Instructing and Engaging Children in Learning

Preparing for Task 2 of the edTPA
Early Childhood
As your ship sets sail for your internship, your challenge is to plan, implement, and **video record** one learning activity designed to develop and deepen content understanding while supporting all learners.
First Impressions

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students’ engagement in learning?
- What kinds of learning tasks actively engage students in the content of your lesson?
- How will you elicit and build on student responses in ways to develop and deepen content understanding?
- In what ways will you connect new content to your students’ prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?
Exploration: Objectives

- After completing the entire Exploration section and reviewing the accompanying documents, you should be able to:
  - Plan, implement, and assess effective teaching practices within a learning activity.
  - Video record your teaching and trim segments of the video recording.
  - Submit the learning activity plan, the video clip, and the commentary (written reflection) to Taskstream.
What’s This?

Context and Planning

• Based upon the needs and interests of your learners, choose an appropriate topic for your learning activity. Discuss this with your instructor and clinical teacher.

• Depending on your content, grade level, and other logistics, the learning activity will vary in length.

• Think about your learners. What needs do they have? What should you consider when planning your learning activity? To guide your thinking, review the Planning Considerations checklists on the HOT LINKS slide.

• Research your selected content.
Context and Planning, Cont.

- Write your learning activity plan using your program area’s planning template.
- Prepare materials. YOU WILL NEED TO SEND HOME ECU VIDEO CONSENT FORMS TO ALL OF YOUR STUDENTS. YOU MUST HAVE THE SIGNED CONSENT BEFORE RECORDING. See the HOT LINKs slide for the consent forms.
- Share your learning activity plan with your Senior 1 seminar instructor and clinical teacher.
- Complete Section I of the Instruction Commentary.
Video Recording

- Prepare your video recording device. Make sure it is fully charged and has enough memory to capture your entire lesson.
- Ask your clinical teacher or another appropriate person to video your lesson using the camera. Consider posting a “Video In Progress” sign on your classroom door. Do NOT just set up the camera. You must have a knowledgeable person recording you. Make sure that person knows what you want captured.
Video Recording, Cont.

- Make sure that your videographer captures your comments as well as your students’ comments. You and your students should be visible in the video.
- Your videographer needs to capture all of the major interactions that occur (teacher-child as well as child-child) within the learning activity. They will have to travel around the room in order to capture these interactions.

-More-
Video Recording, Cont.

- Download your full learning activity video to a computer and use editing software to trim your video to 1-2 clips, not exceeding 15 minutes total. The clip(s) must be unedited.
  - For example, you could submit minutes 1-5 of your lesson on the 1st clip, then submit minutes 15-25 in the 2nd clip. This would be a total of 15 minutes and would be continuous minutes in each clip.
  - The key is to make sure that the clip(s) you select are the best continuous minutes of your learning activity that addresses all items in the scoring rubric.
- After trimming your video, complete the remaining sections of the Instruction Commentary.
Analysis of Teaching

• After planning, implementing, and videoing your learning activity, meet with your clinical teacher to view and discuss your completed work. This will be the first time someone other than yourself will view the video clip(s).

• Discuss your responses in the Instruction Commentary with your CT.
## Hot Links

<table>
<thead>
<tr>
<th>Resources</th>
<th>Required Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning Consideration Checklists:</strong> AIG, ELL, Instructional Technology, Universal Design of Learning, Literacy</td>
<td>Learning Activity Plan Template</td>
</tr>
<tr>
<td></td>
<td><em>Word format</em></td>
</tr>
<tr>
<td><strong>Video support:</strong> Flip Cameras Preparing Videos</td>
<td>Video Guidelines and Consent Form</td>
</tr>
<tr>
<td></td>
<td><em>English</em> <em>Spanish</em></td>
</tr>
<tr>
<td><strong>Glossary</strong></td>
<td>Sample Student Memo</td>
</tr>
<tr>
<td><strong>Taskstream resources</strong> for ECU interns**</td>
<td>Instruction Commentary Template</td>
</tr>
<tr>
<td>When finished, return here to slide 11.</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:isleshelp@ecu.edu">isleshelp@ecu.edu</a></td>
<td>Scoring Rubric</td>
</tr>
</tbody>
</table>
Take A Look

Plan learning activity which engages students, includes appropriate content, and will include developmentally appropriate teaching strategies.

Video record your classroom teaching.

Analyze your teaching through trimming your video, completing a commentary, and conferencing with your CT.
Think About It

Work with your clinical teacher to determine your learning activity topic. Consider your students’ needs and interests and begin planning your learning activity with clearly defined goals associated with your content. REMEMBER, using engaging, research based instructional strategies with appropriate content should result in higher achievement for your students.
Assessment

• You will submit your assignment to Taskstream. Upload your files in the appropriate portfolio. (Your learning activity plan and Instruction Commentary are to be submitted as attachments. The trimmed video clip(s) are to be submitted using the Video tab.)
• These components will be evaluated using the scoring rubric. This information will be used formatively as faculty and your clinical teacher work with you in preparation for your final Senior edTPA portfolio.
• Completion of your work will be recorded in your course.
Credits

**Module Developers:** Debbie Metcalf, Ann Bullock, Elizabeth Fogarty, and Kristen Cuthrell

**Module Production Team:** Diane Kester

**Edited for BK:** Barbara Brehm
Incorporating Academically and Intellectually Gifted (AIG)

AIG… When incorporating AIG in your unit, reflect upon the following ten considerations:

1. Logically connect curriculum for gifted students to the overall objectives and goals for the unit, ideally going broader and deeper than the standard curriculum.

2. Use pre-assessment to identify which students (not just the identified AIG students) could benefit from extensions to the standard curriculum for a particular unit of study.

3. Use curriculum compacting, enrichment, and acceleration for advanced learners.

4. Employ a more andragogical than pedagogical approach with gifted learners.

5. Consider characteristics and affective needs of gifted students when planning.

6. Provide opportunities for gifted students to learn new material in school.

7. Challenge advanced learners, instead of just giving them more of the same work.

8. Plan lessons that allow for differentiated response.

9. Return higher order thinking skills, creativity, and use of real world technologies in lesson plans.
Providing Comprehensible Instruction for English Language Learners

1. Remember that ELLs can represent many different levels of English proficiency. Consequently, when we use this term, we can be describing students who have no English at all, as well as those who have differing levels of fluency.

2. Since the language proficiency of ELLs represents a wide spectrum of instructional needs, teachers need to know their students and consistently assess both their language proficiency and content knowledge.

3. It is common for newcomers with limited or no English proficiency to go through a silent period in the classroom. This is normal and should be respected.

4. Research has demonstrated that encouraging students to use their native language as they learn English helps them in the process of learning both content and English.

5. ELLs will often acquire social language earlier than academic language. It is important for the teacher to distinguish between these.

6. In providing comprehensible instruction for ELLs, it is essential to lower the "affective filter." In essence, this means to encourage ELL participation in a way that reduces the fear of failure or embarrassment about making mistakes during the learning process. For example, rather than pointing out ELL errors in grammar, restate and model correct usage so that ELLs can hear and read correct language examples.

7. Use visuals, manipulatives, and realia when you plan instruction for ELLs as an accompaniment to oral and written information.
8. Provide ELLs with alternative ways of showing what they know, such as through pictures rather than in spoken or written English.

9. Pairing or teaming ELLs with others who speak their first language but have greater English proficiency can be an effective way to support them in acquiring both English and content knowledge.

10. When planning and implementing instruction for ELLs, identify both the content objectives and language objectives for each lesson.
Incorporating Instructional Technology (IT)

The use and integration of technology within your lesson planning can create engaging and interactive learning experiences for your students. When incorporating IT in your unit, reflect upon the following ten considerations:

1. Do you know your technology objectives (NCSCOS)? The ISTE NETs-T or NETs-S?

2. Does the discipline objective link with the technology objective?

3. What are the barriers to the use of the selected technology?

4. Are there internal or external supports for the use of the selected technology?

5. What is your rationale for selecting this type of technology?

6. Does the technology engage the learner?

7. How does the technology engage the learner?

8. Does this technology support diverse learners?

9. Is there a technology based assessment tool that would meet your needs? Summative or formative?

10. Have I used the technology within the most appropriate part of the lesson?

Return
Incorporating UDL

When incorporating UDL in your unit, reflect upon the following ten considerations:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Have I considered the likely range of diversity (including students with disabilities) in the classroom <em>(e.g. Who are my learners? Needs, interests, abilities, strengths...)</em>?</td>
</tr>
<tr>
<td>2.</td>
<td>What are my learning/unit objectives?</td>
</tr>
<tr>
<td>3.</td>
<td>What methods will I use to teach this content?</td>
</tr>
<tr>
<td>4.</td>
<td>What materials will I use?</td>
</tr>
<tr>
<td>5.</td>
<td>How can/will I assess my learning objective?</td>
</tr>
<tr>
<td>6.</td>
<td>Can my content be represented in a different way?</td>
</tr>
<tr>
<td>7.</td>
<td>Have I included a variety of means to engage my students in this lesson/unit?</td>
</tr>
<tr>
<td>8.</td>
<td>Did/Can I provide a menu of expression options for assessment – either within the lesson or across the unit?</td>
</tr>
</tbody>
</table>
Incorporating Literacy

Literacy… When incorporating Literacy in your unit, reflect upon the following six considerations:

1. Integrate literature (books, articles, etc.) into each lesson to build prior knowledge (ex. booktalks) and spawn text connections (text to self, text to text, and text to world). Literature needs to cover a variety of reading levels (ie. beow grade level, on grade level, and above grade level texts).

2. Academic vocabulary is presented, taught, and visible within each lesson.

3. Comprehension of literature should encompass the three highest levels of Bloom’s Revised Taxonomy (Analyzing, Evaluating, and Creating).

4. Each unit should have a reflective/responsive journal. Entries may include graphic organizers, pictures, responses to questions or video segments, etc.

5. 60% of all literature in the unit must be non-fiction.

6. Each lesson should offer an opportunity for students to discuss their thoughts about their learning.
LEARNING ACTIVITY PLAN (LAP) format

IDENTIFYING INFORMATION

Your Name:

Title of the Activity (optional):

When? (day, date, time of day for implementation of this activity plan):

Where? (specific part of the classroom, outdoors, other area of school):

With Whom? (number of children, ages):

RATIONALE

A. Central Focus

B. Connection to prior learning and/or experience

- Prior learning and prerequisite skills related to this activity - What do children already know, what can they already do, and what are they learning to do related to this activity?
- Personal/cultural/community assets – What do you know about your children’s everyday experiences, cultural backgrounds and practices, and special interests to incorporate into this activity plan?

C. Learning Standards and Objectives Select three learning standards from at least two domains or subject areas (one must be language/literacy). For each learning standard you will write one learning objective. Also, include IEP goals of children from your class that will be addressed in this activity. (Name child by first name only.)

D. Content- Facts and/or concepts you want the children to learn through this learning activity.

E. Academic Language Words, phrases, or terms that the children will need to understand and or be able to use to successfully demonstrate what they learned from this activity

THE ACTIVITY

F. Materials and Their Source Consider all of the necessary props, materials, and equipment for the set-up, implementation (including simplification and challenge), and clean-up phases of the activity). Including a photo of materials and how you will set them up is very helpful.
G. Procedure Step-by-step description of how you will facilitate this learning activity. Write out what you and the children will do as you engage in this activity together. As you write out this step-by-step description of what you and the children will do and say, identify the teaching strategy by putting it in parentheses after the description that matches that strategy. Refer to chart.*

- Preparation
- Beginning/Introduction
- Middle
- End/Closure

* Instructional strategies (choose from the following chart)

<table>
<thead>
<tr>
<th>Sensory engagement</th>
<th>Paraphrase reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental cues</td>
<td>Modeling and demonstrating</td>
</tr>
<tr>
<td>Task analysis</td>
<td>Effective praise</td>
</tr>
<tr>
<td>Chaining &amp; successive approximation</td>
<td>Telling, explaining, informing</td>
</tr>
<tr>
<td>Scaffolding</td>
<td>Do-it signals/action statements</td>
</tr>
<tr>
<td>Guided practice &amp; repetition</td>
<td>Challenges</td>
</tr>
<tr>
<td>Invitations</td>
<td>Questions</td>
</tr>
<tr>
<td>Behavior reflections</td>
<td>Silence/wait time</td>
</tr>
</tbody>
</table>


H. Simplification What will you do to simplify the activity for children who are not being successful? (Not as a follow-up but within this activity.)

I. Challenge/Extension What will you do to increase the challenge for children who are finding this too simple? (Not as a follow-up activity but within this activity.)

J. Adaptations for Children with Diverse Abilities

K. Assessment Method/Plan
1. Record your lesson using the Flip camera.

2. Plug the camera into the USB port of the computer.

3. Launch the FlipShare program. Click on the All folder the CAMCORDER section.

4. Locate your video in the workspace. Click on the scissors icon in the lower right corner of the video thumbnail.

5. Use the left slider to indicate where you want your clip to start.
7. Use the right slider to indicate where you want your clip to end.

8. Use the arrows on the sliders to fine tune the length of your clip. (Remember, a single clip cannot be more than 10 minutes long.)

9. Click **Save As** ... (If you click Replace, you will not be able to “untrim” your video if needed.)

10. Click on the folder in which you want to save your video. You can create a new folder by clicking on the icon in the upper right-hand corner.
11. Give your video a name and click on **Save**.

12. Once your video is saved, open the folder in which you saved it. (Note – it may take some time for your video to save.)

13. Select the trimmed clip. Click on **File**. Click on **Export to ...** (If the **About Exporting Items** window pops up, click on **Export**.)
14. Locate the folder in which you want to save the finished movie. Click on OK.

15. Your movie is now ready to be uploaded to your portfolio. Look for the MPEG4 icon.
Import and Trim Video in Windows Live

Before editing your video, make a backup copy on your thumbdrive or other location. Do not use it for editing unless you need to start over.

To edit videos on Windows Vista and Windows 7 computers you need to install Windows Live Movie Maker, which is available for free from Microsoft:

http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview

Add a Video

Get started with making a movie and editing it by first adding any videos that you want to use into Movie Maker.

On the Home tab, click on the prompt on the right side to browse for your video. When you locate it, click Open.

Or, you can drag the file into the right side of the Movie Maker screen.
Trim Video

To trim the beginning or end of a video clip so only the part of the video you want appears in your final movie, click the video you want to trim, and then drag the playback indicator on the storyboard to the point where you want the video to start or stop playing in your movie. Do one of the following:

- To set a new start point, under Video Tools, on the Edit tab, in the Editing group, click Set start point.

- To set a new end point, under Video Tools, on the Edit tab, in the Editing group, select Set end point.
Split a Video

To split a video into two items, click the video, and then drag the playback indicator to the point where you want to split the video. Under Video Tools, on the Edit tab, in the Editing group, click Split.
Export a Video for Taskstream

On the Home tab, in the Save movie, Select the down arrow to display more export settings until you see Mobile device setting, select the Window Phone (small).

Be sure to name each segment with a distinct name.

The Save Movie screen will appear and allow you to select where to save your video, select someplace easy to find, like your Desktop. Press “Save”
Glossary:

**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.).

**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 attend to developmentally appropriate practices in an interdisciplinary context that take into consideration the active and multimodal nature of young children’s learning. 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.

**commentary:** Submitted as part of the assignment. The commentary 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.

**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 the favorite thing they did on the trip.

**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 consistencies for different groups of children and individuals across the whole class. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or developmental approximations that underlie the quantitative patterns.

**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 academic experiences 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.

**variety of learners:** Children in your class who may require different strategies or support. These children include but are not limited to children with IEPs, 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.

**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.

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Video Guidelines

In the new buildings and throughout campus there is a proliferation of video resources available for instruction. The use of this equipment is very exciting, as it creates many new and exciting opportunities. This document contains some guidelines that need to be considered when videotaping students, guest lecturers, and others. ECU needs to be able to demonstrate that it has permission from the students and others to tape them.

To record candidates in an ECU class lecture, you need the following:
1. A written agreement (form attached) executed by all students in the class- form must be permanently kept for your records; or
2. Clear notice in the class syllabus that the class will be taped, those who do not wish to be taped must notify the professor and those who do not so notify will be deemed to have given full permission to be taped and for ECU to use their recorded image for any purpose whatsoever. Provide this information to the class orally;
3. IF you are focusing the video on students, both 1 & 2 are required.

Sample Language for Syllabus which should be prominently displayed:
This class will be videotaped and broadcast on the internet and/or distributed on electronic media. These video recordings may contain your image. You must notify me as soon as possible if you DO NOT want your image contained on the video. If you do not so timely notify me, then you understand and authorize that as part of this class we may videotape your image and broadcast it on the internet and/or distribute it on electronic media.

To record guest lecturers or others, you need the following:
1. A written agreement executed by each individual (form attached). The form must be permanently kept for your records.

To record PK-12 students in conjunction with an ECU project/class:
1. The ECU student should sign the consent form on page two.
2. Communication from the ECU faculty/student to the public school classroom teacher and parents about the assignment. This can be a memo that is attached to the top of the consent form or a separate memo included with the consent form. The memo should include what is being videotaped, why and how it will be used (ex. placed on a secured server, for marketing purposes, for class assignments).
3. The ECU student, with the classroom teacher, is to verify that the public school students have the appropriate consent forms on file as per the policy of the school/school system and the ECU consent forms.

To record patients or any act related to medical information:
1. Contact the HIPAA Compliance Officer (744.2030) PRIOR TO making any such recordings.
Video Consent and Release

In consideration of being permitted to participate in video recordings at East Carolina University (“ECU”), I hereby grant to ECU the absolute and irrevocable right and unrestricted permission in connection with the taping, broadcasting, and archiving in respect of my/my child’s name, photographic portraits or pictures, likeness, or voice or any or all of them or in which I may be included with others, to copyright the same, in ECU’s own name or otherwise to use, re-use, publish and re-publish the same in whole or in part, individually or in any and all media now or hereafter known, and for any educational purpose whatsoever for illustration, promotion, art, editorial, advertising, broadcasting, or any other purpose whatsoever without restriction as an alternation. I understand that this content may be placed on a University owned server for educational viewing.

In consideration of being permitted to participate in video recordings, I hereby release and discharge ECU from any and all claims and demands arising out of or in connection with the use of my photograph, name, likeness, or voice including without limitation any and all claims for libel, defamation, or invasion of privacy with my participation in video recordings.

I fully understand that my participation in video recordings is completely voluntary and this confirms that I am of full age and have the right to contract in my own name. This acknowledges that I have read the foregoing and fully understand the contents thereof. This release shall be binding upon me, my heirs, legal representatives, and assigns.

In witness thereof, I have caused this Consent and Release to be executed this _____ day of ____________, 20__.

Witness:       Participant (Parent or Guardian):

_______________________________   _______________________________
Signature       Signature

Child’s name if applicable: ________________________________

If you have questions about this form, contact the classroom teacher.
Formulario de Permiso para Participar en Grabaciones de Video y Descargo

Considerando el pedido de participar en grabaciones de video en la Universidad de East Carolina (ECU), por este medio otorgo a ECU el derecho absoluto e irrevocable y el permiso sin restricciones de grabar, hacer público y archivar en nombre mío/de mi hijo/a, retratos fotográficos o fotografías similares, o grabaciones de voz, de una o todas estas mencionadas o en las que pueda estar incluido/a con otros, de tener el derecho de autor de los mismos bajo el nombre de ECU o también para usar, reusar, publicar, republicar los mismos en su totalidad o en parte, individualmente o en todo medio de comunicación conocido o por ser conocido, y para cualquier propósito educativo ya sea para ilustración, promoción, arte, editorial, propaganda, transmisión televisiva, o para cualquier otro objetivo sin restricciones ni alteraciones. Entiendo que este consentimiento puede ser colocado en un servidor de propiedad de la Universidad para ser visto con motivos educativos.

Considerando el pedido de participar en grabaciones de video, por este medio dispenso y libero de responsabilidad a ECU de cualquier reclamo o exigencia que surja en relación al uso de mi fotografía, nombre, semejanza, o voz incluyendo sin límites uno y todos los reclamos de calumnia, difamación, o invasión a la privacidad por mi participación en las grabaciones de video.

Comprendo totalmente que mi participación en las grabaciones de video es completamente voluntaria y esto confirma que soy mayor de edad y tengo el derecho de firmar este contrato bajo mi nombre. Por este medio admito que he leído este documento y comprendo su contenido en su totalidad. Este descargo es vinculante en mí, mis herederos, representantes legales y asignados.

En virtud de lo cual, he firmado debidamente este formulario de permiso y descargo el día ………… de ……………… del año 20…………

Testigo:  Participante (Padre o Tutor Legal)

_______________________________  _______________________________
Firma       Firma

Nombre del niño/ de la niña en caso de ser pertinente:

Si tiene preguntas con respecto a este formulario, por favor contacte al maestro / a la maestra de su hijo/a.
### Instructing and Engaging Children in Learning Rubric v. Fall 2013

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>The clips reveal evidence of unhealthy or disrespectful interactions between teacher and child or between children.</td>
<td>The candidate demonstrates respect for children.</td>
<td>The candidate demonstrates rapport with and respect for children.</td>
<td>The candidate demonstrates rapport with and respect for children.</td>
<td>The candidate demonstrates respect for children.</td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>OR</td>
<td>Candidate provides a learning environment that serves primarily to control children’s behavior, and minimally supports the learning goals.</td>
<td>Candidate provides a supportive, low-risk social environment that reveals mutual respect among children.</td>
<td>Candidate provides a challenging learning environment that promotes mutual respect among children.</td>
<td>Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among children.</td>
<td></td>
</tr>
<tr>
<td>Engaging</td>
<td>In the clips, children are observed in learning experiences that focus solely on one modality for learning OR are developmentally inappropriate. There is little or no evidence that the candidate links children’s development with new learning.</td>
<td>In the clips, 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.</td>
<td>In the clips, children are engaged in learning experiences that promote language and literacy development in at least one modality that supports the active nature of children’s learning.</td>
<td>In the clips, children are engaged in learning experiences that promote language and literacy development in multiple modalities that support the active nature of children’s learning.</td>
<td>In the clips, children are engaged in active, multimodal learning experiences that deepen and extend their language and literacy development and are embedded in an interdisciplinary context.</td>
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<tr>
<td>Students</td>
<td>OR</td>
<td>Candidate makes vague or superficial links between children’s development and</td>
<td>Candidate links children’s development and prior academic learning to new learning.</td>
<td>Candidate links children’s development; prior academic learning; and personal, cultural, or community assets to new learning.</td>
<td>Candidate prompts children to link prior academic learning and personal, cultural, or community assets to new learning.</td>
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<td>in Learning</td>
<td>Links cause</td>
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<td></td>
<td>How does the candidate demonstrate a positive learning environment that supports children’s engagement in learning?</td>
<td>How does the candidate engage children in the active and multimodal nature of young children’s development of language and literacy?</td>
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<tr>
<td>Levels/Criteria</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 5</td>
<td>Score/Level</td>
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<td><strong>Deepening Student Learning</strong></td>
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<td><strong>How does the candidate elicit children’s responses to promote the active and multimodal development of language and literacy?</strong></td>
<td>children to be confused.</td>
<td>new learning.</td>
<td>to new learning.</td>
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<td></td>
<td>The 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.</td>
<td>Candidate primarily asks surface-level questions and evaluates children's responses as correct or incorrect. Candidate elicits children's responses related to their understanding of language and literacy.</td>
<td>Candidate elicits and builds on children's responses to promote their understanding and active development of language and literacy. Candidate facilitates interactions among children so they can evaluate their own abilities to actively develop language and literacy.</td>
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<td><strong>Subject-Specific Pedagogy</strong></td>
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<td><strong>How does the candidate use interdisciplinary learning experiences to promote children’s development of language and literacy?</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td>Analyzing Teaching Effectiveness</td>
<td>Lead to children’s misunderstandings.</td>
<td>Candidate suggests changes unrelated to evidence of children’s learning.</td>
<td>Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</td>
<td>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.</td>
<td>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.</td>
<td>Level 4 plus: Candidate justifies changes using principles of research and/or developmental theory.</td>
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</tbody>
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