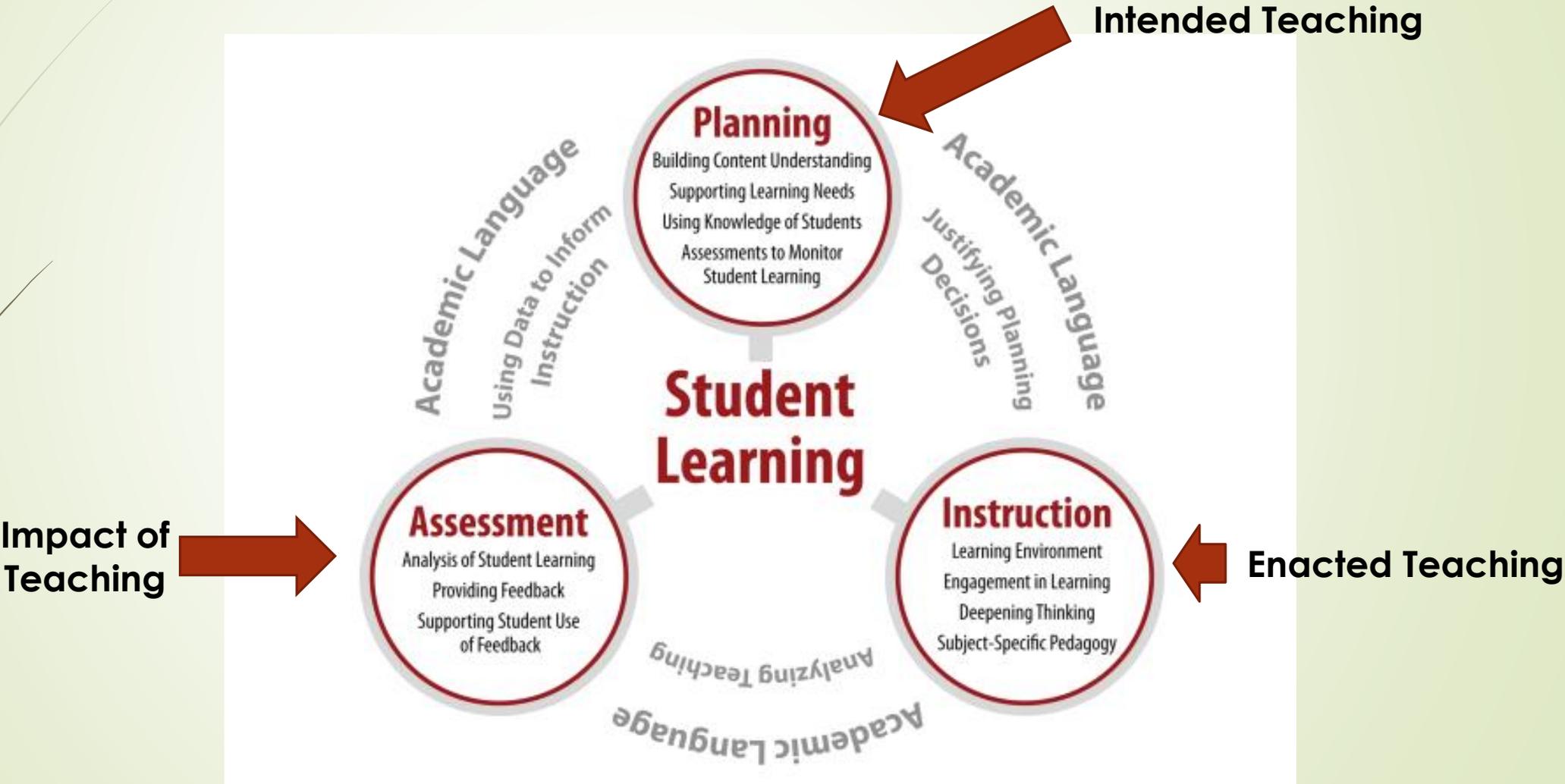# Introduction to edTPA

- **Elementary Education:**

- **Elementary Literacy**
- **Assessing Mathematics Learning**

Elementary Education

Cycle of Effective Teaching

Overview of edTPA – Elementary Literacy

In a Nut Shell…

PLANNING for Instruction and Assessment
- Design a learning segment consisting of ***3-5 consecutive literacy lessons*** with a focus on ***comprehension and/or composition***
- Learning segment to reflect a ***balanced literacy curriculum***
- Learning segment should include *learning tasks* through which to develop an ***essential literacy strategy*** for comprehending or composing text and ***related skills***

INSTRUCTING and Engaging Students in Learning
Produce videorecording of ***interactions with S's*** during instruction

ASSESSING Student Learning
Assess students informally and formally *throughout* the Learning Segment

Candidates will submit ***artifacts*** from the tasks (e.g., lesson plans, video clips, assessment materials, instructional materials, student work samples) as well as ***commentaries*** to explain and reflect on the three tasks: Planning, Instruction, Assessment.

Evidence of Teaching Practice

Artifacts

- Lesson plans
- Copies of instructional materials
- Copies of assessment materials
- Video clips
- Student work samples

Commentaries

- Description of artifacts
- Rationale behind the use of particular artifacts
- Analysis of practice, what was learned in practice, student learning

Task 1: Planning for Instruction and Assessment

What do candidates need to think about?

❑ What do your students know, what can they do, and what are they learning to do?

❑ What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?

❑ How will you use your knowledge of your students' assets to inform your plans?

❑ What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?

❑ How will your learning segment support students to develop and use language that deepens content understanding?

❑ How is the teaching you propose supported by research and theory about how students learn?

Task 1: Planning for Instruction and Assessment

Plan for whole class or group of students

Provide CONTEXT information (form in Elementary Literacy Handbook)
- Information about students, classroom, and school

Identify a LEARNING SEGMENT to plan, teach, and analyze
- Three to five (3 – 5) detailed lessons

Task 1: The Learning Segment

Identify a *central focus* for the learning segment that includes:

- An **essential literacy strategy** for comprehending text (e.g., summarizing a story) or composing text (e.g., using evidence to support an argument)
- **Related skills** needed to develop and apply the strategy (e.g., decoding, recalling, sequencing, writing conventions, writing paragraphs) in meaningful contexts

Candidates determine content standards and objectives that the essential literacy strategy and the related skills will address and for those:

- select a **language function** from learning objectives
- choose a **learning task** that provides practice with that language function
- identify **language demands** associated with the task
- **Plan targeted supports** that address the language demands

Lesson Plans of the Learning Segment

Lesson plans must include the following:
- State-adopted academic content standards
- Learning objectives
- Informal and formal assessments
- Instructional strategies and learning tasks
- Instructional resources and materials
- Copies of all written assessments and/or directions for any oral or performance assessments
- Citations for the source of all materials that the candidate did not create

Lesson plans are to be the original ones written for teaching (unmodified)

Planning Commentary

Candidates write a PLANNING commentary in response to prompts provided and that address:

- Central focus
- Knowledge of students
- Justification for instructional strategies and language supports
- Language functions that align with central focus
- Additional language demands and language supports
- How the candidate will monitor student learning

Candidate Submission – Planning Task 1

Part A: Context for Learning Information
Part B: Lesson Plans for Learning Segment
Part C: Instructional Materials
Part D: Assessments
Part E: Planning Commentary

Task 2: Instructing and Engaging Students in Learning

What do candidates need to think about?

❑ 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 central focus of the learning segment?

❑ How will you elicit and build on student responses in ways that 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?

Task 2: Instructing and Engaging Students in Learning

❑Obtain required permission for videorecording

❑Identify challenging learning tasks

❑Identify lessons to videorecord.

❑Provide 2 video clips (3 – 20 minutes)

- One clip should show how candidate actively engages students while modeling the essential literacy strategy.

- Second clip should show how candidate supports students to practice and apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.

Task 2: Instructing and Engaging Students in Learning

❑ Provide evidence of students' language use through:
- video clips from Instruction Task 2,
- an additional video, and/or
- student work samples

❑ Videorecord your classroom teaching and select video clips to submit

❑ Respond to the prompts listed in the Instruction Commentary

❑ Determine if additional information is needed to understand what you and the students are doing in the video clips.

Instruction Commentary

❑ Respond to Instructing prompts in six (6) or fewer pages (prompts included).
❑ Identify lesson or lessons that are shown in the video clips by lesson plan number(s).
❑ Identify scenes in the video clips where s/he provided a positive learning environment.
❑ Explain how instruction:
  - engaged students in developing an essential literacy strategy and related skills
  - linked students' prior academic learning and personal, cultural, and community assets with new learning

Instruction Commentary

❑ Discuss how you:

- elicited and built on student responses, modeled the essential literacy strategy AND supported students as they practiced

❑ Discuss changes you would make to instruction

❑ Explain why you think these changes would improve student learning

Task 3: Assessing Student Learning

What do candidates need to think about?

❑ How will you gather evidence and make sense of what students have learned?

❑ How will you provide meaningful feedback to your students?

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

❑ How will you identify evidence of and explain students' use of language that demonstrates the development of content understanding?

Task 3: Assessing Student Learning

❑Select <u>one</u> assessment that is completed by the whole class

❑Define and submit the evaluation criteria.

❑Collect and analyze student work from the selected assessment

❑Select 3 student work samples that represent the patterns of learning

Task 3: Assessing Student Learning

❑ Document the feedback given to each of the 3 focus students

❑ Respond to the prompts listed in the Assessment Commentary

❑ Include and submit the chosen assessment

❑ Provide evidence of students' understanding and use of the targeted academic language function and other language demands.

Assessment Commentary

❑ Write a commentary, responding to prompts

❑ Attach the assessment used to evaluate student performance

❑ Analyze student learning:

- Identify the specific learning objectives measured

- Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class.

- Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning

Assessment Commentary

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

❑ Identify the format in which they submitted evidence of feedback. Choose one of the following:

- Written directly on work samples or in separate documents

- In audio files

- In video clips from Instruction Task 2 or in separate video clips

❑ Explain how feedback provided to the 3 focus students addresses their individual strengths and needs.

Assessment Commentary

❑Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives

❑Use concrete examples from the video clip(s) and/or student work samples as evidence.

❑Use evidence of students' language use from available resources

Assessment Commentary

❑ Explain and provide concrete examples for the extent to which students were able to use the selected language function, vocabulary or key phrases, and discourse or syntax

❑ Describe next steps for instruction to impact student learning

❑ Explain how next steps follow from your analysis of student learning.

edTPA Resources

- ❑ Elementary Literacy Handbook
- ❑ Making Good Choices Support Guide
- ❑ Understanding Academic Language
- ❑ Academic Language Handout
- ❑ Understanding Rubric Level Progressions (URLP)

Mathematics Assessment Task 4:
Assessing Students' Mathematics Learning

Task 4:
Elementary Mathematics Assessment Task
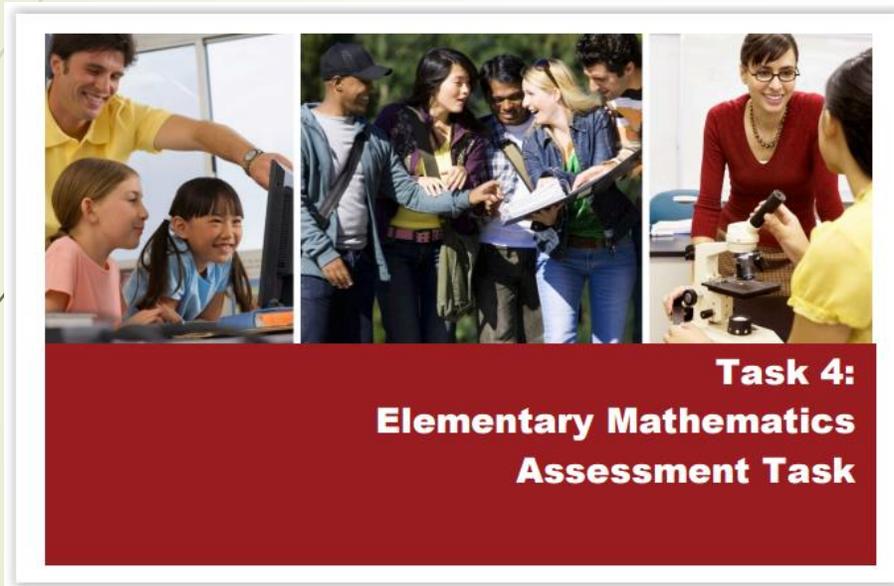
Candidates analyze student work samples to identify a targeted learning objective/goal and plan and teach a re-engagement lesson focused on students' needs.

Task 4: Mathematics Assessment

What do Candidates Need to Think About?

- ❑ How will you analyze whole class evidence to identify patterns of learning?
- ❑ How will you use student work to analyze mathematical errors, confusions, and partial understandings?
- ❑ How will you re-engage students in learning to address identified areas of challenge or need?
- ❑ How do you use evidence of student learning to reflect on the effectiveness of your re-engagement lesson?

Task 4: Assessing Students' Mathematics Learning

Candidates Set the Context:

- ❑ Identify "class" as whole class or subset (group) of larger class (minimum of 4 students)
- ❑ Provide CONTEXT information (template format from handbook)
- ❑ Identify a learning segment of 3 – 5 lessons that will include the formative assessment for those lessons
- ❑ Identify a central focus, content standards, and learning objectives. Central focus must support students in developing:
  - Conceptual understanding
  - Procedural fluency
  - Mathematical reasoning/problem solving skills
- ❑ Briefly (2 pages) describe the instruction that preceded the formative assessment (candidates use form from handbook)

Task 4: Assessing Students' Mathematics Learning

Candidates Analyze Student Work:

- ❑ Develop or adapt a formative assessment to assess whole class learning. Should reflect the work of individual students, even if working in groups.
- ❑ Submit a blank copy of the formative assessment
- ❑ Define evaluation criteria used to analyze student learning
- ❑ Collect and analyze student work and summarize in table or narrative to identify patterns in learning with and across learners in the class (see handbook for alternatives to written assessments.
- ❑ Select and submit three work samples that show struggles and analyze errors for misconceptions

Task 4: Assessing Students' Mathematics Learning

Candidates Re-engage Students in Learning Mathematics:

- ❑ Identify a learning objective/goal based on analyses of student work
- ❑ Design re-engagement lesson
- ❑ Teach the re-engagement lesson
- ❑ Collect and submit work samples from three focus students that show new evidence of student understanding
- ❑ Evaluate effectiveness of the re-engagement lesson

Task 4: Assessing Students' Mathematics Learning

Mathematics Assessment Commentary:

❑ Analyze student learning for the whole class
❑ Identify specific learning objectives
❑ Provide chart/table or narrative of student learning for whole class
❑ Use examples from the summary chart in discussing patterns of learning across the class
❑ Analyze student learning for the three focus students. Focus students:
  • Should demonstrate where and how students struggled
  • At least one student must have specific learning needs (e.g., EL, student with an IEP, a struggling learner, a gifted student needing more support or a greater challenge)
❑ Describe the re-engagement lesson
❑ Cite evidence from 3 focus students to justify the strategies used in re-engagement lesson