



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Internship

**UNIT:** Lesson Planning



## INTRODUCTION

### Annotation:

Student will demonstrate an understanding of assessment(s) and the need for the children to receive feedback from assessment.

### Special Note:

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – **ONLY AS A REVIEW. Teachers should review selected content as necessary based on the needs of the particular class.**

### Grade(s):

<input type="checkbox"/>	9 <sup>th</sup>
<input type="checkbox"/>	10 <sup>th</sup>
<input type="checkbox"/>	11 <sup>th</sup>
<input checked="" type="checkbox"/>	12 <sup>th</sup>

**Time:** 90 min. Lesson planning is an ongoing experience for interns

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### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### **GPS Focus Standards:**

#### **EDU-ECEI-11**

**Students will demonstrate an understanding of assessment procedures that can be used and understand why this feedback to children is an essential aspect of teaching.**

- a. Determine a variety of assessment methods to observe and interpret a child's growth and development.
- b. List purposes of assessment.
- c. List factors to consider in choosing a method of assessment.
- d. List the advantages and disadvantages of various assessment tools.
- e. Compile a list of contents for a student's assessment portfolio.

### **GPS Academic Standards:**

- ELA11W4
- ELA11C2
- ELA11LSV1

### **National / Local Standards / Industry / ISTE:**



## UNDERSTANDINGS & GOALS

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### **Enduring Understandings:**

- Students will understand the importance of an assessment to the teacher and students being taught.
- Student will write an antidotal note and maintain an assessment portfolio.

### **Essential Questions:**

- Why is assessment important for a teacher when planning a lesson?
- Why is assessment important to the learner?
- What types of assessment can be used in the elementary school and early childhood programs?

### **Knowledge from this Unit:**

- Students will utilize several assessment tools used to evaluate children's progress in the early childhood program and elementary education.
- How to write an antidotal note and maintain an assessment portfolio.

### **Skills from this Unit:**

- Students will utilize and practice assessment techniques.
- Students will deliver a lesson.
- Students will write an antidotal note and maintain an assessment portfolio.



## ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☐ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☒ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☒ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☒ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☒ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

**Assessment(s) Title:**

Critique of lesson delivery. Video at least one lesson taught and view with mentor teacher. Review of assessment portfolio of three students.

**Assessment(s) Description/Directions:**

Students will self-check their writing. Then students will have a peer critique their work. Finally the teacher will critique the student's work. Students will write an antidotal notes reflecting development and learning of three students. Students will place antidotal notes in appropriate assessment portfolio area.

**Attachments for Assessment(s):**



# LEARNING EXPERIENCES

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## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

2. Review Essential Questions.

3. Identify and review the unit vocabulary:

- assessment
- antidotal notes
- test
- developmental assessment
- assessment portfolio

## 4. Lesson plan: Assessment

- a) Determine variety of assessment methods to observe and interpret a child's growth and development.
- b) Use transparency for authentic assessment to review with students the purposes of assessment.
- c) Use a guest speaker from *Babies Can't Wait* to discuss developmental assessment and resources available to those who need them.
- d) Research assessment tools for information on the observance of young children.
- e) Write factors to consider in choosing an assessment. Consider advantages and disadvantages of each and whether they are formal or informal.
- f) Write anecdotal notes on observations of children to be included in the portfolio.
- g) Create a list of assessment tools that may be used. Place in the portfolio.
- h) Complete a checklist of either self-help skills or fine motor skills for a child.
- i) Student discusses with mentor strengths and weaknesses of a presented lesson.
- j) Following implementation of lesson plan, the student will fill out assessment portion on the back of the plan answering the following questions in a reflective essay:
  - k) How were the developmental goals met?
  - l) Use pre- and post-assessments to determine the impact of the lesson taught.
  - m) Give an example of a specific child. Use only the child's first initial for confidentiality.

### Attachments for Learning Experiences:

### Notes & Reflections:

Students will place their assignment their in portfolios.

## UNIT RESOURCES

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### Web Resources:

- American Federation of Teachers Educational Foundation <http://www.aftef.org>
- Association of childhood Education International <http://www.acei.org>
- National Network for Child Care <http://www.nncc.org>
- National Association for the Education of Young Children <http://www.naeyc.org>

### Attachment(s):

### Materials & Equipment:

- Computer
- Internet
- Printer
- Paper
- lesson plan
- video camera
- lesson materials and supplies
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.
- Herr, J. (2004). *Working with Young Children*. Tinley Park, Illinois: Goodheart-Willcox Co., pp. 197-259.

### What 21st Century Technology was used in this unit?:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		