SAYD Curriculum or Program Design Assessment (Levels 2-3)
Individual Lesson and Program Planning, Implementation, and Reflection

SAYD Competencies	CPD1: Supports program mission, values and objectives in program design and delivery for SAY, CPD2: Identifies, selects, reviews and classifies a variety of established materials, strategies, technologies, and processes designed to meet the developmental needs of SAY, CPD3: Recognizes and describes teaching and learning paradigms and professional and ethical boundaries when supporting the development and learning of SAY, CPD4: Identifies and develops environments and interactions that support the healthy development and learning of SAY, CPD5: Implements strategies that that support SAY identify development and positive roles and interactions with others, CPD6: Identifies and describes group work knowledge and skills to build cohesive programs and strong participation, for SAY, CPD7: Identifies and promotes program models and practices in which school-age and youth engagement is central to practice.
Original Gateways SAYD Benchmarks	2-4A7, 2-4A8, 2-4A11, 2-4B28, 2-4B35, 2-4B42, 2-4B44, 2-4B47, 2-4B51, 2-4D8, 2-4D10, 2-4D15, 2-4D16, 2-4D17, 2-4D18, 2-4D19, 2-4D20, 2-4D21, 2-4D22, 2-4D23, 2-4D24, 2-4D25, 2-4D26, 2-4D27, 2-4D28, 2-4D29, 2-4D31, 2-4D32, 2-4D33, 2-4D36, 2-4D37, 2-4D38, 2-4D40, 5A9, 5B37, 5D33, 5D34, 5D35
IPTS	1A, 1F, 1G, 1H, 2B, 2G, 3F, 3G, 3L, 4C, 4E, 4I, 4K, 4L, 4M, 4P, 5A, 5B, 5G, 5J, 5K, 5M, 5R, 6C, 6F, 10B, 10D, 11A, 11C, 11K
NAA	1, 2, 4, 5, 9, 10, 11, 12, 13, 14, 15, 28, 29
COA	1.02, 3.01-3.03, 4.01, 4.02, 4.04, 4.06, 5.01-5.08, 6.01-6.06, 7.01-7.04, 9.01, 9.02, 12.01, 12.03
ACT Now	1.1, 1.5, 2.1, 2.3, 2.4, 3.2, 7.1-7.3, 9.2, 9.3, 10.3, 11.1, 15.2, 18.1-18.6, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5, 26.1-26.3, 27.1-27.4, 29.1-29.3

Assessment Guidelines

In this assessment, you will be developing an overview of the importance of culturally, linguistically, and individually responsive planning practices. You will also provide an overview of the relationship between standards, evidence-based practices, and culturally competent teaching and curricular planning. In Part 2 of your assessment you will plan an appropriate learning experience.

Part I: Pre-Planning Reflection:
Prior to planning lesson, it is important to consider your goals for development and state and national standards that will inform your planning. Consider each of Develop a 1-2-page reflection that responds to:

- The overall strategies goals, objectives, and outcomes of the program you are developing your activity and environment within
- An overview of how observation and assessment data are used in planning.
- A description of how effective curricula supports children's development and learning.
- An overview of the relationship between standards, evidence-based practice, and culturally competent teaching and curricular planning

Part II: Lesson Plan Development:
You will be required to develop an instructional lesson plan on an approved content topic for the age group you are working with. Your lesson plan must include:

A. Overview
- How will you ensure that activities support the unique development and learning needs of each child?
- What knowledge do you have about the children's unique developmental patterns, including cultural, linguistic and ability diversity

B. Plan Development

Develop an activity based on the following:

- An outline of all materials and preparation needed to carry out the described activities with attention to the following:
    - o Ensuring resources are non-biased and supportive of multisensory needs
    - o Planned experiences reflect children's interests and abilities, allow for child choice, and incorporate child and family involvement in planning.
    - o Planned experiences reflect connections to children's home lives and the broader community.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Curriculum or Program Design Assessment (Levels 2-3): Individual Lesson and Program Planning, Implementation, and Reflection Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
SAYD CPD1: Supports program mission, values and objectives in program design and delivery for SAY. **SAYD**: 2-4D15 **NAA**: n/a **IPTS**: 6F **COA**: 1.02 **ACT Now**: 7.1-7.3, 9.2, 9.3	Evaluates delivery of programs per strategic goals, objectives, and outcomes of the organization. Provides synthesis based on program goals.	Evaluates delivery of programs per strategic goals, objectives, and outcomes of the organization.	Evaluates delivery of programs.	Evaluates delivery of programs inefficiently or based on inaccurate criteria.	
SAYD CPD2: Identifies, selects, reviews and classifies a variety of established materials, strategies, technologies, and processes designed to meet the developmental needs of SAY. **SAYD**: 2-4A7, 2-4B35, 2-4B47 **NAA**: 4, 14, 15, 28 **IPTS**: 1F, 1G, 4C, 4L, 4P, 6C **COA**: 3.02, 5.05, 5.06	Identifies and selects materials (including social topics), strategies, technologies, and processes that are relevant and designed to meet the developmental needs of school-age and youth. Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.	Identifies and selects materials (including social topics), strategies, technologies, and processes that are relevant and designed to meet the developmental needs of school-age and youth. Selects relevant materials and resources designed for school-age and youth to explore roles and life skills.	Identifies and selects materials designed to meet the developmental needs of school-age and youth. Selects materials and resources designed for school-age and youth to explore roles and life skills.	Identifies and selects materials that lack responsiveness to developmental needs of school-age and youth. Selects materials and resources that lack responsiveness to school-age and youth to explore roles and life skills.	

SAYD Curriculum or Program Design Assessment (Levels 2-3): Individual Lesson and Program Planning, Implementation, and Reflection Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
ACT Now: 23.1-23.426.1-26.3, 29.1-29.3	Outlines strategies for obtaining materials and resources.				
SAYD CPD3: Recognizes and describes teaching and learning paradigms and professional and ethical boundaries when supporting the development and learning of SAY. **SAYD**: 2-4A8, 2-4A11, 2-4D22, 2-4D24, 2-4D27 **NAA**: 1, 2, 9, 10, 11, 12, 13, 14, 29 **IPTS**: 1A, 1G, 2B, 5A, 5M, 6G, 11C, 11K **COA**: 3.01-3.03, 4.02, 5.01-5.04, 5.07, 5.08, 6.01-6.06, 7.01-7.04, 12.01, 12.03 **ACT Now**: 23.1-23.4, 24.1-24.10, 26.1-26.3	Articulates the value of unstructured time, play, and activities in the development of school-age and youth. Describes and explores relevant teaching and learning paradigms, procedures and documentation for different activities. Determines and practices professional and ethical boundaries/protocols when interacting with people of all ages. Support others in adopting appropriate teaching and learning paradigms and professional and ethical boundaries.	Articulates the value of unstructured time, play, and activities in the development of school-age and youth. Describes and explores relevant teaching and learning paradigms, procedures and documentation for different activities. Determines and practices professional and ethical boundaries/protocols when interacting with people of all ages.	Articulates the value of unstructured time, play, or activities in the development of school-age and youth. Describes and explores teaching and learning paradigms, procedures or documentation for different activities. Determines and practices professional and ethical boundaries/protocols when interacting with SAY.	Provides an inaccurate description of the value of unstructured time, play, or activities in the development of school-age and youth. Provides an inaccurate description and application of teaching and learning paradigms, procedures or documentation for different activities. Engages in inappropriate professional and ethical boundaries/protocols when interacting with SAY.	
SAYD CPD4: Identifies and develops environments and interactions that support the healthy development and learning of SAY. **SAYD**: 2-4B28, 2-4B42, 2-4B44, 2-4B51, 2-4D16, 2-4D17, 2-4D18, 2-4D19, 2-4D20, 2-4D21, 5B37 **NAA**: 13, 4, 10, 12, 14, 28 **IPTS**: 1A, 2B, 2G, 3F, 3L, 4E, 4I, 4K, 4M, 5G, 5K, 5M, 5R, 10D, 11A	Reviews and respects a range of learning situations, engagement strategies, personal interactions, and approaches to learning relevant to development and learning and varied needs, abilities, and capacities of school-age and youth. Articulates ways to organize space, plan for choice, and implement programs that	Reviews and respects a range of learning situations, engagement strategies, personal interactions, and approaches to learning relevant to development and learning and varied needs, abilities, and capacities of school-age and youth. Articulates ways to organize space, plan for choice, and implement programs that	Identifies a range of learning situations, engagement strategies, personal interactions, and approaches to learning relevant to development and learning and varied needs, abilities, and capacities of school-age and youth. Articulates ways to organize space, plan for choice, or implement programs that	Identifies non-supportive learning situations, engagement strategies, personal interactions, and approaches. Describes inappropriate strategies for organizing space, planning for choice, and implementing programs.	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
COA: 3.01, 3.02, 3.04, 4.02, 4.04, 4.06, 5.02- 5.04, 5.07 **ACT Now**: 15.2, 23.1-23.4, 24.1-24.10, 26.1-26.3, 27.1, 27.4, 29.1-29.3	support SAY in engaging in creative expression, critical thought, decision-making, appropriate conflict resolution, the development of achievable goals and identifying, exploring, and displaying physical, cognitive, social, emotional, spiritual, and artistic strengths. Provides a research-based rationale for interactions and environments.	support SAY in engaging in creative expression, critical thought, decision-making, appropriate conflict resolution, the development of achievable goals and identifying, exploring, and displaying physical, cognitive, social, emotional, spiritual, and artistic strengths.	support SAY in engaging in creative expression, critical thought, decision-making, appropriate conflict resolution, the development of achievable goals and identifying, exploring, and displaying physical, cognitive, social, emotional, spiritual, and artistic strengths.		
SAYD CPD5: Implements strategies that that support SAY identify development and positive roles and interactions with others. **SAYD**: 2-4D23, 2-4D25, 2-4D26, 2-4D29 **NAA**: 1, 2, 5, 9, 10, 11, 12, 13, 29 **IPTS**: 1A, 2B, 5A, 5B, 5M, 11C, 11K **COA**: 3.01, 3.02, 4.01, 4.02, 4.04, 4.06, 5.01, 5.02, 5.04,5.07, 5.08, 6.01-6.06, 7.01, 7.04, 9.01, 9.02, 12.01, 12.03 **ACT Now**: 1.1, 1.5, 2.1, 2.3, 2.4, 3.2, 10.3, 23.1-23.4, 25.1-25.5, 26.1-26.3, 27.1, 27.3	Develops varied activities and programs within a safe, supportive, developmentally appropriate environment to enable choice and voice, the development of specific skills, encouragement of physical, creative, social, and/or cognitive stimulation. Supports roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization. Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.	Develops varied activities and programs within a safe, supportive, developmentally appropriate environment to enable choice and voice, the development of specific skills, encouragement of physical, creative, social, and/or cognitive stimulation. Supports roles and relationships with and between school-age and youth that are determined by age, developmental level, type of program/activity, and policies/procedures of the organization. Models roles of individuals that help groups perform tasks and manage group process, while minimizing roles that hinder group accomplishments.	Develops varied activities and programs within a safe, supportive, developmentally appropriate environment. Supports roles and relationships with and between school-age and youth. Models roles of individuals.	Develops activities and programs within that do not reflect safety or developmental appropriateness. Engages in behaviors and interactions that undermine role development and positive relationships. Models inaccurate, biased roles of individuals.	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	Provides a research-based rationale for strategies identified.				
SAYD CPD6: Identifies and describes group work knowledge and professional skills needed to build cohesive programs and strong participation for SAY. **SAYD**: 2-4D28, 2-4D31, 2-4D32, 2-4D33, 2-4D36 **NAA**: 4, 5 **IPTS**: 1A, 3G, 5A, 5B, 5J, 5K, 10B **COA**: 3.01, 3.03, 4.01, 4.02, 4.04, 4.06 **ACT Now**: 11.1, 18.1-18.6, 20.1-20.4, 21.1, 21.2, 22.1-22.4, 23.1-23.4, 24.1-24.10, 25.1-25.5	Supports healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms. Assesses one's personal facilitation strengths and challenges, and develops a plan for furthering one's facilitation skills. Provides a research-based rationale for strategies identified.	Supports healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms. Assesses one's personal facilitation strengths and challenges, and develops a plan for furthering one's facilitation skills.	Identifies strategies supportive of healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms. Assesses one's personal facilitation strengths and challenges.	Identifies strategies that are not supportive of healthy and sustainable communities through developmentally appropriate activities, experiences, self-reflection, appropriate facilitation strategies, and attention to group dynamics and group norms. Assesses one's personal facilitation strengths.	
SAYD CPD7: Identifies and promotes program models and practices in which school-age and youth engagement is central to practice. **SAYD**: 2-4A9, 2-4D8, 2-4D10, 2-4D37, 2-4D38, 2-4D40, 5A9 **NAA**: 4, 12, 14, 15, 28 **IPTS**: 1A, 1F, 1G, 1H, 4K, 4L, 4P **COA**: 3.03, 5.03, 5.05, 5.06 **ACT Now**: 20.1, 20.2, 21.1, 22.1-22.4, 24.1-24.10, 26.1-26.3, 27.1-27.4	Collaboratively develops SAY-centered approaches to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth. Chooses resources, materials strategies, and technologies that support the developmental, individual, and social needs of SAY and are	Collaboratively develops SAY-centered approaches to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth. Chooses resources, materials strategies, and technologies that support the developmental, individual, and social needs of SAY and are	Develops SAY-centered approaches to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth. Chooses resources, materials strategies, and technologies that are safe.	Develops SAY-centered approaches that undermine SAY's ability to explore topics of interest, investigate significant questions, complete purposeful projects, attain individual and group goals, support community cohesiveness, and solve relevant problems to experience growth. Chooses inappropriate and/or unsafe resources, materials strategies, and technologies.	

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Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
	consistent with the mission of the organization based on established criteria and identified goals. Uses research to support models and practices identified.	consistent with the mission of the organization based on established criteria and identified goals.			

Level 2—Yellow   Level 3—Green