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The following document has been developed by the DEC (Division of Early Childhood) Program Review Committee as a resource for program developers in states that use the Early Childhood edTPA as a required assessment. It must be noted that this alignment is based on a program using the edTPA rubrics with no modification and following all edTPA standard protocols.

It is also important to understand that data from the edTPA can contribute to the evidence given for meeting a specific EI/ECSE component but the edTPA, by its nature, will never be sufficient as the sole source of evidence for any single component. If the edTPA is cited as one of the 6 – 8 programmatic assessments it can be used wholistically or Task 1, 2, or 3 may be cited as an individual assessment. However, the edTPA or a part/parts of it can constitute only one of the programmatic assessments. If the whole is used, parts cannot be used; or if a part is used, the whole cannot be used nor can any other part.

An "X" in a column indicates that the specific edTPA rubric provides some support for meeting the identified EI/ECSE Standard Component.

Council For Ex	сер	tio	nal	Chil	dre	n											
Early Childhood edTPA Rubrics Aligned with the EI/ECSE Standards																	
EI/ECSE Preparation Standards and Components edTPA Rubrics																	
	Planning for Instructing and Assessing Learni										arnin	3					
		Instruction Engaging															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1.0 Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.																	

	1.1. Candidates demonstrate an understanding of the impact that different theories and philosophies of early learning and development have on assessment, curriculum, intervention, and instruction decisions.	х	х	x	х	х	х					
	1.2. Candidates apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.	х	х	х	х	х	х	х				х
	1.3. Candidates apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.	х	Х	х	х	х	х	х	х	Х		
	1.4. Candidates demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.	x	x	X	X	x	х	х	х	X		
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2.0 Candidates use their knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. They apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. They engage families in opportunities that build on their existing strengths, reflect current goals, and foster family competence and confidence to support their children's development and learning.											
	2.1 Candidates apply their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.											
	2.2 Candidates communicate clear, comprehensive, and objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.											
	2.3 Candidates engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence											

during assessment, individualized planning, intervention,						
instruction, and transition processes.						
3.0 Candidates apply models, skills, and processes of teaming						
when collaborating and communicating with families and						
professionals, using culturally and linguistically responsive and						
affirming practices. In partnership with families and other						
professionals, candidates develop and implement individualized						
plans and successful transitions that occur across the age span.						
Candidates use a variety of collaborative strategies while working						
with and supporting other adults.						
3.1 Candidates apply teaming models, skills, and processes,						
including appropriate uses of technology, when collaborating and						
communicating with families; professionals representing multiple						
disciplines, skills, expertise, and roles; and community partners						
and agencies.						
3.2 Candidates use a variety of collaborative strategies when						
working with other adults that are evidence-based, appropriate to						
the task, culturally and linguistically responsive, and take into						
consideration the environment and service delivery approach.						
3.3 Candidates partner with families and other professionals to						
develop individualized plans and support the various transitions						
that occur for the young child and their family throughout the						
birth through 8 age span.						
4.0 Candidates know and understand the purposes of assessment						
in relation to ethical and legal considerations. Candidates choose						
developmentally, linguistically, and culturally appropriate tools						
and methods that are responsive to the characteristics of the						
young child, family, and program. Using evidence-based practices,						
candidates develop or select as well as administer informal						
measures, and select and administer formal measures in						
partnership with families and other professionals. They analyze,						
interpret, document, and share assessment information using a						
strengths-based approach with families and other professionals for						
eligibility determination, outcome/goal development, planning						
instruction and intervention, monitoring progress, and reporting.						

4.1. Candidates understand the purposes of formal assessment, including ethical and legal consideration this information to choose developmentally, cultural linguistically appropriate, valid, reliable tools and mare responsive to the characteristics of the young chand program.	ns, and use ally and ethods that					X						
4.2 Candidates develop and administer informal ass and/or select and use valid, reliable formal assessm evidence-based practices, including technology, in patch with families and other professionals.	ents using					x						x
4.3. Candidates analyze, interpret, document, and s assessment information using a strengths-based ap families and other professionals.												
4.4 Candidates, in collaboration with families and of members, use assessment data to determine eligibility child and family-based outcomes/goals, plan for interpretation, and monitor progress to determine efficiency programming.	lity, develop erventions and								X	х		Х
5.0 Candidates collaborate with families and professi	onals to use											
an evidence-based, developmentally appropriate, an												
responsive early childhood curriculum addressing de												
and content domains. Candidates use curriculum fran	•											
create and support universally designed, high quality												
experiences in natural and inclusive environments th	_											
each child and family with equitable access and oppo												
learning and growth.												
5.1 Candidates collaborate with families and other	orofessionals											
in identifying an evidence-based curriculum address												
developmental and content domains to design and	facilitate		Х	Х								
meaningful and culturally responsive learning exper	iences that											
support the unique abilities and needs of all childre	n and families.											
5.2 Candidates use their knowledge of early childho	od curriculum											
frameworks, developmental and academic content	knowledge,	x	Х	х	х		х	х				
and related pedagogy to plan and ensure equitable	access to	^	^	^	^		^	^				
universally designed, developmentally appropriate,	and											

challenging learning experiences in natural and inclusive environments.											
6.0 Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions,											
interventions, and instruction to ensure fidelity of implementation.											
6.1 Candidates, in partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children's learning and development across all developmental and academic content domains.		x	х	x					х		
6.2 Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.				Х							
6.3 Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.	Х	х		x	х	x	x	x			
6.4 Candidates promote young children's social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.	Х	х			Х	х					
6.5 Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.	Х	х		Х	х	х	х				

	6.6 Candidates use responsive interactions, interventions, and													
	instruction with sufficient intensity and types of support across													
	activities, routines, and environments to promote child learning	Х	Х		Х		Х	Х	Х	Х		х		
	and development and facilitate access, participation, and		^		^		^	^	^	^		^		
	engagement in natural environments and inclusive settings.													
	6.7 Candidates plan for, adapt, and improve approaches to													
	interactions, interventions, and instruction based on multiple													
	sources of data across a range of natural environments and			Χ					Χ	Χ	Χ	Χ		Χ
+	inclusive settings.													
	.0 Candidates identify and engage with the profession of early													
	ntervention and early childhood special education (EI/ECSE) by													
	exhibiting skills in reflective practice, advocacy, and leadership													
	while adhering to ethical and legal guidelines. Evidence-based and													
r	ecommended practices are promoted and used by candidates.													
	7.1 Candidates engage with the profession of EI/ECSE by													
	participating in local, regional, national, and/or international													
	activities and professional organizations.													
	7.2 Candidates engage in ongoing reflective practice and access											Х		
	evidence-based information to improve their own practices.											^		
	7.3 Candidates exhibit leadership skills in advocating for improved													
	outcomes for young children, families, and the profession,													
	including the promotion of and use of evidence-based practices													
	and decision-making.												 	
	7.4 Candidates practice within ethical and legal policies and					Х								
	procedures.					^								

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