



EDUCATION

PATHWAY: Early Childhood Education

COURSE: Internship

UNIT 6.1: Candidate Evaluation



INTRODUCTION

Annotation:

Student will deliver a lesson.

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

Time: 90 min.

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Additional Author(s): Joanne Matricardi, Bettye Deriso, and Dr. Barbara G. Harbort

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

GPS Focus Standards:

EDU-ECEI-14

Students will demonstrate quality lesson delivery that utilizes developmentally appropriate teaching practices that promote the healthy growth, development and education of children.

- a. Apply relevant learning theories when planning developmentally appropriate learning experiences for children.
- b. Demonstrate strategies of instruction that promote physical, social, emotional, cognitive, and moral development in children.
- c. Plan age appropriate learning environments for children that promote quality lesson delivery.
- d. Explain interventions to use when working with special needs children.

GPS Academic Standards:

- ELA11W3
- ELA11W4
- ELA11C1
- ELA11LSV1

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand how to demonstrate a lesson using developmentally appropriate practices.

Essential Questions:

- Why are leaning theories important to lesson planning?
- What developmentally appropriate practices are considered when planning a lesson?
- What learning environment would best promote comprehension of the concepts being taught? How do you adjust a lesson to accommodate children with special needs?

Knowledge from this Unit:

- Students will understand how to accommodate for students with special needs.

Skills from this Unit:

- Students will demonstrate effective lesson planning.
- Students will apply age appropriate practices.
- Students will enhance their learning through learning center setup.
- Students will apply accommodations for special needs students.



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 plan and delivery of lesson.

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.

Attachments for Assessment(s):



LEARNING EXPERIENCES

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:

- special needs
- accommodations
- comprehension
- developmentally appropriate practices
- Cognitive
- Psychosocial
- Behaviorist
- Psychoanalytical

4. Lesson Plan

Apply relevant learning theories when planning developmentally appropriate learning experiences for children.

- Review learning theories: Cognitive, Psychosocial, Psychoanalytical and Behaviorist (Introduction to Early Childhood course)
- Conduct small group research and PowerPoint presentation on one of the above theories.
- Write a lesson demonstrating a learning theory utilizing developmentally appropriate instruction.

Demonstrate strategies of instruction that promote physical, social, emotional, cognitive, and moral development in children.

- Videotape themselves teaching various lessons that demonstrate physical, social, emotional, cognitive, and moral development

Plan age appropriate learning environments for children that promote quality lesson delivery.

- Write a description of how a learning center would be changed to promote a different unit (i.e.: dramatic play center changed into "doctor's office" for community helpers).

Explain interventions to use when working with special needs children.

- Use a written lesson plan and modify it to accommodate a special needs child who is physically impaired, hearing impaired, visually impaired, intellectually challenged or developmentally delayed.

Attachments for Learning Experiences:

Notes & Reflections:

Place research in portfolio under Evaluation



UNIT RESOURCES

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
- 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		