**1-5 are the text of the Ed TPA for Early Childhood.** *Italicized serif comments are changes I am making for our class*. ~~Text that is stricken out is in the Ed TPA, but will be omitted for this class~~.

**1. Central Focus**

a. Describe the central focus for the learning segment.

b. Given the central focus, describe how the standards and learning objectives within your learning segment promote children’s

* active and multimodal nature of learning
* ~~language and literacy development in an interdisciplinary context~~

c. Explain how your instructional plans **build on each other** to make connections ~~between the active and multimodal nature of young children’s learning and their language and literacy development~~. *to improve understanding of the central focus.*

~~d. Describe what was done (or could be done) to construct a physical learning environment that supports the active and multimodal nature of young children’s language and literacy development.~~

**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 with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., children with IEPs or 504 plans, English language 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. Your children’s development related to the central focus—What do you know about the children’s

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

b. Prior learning and prerequisite skills related to ~~language and literacy development~~ *mathematical development* —Cite evidence of what the children know, what they can do, and what they are learning to do related to ~~language and literacy development~~ *mathematical development*.

~~c. Personal/cultural/community assets—What do you know about your children’s everyday experiences, cultural backgrounds and practices, and interests?~~

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

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

a. Justify how your understanding of the children’s development, prior learning, and personal/cultural/community assets (from prompts 2a–c above) guided your choice or adaptation of learning experiences and materials. Be explicit about the connections between the learning tasks and children’s prior learning, assets, and research/developmental theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for all of the children who participate in your learning segment, including individuals with specific learning needs.

Consider children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children.

*Provide at least one specific example of an activity or assignment that is differentiated to meet the needs of students at different levels within the class.*

c. Describe common developmental approximations 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 Language Development~~

~~Respond to prompts 4a–c below by referring to key vocabulary for the learning segment.~~

~~a. Identify the vocabulary (i.e., developmentally appropriate sounds, words, phrases, sentences, or paragraphs) that will support children’s learning in the planned learning experiences.~~

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

~~Consider the range of children’s language development—what do children already know, what are they struggling with, and/or what is new to them?~~

~~c. Language Supports~~

~~Refer to your plans and instructional materials as needed in your response to the prompt below.~~

~~Describe the instructional supports (during and/or prior to the learning experience) that help children develop and use the vocabulary identified in prompt 4a~~.

5. **Monitoring Children’s Learning**

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

a. Describe how your planned formal and informal assessments will provide direct evidence of multiple modalities to monitor children’s learning of ~~language and literacy~~ *the learning objectives*  throughout the learning segment.

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

Consider all children along the continuum of development (including children with

IEPs or 504 plans, English language learners, struggling readers, and/or gifted

**Making Content Meaningful**. Identify examples from your lessons where students interact with the content in a multimodal and/or multi representational way. Explain how these experiences help students to build connections with and meaning for the content.

**Inquiry.** Identify an activity in one of the lessons where students engage in active inquiry: investigating and sharing their ideas about the content. Explain in what way this activity is inquiry, and what children learn from the activity.

**Supportive collaboration**. Identify examples from your lessons where students work together and/or share ideas to help build meaning and understanding for the content. Provide specific examples of strategies you will use to create positive supportive relationships between students in collaborative work.