

# SPECIAL EDUCATION CANDIDATE RESOURCES

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# LEARNING SEGMENT

- A learning segment is a part of a unit connected by standards and objectives, a learning goal of your focus learner, and communication skills. See your handbook for specifics and examples.
- 3-5 lessons that are approximate to 3-5 hours of instruction in one class.
  - *You will NOT submit 3-5 hours of video but will select 1-2 video clips totaling no more than 20 minutes.*
- The class should be in a context in which you would normally teach.
- All parts of edTPA come during this learning segment.

# SUMMARY...

- You will pick one focus learner who has a rich IEP.
- You will choose an instructional goal for that student.
- You will write a learning segment of 3-5 lessons for that learner's class based on your goal.
- You will submit your lesson plans, all of your materials associated with those lesson plans, video clips of yourself teaching the lessons, and assessment data from your focus learner.
- Throughout the process, you will reflect on and write about what you did.

# BASICS OF TASK ONE

- Choose one focus learner (and ensure permission BEFORE YOU START!).
- Choose one learning goal for this focus learner (this is focus rather than central focus) based on the learner's IEP. If possible, it should be *academic*.
- Collect baseline data before teaching.
- Write lesson plans in the context of real teaching, but focus on the needs of the learner and the specific learning goal.
- Be sure objectives are measurable and tracked in a daily assessment record.

# ALIGNMENT OF LESSON PLANS: SPECIAL PROGRAMS

Individualized Education Plan & Content Standards



Learning Goal



Daily Objectives and Communication Skill



Daily Activities and Assessment Record



Communication Support

# WHAT'S DIFFERENT IN TASK ONE?

Academic Language Demands → Expressive/Receptive Communication  
Language Function → Communication Skill

NO "Key Learning Task," rather a lot of scaffolds.

# BASICS OF TASK TWO

- Clip(s) should highlight the focus student and his or her engagement in the learning goal.
- Again, should be a “real world” context – whole class, small group, or individual work.
- Can refer to whole class in responses on commentary.

# BASICS OF TASK THREE

- Rather than focusing on one assessment, analyze all assessments as reflected in the assessment record.
- Submit a work sample that demonstrates patterns for focus learner.
- Submit your feedback for your chosen work sample.
- The point is not that your learner “got it;” the point is your analysis.



# edTPA SCORING

- 5 rubrics per task = 15 rubrics
- Each is scored on a scale of 1-5
- 3 is proficient
- Possible total score of 75
- Two or more condition codes in one task = no score for edTPA
- The recommended professional performance standard range is 37-42.