Step # 6
Planning Commentary

Fall 2014

Early Childhood Education

In writing this planning commentary, please refer to your completed lesson plan(s) and your subject specific edTPA handbook. Please use this format for responding to the prompts. Do not delete the prompts.

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.
   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 Students to Inform Teaching

This section is different than the Classroom Information Survey. In this section you are to describe what you know about the children relative to the central focus of the learning segment. Make sure that you consider the students with 504 plans and IEPs. In addition, consider English language earners, struggling readers, underperforming and/ or gifted students.

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

a. Prior academic skills and prerequisite skills related to language and literacy. List evidence of what students know, what they can do, and what they are still learning to do.
b. List what you know about your students’ everyday experiences, cultural backgrounds and practices, and interests relative to language and literacy development.

3. Supporting Children’s’ Development and Learning
In responding to prompts 3 a–c, please refer to your instructional materials and lesson plan(s). In addition you are required to use principles from research and/or theory to support your explanations.

a. Justify how your understanding of 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.
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 4 a–c below by referring to key vocabulary for the lesson.
a. Identify the vocabulary (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 **throughout** the learning segment.
b. Explain how the design or adaptation of your planned assessments allows children with specific needs to demonstrate their learning.