

Rhode Island College  
Early Childhood Education Undergraduate Program

Section IV Evidence for Meeting Standards  
Assessment 3 - ECED 301 Lesson Plan

**1. A brief description of the assessment:**

The Lesson Plan demonstrates candidates planning developmentally effective approaches in their lesson plans, their understanding of content knowledge in early education, their building meaningful curriculum, and their connecting with children through the planning and implementation of a lesson with a small group of young children in the ECED 301 practicum. Each candidate develops a unit plan with one lesson plan for each week of the 6 week practicum experience. The lesson plan artifact is selected by the candidate for review. The lesson plans are observed and assessed by the professor. The lesson plan should reflect a knowledge and understanding of young children's characteristics and needs and influences on children's development and learning. It should create a plan for the creation of a respectful, supportive, and challenging learning experience within the unit plan for the children in the practicum.

**2. A description of how this assessment specifically aligns with the standards:**

This assessment specifically aligns with Standards 1a, b, c, and 4a, b, c, d. **The rubric aligns with** Standards 1 and 4 through the planning of a lesson that reflects knowledge and understanding of young children's characteristics and the multiple influences on development and learning by using developmental knowledge to plan and create a respectful, supportive, and challenging lesson plan (1a, b, c). The lesson plan assessment also addresses the use of developmentally effective approaches in implementing the lesson and connecting with children, understanding content knowledge in early education, and building meaningful curriculum (4a, b, c, d).

**3. A brief analysis of the data findings:**

The data provide information regarding the meeting of Standards 1 and 4 through the planning of a lesson in the ECED 301 practicum. The data is aggregated due to the holistic nature of the rubric. Teacher candidate data for spring 2009 initially reflected 5 exemplary, 5 acceptable, and 2 Unacceptable lesson plans. Data for Fall 2009 reflected 9 exemplary and 4 acceptable lesson plans. Data for Spring 2010 indicated 5 exemplary, 5 acceptable, and 2 unacceptable. Teacher candidates with unacceptable rubrics were given the opportunity to revise their lesson plans. Upon revision all unacceptable were found to be acceptable resulting in findings of 5 exemplary, 7 acceptable in Fall 2009 and 5 exemplary and 7 acceptable in Spring 2010. Areas of weakness in the lesson plans included missing parts of the developmentally appropriate and effective procedures (4a, b, c, d). In addition, assessment plans did not always match student outcomes and lacked some content knowledge in early education (4b, c).

Course/semester/artifact	Exemplary	Acceptable	Unacceptable	Total
ECED 301/Spring 09 Lesson Plan				
1 <sup>st</sup> attempt	17	1		18
After revision				

Course/semester/artifact	Exemplary	Acceptable	Unacceptable	Total
ECED 301/Fall 2009 Lesson Plan				
1 <sup>st</sup> attempt	9	4		13
After revision				

Course/semester/artifact	Exemplary	Acceptable	Unacceptable	Total
ECED 301/Spring 10 Lesson Plan				
1 <sup>st</sup> attempt	8	1	1	10
After revision	8	2		10

#### 4. An interpretation of how that data provides evidence for meeting standards:

The data provide observable evidence of candidates' planning using developmentally effective approaches, understanding content knowledge in early education, building meaningful curriculum, connecting with children through the planning of a lesson with a small group of young children in the ECED 301 practicum. The evidence reflects the engagement of candidates to provide lesson plans that are developmentally appropriate reflecting knowledge and understanding of young children's characteristics and the multiple influences on development and learning by using developmental knowledge to plan and create a respectful, supportive, and challenging lesson plan (1a, b, c). The lesson plan artifact also addresses the use of developmentally effective approaches in implementing the lesson and connecting with children, understanding content knowledge in early education, and building meaningful curriculum. It demonstrates the **candidate's** developmental and content knowledge, understanding of children and their needs and interests.

#### 5. Attachment of assessment documentation:

\*Rubric