

**Competency ML4004: Meaningful Learning Experiences in P-3 Settings:** Apply professional knowledge to design, implement, and evaluate meaningful learning experiences that support positive outcomes for all children in P-3 settings.

**Assessment Rubric**

	<b>0 Not Present</b>	<b>1 Needs Improvement</b>	<b>2 Meets Expectations</b>
<b>Topic 1: Integrated Curriculum Units</b>			
<p><b>Explain why you chose the focus of the Unit and the ways it builds on children’s interests and supports the goals of the classroom.</b></p> <p>LO1: Explain the rationale for the focus on an integrated teaching unit that builds on the interests and supports goals of a specific early childhood setting.</p>	Response is not present.	Explanation of the rationale for the focus on an integrated teaching unit that builds on the interests and supports goals of the field experience setting is vague, generalized, illogical, and/or incomplete.	Response provides a detailed, logical, and complete explanation of the rationale for the focus on an integrated teaching unit that builds on the interests and supports goals of the field experience setting.
<p><b>Explain the structure of the unit, i.e., how you plan to integrate at least two content areas in each of the 3 learning experiences and ensure that you are including each of the six content areas at least once.</b></p> <p>LO2: Explain the structure of an integrated teaching unit.</p>	Response is not present.	Explanation of the integrated teaching unit is vague, inaccurate, and/or incomplete.	Response provides a clear, accurate, and complete explanation of the integrated teaching unit.

<b>Topic 2: Learning Experience Plans</b>			
<p><b>Foundations:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify at least two content areas you will be integrating in this learning experience</b></li> <li>• <b>Briefly explain how this learning experience will support growth and learning in at least two developmental domains</b></li> <li>• <b>Briefly describe your goal(s) or desired outcome(s) of the learning experience for this particular group of children, as they align with at least one standard/strand/or theme for each of the content areas</b></li> <li>• <b>List texts, websites, writing/art supplies,</b></li> </ul>	<p>Response is not present.</p>	<p>Response provides a vague, illogical, and/or incomplete explanation of foundational components, which include content areas; developmental growth and learning; desired learning goals and outcomes aligned with appropriate standards, strands, or themes; and needed materials/resources for the specific learning experience.</p>	<p>Response provides a clear, logical, and complete explanation of foundational components, which include content areas; developmental growth and learning; desired learning goals and outcomes aligned with appropriate standards, strands, or themes; and needed materials/resources for the specific learning experience.</p>

<p><b>props/artifacts, assistive technology, computer software, Internet resources, audio/visual media, and other tools and materials needed for this experience</b></p> <p>LO1: Explain foundational components of specific learning experiences.</p>			
<p><b>Introductory/Anticipatory Set:</b></p> <ul style="list-style-type: none"> <li>• <b>How will you draw children into the experience, capture their attention, and make them feel connected and included?</b></li> <li>• <b>How will you relate the lesson to children’s interests, prior knowledge, and families/communities?</b></li> </ul> <p>LO2: Explain effective strategies and approaches for introductory/anticipatory sets.</p>	<p>Response is not present.</p>	<p>Response provides a vague, illogical, and/or incomplete explanation of how to draw children into the learning experience, capture their attention, make them feel included, and relate the experience to their interests, prior knowledge, and families/communities.</p>	<p>Response provides a clear, logical, and complete explanation of how to draw children into the learning experience, capture their attention, make them feel included, and relate the experience to their interests, prior knowledge, and families/communities.</p>
<p><b>Building/Applying Knowledge and Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain specifically, in a step-by-step fashion,</b></li> </ul>	<p>Response is not present.</p>	<p>Response provides a vague, illogical, and/or incomplete explanation of what children will be doing in the</p>	<p>Response provides a clear, logical, and complete explanation of what children will be doing in the experience</p>

<p><b>what you and the children will be doing in this learning experience. Make sure the experience is meaningful, developmentally appropriate, and supports your goal(s). Keep in mind the specific content areas and developmental domains you have identified as relevant to the learning experience.</b></p> <ul style="list-style-type: none"> <li><b>Explain how the experience may be differentiated to meet the needs of individual children, including children with exceptionalities. Give specific examples related to particular children in the classroom that you observed.</b></li> </ul> <p>LO3: Explain effective strategies and approaches for building/applying knowledge and skills.</p>		<p>experience, including the ways the experience will be developmentally appropriate, aligned with learning goals and specific content area learning, and differentiated to meet the needs of specific children in the group.</p>	<p>including the ways the experience will be developmentally appropriate, aligned with learning goals and specific content area learning, and differentiated to meet the needs of specific children in the group.</p>
<p><b>Assessment: Explain strategies you will use to assess children's</b></p>	<p>Response is not present.</p>	<p>Response provides a vague, illogical, inaccurate, and/or incomplete explanation of effective assessment</p>	<p>Response provides a clear, logical, accurate, and complete explanation of effective</p>

<p><b>learning. Consider how you will:</b></p> <ul style="list-style-type: none"> <li>• Utilize and document observations to assess children’s learning.</li> <li>• Make sure all assessments are aligned with your goal(s) for the lesson.</li> </ul> <p>LO4: Explain effective strategies to assess children’s learning.</p>		<p>strategies for the learning experience.</p>	<p>assessment strategies for the learning experience.</p>
<p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Explain the approach(es)/strategy(ies) you will use in the closure of your learning experience</li> </ul> <p>LO5: Explain effective strategies and approaches for closure in learning experiences.</p>	<p>Response is not present.</p>	<p>Response provides a vague, illogical, and/or incomplete explanation of specific approaches and strategies to be used in closure of the learning experience.</p>	<p>Response provides a clear, logical, and complete explanation of specific approaches and strategies to be used in closure of the learning experience.</p>
<p><b>Reflection:</b> <b>Then summarize your reflection.</b></p> <p>LO6: Analyze planning and implementation of learning experiences.</p>	<p>Response is not present.</p>	<p>Response provides a vague, illogical, and/or generalized summary analysis of planning and implementing the learning experience.</p>	<p>Response provides a clear, detailed, and insightful summary analysis of planning and implementing the learning experience.</p>

Topic 3: Reflections on Learning and Teaching			
<p><b>Through a process of reflection, respond to the following by analyzing:</b></p> <ul style="list-style-type: none"> <li>• <b>What went well in planning of these learning experiences?</b></li> <li>• <b>What went well in the implementation of these learning experiences?</b></li> <li>• <b>What problems/challenges did I experience? Why?</b></li> <li>• <b>What did I learn from this experience that will help me design and implement meaningful learning experiences in the future?</b></li> </ul> <p>LO1: Analyze the planning and implementation of learning experiences for strengths, challenges, and future improvement.</p>	<p>Response is not present.</p>	<p>Reflection provides a vague, illogical, generalized, and/or incomplete analysis of what went well in planning and implementing the learning experiences; problems and challenges; and how to apply lessons learned to future designing and implementation of learning experiences.</p>	<p>Reflection provides a clear, logical, specific, and detailed analysis of what went well in planning and implementing the learning experiences; problems and challenges; and how to apply lessons learned to future designing and implementation of learning experiences.</p>

**Professional Skill Assessment**

In this Competency Assessment, you will be assessed on the following Professional Skills: Written Communication and Applied and Collaborative Learning. These skills count toward your achievement of the Competency and the Professional Skills.

<b>Written Communication: Write with clarity, coherence, and purpose.</b>			
	<b>0 Not Present</b>	<b>1 Needs Improvement</b>	<b>2 Meets Expectations</b>
LO1: Construct complete and correct sentences (AWE 2; Sentence Level Skills)	Sentences are incoherent and impede reader's access to ideas.	Sentences are incomplete and/or include fragments and run-on sentences, limiting reader's access to ideas.	Sentence structure effectively conveys meaning to the reader.
LO2: Demonstrate the effective use of grammar and mechanics. (AWE 2; Sentence Level Skills)	Multiple inaccuracies in grammar and mechanics impede reader's access to ideas.	Some inaccuracies in grammar and mechanics limit reader's access to ideas.	Use of grammar and mechanics is straightforward and effectively conveys meaning to reader.
LO3: Create cohesive paragraphs with a clear central idea. (AWE 2; Paragraph Level Skills)	Paragraphs, or lack of paragraphs, impede reader's access to ideas.	Construction of main idea and/or supporting paragraphs limit reader's access to ideas.	Main idea and/or supporting paragraphs effectively convey meaning to reader.
LO4: Use supporting material to support a claim. (AWE 2; Use of Evidence)	Supporting materials are not present.	Supporting material is used inconsistently or inappropriately.	Supporting material is used to enhance meaning. Writing is appropriately paraphrased and uses direct quotes as applicable.
LO6: Identify sources.	Sources are missing.	Writing inconsistently identifies or misrepresents sources.	Writing clearly identifies the source of non-original material and/or ideas.
LO9: Use appropriate tone and vocabulary for a given audience. (Awe 3; Awareness of audience and discipline)	Vocabulary and tone are inappropriate for the audience.	Vocabulary and tone vary throughout the writing, limiting reader's access to ideas.	Vocabulary and tone communicate key concepts that are appropriate for the audience.
LO10: Apply APA formatting and style guidelines. (Awe 3 awareness of audience and	APA formatting and style are not present.	Writing inconsistently uses in-text citations and references. Major errors in	Writing uses in-text citations appropriately, includes references when applicable,

discipline and credit to source)		APA style impede understanding and/or violate standards for academic integrity.	and is formatted according to APA style. Minor errors in APA style do not impede understanding or violate standards for academic integrity.
<b>Applied and Collaborative Learning: Apply knowledge and skills in collaboration with others to solve authentic problems.</b>			
	<b>0 Not Present</b>	<b>1 Needs Improvement</b>	<b>2 Meets Expectations</b>
LO2: Apply collaboration skills to create workable solutions to complex problems.	Application is not present.	Response applies inappropriate collaboration skills or the collaboration results in inappropriate or unrealistic solutions.	Response generally applies relevant and appropriate collaboration skills to create workable solutions to complex problems.

**Mastery Rubric**

In order to achieve mastery of this Competency, you must achieve a “2” on every Rubric row in addition to meeting the additional expectation indicated in the Mastery Rubric.

<b>MASTERY RUBRIC</b>	
<b>Exceeds Expectations: In-Depth Analysis</b>	
LO1: Apply analysis of professional knowledge, multiple credible resources,	The design, implementation, and evaluation of learning experiences in the fieldwork setting applies an in-depth analysis of professional knowledge about content, child-centered learning and teaching, and the field experience setting; multiple, credible resources; and professional feedback.

<p>professional feedback, and authentic experiences to developing, implementing, and evaluating learning experiences.</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No</p>
---	--