edTPA®

Early Childhood

Assessment Handbook

Version 07

SCALE

Stanford Center for Assessment, Learning, & Equity

Contents

Introduction to edTPA Early Childhood

Purpose

The purpose of edTPA Early Childhood, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach young children. The assessment is designed with a focus on young children's learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied children's needs
- consider research and theory about how children learn
- reflect on and analyze evidence of the effects of instruction on children's learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and children's learning in authentic ways.

Overview of the Assessment

The edTPA Early Childhood assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Children in Learning
3. Assessing Children's Learning

For this assessment, you will first develop and teach **3–5 consecutive learning experiences** that build on each other and are to be presented over the course of one week. These 3–5 learning experiences are referred to as a learning segment. Consistent with the *2010 National Association for the Education of Young Children* (*NAEYC*) *Standards for Initial and Advanced Early Childhood Professional Preparation Programs*[1] and the National Board for Professional Teaching Standards (NBPTS) *Early Childhood Generalist Standards,*[2] the learning segment should include developmentally appropriate practices that intentionally promote

- the active and multimodal nature of young children's learning **AND**
- language and literacy development in an interdisciplinary context.

Although our professional organization considers early childhood to be birth-eight years of age, this assessment is most appropriate for use in classroom environments with children who are toddlers or older.

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[1] The *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs* can be found at https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf

[2] The NBPTS *Early Childhood Generalist Standards* (3rd ed.) can be found at http://nbpts.org/wp-content/uploads/EC-GEN.pdf

Developmentally appropriate practice requires that the teacher support the whole child through supportive and challenging active learning experiences that indicate an understanding of the current developmental, cultural, and linguistic strengths and needs of young children. Instruction to promote language and literacy development should take place across disciplinary contexts and attend to the interrelated processes of listening, speaking, reading, writing, and visually representing in a learning environment that supports the whole child and provides a healthy, respectful, supportive, and challenging context for learning.

After developing the learning experiences, you will then engage children in the planned experiences and make a videorecording of your interactions with children during the learning experiences. You will also assess, informally and formally, children's learning **throughout** the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., plans, clips from your videorecording, assessment materials, learning materials, evidence of children's learning), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

Although the full scope of an interdisciplinary and interrelated curriculum may not be feasible in a short learning segment, you should construct your learning segment in a comprehensive and integrated way in order to support the whole child and take into account the active, multimodal nature of young children's learning.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on children's learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on children's learning.
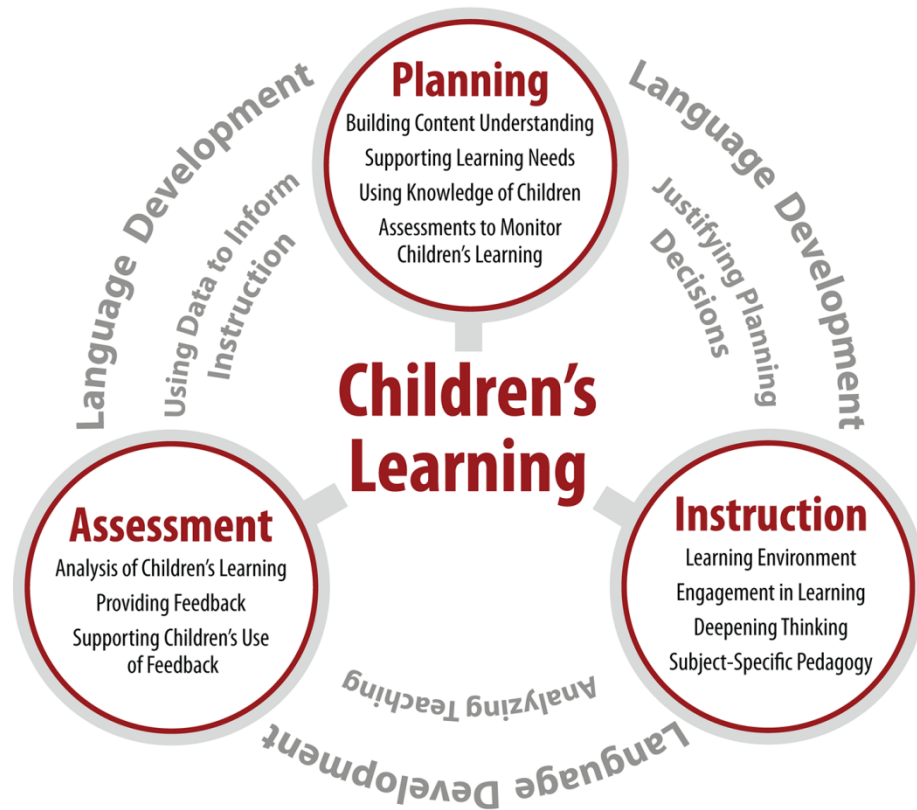
The three tasks and the evidence you provide for each are framed by your understanding of your children and their learning. As you develop, document, and carry out the 3–5 learning experiences, you will be prompted to reflect in writing upon the cyclical relationship among planning, instruction, and assessment with a focus on your children's learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the submission of evidence of how you planned and implemented developmentally appropriate learning experiences. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and the children. These include plans, copies of instructional and assessment materials, video clips of your teaching, and children's work samples (e.g., drawings, writing, photos of block buildings or constructions).

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and the children's learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the Early Childhood Evidence Chart for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The rubrics used to score your performance on edTPA are included in this handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Early Childhood assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.

2. **What Do I Need to Do?**
   This section provides specific and detailed directions for completing the task.

3. **What Do I Need to Write?**
   This section tells you what you need to write, and also provides specific and detailed directions for writing the commentary for the task.

4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- **Professional Responsibilities:** guidelines for the development of your evidence

- **Early Childhood Context for Learning Information:** prompts used to collect information about your school/classroom context

- **Early Childhood Evidence Chart:** specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications

- **Glossary:** definitions of key terms can be accessed by referring to the **Early Childhood Glossary**.

You should review the *Making Good Choices* document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Review all instructions carefully before planning the learning segment to ensure that you are well prepared for all tasks. **Before you record your videos, pay particular attention to the specific content focus of each video clip submission: these are described in the What Do I Need to Do? sections in Instruction Task 2 and Assessment Task 3.** Refer to the [Professional Responsibilities](#) section of this handbook for important information about permissions, confidentiality, and other requirements.

If you will submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via an electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

edTPA Early Childhood Tasks Overview

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
- Select **one** class or group of children for your edTPA and provide relevant context information. - Identify a learning segment (3–5 consecutive learning experiences) to plan, teach, and analyze children's learning. - Determine a central focus for your learning segment that will allow you to address children's language and literacy development in an interdisciplinary context through active and multimodal learning experiences. - Write and submit a plan for each learning experience within the learning segment. - Select and submit key instructional materials. - Identify the vocabulary[3] children need to know and use to engage in the learning experience. Identify the learning activity where children are supported to use this vocabulary. - Respond to commentary prompts **prior to teaching the learning segment**. - Submit copies and/or directions for all planned assessments from the learning segment (see Assessment Task 3 for directions on the common assessment and collection of work samples). - Identify 2 focus children (see Instruction Task 2 and Assessment Task 3 for directions on choosing the focus children, video evidence, and work samples).	- Part A: Context for Learning Information - Part B: Plans for Learning Segment - Part C: Instructional Materials - Part D: Assessments - Part E: Planning Commentary	Planning Rubrics Rubric 1: Planning for the Whole Child Rubric 2: Planning to Support Varied Learning Needs Rubric 3: Using Knowledge of Children to Inform Teaching and Learning Rubric 4: Identifying and Supporting Vocabulary Development Rubric 5: Planning Assessments to Monitor and Support Children's Learning

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[3] Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.

Instruction Task 2: Instructing and Engaging Children in Learning

What to Do	What to Submit	Evaluation Rubrics
■ Obtain required permissions for videorecording from parents/guardians of your children and other adults appearing in the video. ■ Identify learning experiences from Planning Task 1 to be videorecorded. You should choose learning experiences that show you interacting with children to promote language and literacy development in an interdisciplinary context through active and multimodal learning. ■ Videorecord your teaching. **Select 2 unedited video clips (no more than 15 minutes total, but not less than 3 minutes). Clip 1** must show class/group interaction (**minimum of 4 children**), and **Clip 2** must show small-group interaction or interaction with an individual. ■ Videorecord *evidence of learning* for each focus child (to be submitted in Assessment Task 3). ■ Analyze your teaching and your children's learning in the video clips by responding to commentary prompts.	◘ Part A: Video Clips ◘ Part B: Instruction Commentary	Instruction Rubrics Rubric 6: Learning Environment Rubric 7: Engaging Children in Learning Rubric 8: Deepening Children's Learning Rubric 9: Subject-Specific Pedagogy Rubric 10: Analyzing Teaching Effectiveness

Assessment Task 3: Assessing Children's Learning

What to Do	What to Submit	Evaluation Rubrics
■ Select **one common assessment** from the learning segment that you will provide to the class or group to evaluate their language and literacy development. ■ Define and submit the evaluation criteria you will use to analyze children's learning on the common assessment. ■ Select and clearly identify **2 children** who represent a range of developmental levels related to the central focus. These children will be your focus children for Assessment Task 3. At least one child must have identified learning needs. ■ Collect and analyze **3 sources of evidence related to the central focus** for **each** focus child. ■ Summarize the learning **for the class/group of children** within the learning segment. ■ Analyze the learning of the class/group and the focus children to identify **quantitative and qualitative** patterns of learning. ■ Submit feedback provided to the 2 focus children in written, audio, or video form. ■ Analyze evidence of children using the vocabulary (identified in Planning Task 1) from (1) the video clips from Instruction Task 2, (2) an additional video clip of one or both of the focus children during the learning segment, **AND/OR** (3) the *evidence of learning* from Assessment Task 3. ■ Use your analysis of the class/group and focus children and plan for next steps by responding to commentary prompts.	◘ Part A: Video or Audio Evidence of Learning ◘ Part B: Observation Notes and Work Samples ◘ Part C: Evidence of Feedback ◘ Part D: Assessment Commentary ◘ Part E: Evaluation Criteria	Assessment Rubrics Rubric 11: Analysis of Children's Learning Rubric 12: Providing Feedback to Guide Learning Rubric 13: Children's Understanding and Use of Feedback Rubric 14: Analyzing Children's Vocabulary Development Rubric 15: Using Assessment to Inform Instruction

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Planning Task 1, you will describe your plans for the learning segment and explain how the learning experiences you have planned are appropriate for the children you are teaching. As you develop your plans, you need to think about the following:

- What do you want the children to learn? What are the important understandings and core concepts you want children to develop within the learning segment?

- What do the children know, what can they do, and what are they learning to do?

- How will you use your knowledge of your children's personal, cultural, and community assets to inform your plans?

- What instructional strategies, learning experiences, and assessments will you design to support children's language and literacy development?

- How will you support children's use of vocabulary that deepens content understanding?

- How is the teaching you propose supported by research and theory about how children learn?

What Do I Need to Do?

- **Select a class.** If you are involved in more than one class, select one class for this assessment. If your placement has you responsible for a group rather than the full class, Planning Task 1 should describe plans for the learning experiences of that group (**minimum of 4 children**). That group will constitute "the group" for edTPA.

  NOTE: In Assessment Task 3, you will need to submit work samples and video evidence from 2 children within the class/group —these will be your focus children. At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class/group. If possible, identify the 2 focus children before completing Planning Task 1.

- **Gather and submit context information.** The Early Childhood Context for Learning Information form is provided later in this handbook and must be submitted in a template. This form provides essential information about your children and your school/classroom. The context information you submit should be **no more than 4 pages, including the prompts**.

- **Plan a learning segment of 3–5 learning experiences.** Review the curriculum with your cooperating teacher in order to plan this learning segment.

◻ **Identify a central focus.** In your Planning Commentary, you will need to provide the central focus of your learning segment, along with the content standards and objectives that you plan to address. The central focus should promote the

- active and multimodal nature of young children's learning **AND**

- developmentally appropriate learning of language and literacy within an interdisciplinary context.

◻ **Identify key vocabulary[4]** necessary to engage children in the learning segment. In your learning segment, plan opportunities for children to use the key vocabulary. In your Planning Commentary, you will explain how you supported your children to use this vocabulary.

◻ **Write a plan** for each learning experience in the learning segment (for a total of 3-5 learning experiences). Your plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

◻ **Each learning experience plan must include** the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

- State-adopted standards for your children's age group and/or the age-appropriate national or professional standards for the children in your learning segment. (**NOTE:** Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

- Learning objectives for each learning experience that are associated with the standards

- Instructional strategies and learning activities (including what you will be doing to support diverse children's needs)

- Instructional resources and materials used to engage children in the learning experiences

- Informal and/or formal assessments used to monitor children's learning for each learning experience, including type(s) of assessment and what is being assessed (e.g., observations or checklists). **Be sure to plan to collect at least one work sample from each child in the class/group** (see Assessment Task 3 for more information about work samples).

  NOTE: Each plan must be no more than 4 pages in length. You will need to condense or excerpt each plan longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.

◻ **List all citations for all materials that you did not create at the end of the commentary** (e.g., published texts, websites, and material from other educators). **Label each citation with the plan day/number.** Note: Citations do not count toward the commentary page limit.

◻ **Respond to the commentary prompts** listed in the Planning Commentary section **prior to carrying out the learning segment**.

◻ **Submit your original plans for the learning experiences.** If you make changes while carrying out the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.

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[4] Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.

▫ **Select, list, and submit key instructional materials** (or a description or photos of them) needed to understand what you and the children will be doing (**no more than 5 additional pages per plan**). The instructional materials listed might include such items as blocks, drawing materials, texts, writing materials, manipulatives, and science materials.

▫ **Submit all assessment materials** that you plan to use to monitor children's learning. Include **only blank** assessments and criteria for your evaluation of children's learning (do not submit completed work samples, notes, or checklists for this task).

Planning Task 1: What Do I Need to Submit?

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the Early Childhood Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

☐ Part A: Context for Learning Information (template provided)

☐ Part B: Plans for Learning Segment

☐ Part C: Instructional Materials

☐ Part D: Assessments

☐ Part E: Planning Commentary

What Do I Need to Write?

In Planning Task 1: Planning for Instruction and Assessment, you will write

- a description of your [Context for Learning](#) (see "What Do I Need to Do?" above for directions)
- plans for learning experiences (see "What Do I Need to Do?" above for directions)
- a commentary explaining your plans for the learning experiences (see "Planning Commentary" below for directions)

Planning Commentary

In Planning Task 1, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages, including the prompts**.

1. **Central Focus**

   a. Describe the central focus and purpose of the content you will teach in the learning segment.

   b. Describe how the standards and learning objectives for your learning segment support children's

      - active and multimodal learning
      - language and literacy development in an interdisciplinary context

   c. Explain how your plans build on each other to support children's language and literacy development through active and multimodal learning.

   d. Describe how the physical environment in which you are teaching supports the active and multimodal nature of children's learning. (If, in your view, the physical environment in which you are teaching does not adequately support the active and multimodal nature of children's learning, please describe the changes you would make.)

2. **Knowledge of Children to Inform Teaching**

   For each of the prompts below (2a–c), describe what you know about **the children in your class/group with respect to the central focus** of the learning segment.

   > Consider the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, struggling readers, children who are underperforming or those with gaps in academic knowledge, and/or gifted children).

   a. **Children's development** —**What do you know about their**

      - social and emotional development
      - cognitive and physical development
      - language development for communication

   b. Personal, cultural, and community assets—**What do you know about your children's everyday experiences, cultural and language backgrounds and practices, and interests?**

  c. Prior learning and prerequisite skills related to language and literacy development—**What can they do and what are they learning to do related to language and literacy development? Cite evidence from your knowledge of this class/group of children.**

3. **Supporting Children's Development and Learning**

Respond to prompts 3a–c below. To support your justifications, refer to the plans and materials you included as part of Planning Task 1. In addition, **use principles from research and/or developmental theory to support your justifications**.

  a. Justify how your planned learning experiences and materials align with your understanding of the children's development, prior learning, and personal, cultural, and community assets (from prompts 2a–c above). Be explicit about these connections and support your justification with research/developmental theory.

  b. Describe and justify how you plan to support the varied learning needs **of all the children in your class/group, including individuals with specific learning needs**.

> Consider the variety of learners in your class/group who may require different strategies/support (e.g., children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, struggling readers, and/or gifted children).

  c. Describe common developmental approximations[5] or misunderstandings that pertain to the learning experiences you are planning for the children and how you plan to address them.

4. **Supporting Children's Vocabulary Development**

Respond to prompts 4a–c below by referring to children's range of vocabulary development related to the learning segment—**What do they know, what are they struggling with, and/or what is new to them?**

  a. Identify the key vocabulary[6] (i.e., **developmentally appropriate** sounds, words, phrases, sentences, and paragraphs) essential for children to use during the learning segment.

  b. Identify the learning experience that provides children with opportunities to develop, practice, and/or use the key vocabulary identified in prompt 4a. (Identify the plan day/number.)

  c. Describe how you plan to support the children (during and/or prior to the learning experience) to develop and use the key vocabulary identified in prompt 4a.

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[5] For example, common beginning or transitional language errors or other attempts to use skills or processes just beyond a child's current level/capability.

[6] Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that you want children to use or create to engage in the learning experience.

5. **Monitoring Children's Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments provide direct evidence to monitor children's multimodal learning **throughout** the learning segment.

b. Explain how your design or adaptation of planned assessments allows children with specific needs to demonstrate their learning.

Consider the variety of learners in your class/group who may require different strategies/support (e.g., all children along the continuum of development, including children with IEPs or 504 plans, English learners, struggling readers, and/or gifted children).

How Will the Evidence of My Planning Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages. When preparing Planning Task 1, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for the Whole Child

How do the candidate's plans build on each other to support children's language and literacy development through active and multimodal learning?

Level 1[7]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction are developmentally inappropriate **OR focus solely** on one modality for learning. **OR** There are **significant content inaccuracies** that will lead to children's misunderstandings. **OR** **Standards, objectives, learning tasks, and materials are not aligned with each other.**	Candidate's plans for instruction **support language and literacy development using only one modality with little connection to the active nature of children's learning**.	Candidate's plans for instruction **build on each other** to support language and literacy development through **multiple modalities with connections** to the active nature of children's learning.	Candidate's plans for instruction build on each other to support language and literacy development through multiple modalities with **connections** that **explain** the active nature of children's learning.	**Level 4 plus:** Candidate provides **clear examples of the interdisciplinary context in which the learning takes place**.

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[7] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Rubric 2: Planning to Support Varied Learning Needs

How does the candidate use knowledge of the children to support children's varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
There **is no evidence of planned supports**. **OR** **Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.**	The learning experiences are **loosely tied to learning objectives** and are **presented in the same way to all children**, with little consideration of differences in the children's learning approaches or needs.	The learning experiences include **supports that are tied to learning objectives and provide some opportunities** for children with different learning approaches or needs to learn and/or demonstrate their learning.	The learning experiences include supports that are tied to learning objectives and promote the **developmental needs of specific individuals or groups with similar needs**.	Level 4 plus: **Supports include specific strategies to identify and respond to developmental approximations or misunderstandings.**

Rubric 3: Using Knowledge of Children to Inform Teaching and Learning

How does the candidate use knowledge of the children to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of learning tasks either is **missing OR represents a deficit view** of children and their backgrounds.	Candidate justifies learning tasks with **limited attention** to children's • **prior academic learning OR** • **personal, cultural, or community assets**.	Candidate **justifies** why learning tasks (or their adaptations) **are developmentally appropriate using examples of children's** • prior academic learning **OR** • personal, cultural, or community assets. **Candidate makes superficial connections to research and/or developmental theory.**	Candidate justifies why learning tasks (or their adaptations) are developmentally appropriate using examples of children's • prior academic learning **AND** • personal, cultural, or community assets. Candidate makes **connections** to research and/or developmental theory.	**Level 4 plus:** Candidate's justification **is supported by principles from** research and/or developmental theory.

Rubric 4: Identifying and Supporting Vocabulary Development

How does the candidate identify and support children's vocabulary[8] development?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies vocabulary that is developmentally inappropriate **OR** is **not aligned with the learning experience or central focus**. **OR** **Vocabulary supports are missing or are not aligned with the learning task.**	Candidate **identifies vocabulary vaguely aligned with** the learning experience or central focus. **Plans include general support for vocabulary development.**	Candidate identifies vocabulary **related** to the learning experience and central focus. Plans include general support for vocabulary development.	Candidate identifies vocabulary related to the learning experience and central focus. Plans include **differentiated** support **to target some children's use of vocabulary**.	**Level 4 plus:** **Vocabulary supports are differentiated** to meet the needs of **all children with different levels of language development**.

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[8] Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children must use or create to engage in the learning experience.

Rubric 5: Planning Assessments to Monitor and Support Children's Learning

How do the informal and formal assessments monitor children's multimodal learning of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Planned assessments **only provide evidence of one mode of learning**. **OR** **Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.**	Planned assessments **provide limited evidence from multiple modalities to monitor children's** learning **during the learning segment.**	Planned assessments **provide evidence from multiple modalities** to monitor children's learning **at some points during the learning segment**.	Planned assessments provide evidence from multiple modalities to monitor children's learning **throughout** the learning segment.	**Level 4 plus:** **Planned assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**

Instruction Task 2: Instructing and Engaging Children in Learning

What Do I Need to Think About?

In Instruction Task 2, you will demonstrate how you support and engage children in learning. As you complete Instruction Task 2, you need to think about:

- How you will create a respectful learning environment to engage children in your planned learning experience.

- How you will elicit and build on children's responses that develop and deepen children's understanding of what they are learning.

- The ways you will connect new content to children's prior academic learning and personal, cultural, community, and developmental assets during your instruction.

- How you will use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of children's learning needs.

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your children and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.

- **Examine your plans for the learning segment** and identify learning experiences to videorecord. The video clips you select for submission should demonstrate how you support children's language and literacy development in an interdisciplinary context though active and multimodal learning. Your instruction should challenge and actively engage children to deepen their understandings in developmentally appropriate ways.

- **Identify 2 children who will be the focus children of this learning segment.** At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class/group.

- **Videorecord** your instruction.

  NOTE: Consider recording your entire learning segment.

- **Verify** that the videorecording meets the following requirements:

  - Ensure that you and the children you are working with can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.

  - Check the sound quality to ensure that you and the children you are working with can be heard on the video clips you submit. If most of the audio in a clip cannot be understood, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the

following: 1) provide a transcript with time stamps of the portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- Video clips must be continuous and unedited, with no interruption in events.

- If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clip(s), including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.

- Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.

- **Select 2 video clips (continuous and unedited, with no interruption in events, together totaling no more than 15 minutes, but not less than 3 minutes).** Clips should demonstrate how you interact with children and create a positive learning environment to support

  - active, multimodal learning

  - language and literacy learning in an interdisciplinary context

  Clip 1 should show class/group interaction (**minimum of 4 children**), and
  Clip 2 should show small-group interaction or interaction with an individual.

REMINDER: Before videorecording, consider the **additional** video evidence you will be asked to **submit in Assessment Task 3**.

- **Evidence of Learning for Each Focus Child:** Video or audio evidence of learning for each focus child. Either identify evidence from video clips submitted in Instruction Task 2 (i.e., provide time stamps), **OR** submit **additional** videos (**no more than 7 minutes per child**).

- **Evidence of Feedback to Each Focus Child:** Video, audio, or written evidence of feedback provided to each focus child on the common assessment. Either identify evidence from video clips submitted in Instruction Task 2 (i.e., provide time stamps) **OR** submit **additional** video (**no more than 3 minutes per child**).

- **Evidence of Vocabulary Use:** Video or work sample evidence of one or more children using the key vocabulary identified in Planning Task 1. Either identify evidence from video clips submitted in Instruction Task 2 (i.e., provide time stamps) **OR** submit **additional** video (**no more than 5 minutes**), **OR** reference children's work samples submitted in Assessment Task 3.

- **Respond to the prompts** listed in the Instruction Commentary section below **after viewing the video clips**.

- **Determine if additional information is needed to understand what you and the children are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to the commentary prompts**).

Instruction Task 2: What Do I Need to Submit?

See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Early Childhood Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

☐ Part A: Video Clips

☐ Part B: Instruction Commentary

What Do I Need to Write?

Instruction Commentary

In Instruction Task 2, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments). These additional pages do not count toward the commentary page limit noted above.

1. **List the learning experience(s) you have selected for the 2 video clips** you are submitting. Identify the learning experience(s) by plan day/number.

2. **Promoting a Positive Learning Environment**

   Refer to scenes in the video clips where you provided a positive learning environment.

   a. How did you demonstrate mutual respect for, rapport with, and responsiveness to children with varied needs and backgrounds, and challenge children to engage in learning?

3. **Engaging Children in Learning**

   Refer to examples from the video clips in your responses to the prompts.

   a. Explain how your instruction engaged children in

      ▪ language and literacy development, **AND**

      ▪ active, multimodal learning

   b. Describe how your instruction linked children's development, prior learning, and personal, cultural, and community assets with new learning.

4. **Deepening Children's Learning during Instruction**

   Refer to examples from the video clips in your explanations.

   a. Explain how you **elicited and built on children's responses** to promote children's language and literacy development through active learning.

   b. Explain how you made interdisciplinary connections in ways that deepen children's development of language and literacy.

5. **Analyzing Teaching**

   Refer to examples from the video clips in your responses to the prompts.

   a. What changes would you make to your instruction to better support children's learning related to the central focus? Be sure to address the needs of all children, including those who need greater support or challenge.

   > Consider the variety of learners in your class/group who may require different strategies/supports (such as children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, and/or gifted children).

   b. Explain why you think these changes would improve children's learning. Support your explanation with evidence of children's learning **AND** principles from developmental theory and/or research.

How Will the Evidence of My Instruction Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. When preparing Instruction Task 2, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports children's engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The clips reveal **evidence of unhealthy or disrespectful interactions between teacher and child, or between children**. **OR** **Candidate allows disruptive behavior to interfere with children's learning.**	The candidate **demonstrates respect for children**. **AND** Candidate provides a learning environment that **serves primarily to control children's behavior, and minimally supports the learning goals**.	The candidate demonstrates **rapport with** and respect for children. **AND** **Candidate provides a positive, low-risk learning environment that demonstrates mutual respect among children.**	The candidate demonstrates rapport with and respect for children. **AND** Candidate provides a **challenging learning environment that promotes** mutual respect among children.	The candidate demonstrates rapport with and respect for children. **AND** Candidate provides a **supportive** and challenging learning environment that **provides opportunities to express varied perspectives** and promotes mutual respect among children.

Rubric 7: Engaging Children in Learning

How does the candidate engage children in the active and multimodal nature of children's development of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Children are **observed** in learning experiences that **focus solely on one modality for learning OR are developmentally inappropriate**.	Children are **participating** in learning experiences that promote language and literacy development through **at least one modality with vague support of the active nature of children's learning**.	Children are **engaged** in learning experiences that promote language and literacy development through at least one modality that **supports** the active nature of children's learning.	Children are engaged in learning experiences that promote language and literacy development **through multiple modalities** that support the active nature of children's learning.	Children are engaged in active, multimodal learning experiences that **deepen and extend** their language and literacy development and are embedded in an **interdisciplinary context**.
There is **little or no evidence that the candidate links** children's development with new learning.	Candidate makes vague or **superficial** links between children's development and **new learning**.	Candidate links children's development **AND prior academic learning to new learning**.	Candidate links children's development, prior academic learning, **AND personal, cultural, or community assets** to new learning.	Candidate **prompts children to link** their prior academic learning **AND** personal, cultural, or community assets to new learning.

Rubric 8: Deepening Children's Learning

How does the candidate elicit children's responses to promote active development of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate **does most of the talking, and children provide few responses**. **OR** Candidate responses include **significant content inaccuracies** that will lead to children's misunderstandings.	Candidate **primarily asks surface-level questions and** evaluates children's responses as **correct or incorrect**.	Candidate **elicits children's responses to promote their understanding of language and literacy**.	Candidate **elicits and builds** on children's responses to promote their understanding **and active development of language and literacy**.	Level 4 plus: **Candidate facilitates interactions among children so they can evaluate their own abilities to actively develop language and literacy.**

Rubric 9: Subject-Specific Pedagogy

How does the candidate use interdisciplinary learning experiences to promote children's development of language and literacy?

Level 1	Level 2	Level 3	Level 4	Level 5
Learning experiences seen in the clips promote language and literacy development **with little to no attention to interdisciplinary connections**. **OR** Materials used in the clips include **significant content inaccuracies** that will lead to children's misunderstandings.	In the clips, the candidate makes **vague or superficial reference to interdisciplinary connections** to promote language and literacy development.	In the clips, the candidate **makes interdisciplinary connections to promote** language and literacy development.	In the clips, the candidate makes interdisciplinary connections **in ways that deepen children's development of language and literacy**.	**Level 4 plus:** Candidate helps children make their own interdisciplinary connections **in ways that promote the development of language and literacy**.

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet children's varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate suggests **changes unrelated to evidence of children's learning**.	Candidate **proposes changes to teacher practice that are superficially related to children's learning needs** (e.g., task management, pacing, improving directions).	Candidate proposes changes that **address children's collective learning needs related to the central focus**. **Candidate makes superficial connections to research and/or developmental theory.**	Candidate proposes changes that address children's **individual and collective learning needs** related to the central focus. Candidate makes **connections** to research and/or developmental theory.	**Level 4 plus:** Candidate **justifies changes using principles from** research and/or developmental theory.

Assessment Task 3: Assessing Children's Learning

What Do I Need to Think About?

In Assessment Task 3, you will analyze children's learning and their use of key vocabulary. Before you begin, you need to think about the following:

- How will you analyze the evidence of children's learning?

- How did you provide meaningful feedback to your children?

- How will you analyze the evidence of children's vocabulary use?

- How will you use evidence of what children know and are able to do to plan next steps in instruction?

What Do I Need to Do?

- **Select <u>one</u> common assessment from your learning segment you will use** to evaluate children's language and literacy development. The common assessment

  - must be completed by all of the children in the class. (If you are working with only a group within the class for the learning segment, that group will be "the class.")

  - can be in the form of writing, drawing, painting, photos, project work, etc. If children complete a product, and you submit a photo of the work sample, be sure that the photograph illustrates how the work sample meets your evaluative criteria.

  - must reflect the work of individuals but does not need to be gathered at the same exact time for every child; however, it can be individual work from a group task.

  - must provide opportunities for children to demonstrate **language and literacy development**.

- **Define and submit the evaluation criteria for the common assessment** you will use to analyze children's learning related to their language and literacy development.

- **Collect and analyze evidence of children's learning** from the common assessment. In your Assessment Commentary, you will provide a summary of children's learning and an analysis that identifies patterns of learning (both **quantitative and qualitative**) within and across learners in the class/group.

- **Collect and submit the following 3 sources of evidence for each of the 2 focus children:**

  - **Video or audio evidence of learning.** The video/audio clips (**no more than 7 minutes each**) should provide evidence of each focus child's development of language and literacy related to the learning segment. If evidence is submitted as a videorecording from Instruction Task 2, provide the time-stamp reference in the appropriate prompt within the Assessment Commentary.

- **Observation** (e.g., anecdotal notes or observation tool; **no more than 2 pages per focus child**). Observation tools used and notes should document the child's development of language and literacy.

- **Work sample from the common assessment.** For each focus child, submit and analyze the work sample from the common assessment (selected for the class/group) in Assessment Task 3. You may submit text files with scanned work, a video or audio file of a child's oral work, **OR** a video or multimedia file created by a focus child. For each focus child, a video or audio work sample must be no more than 5 minutes in total running time.

◻ **Document the feedback** you gave to each **of the 2 focus children on the common assessment**. Provide feedback on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to the focus children, and not a description of the feedback.

◻ If you submit evidence of learning, a work sample, or feedback as a video or audio clip and comments made by you or your focus children cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary (**NOTE:** The transcript does not replace the actual evidence; be sure to submit the evidence in addition to the transcript.); 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

◻ If you submit evidence of learning, a work sample, or feedback as a video or audio clip and additional children are present, **clearly identify which children are the focus children in the relevant prompts (1e and 2a) of the Assessment Commentary (in no more than 2 sentences)**.

◻ **Provide evidence of children's understanding and use of the key vocabulary**. You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more children using the key vocabulary within the learning segment (**no more than 5 minutes in length**), **AND/OR** children's work samples submitted in Assessment Task 3.

◻ **Respond to the prompts** listed in the Assessment Commentary section below **after analyzing children's work from the selected assessment**.

◻ **Include the common assessment or a description of the common assessment and (if applicable) any directions/prompts provided to the children.** Attach the common assessment or the description (**no more than 5 additional pages**) to the end of the Assessment Commentary.

Assessment Task 3: What Do I Need to Submit?

See the Assessment Task 3: Artifacts and Commentary Specifications in the Early Childhood Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

☐ Part A: Video or Audio Evidence of Learning

☐ Part B: Observation Notes and Work Samples

☐ Part C: Evidence of Feedback (and if applicable, Vocabulary Use)

☐ Part D: Assessment Commentary

☐ Part E: Evaluation Criteria

What Do I Need to Write?

Assessment Commentary

In Assessment Task 3, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**. Attach the common assessment (**no more than 5 additional pages**) and, if necessary, a transcription of inaudible portions of a video or audio clip of evidence of learning, feedback, or a work sample (**no more than 2 additional pages**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. **Analyzing Children's Learning**

   a. Identify the specific language and literacy learning objectives for the common assessment you chose for analysis.

   b. Provide a graphic (table or chart) or narrative that summarizes the class/group's learning for the common assessment.

   c. Use the class/group summary you provided in prompt 1b to analyze the patterns of language and literacy learning for **the class/group**.

   d. Analyze the patterns of learning for the **2 focus children**. Reference the **3 sources of evidence** you collected **for each of the 2 focus children**.

   > Consider children's strengths (what children understand and do well), and areas of learning that need attention (e.g., common errors, confusions, need for greater challenge).

e. If video or audio evidence of learning or a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus children (e.g., position, physical description) whose work is portrayed.

2. **Feedback to Guide Further Learning**

   Refer to specific evidence of submitted feedback to support your explanations.

   a. Identify the format in which you submitted your evidence of feedback for the 2 focus children. Choose one of the following:

   - Written directly on work samples or in separate documents that were provided to the focus children

   - In audio files

   - In video clip(s) from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

   If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus child (e.g., position, physical description) who is being given feedback.

   b. Explain how the feedback provided to the 2 focus children addresses their individual and developmental strengths and needs relative to language and literacy development.

   c. Describe how you will support each focus child to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

3. **Evidence of Vocabulary Understanding and Use**

   When responding to the prompt below, use concrete examples from the video clips and/or children's work samples as evidence. Evidence from the video clips may focus on one or more children.

   a. Explain how children were able to use the key vocabulary[9] to support their learning of the content.

---

[9] This vocabulary was identified in Planning Task 1 and refers to developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children use or create to engage in the learning experience.

> For prompt 3a, refer to the evidence of children's vocabulary use **from ONE, TWO, OR ALL THREE of the following sources:**
>
> 1. Video clips from Instruction Task 2 and time-stamp references for evidence of vocabulary use.
>
> 2. Additional video file named "Vocabulary Use" of no more than 5 minutes in length and cited vocabulary use (this can be footage of one or more children). See Assessment Task 3 specifications in the Early Childhood Evidence Chart for acceptable file types. Submit the video clip in Assessment Task 3, Part C.
>
> 3. Children's work samples analyzed in Assessment Task 3 and cited vocabulary use.

4. **Using Assessment to Inform Instruction**

   a. Based on your analysis of children's learning presented in prompts 1b–c, describe next steps for instruction to impact children's learning:

      ▪ For the class/group

      ▪ For the 2 focus children and other individuals/groups with specific needs

      > Consider the active and multimodal nature of children's learning and the variety of learners in your class/group who may require different strategies/supports (e.g., children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, struggling readers, and/or gifted children needing greater support or challenge).

   b. Explain how these next steps follow from your analysis of children's learning. Support your explanation with principles from research and/or developmental theory.

How Will the Evidence of My Assessment Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages. When preparing Assessment Task 3, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analysis of Children's Learning

How does the candidate analyze evidence of children's language and literacy learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is superficial or not supported by either sources of evidence or the summary of children's learning. **OR** The evaluation criteria, learning objectives, and/or analysis **are not aligned with each other**.	The analysis focuses **solely** on children's **strengths OR needs**.	The analysis focuses on **the focus children's strengths AND needs**. **AND** **Analysis includes some attention to differences in children's learning across the class.**	Analysis **uses specific examples** from the sources of evidence to **demonstrate patterns of learning for the focus children**. **AND** **Patterns of learning** are described for the class.	Analysis uses specific examples from the sources of evidence to demonstrate the **connections between quantitative and qualitative patterns of learning related to the focus children's strengths and needs**.

Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to focus children?

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is unrelated to the learning objectives OR is developmentally inappropriate. **OR** Feedback **contains significant inaccuracies**. **OR** **No feedback is provided to one or more focus children.**	Feedback is **general** and **addresses needs AND/OR strengths related to the learning objectives**.	Feedback is **specific** and **primarily** addresses **either** needs **OR** strengths **related** to the learning objectives.	Feedback is specific and **addresses both strengths AND needs** related to the learning objectives.	Level 4 plus: **Feedback for one or more focus children** • **provides a strategy to address an individual learning need OR** • **makes connections to prior learning or experience to improve learning.**

Rubric 13: Children's Understanding and Use of Feedback

How does the candidate support focus children to understand and use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. **OR** Candidate **provides limited or no feedback to inform children's learning**.	Candidate **provides a vague description of how focus children will understand or use feedback**.	Candidate **describes** how focus children will understand or use feedback **related to the learning objectives**.	Candidate describes how **s/he will support** focus children to understand **and** use feedback **on their strengths OR weaknesses** related to the learning objectives.	Candidate describes how s/he will support focus children to understand and use feedback on their strengths **AND** weaknesses related to the learning objectives.

Rubric 14: Analyzing Children's Vocabulary Development

How does the candidate analyze children's use of vocabulary[10] to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate describes vocabulary use that is unrelated to identified vocabulary. **OR** **Candidate does not support development of children's vocabulary.** **OR** **Candidate's description or explanation of vocabulary use is not consistent with the evidence submitted.**	**Candidate describes how children are introduced to vocabulary associated with the learning experience.**	Candidate **explains and provides evidence** that children use the **vocabulary associated with the learning experience**.	Candidate explains and provides evidence of **how** children's use of the vocabulary **promotes understandings related to the learning experience**.	Level 4 plus: **Candidate explains and provides evidence of vocabulary use and learning related to the learning experience for children at different levels on the developmental continuum.**

[10] Developmentally appropriate sounds, words, phrases, sentences, and paragraphs that children use or create to engage in the learning experience.

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what children know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps primarily **focus on changes to teaching practice that are superficially related to children's learning needs, for example, repeating instruction, pacing, or classroom management issues**.	Next steps **propose general support that improves children's learning related to assessed learning objectives**. Next steps are **loosely connected with research and/or developmental theory**.	Next steps **provide targeted** support **to individuals or groups that** • **utilizes the active and multimodal nature of children's learning** • improves their learning related to **language and literacy development** Next steps are **connected** with research and/or developmental theory.	Next steps provide targeted support to individuals **AND** groups • utilizing the active and multimodal nature of children's learning • to improve their learning related to language and literacy development Next steps are **justified with principles from** research and/or developmental theory.

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com, for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

Responsibility	Description
Protect confidentiality	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, plans, children's work samples) that could identify individuals or institutions. During videorecording, use children's first names only. To ensure confidentiality of your children and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).
Acquire permissions	Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your children and from adults who appear in the videorecording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.
Cite sources	Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations at the end of the Planning Commentary, labeled by the number of the learning experience. Note: Citations do not count toward the commentary page limit.
Align instruction with state standards	As part of the assessment, you will document the alignment of your plans with state-adopted academic content standards that are the target of children's learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.
Follow the guidelines for candidate support at www.edTPA.com	Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. **Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:** ▪ I have primary responsibility for teaching the children/class during the learning segment profiled in this assessment. ▪ I have not previously taught this learning segment to the children/class. ▪ The video clips submitted are unedited (continuous) and show me teaching the children/class profiled in the evidence submitted. ▪ The children's work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ▪ I am author of the commentaries and other written responses to prompts in this assessment. ▪ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Early Childhood Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   Preschool: _____
   Elementary school: _____
   Other (please describe): _____

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)[11]

   City: _____
   Suburb: _____
   Town: _____
   Rural: _____

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

4. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in this Learning Segment

1. How much time is devoted each day to language and literacy instruction in your classroom?

2. Is there any ability grouping or tracking in language and literacy? If so, please describe how it affects your class.

3. Identify any textbook or instructional program you primarily use for language and literacy instruction. If a textbook, please provide the title, publisher, and date of publication.

4. List other resources (e.g., electronic whiteboard, hands-on materials, online resources) you use for language and literacy instruction in this class.

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[11] If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.

About the Children in the Class Featured in this Learning Segment

1. Grade level(s): _____

2. Age range: _____

3. Number of

   ▪ children in the class: _____

4. Complete the 3 charts below to summarize required or needed supports, accommodations, or modifications for your children that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in italics as examples. Use as many rows as you need.

   > Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, children
   >
   > > ▪ With Individualized Education Programs (IEPs) or 504 plans
   > >
   > > ▪ With specific language needs
   > >
   > > ▪ Needing greater challenge or support
   > >
   > > ▪ Who struggle with reading
   > >
   > > ▪ Who are underperforming or have gaps in academic knowledge
   > >
   > > ▪ Who are at different points along the developmental continuum
   >
   > **NOTE:** In Assessment Task 3, you will need to submit **work samples and video evidence** from 2 children—these will be your **focus children**. At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class. If possible, identify the 2 focus children before completing Planning Task 1.

Children with IEPs/504 Plans

IEPs/504 Plans: Classifications/Needs	Number of Children	Supports, Accommodations, Modifications, Pertinent IEP Goals
Example: Visual processing	*2*	*Close monitoring, large print text, window card to isolate text*

Children with Specific Language Needs

Language Needs	Number of Children	Supports, Accommodations, Modifications
Example: English learners with only a few words of English	*2*	*Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)* *Have children use pre-taught key words and graphic organizers to complete sentence starters*
Example: Children who speak a variety of English other than that used in textbooks	*5*	*Make connections between the language children bring and the language used in the textbook*

Children with Other Learning Needs

Other Learning Needs	Number of Children	Supports, Accommodations, Modifications
Example: Struggling readers	*5*	*Provide oral explanations for directions*

Early Childhood Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials that must be translated into English as per the *edTPA Submission Requirements*, those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 4 pages,** including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides.
Part B: Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	**No more than 4 pages per learning experience**	▪ Submit 3–5 plans for the learning segment in 1 file. ▪ Within the file, label each plan (Learning Experience 1, Learning Experience 2, etc.). ▪ All rationale or explanations for plans should be written in the Planning Commentary and removed from plans for the learning segment.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	**No more than 5 pages** of **KEY** instructional materials per plan	▪ Submit all materials in 1 file. ▪ Within the file, label materials by corresponding learning experience (Learning Experience 1 Instructional Materials, Learning Experience 2 Instructional Materials, etc.). ▪ Order materials as they are used in the learning segment.

Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	▪ Submit assessments in 1 file. ▪ Within the file, label assessments by corresponding learning experience (Learning Experience 1 Assessments, Learning Experience 2 Assessments, etc.). ▪ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 9 pages** of commentary, including prompts	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips[12]	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	**No more than 15 minutes total** running time (but not less than 3 minutes)	▪ Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video. ▪ Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. ▪ When naming each clip file, include the number of the learning experience shown in the video clip.

Part B: Instruction Commentary
 	
(template provided)
	.doc; .docx; .odt; .pdf	1	1	**No more than 6 pages** of commentary, including prompts
				
				If needed, **no more than 2 additional pages** of supporting documentation
					▪ Use Arial 11-point type.
					▪ Single space with 1" margins on all sides.
					
					IMPORTANT: Insert additional documentation at the end of the commentary file if
					  ▪ you or the children are using graphics, texts, or images that are not clearly visible in the video
					  ▪ there are occasional inaudible portions of the video
					▪ If submitting additional documentation (e.g., transcript), include the video clip number, learning experience number, and explanatory text (e.g., "Clip 1, learning experience 2, text from a whiteboard that is not visible in the video," "Clip 2, learning experience 4, transcription of a child's response that is inaudible").

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[12] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video or Audio Evidence of Learning[13]	**For video evidence:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v **For audio evidence:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma	0	2	For each focus child, 1 video or audio clip of **no more than 7 minutes in length** If needed, **no more than 2 additional pages** of supporting documentation	**IMPORTANT:** ■ Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video. ■ If you choose to use video evidence from Instruction Task 2, provide the time-stamp reference in the appropriate prompt within the Assessment Commentary. ■ If more than one focus child appears in video or audio evidence of learning, upload the same evidence separately for each focus child who is seen/heard and label appropriately. Describe how to recognize each of the focus children in the clip and provide the label associated with the clip in prompt 1e of the Assessment Commentary. ■ If you submit evidence of learning, a student work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

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[13] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Observation Notes and Work Samples[14]	**For observation notes:** .doc; .docx; .odt; .pdf **For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	4	4	**Observation Notes: No more than 2 pages** per focus child **Written Work Samples:** No page limit **Video/Audio Work Samples: No more than 5 minutes** per focus child	▪ Submit 2 files for each focus child: one for the observation notes and one for the work sample. **OBSERVATION NOTES:** ▪ When naming each observation notes file, include the focus child number (e.g., "Notes_Child_1.doc"). ▪ On the observations notes, make sure you indicate the focus child by number (e.g., "Focus Child 1 Notes") and refer to them accordingly in the Assessment Commentary. **WORK SAMPLES:** ▪ Use correction fluid, tape, or a felt-tip marker to **mask or remove children's names, your name, and the name of the school before copying/scanning any written work samples**. If the children's writing is illegible, write a transcription directly on the work sample. ▪ On each work sample, make sure you indicate the focus child by number (e.g., "Focus Child 1 Work Sample") and refer to them accordingly in the Assessment Commentary. If more than one focus child appears in a video or audio work sample, upload the same work sample separately for each focus child who is seen/heard and label appropriately. Describe how to recognize each of the focus children in the clip and provide the label associated with the clip in prompt 1e of the Assessment Commentary. ▪ When naming each work sample file, include the focus child number. ▪ If you submit evidence of learning, a student work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

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[14] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Evidence of Feedback And, if included, video evidence of vocabulary use	**For written feedback not written on the work samples:** .doc; .docx; .odt; .pdf **For audio feedback:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback and/or vocabulary use):** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	3	**Written Feedback:** No page limit **Video/Audio Feedback:** **No more than 3 minutes** per focus child **Vocabulary Use:** **No more than 5 minutes**	▪ Indicate the location of your evidence of feedback in the Assessment Commentary. ▪ If feedback is not included as part of the work samples or recorded on the video clip(s) from Instruction Task 2, submit only **1** file for each focus child—a document, video file, **OR** audio file—and label the file with the corresponding child number (Focus Child 1 Feedback or Focus Child 2 Feedback). ▪ If more than one focus child appears in a video or audio clip of feedback, upload the same clip separately for each focus child who is seen/heard and label appropriately. ▪ When naming each feedback file, include the focus child number. ▪ If you submit evidence of learning, a student work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). ▪ If you submit feedback to focus children as a video or audio clip and additional children are present, clearly identify which children are your focus children at the end of the Assessment Commentary (**in no more than two sentences**). ▪ For Vocabulary Use – If you choose to identify evidence from video clips submitted in Instruction Task 2, be sure to provide time stamps in the appropriate prompt within the Assessment Commentary.

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Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max# of Files	Response Length	Additional Information
Part D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 10 pages** of commentary, including prompts Plus ■ **no more than 5 additional pages** for the common assessment, ■ if necessary, **no more than 2 additional total pages** of transcription of video/audio evidence of learning or evidence for a work sample and feedback, and/or video evidence of vocabulary use	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ **IMPORTANT:** Insert a copy of the common assessment or directions for the common assessment and (if applicable) include directions/prompts provided to children.
Part E: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Early Childhood Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which children develop and express content understandings. Academic language represents the language of the discipline that children need to learn and use to participate and engage in the content area in meaningful ways. There are **language demands** that teachers need to consider as they plan to support children's learning of content. These **language demands** include **vocabulary**, **language functions, discourse, and syntax.** For the Early Childhood edTPA handbook, however, academic language is focused only on vocabulary:

- **vocabulary:** Includes developmentally appropriate sounds, words, phrases, sentences, and paragraphs that candidates want children to use or create to engage in the learning experience. For example, including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.[15]

active nature of young children's learning: In the context of teaching, this refers to practices for young children that promote learning through meaningful, relevant, and authentic experiences with materials and with people—by doing (engaging with open-ended, multi-use, rich materials, play, physical action, hands-on experiments), and by having relationships (engaging in conversations, generating, and asking questions), following their own interests and curiosity, being able to make mistakes and learn from their mistakes, learning to control impulses and regulate their emotions, and through the model of adults (how they talk, act, treat each other, etc.).

aligned: Consistently addressing the same/similar learning outcomes for children.

artifacts: Authentic work completed by you and your children. Artifacts include plans, copies of instructional and assessment materials, video clips of your teaching, and children's work samples, and are submitted as part of your evidence. Children's work samples could include writing, drawing, painting, and photos of children at work or of their constructions (e.g., block building, building bricks).

assessment (formal and informal): "[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities."[16] Assessments provide evidence of children's prior knowledge, thinking, or learning in order to evaluate what children understand and how they are thinking. Informal assessments may include, for example, children's questions and responses during their learning experiences and teacher's anecdotal observations of children as they work or perform. Formal assessments may include, for example, samples of children's writing, drawing, painting, photos, project work, and performance tasks.

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[15] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

[16] Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139–148.

assets (knowledge of children):

- **personal:** Refers to specific background information that children bring to the learning environment. Children may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.

- **cultural:** Refers to the cultural backgrounds and practices that children bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, and art, that a teacher can draw upon to support learning.

- **community:** Refers to common backgrounds and experiences that children bring from the community where they live, such as resources, local landmarks, and community events and practices, that a teacher can draw upon to support learning.

central focus: A description of the important understandings and core concepts that you want children to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the developmental and subject-specific components in the learning segment. The subject-specific components for an Early Childhood central focus are: developmentally appropriate practices to promote language and literacy development in an interdisciplinary context that take into consideration the active and multimodal nature of young children's learning. Within an Early Childhood context, the unit of instruction may center on a theme (e.g., birds or insects) or a particular aspect of language and literacy development (e.g., making how-to books, poetry, genre study). However, the **central focus** of the learning segment might be rhyming sounds or poetry made up of 3–5 learning experiences that are developmentally appropriate, take into consideration the active and multimodal nature of young children's learning, and take place in an interdisciplinary context. For example, a central focus on poetry might include developmentally appropriate, interdisciplinary, active, and multimodal learning experiences on a rhyming poem, haiku poem, and picture poem; or a learning segment on how-to books might include similar learning experiences on reading a how-to book, focusing on parts of the book—title, author, illustrator, table of contents. Or a central focus on learning to express "feelings" through words might include reading a book about feelings, making a chart about different feelings, and drawing a picture about feelings.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your children's learning.

engaging children in learning: Using instructional and motivational strategies that promote children's active involvement in learning tasks that increase their understanding, knowledge, skills, and abilities related to specific learning objectives.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of children's learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of progress as indicated by the assessment. Evaluation criteria can be represented in various ways, such as a rubric, a checklist of different levels of performance/development, or rules for noting full versus partial accomplishment. Evaluation criteria may examine at what stage along a continuum of development a child is, correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your children's learning. Evidence should demonstrate your ability to design learning experiences with instructional supports that deepen children's learning, use knowledge of your children to inform instruction, foster a positive learning environment that promotes children's learning, monitor and assess children's progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

interdisciplinary: Refers to learning experiences that include connections across multiple disciplines. Interdisciplinary instruction embeds learning experiences in a study or theme that cuts across multiple disciplines and enhances the meaning and authenticity of the experiences while supporting specific learning objectives and goals.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for children.

learning experience: Includes activities, discussions, or other modes of participation that engage children to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning experiences may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample learning experience for preschoolers could include reading a book about a place visited on a trip somewhere in the neighborhood (supermarket, subway station, park, etc.), and follow up with an assignment for children to draw/write about something they noticed or did on the trip.

learning objectives: Learning outcomes to be achieved by the end of the learning experience or learning segment.

learning segment: A set of 3–5 learning experiences that build one upon another toward a central focus, with a clearly defined beginning and end.

multimodal nature of young children's learning: Refers to teaching practices for young children that promote learning through the engagement of all their senses, utilizing varied approaches to learning and to demonstrating that learning (i.e., integrated, meaningful experiences that build on children's interests, nurture their curiosity, and respond to their own unique styles of learning while scaffolding and challenging them to grow in less-developed areas). Use of technology should be developmentally appropriate, active and engaging, support creativity, empower children's construction of knowledge (e.g., digital storytelling) and be one of *many* options to support learning.

patterns of learning: Includes both quantitative and qualitative patterns (or consistencies) for different groups of children or individuals from the assessment(s). Quantitative patterns indicate, in a numerical way, the information understood from the assessments/evidence of learning (e.g., 5 out of 10 children or 20% of the children). Qualitative patterns include descriptions of understandings, misunderstandings, partial understandings, and/or developmental approximations that could explain the quantitative patterns identified (e.g., "given that most children were able to . . . it seems that they understood . . . but did not understand").

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate children's learning of the central focus.

prior academic learning and prerequisite skills: Includes children's content knowledge and skills as well as experiences and understandings developed prior to the learning segment.

rapport: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, ***disrespect***, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

variety of learners: Children in your class/group who may require different strategies or support. These children include but are not limited to children with IEPs or 504 plans, English learners, children at different points in the developmental continuum, struggling readers, and/or gifted children.

whole child: Refers to developmentally appropriate practices for young children that attend to the social (relational), emotional (feeling), physical (moving/doing), as well as cognitive (thinking) aspects of development along a continuum of growth that is appropriate for their age but responsive to their unique characteristics and that nurture their dispositions to learn.