

Integrated Thematic Unit Plan Assignment and Assessment (ITUP)
EDU 490/491: STUDENT TEACHING

NAEYC STANDARD	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
<p>Standard 2: Building Family and Community Relationships</p> <p>2a. Understanding family and community characteristics (As evidenced in use of family and community resources)</p> <p>2b. Supporting and empowering families and communities through respectful, reciprocal relationships (As evidenced in written and in person communication with families and community resources or representatives)</p> <p>2c. Involving families and communities in children’s development (As evidenced in communication with families and communities and description of the communication and use of family and community resources in planning)</p>	<p>Candidate has a thorough knowledge of family and community resources and uses this knowledge fully in planning and in working with families and communities</p> <p>Candidate establishes and maintains positive, collaborative relationships with families and community representatives using multiple oral and written strategies which recognize the family traditions, values and beliefs</p> <p>Candidate encourages adult family members’ to provide suggestions and insights and the candidate acts on them.</p> <p>Candidate uses multiple strategies to involve families and communities in supporting the children’s development and strongly supports learning in the school, home and community.</p>	<p>Candidate has a good knowledge of family and community resources and uses this knowledge adequately in planning and in working with families and communities</p> <p>Candidate works with families and community representative to establish positive relationships and uses appropriate oral and written strategies. The candidate considers family traditions, values and beliefs.</p> <p>Candidate solicits adult family member insights for incorporation in planning.</p> <p>Candidate recognizes the importance of involving families and the community as partners in supporting children’s learning and uses strategies to involve the families and the community.</p>	<p>Candidate has a little knowledge of family and community resources and does not use this knowledge in planning and in working with families and communities</p> <p>Candidate has minimal interest in working with families and community representatives. The candidate does not use appropriate oral and written strategies in working with families and community representatives.</p> <p>Candidate does not seek family member suggestions or does not use them when provided.</p> <p>Candidate has minimal understanding of the relationship between home, school and community for supporting children’s learning and uses poorly constructed strategies for involving families and communities in children’s development.</p>

<p>Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families</p> <p>3b. Using appropriate assessments (As evidenced in selection of theme, ITUP goals and methods of evaluation, lesson plan objectives, and methods of evaluation, documentation of children’s learning)</p> <p>3c. Practicing responsible assessment (As evidenced in planning and use of assessment results)</p>	<p>Candidate uses observation and multiple appropriate assessment methods for planning theme, ITUP and lesson plans including approaches for children with disabilities, culturally and linguistically diverse children and other children with individual strengths and needs.</p> <p>Candidate implements an evaluation of each child’s learning using multiple appropriate assessments strategies that are aligned to the lesson plan objectives.</p> <p>Candidate documents children’s learning in multiple ways.</p> <p>Candidate demonstrates proficiency in using observation and assessment results in supporting children.</p>	<p>Candidate uses observation and appropriate assessment methods for planning theme, ITUP and lesson plans and differentiates assessment for children’s individual strengths and needs.</p> <p>Candidate implements an evaluation of each child’s learning using appropriate assessment strategies that are aligned to the lesson plan objectives.</p> <p>Candidate documents children’s learning.</p> <p>Candidate demonstrates basic proficiency in using observation and assessment results in supporting children.</p>	<p>Candidate infrequently uses or does not use observation and appropriate assessment methods for planning theme, ITUP and lesson plans and does not adequately differentiate assessment for children.</p> <p>Candidate does not align the assessment strategies to the lesson plan objectives.</p> <p>Candidate has little or no documentation of children’s learning.</p> <p>Candidate demonstrates little or no proficiency in using observation and assessment results in supporting children.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Standard 4: Teaching and Learning</p> <p>4a Connecting with children and families (As evidenced in interactions with children and their families)</p> <p>4b Using developmentally effective approaches (As evidenced in the ITUP and lesson plan writing and implementation)</p> <p>4c. Understanding content knowledge in early childhood (As evidenced in research of content knowledge and the ITUP and lesson plan writing and implementation)</p>	<p>Candidate consistently demonstrates warm, responsive relationships with all children and their families recognizing and respecting individual and cultural practices.</p> <p>Candidate consistently demonstrates a fully effective use of approaches, strategies and tools to promote young children’s development and learning in all of the following areas; knowledge of theory and research, oral language and communication, continuum of teaching strategies, environments and routines, incidental teaching, children’s’ characteristics, needs and interests, children’s language and culture, social interactions, play, challenging behaviors, technology, integrative curriculum</p> <p>Candidate creates high quality and appropriate meaningful in-depth experiences in all content areas and or academic learning disciplines (language and literacy, the arts, mathematics, physical activity, and physical education, science, and social studies) and ensure that all learning domains (social, physical, language, intellectual, creative and emotional) are addressed.</p> <p>Candidate creates curriculum that is free of biases related to ethnicity, religion gender or ability and promotes curriculum that counters such biases.</p>	<p>Candidate demonstrates positive relationships with all children and their families recognizing individual and cultural practices.</p> <p>Candidate demonstrates competent use of effective approaches, strategies and tools to promote young children’s development and learning in the following areas; knowledge of theory and research, oral language and communication, continuum of teaching strategies, environments and routines, incidental teaching, children’s’ characteristics, needs and interests, children’s language and culture, social interactions, play, challenging behaviors, technology, integrative curriculum</p> <p>Candidate creates appropriate meaningful in-depth experiences in content areas and or academic learning disciplines (language and literacy, the arts, mathematics, physical activity, and physical education, science, and social studies)related to the ITUP and ensure that all relevant learning domains (social, physical, language, intellectual, creative and emotional) are addressed.</p> <p>Candidate creates curriculum that is free of biases related to ethnicity, religion gender or ability and is aware that curriculum should counter such biases.</p>	<p>Candidate does not demonstrate positive relationships with all children and their families nor do they recognize each child’s individual emotional, learning and cultural needs.</p> <p>Candidate demonstrates limited use of effective approaches, strategies and tools to promote young children’s development and learning in the following areas; knowledge of theory and research, oral language and communication, continuum of teaching strategies, environments and routines, incidental teaching, children’s’ characteristics, needs and interests, children’s language and culture, social interactions, play, challenging behaviors, technology, integrative curriculum</p> <p>Candidate creates weak ore few experiences in content areas and or academic learning disciplines (language and literacy, the arts, mathematics, physical activity, and physical education, science, and social studies) related to the ITUP and do not ensure that all relevant learning domains (social, physical, language, intellectual, creative and emotional) are addressed.</p> <p>Candidate creates curriculum that is not free of biases related to ethnicity, religion gender or ability and is not aware that curriculum should counter such biases.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>4d. Building meaningful curriculum (As evidenced in the ITUP and lesson plan writing and implementation)</p>	<p>Candidate highly effectively designs, implements and evaluates meaningful, challenging curriculum that results in comprehensive development and learning for children with the following goals: security and self-regulation, problem-solving and thinking skills, academic and social competence.</p>	<p>Candidate adequately designs, implements and evaluates meaningful, challenging curriculum that results in comprehensive development and learning for children with the following goals: security and self-regulation, problem-solving and thinking skills, academic and social competence.</p>	<p>Candidate poorly designs, implements and evaluates meaningful, challenging curriculum that results in comprehensive development and learning for children and meets few or none of the following goals: security and self-regulation, problem-solving and thinking skills, academic and social competence.</p>
<p>Standard 5: Becoming a Professional 5d. Integrating knowledgeable, reflective, and critical perspectives (As evidenced in reflection on implementation of ITUP and lesson plans.)</p>	<p>Candidate demonstrates sound ability in writing detailed reflections that integrates their knowledge and teaching experience of the ITUP and lesson plans to form critical perspectives on their own teaching.</p>	<p>Candidate demonstrates acceptable ability in writing detailed reflections that integrates their knowledge and teaching experience of the ITUP and lesson plans to form critical perspectives on their own teaching.</p>	<p>Candidate demonstrates poor ability in writing detailed reflections that integrates their knowledge and teaching experience of the ITUP and lesson plans to form critical perspectives on their own teaching.</p>