANDIDATES

Select and examine a curriculum model appropriate for infants, toddlers, **AND** preschool programs in order to critically analyze the factors that positively influence all areas of infant/toddler and preschool children’s development and learning. Provide research-based rationale for your analysis. Also provide explicit and relevant examples from the curriculum to support discussion points and establish a strong connection to your knowledge and understanding of infant/toddler and preschooler’s learning context.

**ALIGNMENT WITH STANDARDS:** ECTC 1a, 1b, 3c; CT-AIMH Level 1-TF L1.1, TF L1.4, TF L1.6, DSS L1.22, LRAP L1.8, TF L1.42

#### RUBRIC

<b>OBJECTIVE:</b> Examine and critique curriculum models that have been used in early childhood programs to identify factors that positively influence all areas of infant/toddler and preschool children’s development.				
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>
Knowledge and understanding of question, issue, topic, or theme	ECTC 1a, 1b, 3c  CT-AIMH TF L1.1, TF L1.4  DSS L1.22, TF L1.42	Critique reflects in-depth knowledge and understanding of curriculum models in early childhood education.  Explicit and relevant examples are provided to support discussion points.	Critique reflects some knowledge and understanding of curriculum models in early childhood education Appropriate examples are provided to support discussion points.	Critique lacks knowledge and understanding of curriculum models in early childhood education  None or very limited and inappropriate examples are provided to support discussion points.
Research-based evidence	ECTC 1a, 1b, 3c  CT-AIMH TF L1.4, TF L1.6  DSS L1.22, TF L1.42	Candidate cites strong research-based rationale for his/her reflection	Candidate cites some research-based rationale for his/her reflection	Candidate does not provide research-based rationale for his/her reflection
Connections to early childhood/infant & toddler educational context	ECTC 1a, 1b, 3c  CT-AIMH TF L1.1, TF L1.4, TF L1.6  DSS L1.22, TF L1.42, LRAP L1.8	Critique clearly articulates and establishes strong connection to early childhood/infant & toddler educational context	Critique establishes appropriate connection to early childhood/infant & toddler educational context	Critique has limited or no connection to early childhood/infant & toddler educational context

**DATA TABLE**  
**Fall 2018/Spring 2019**  
**N = 7**

<b>OBJECTIVE:</b> Examine and critique curriculum models that have been used in early childhood programs to identify factors that positively influence all areas of infant/toddler and preschool children’s development.					
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>	<b>GROUP AVERAGE SCORE</b>
Knowledge and understanding of question, issue, topic, or theme	ECTC 1a, 1b, 3c CT-AIMH TF L1.1, TF L1.4 DSS L1.22, TF L1.42	7	0	0	<b>3.0/3.0</b>
Research-based evidence	ECTC 1a, 1b, 3c CT-AIMH TF L1.4, TF L1.6 DSS L1.22, TF L1.42	7	0	0	<b>3.0/3.0</b>
Connections to early childhood/infant & toddler educational context	ECTC 1a, 1b, 3c CT-AIMH TF L1.1, TF L1.4, TF L1.6 DSS L1.22, TF L1.42, LRAP L1.8	7	0	0	<b>3.0/3.0</b>

**DESIGNING AND IMPLEMENTING AN ACTIVITY PLAN  
USING THE PYRAMID FRAMEWORK**

**DIRECTIONS FOR CANDIDATES**

Design an Activity Plan to apply your understanding of The Pyramid framework. Identify specific social and emotional development goals for an individual toddler and preschool child at each tier level. Describe in detail the steps in the activity: What would the adults do and say to model, respond to, and encourage language? What would you expect the child to do during the activity? What accommodations would you consider or need? How would parents or caregivers participate in the process? Provide specific accommodations for toddler and preschool child with special needs, and additional language supports for toddler and preschool child who might require them. Include strategies for adult-child interaction, individual instructional and assessment practices required for toddler and preschool child with social and emotional needs. You will present your Activity Plan to the class and provide evidence-based rationale for your strategies and intervention practices. The class will provide feedback.

Implement your Activity Plan in the field. Document each step throughout the implementation of the Activity Plan. At the end of your Activity Plan implementation you will meet with the parents/caregivers to provide them with feedback regarding their toddler or preschool child’s performance and offer suggestions for continued support of their social and emotional development. Your university field supervisor and/or site placement coordinator will observe, critique and assess your Activity Plan implementation.

You will write a report on the outcomes of your Activity Plan focusing on meeting your social and emotional development goals for toddler and preschool child. The report should be supported by evidence. Your report also will identify the strengths and areas for improvement in your Activity Plan, and plans to address these areas for improvement. Submit report with accompanying Activity Plan, university field supervisor's and/or site placement coordinator's assessment, and other pertinent documentation.

ALIGNMENT WITH STANDARDS: ECTC 1a, 1b, 1c; CT-AIMH Level 1-TF L1.1, TF L1.4; DSS L1.21

RUBRIC

<b>OBJECTIVES:</b>				
1. Describe characteristics and behavior of socially and emotionally competent infant and toddler, and preschool child. 2. Create environments for infant/toddler and preschool children that promote social and emotional development and prevent challenging behaviors. 3. Using The Teaching Pyramid framework, design and implement practical strategies for supporting social and emotional competence and preventing challenging behavior in infant/toddler and preschool children.				
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>
<b>Alignment to Standards</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4,  DSS L1.21	Goals are aligned with appropriate ECTC, CT-AIMH, and DEC Recommended Practices.	Some goals are aligned to ECTC, CT-AIMH, and DEC Recommended Practices.	Goals are absent or unclear; limited or no alignment to ECTC, CT-AIMH, and DEC Recommended Practices.
<b>Goals &amp; Rationale</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4,  DSS L1.21	Goals and rationale are clearly identified and specific to social and emotional development for groups or individual children, and differentiated at each tier level of The Pyramid framework; evidence of candidate's in-depth understanding of The Pyramid framework.	Goals and rationale are identified and reflect understanding of social and emotional development for groups or individual children at each tier level of The Pyramid framework.	Goals and/or rationale are absent or unclear; no indication of candidate's understanding of The Pyramid framework.
<b>Content</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4,  DSS L1.21	Activity Plan reflects in-depth understanding of characteristics and behavior of socially and emotionally competent child and the relevance to evidence-based teaching practices and the three tiers of intervention approaches of The Pyramid framework.	Activity Plan reflects awareness of characteristics and behavior of socially and emotionally competent child, evidence-based teaching practices, and the three tiers of intervention approaches of The Pyramid framework.	Activity Plan does not reflect an understanding of characteristics and behavior of socially and emotionally competent child.
<b>Methods/Procedures</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4,  DSS L1.21	All methods and procedures are described in detail and sequenced appropriately, and aligned to the goals of the activity.	Methods and procedures are briefly outlined and/or partially aligned to the goals of the activity	Methods and procedures are omitted or are very incomplete and/or not aligned to the goals of the activity.
<b>Adaptations/ Accommodations</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4,  DSS L1.21	Includes clear adaptations and/or modifications that demonstrate candidate's understanding of children's cultural background experiences, learning styles, and needs.	Includes adaptations and/or modifications in general, that demonstrate candidate's minimal understanding of children's cultural background experiences, learning styles, and needs.	Planning does not account for children's cultural background experiences, learning styles, and needs; no adaptations and/or modifications is provided.

**DATA TABLE**  
**Fall 2018/Spring 2019**  
**N = 7**

<b>OBJECTIVES:</b>					
1. Describe characteristics and behavior of socially and emotionally competent infant and toddler, and preschool child. 2. Create environments for infant/toddler and preschool children that promote social and emotional development and prevent challenging behaviors. 3. Using The Teaching Pyramid framework, design and implement practical strategies for supporting social and emotional competence and preventing challenging behavior in infant/toddler and preschool children.					
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>	<b>GROUP AVERAGE SCORE</b>
<b>Alignment to standards</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4, DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Goals &amp; Rationale</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4, DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Content</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4, DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Methods/Procedures</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4, DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Adaptations/ Accommodations</b>	ECTC 1a, 1b, 1c  CT-AIMH TF L1.1, TF L1.4, DSS L1.21	6	1	0	<b>2.9/3.0</b>

## INFANT/TODDLER & PRESCHOOL INTERDISCIPLINARY LESSON IMPLEMENTATION

### DIRECTIONS FOR CANDIDATES

The goals for this project are: (1) to demonstrate your knowledge and understanding of characteristics and behavior of a socially and emotionally competent infant/toddler and preschool child, and (2) to demonstrate your understanding of evidence-based practices for promoting the social and emotional development of infant/toddler and preschool child, and preventing challenging behaviors. Reference: *The Developing Child Observation Guidebook* (to be discussed in class).

Using The Teaching Pyramid Framework, you will collaborate with colleagues in designing and implementing a comprehensive, interdisciplinary curriculum for infant/toddler and preschool that meets the developmental levels, needs, and interests of infant/toddler and preschool children of diverse backgrounds, incorporates best practice, and accommodates age appropriateness, individual differences, linguistic, social and cultural diversity.

ALIGNMENT WITH STANDARDS: ECTC 1c, 5c; CT-AIMH Level 1- TF L1.4, DSS L1.21

### RUBRIC

<b>OBJECTIVES:</b>				
1. Design and implement a comprehensive, interdisciplinary curriculum for infant/toddler and preschool that incorporates best practice and accommodates age appropriateness, individual differences, linguistic, social and cultural diversity. 2. Collaborate with colleagues in designing appropriate curriculum and/or programs to meet the developmental levels, needs, and interests of infant/toddler and preschool children of diverse backgrounds.				
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>
<b>Alignment to Standards</b>	ECTC 1c, 5c  CT-AIMH TF L1.4  DSS L1.21	Learning objectives are aligned with appropriate ECTC, CTMH, and DEC standards, as well as the CCSS for English Language Arts.	Some Learning objectives are aligned to ECTC, CTMH, and DEC standards, as well as the CCSS for English Language Arts.	Learning objectives are absent or unclear; limited or no alignment to ECTC, CTMH, and DEC standards, as well as the CCSS for English Language Arts.
<b>Goals &amp; Rationale</b>	ECTC 1c, 5c  CT-AIMH TF L1.4  DSS L1.21	Learning objectives and rationale are specific and clearly stated.  Learning objectives and rationale directly align to the interdisciplinary content, skills, and dispositions for young children.	Learning objectives and rationale are clearly stated.  Learning objectives and rationale somewhat align to the interdisciplinary content, skills, and dispositions for young children.	Learning objectives and/or rationale are absent or unclear.  Learning objectives and rationale do not align to the interdisciplinary content, skills, and dispositions for young children.
<b>Content</b>	ECTC 1c, 5c  CT-AIMH TF L1.4  DSS L1.21	The unit learning objectives, sequencing, instructional activities, instructional procedures, individualized and group instruction, and assessments strongly demonstrate candidate mastery of the curriculum content.  The essential questions are relevant with real-life connections, and engaging for young children.	The unit learning objectives, sequencing, instructional activities, instructional procedures, individualized and group instruction, and assessments demonstrate candidate has adequate mastery of the curriculum content.  The essential questions are relevant and with real-life connections but may not be engaging for young children.	The unit learning objectives, sequencing, instructional activities, instructional procedures, individualized and group instruction, and assessments demonstrate candidate lack of or limited understanding of the curriculum content for cognitive development.  The curriculum is not literature-based. The essential questions are either irrelevant and/or has no real-life



		The curriculum demonstrates purposeful integration of relevant interdisciplinary topics.	The curriculum demonstrates integration of relevant interdisciplinary topics.	connections for young children.  The curriculum does not integrate relevant literacy areas using children's literature nor is it aligned to literacy standards and practices/skills.
<b>Materials and Resources</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	Selection of materials and resources strongly reflects candidate knowledge and understanding of characteristics, interests, and needs of young children, and content to be taught. All materials, resources, including technology are intentionally matched to meet the diverse needs of young children. A detailed list of materials, resources, including technology is provided.	Selection of materials and resources reflects candidate knowledge and understanding of characteristics, interests, and needs of young children, and content to be taught. All materials, resources, including technology are appropriate for young children, in general. A list of materials, resources, including technology is provided.	A list of materials, resources, including technology is incomplete or inaccurate to meet the diverse needs of young children. Materials, resources, and technology are not matched, Limited, or missing in the Unit Plan.
<b>Pedagogy</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	Instructional strategies for lessons/activities enable infants, toddlers and preschool children to develop the ability to consistently apply processes and strategies for critical thinking and problem solving.  Instructional strategies include use of technology in all the interdisciplinary areas.  Purposeful learning strategies are implemented to encourage young children to create and manage learning teams to effectively develop cooperation and collaboration.	Instructional strategies for lessons/activities enable infants, toddlers and preschool children to develop the ability to apply processes and strategies for critical thinking and problem solving.  Technology is used in some interdisciplinary areas.  Young children are encouraged to create and manage learning teams to support the development of cooperation and collaboration.	Instructional strategies for lessons/activities do not enable infants, toddlers and preschool children to develop the ability to apply processes and strategies for critical thinking and problem solving.  There is limited or no opportunity for young children to cooperate and collaborate with one another in regard to the topic presented.
<b>Adaptations/ Modifications</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	Candidate includes detailed and highly appropriate adaptations/modifications for diverse learners, children with exceptionalities, and English learners.  There is strong evidence that data are used to support the child's developmental level and plan for instruction. Adaptations/modifications demonstrate candidate's clear understanding of young children's cultural background experiences, learning styles, interests and needs.  All adaptations/modifications are appropriate and deemed to be effective in enabling the child to be successful in meeting literacy learning goals and expectations.  A narrative describing one learner with special needs and appropriately differentiates	Candidate includes appropriate adaptations/modifications for diverse learners, children with exceptionalities, and English learners although a few adaptations/modifications demonstrate candidate's minimal understanding of children's cultural background experiences, learning styles, interests, and/or needs.  A narrative describing one learner with special needs and how to enable him to successfully meet each of the lesson's objective(s) is included in the Unit Plan.	Planning does not account for children's cultural background experiences, learning styles, interests, and needs.  The adaptations/modifications are not appropriate for the identified learners and/or are inappropriate to enable the child to be successful in meeting the learning goals and expectations.  The narrative is either missing or does not fully describe the unique learner and how to support his learning needs.

		instruction to optimally enable him or her to successfully meet each of the lesson's objective(s) is included in the curriculum plan.		
<b>Assessments</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	The interdisciplinary curriculum includes appropriate assessment tools that align with the objective(s) of the lessons and provide data to allow the candidate to plan next instructional steps.  The interdisciplinary curriculum has clearly stated evidence of use of multiple assessments, formative and performance-based assessments that are appropriate for evaluating student learning in various learning activities, specifically in content areas for cognitive development.	The interdisciplinary curriculum includes some appropriate assessment tools that align with the objective(s). Data to allow the candidate to plan the next instructional steps is provided.  The interdisciplinary curriculum has stated evidence of use of multiple assessments, formative and performance-based assessments that are appropriate for evaluating student learning in various learning activities, specifically in content areas for cognitive development.	The assessment plan is poorly developed or lacking. Assessments, if any, do not appear to align with the objective(s) of the lessons included in the unit.

**DATA TABLE**  
**Fall 2018/Spring 2019**  
**N = 7**

<b>OBJECTIVES:</b>					
1. Design and implement a comprehensive, interdisciplinary curriculum for infant/toddler and preschool that incorporates best practice and accommodates age appropriateness, individual differences, linguistic, social and cultural diversity.					
2. Collaborate with colleagues in designing appropriate curriculum and/or programs to meet the developmental levels, needs, and interests of infant/toddler and preschool children of diverse backgrounds.					
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>	<b>GROUP AVERAGE SCORE</b>
<b>Alignment to Standards</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Goals &amp; Rationale</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Content</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Materials and Resources</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	6	1	0	<b>2.9/3.0</b>

<b>Pedagogy</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.2	6	1	0	<b>2.9/3.0</b>
<b>Adaptations/Modifications</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	6	1	0	<b>2.9/3.0</b>
<b>Assessments</b>	ECTC 1c, 5c CT-AIMH TF L1.4 DSS L1.21	6	1	0	<b>2.9/3.0</b>

## LITERACY UNIT PLAN

### DIRECTIONS FOR CANDIDATES

The goals of this assignment are (1) to demonstrate knowledge and understandings of evidence-based frameworks and approaches in helping young children of diverse backgrounds, including children with exceptionalities and English learners, develop their language arts skills—speaking, listening, reading, writing, and visualizing, (2) to demonstrate ability to use various techniques of nurturing and expanding language arts skills—speaking, listening, reading, writing, and visualizing for young children of diverse backgrounds, including children with exceptionalities and English learners, (3) to apply knowledge and understanding of “culturally relevant practice” that is grounded in language acquisition and literacy research, (4) to design and implement standards- and research-based lessons and/or activities that capitalize on young children’s potential, interests, competencies, and needs in literacy and language development, and (5) to use formal and informal assessments for literacy development, and student learning.

**Part I.** Develop *two* literacy unit plans appropriate for (1) infants/toddlers, and (2) preschool/kindergarten children. Include a minimum of *five* lessons for each unit plan that align to the Common Core State Standards in English Language Arts, CSDE ECTC, NAEYC, CEC standards, and the CT Mental Health competencies. Lesson plans must reflect your foundational knowledge and understanding of research, theories, and frameworks on language and literacy development of infants/toddlers and preschool/kindergarten children. Write a short scope and sequence of the activities that you chose, showing the relationship between standards, content, activities and assessment. Make sure you have both formative and summative assessments to demonstrate student learning. Using data, include a narrative describing one learner with special needs and appropriately differentiating instruction to optimally enable him or her to successfully meet each of the lesson’s objective(s) as well as adaptations/modifications for diverse learners, children with exceptionalities, and English learners.

**Part II.** Implement your unit plans in your assigned field placement. Your field supervisor and field placement coordinator will observe and critique your lessons and assessments. At the end of your unit plan implementation you will submit a critical analysis and evaluation of the success of your lessons and assessments along with your unit plans, evidence of student work and student learning, as well as

recommendations to address areas for improvement in future plans. Include your field supervisor’s and field placement coordinator’s assessment of your lessons and assessments.

ALIGNMENT WITH STANDARDS: ECTC 1a, 1b, 1c, 3c, 4c; CT-AIMH Level 1-TF L1.1, TF L1.4; DSS L1.21, L1.22

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<b>OBJECTIVES:</b>				
1. Demonstrate knowledge and understandings of evidence-based frameworks and approaches in helping young children of diverse backgrounds, including children with exceptionalities and English learners, develop their language arts skills—speaking, listening, reading, writing, and visualizing. 2. Demonstrate ability to use various techniques of nurturing and expanding language arts skills—speaking, listening, reading, writing, and visualizing for young children of diverse backgrounds, including children with exceptionalities and English learners 3. Gain an understanding of how local contexts—families, home environment, culture, a child’s primary language, classroom climate—inform literacy instruction and achievement. 4. Apply knowledge and understanding of “culturally relevant practice” that is grounded in language acquisition and literacy research 5. Design and implement standards- and research-based lessons and/or activities that capitalize on young children’s potential, interests, competencies, and needs in literacy and language development. 6. Use formal and informal assessments for literacy development, and student learning				
<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>
<b>Alignment to Standards</b>	ECTC 1a, 1b, 1c, 2a, 3c  CT-AIMH TF L1.1, TF L1.4  DSS L1.21, L1.22	Goals are aligned with appropriate CSDE ECTC, NAEYC, CTMH, and CEC standards, as well as the CCSS for English Language Arts.	Some goals are aligned to CSDE ECTC, NAEYC, CTMH, and as well as the CCSS for English Language Arts CEC standards.	Goals are absent or unclear; limited or no alignment to CSDE ECTC, NAEYC, CTMH, and CEC standards, as well as the CCSS for English Language Arts.
<b>Goals &amp; Rationale</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c  CT-AIMH TF L1.1, TF L1.4  DSS L1.21, L1.22,	Goals and rationale are specific and clearly stated.  Goals and rationale directly align to literacy content, skills, and dispositions for young children.	Goals and rationale are clearly stated.  Goals and rationale somewhat align to literacy content, skills, and dispositions for young children.	Goals and/or rationale are absent or unclear.  Goals and rationale do not align to literacy content, skills, and dispositions for young children.
<b>Materials and Resources</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c  CT-AIMH TF L1.1, TF L1.4  DSS L1.21, L1.22,	Selection of materials and resources strongly reflects candidate knowledge and understanding of characteristics, interests, and needs of young children, and content to be taught. All materials, resources, including technology are intentionally matched to meet the diverse needs of young children. A detailed list of materials, resources, including technology is provided.	Selection of materials and resources reflects candidate knowledge and understanding of characteristics, interests, and needs of young children, and content to be taught. All materials, resources, including technology are appropriate for young children, in general. A list of materials, resources, including technology is provided.	A list of materials, resources, including technology is incomplete or inaccurate to meet the diverse needs of young children. Materials, resources, and technology are not matched, Limited, or missing in the Unit Plan.
<b>Content Knowledge</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c  CT-AIMH TF L1.1, TF L1.4  DSS L1.21, L1.22,	The unit learning objectives, sequencing, instructional activities, instructional procedures, individualized and group instruction, and assessments strongly demonstrate candidate mastery of the curriculum content for cognitive development.  All five lesson plans are strongly literacy based. The essential questions are relevant with real-life connections, and engaging for young children.	The unit learning objectives, sequencing, instructional activities, instructional procedures, individualized and group instruction, and assessments demonstrate candidate has adequate mastery of the curriculum content for cognitive development.  Some sections of the lesson plans are strongly literacy-based. The essential questions are relevant and with real-life	The unit learning objectives, sequencing, instructional activities, instructional procedures, individualized and group instruction, and assessments demonstrate candidate lack of or limited understanding of the curriculum content for cognitive development.  The lesson plans are not literacy-based. The essential questions are either irrelevant and/or has no real-life

		Lesson plans demonstrate purposeful integration of relevant literacy areas and are aligned to literacy standards and practices/skills.	connections but may not be engaging for young children.  Lesson plans demonstrate integration of relevant literacy areas but are not clearly aligned to literacy standards and practices/skills.	connections for young children.  Lesson plans do not integrate relevant literacy areas nor are they aligned to literacy standards and practices/skills.
<b>Pedagogy</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22	Instructional strategies for each of the five lessons enable students to develop the ability to consistently apply processes and strategies for critical thinking and problem solving.  Purposeful learning strategies are implemented to encourage young children to create and manage learning teams to effectively develop cooperation and collaboration.	Instructional strategies for each of the five lessons enable students to develop the ability to apply processes and strategies for critical thinking and problem solving.  Young children are encouraged to create and manage learning teams to support the development of cooperation and collaboration.	Instructional strategies for each of the five lessons do not enable students to develop the ability to apply processes and strategies for critical thinking and problem solving.  There is limited or no opportunity for young children to cooperate and collaborate with one another in regard to the topic presented.
<b>Adaptations/Modifications</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22	Candidate includes detailed and highly appropriate adaptations/modifications for diverse learners, children with exceptionalities, and English learners.  There is strong evidence that data are used to support the child's developmental level and plan for instruction. Adaptations/modifications demonstrate candidate's clear understanding of young children's cultural background experiences, learning styles, interests and needs.  All adaptations/modifications are appropriate and deemed to be effective in enabling the child to be successful in meeting literacy learning goals and expectations.  A narrative describing one learner with special needs and appropriately differentiates instruction to optimally enable him or her to successfully meet each of the lesson's objective(s) is included in the Unit Plan.	Candidate includes appropriate adaptations/modifications for diverse learners, children with exceptionalities, and English learners although a few adaptations/modifications demonstrate candidate's minimal understanding of children's cultural background experiences, learning styles, interests, and/or needs.  A narrative describing one learner with special needs and how to enable him to successfully meet each of the lesson's objective(s) is included in the Unit Plan.	Planning does not account for children's cultural background experiences, learning styles, interests, and needs.  The adaptations/modifications are not appropriate for the identified learners and/or are inappropriate to enable the child to be successful in meeting the literacy learning goals and expectations.  The narrative is either missing or does not fully describe the unique learner and how to support his learning needs.
<b>Assessments</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22,	All five lesson plans include appropriate assessment tools that align with the objective(s) of the lessons and provide data to allow the candidate to plan next instructional steps.  The unit plan has clearly stated evidence of use of multiple assessments, formative and performance-based assessments that are appropriate for evaluating student learning in	Three to four of the lesson plans include assessment tools that align with the objective(s). Data to allow the candidate to plan the next instructional steps is provided.  The unit plan has stated evidence of use of multiple assessments, formative and performance based assessments that are appropriate for evaluating student learning	The assessment plan is poorly developed or lacking. Assessments, if any, do not appear to align with the objective(s) of the lessons included in the unit.

		various learning activities, specifically in content areas for cognitive development.	in various learning activities, specifically in content areas for cognitive development.	
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**DATA TABLE**  
**Fall 2018/Spring 2019**  
**N = 7**

**OBJECTIVES:**

1. Demonstrate knowledge and understandings of evidence-based frameworks and approaches in helping young children of diverse backgrounds, including children with exceptionalities and English learners, develop their language arts skills—speaking, listening, reading, writing, and visualizing.
2. Demonstrate ability to use various techniques of nurturing and expanding language arts skills—speaking, listening, reading, writing, and visualizing for young children of diverse backgrounds, including children with exceptionalities and English learners
3. Gain an understanding of how local contexts—families, home environment, culture, a child’s primary language, classroom climate—inform literacy instruction and achievement.
4. Apply knowledge and understanding of “culturally relevant practice” that is grounded in language acquisition and literacy research
5. Design and implement standards- and research-based lessons and/or activities that capitalize on young children’s potential, interests, competencies, and needs in literacy and language development.
6. Use formal and informal assessments for literacy development, and student learning

<b>ELEMENTS</b>	<b>ALIGNMENT</b>	<b>TARGET (3)</b>	<b>ACCEPTABLE (2)</b>	<b>UNACCEPTABLE (1/0)</b>	<b>GROUP AVERAGE SCORE</b>
<b>Alignment to Standards</b>	ECTC 1a, 1b, 1c, 2a, 3c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22	6	1	0	<b>2.9/3.0</b>
<b>Goals &amp; Rationale</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22,	6	1	0	<b>2.9/3.0</b>
<b>Materials and Resources</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22,	6	1	0	<b>2.9/3.0</b>
<b>Content Knowledge</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22,	6	1	0	<b>2.9/3.0</b>
<b>Pedagogy</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22	6	1	0	<b>2.9/3.0</b>
<b>Adaptations/Modifications</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4	6	1	0	<b>2.9/3.0</b>

	DSS L1.21, L1.22				
<b>Assessments</b>	ECTC 1a, 1b, 1c, 2a, 3c, 4c CT-AIMH TF L1.1, TF L1.4 DSS L1.21, L1.22,	6	1	0	<b>2.9/3.0</b>

