

WELCOME!
edTPA PARTNERSHIP TEACHER SUPPORT

Welcome From Your UNCW edTPA Support Team!



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Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't instruct candidates on which video clips to select for submission



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

Typical edTPA Support Schedule

- **Opening Overview Webinar within the first 2 weeks of the semester**
- **Optional Task and Program-Specific Q & A Sessions**
 - Task 1: held about 3 weeks into the semester
 - Tasks 2 & 3: held about 5 weeks into the semester
- **Half-day edTPA Work Sessions & Task-Specific Drop-in Sessions**
 - 2 half-day releases from school placements
- **Submission Week**
 - **FINAL SUBMISSION DEADLINE: Typically, this is the Tuesday of the 3rd full week in October for the Fall semester and the 3rd full week in March for the Spring.**
 - It is an internship expectation to successfully SUBMIT edTPA within the expected timeframe.
- **SUPPORT TIPS:**
 - Familiarize yourself with EVIDENCE CHARTS at the back of each handbook
 - A coaching conversation could be asking the intern to walk through the evidence chart together to ensure all parts are being addressed for each task.

Sample Evidence Chart for Task 1:

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages , including prompts	<ul style="list-style-type: none">Use Arial 11-point type.Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none">Submit 3–5 lesson plans in 1 file.Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	<ul style="list-style-type: none">Submit all materials in 1 file.Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).Order materials as they are used in the learning segment.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none">Submit assessments in 1 file.Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 9 pages of commentary, including prompts	<ul style="list-style-type: none">Use Arial 11-point type.Single space with 1" margins on all sides.Respond to prompts before teaching the learning segment.

Self-Paced Support for Interns

Website

- Accessible to all, including Partnership Teachers!

Canvas

- Great for interns to access resources, timelines, and to collaborate with peers!
- Only accessible to UNCW students enrolled in the course.

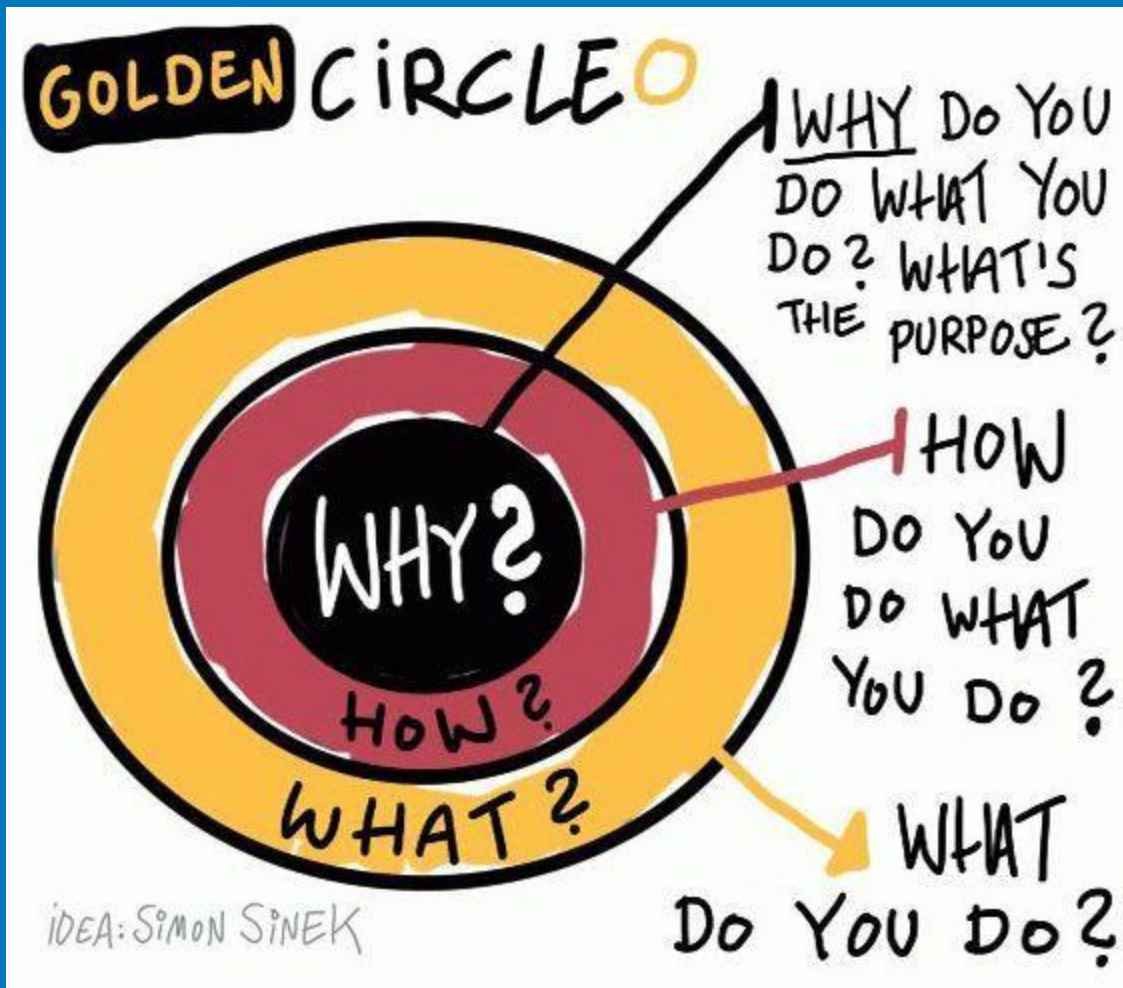
TaskStream

- All templates are on this platform, and this is where interns will upload and submit their portfolios!

Purpose of edTPA:

What is effective teaching?

- How do you know?
- How do you show?



- ❑ Lesson plans
- ❑ Videos of teaching
- ❑ Teaching artifacts
- ❑ Student work samples
- ❑ Narrative explanations
- ❑ Reflections

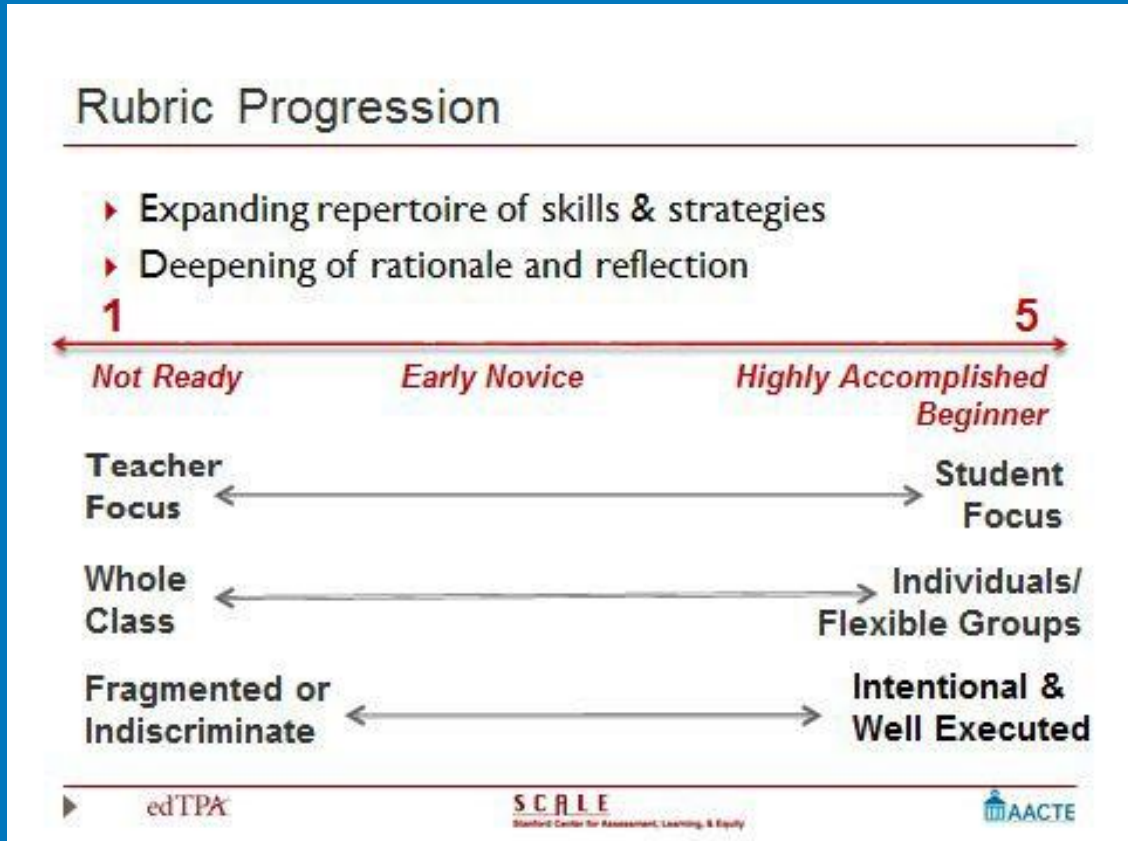
Task 1: Planning	Task 2: Instruction	Task 3: Assessment
<ul style="list-style-type: none">• Instructional and social context• Lesson plans• Instructional materials, student assignments• Planning Commentary	<ul style="list-style-type: none">• Unedited Video Clips• Instruction Commentary	<ul style="list-style-type: none">• Evaluation criteria used to analyze student learning.• Analysis of whole class assessment• Analysis of learning and sample of feedback to three students• Assessment Commentary

How Will the Portfolio Be Assessed?

edTPA is a *student centered* multiple measure assessment of teaching.

edTPA Rubrics

- ❑ Typically 5 per task
- ❑ 3 tasks - 15 total
- ❑ Progression from 1-5
- ❑ Consistent 3 = 45
- ❑ Cut score is 38 for 15 rubrics



Key Resources for Coaching Interns through edTPA

Key Decisions Chart (there is one for each task in Making Good Choices)

Task Key Points (each task in Making Good Choices - what to include & what to avoid)

Task Summary Chart (beginning of each task in handbook – contact edtpa@uncw.edu for access to a handbook if you do not have a copy)

Task Evidence Chart (end of the handbook, after the glossary)

Read the Glossary - Pay attention to the handbook language!

**Key terms - academic language, central focus, learning segment, assets*

Academic Language

- Not in part of World Language assessment and modified for Early Childhood and ESL assessments
- The **language demands** that candidates need to consider as they plan to **support** student learning, include:
 - **Language functions**
 - **Vocabulary**
 - **Syntax**
 - **Discourse**

Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area.

Academic language is the oral and written language used for academic purposes and the means by which students develop and express content understandings.

Academic Language Supports

- The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, & Cheuk, 2012).
 - Graphic organizers
 - Sentence starters
 - Modeling
 - Word walls
 - Visual representations/samples/examples
 - Diagram a play using Xs, Os, and arrows

Context for Learning

Elementary Literacy Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

Elementary school: _____

Middle school: _____

Other (please describe): _____

Urban: _____

Suburban: _____

Rural: _____

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, intervention or other leveled small group instruction, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.
3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

About the Class Featured in this Learning Segment

1. How much time is devoted each day to literacy instruction in your classroom?
2. Is there any ability grouping or tracking in literacy? If so, please describe how it affects your class.
3. Identify any textbook or instructional program you primarily use for literacy instruction. If a textbook, please provide the title, publisher, and date of publication.
4. List other resources (e.g., electronic whiteboard, classroom library or other text sets, online professional resources) you use for literacy instruction in this class.

About the Students in the Class Featured in this Learning Segment

1. Grade-level(s): _____

2. Number of
 - * students in the class: _____
 - * males: _____
 - * females: _____

3. Complete the charts below to summarize required or needed supports, accommodations, or modifications for your students that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher to complete the charts. Some rows have been completed in *italics* as examples. Use as many rows as you need.

Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students:

- * With Individualized Education Programs (IEPs) or 504 plans
- * With specific language needs
- * Needing greater challenge or support
- * Who struggle with reading
- * Who are underperforming students or have gaps in academic knowledge

For Assessment Task 3, you will choose work samples from 3 focus students. At least one of these students must have a specified learning need. Note: California candidates must include one focus student who is an English language learner.³

Students with IEPs/504 Plans		
IEP/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Partient IEP Goals
Example: Visual processing	2	Close monitoring, large print text, window card to isolate text

³ California candidates: If you do not have any English language learners, select a student who is challenged by academic English.

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
Example: English language learners with only a few words of English	2	Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals) Have students use pre-taught key words and graphic organizers to complete sentence starters
Example: Students who speak a variety of English other than that used in textbooks	5	Make connections between the language students bring and the language used in the textbook
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Example: Struggling readers	5	Leveled text, targeted guided reading, ongoing reading assessment (e.g., running records, miscue, conferencing)

TASK 1 - Planning the Learning Segment

- ❑ Co-planning is critical!
 - ❑ Help select a class/group/student as the focus class (min. 4 students for most certification areas)
 - ❑ Provide input for the **Context for Learning**
 - ❑ Identify a **Central Focus and Learning Objectives** (aligned with state standards)
 - ❑ Help craft a **Learning Segment** of 3-5 lessons to plan, teach, and analyze
 - ❑ Identify and plan for **Academic Language** demands and supports (if required)
 - ❑ Assist in finding/creating and organizing instructional materials and assessments

Top 3 Take-Aways for Support



Planning

Central Focus
Academic
Language
Alignment



Evidence Charts



Understanding Rubric Level Progressions



Questions later?

Email edtpa@uncw.edu

