



# edTPA - Where do I begin?

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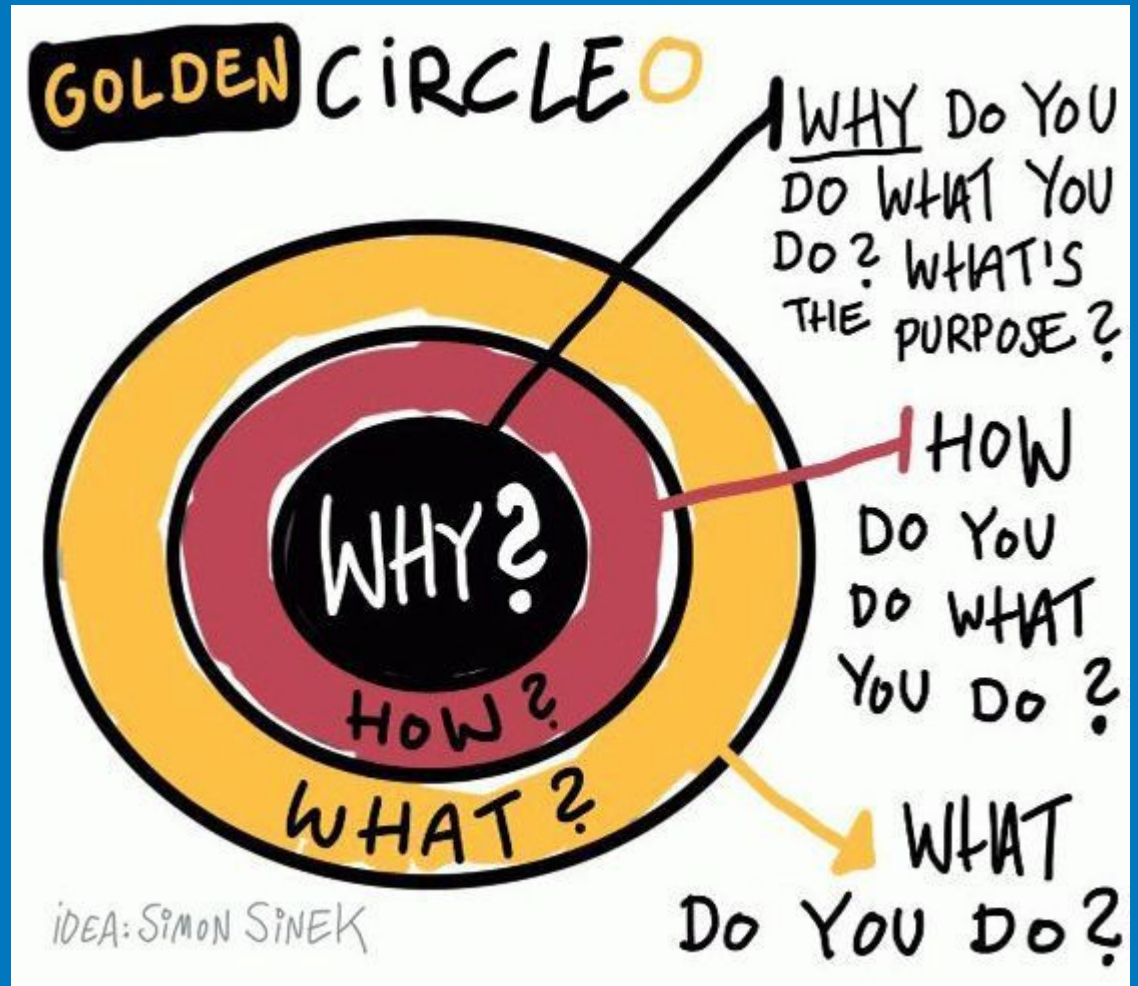
Purpose:

What is effective teaching?

How do you know?

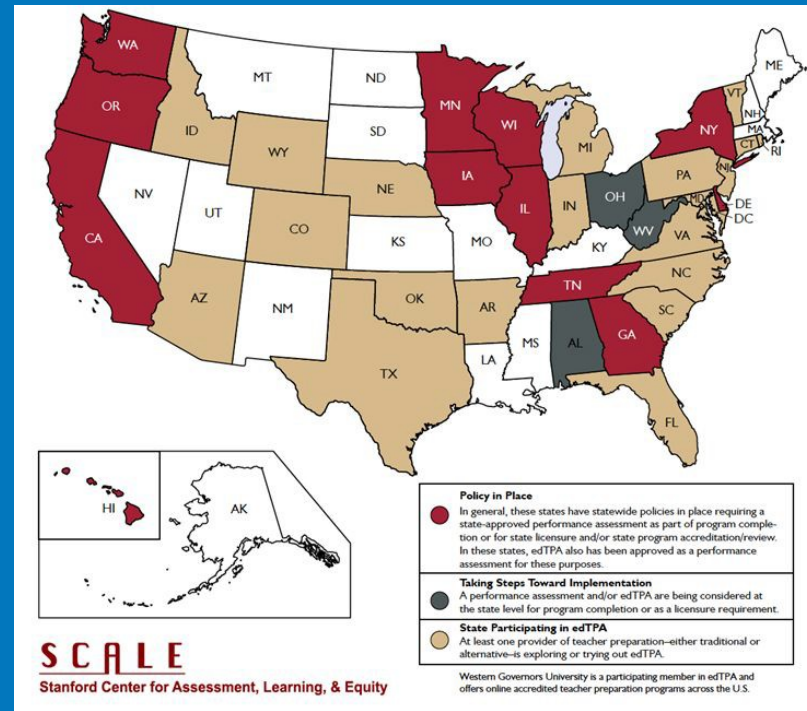
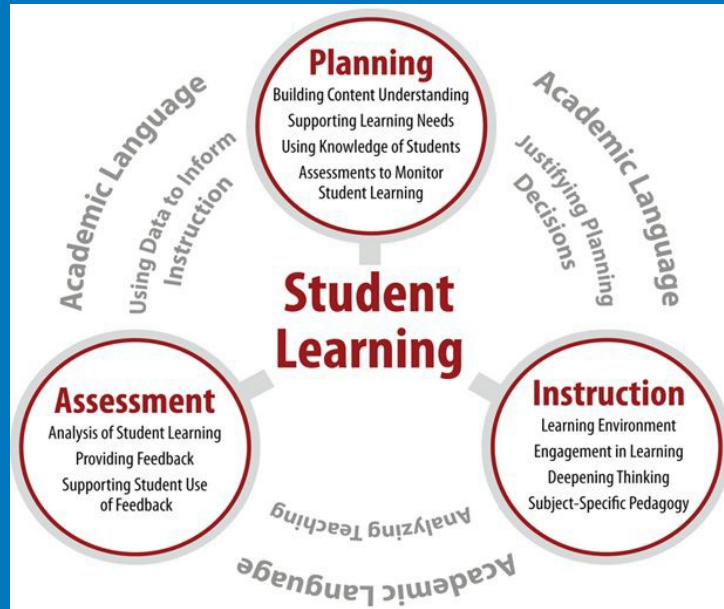
How do you show?

<https://goo.gl/RsBZXi>



# Why?

Assess readiness to teach and examine the effective teaching cycle.



# How?

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

[Student Support Website](#)

# What?

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

“Teaching is delivering the content and getting through the material.”



“Teaching is having a positive impact on student learning.”



# Making Good Choices

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*Key Decisions Chart* (each task in MGC)

*Task Key Points* (each task in MGC - what to include & what to avoid)

*Task Summary Chart* (beginning of each task in handbook)

*Task Evidence Chart* (end of each task in handbook)

*Read the Glossary* - Pay attention to the handbook language!

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

# What do I need to think about?

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- ❑ Plan ahead - *what can you start now?*
- ❑ Get organized - *how will you organize your time, resources & evidences?*
- ❑ Understand the tasks - *utilize the task summary and evidence charts*
- ❑ Understand the rubrics - *utilize the rubric progression documents*

**Read the ENTIRE handbook!**

**Determine what resources and support you will need to be successful!**

# What do I need to do?

<u>Planning Task</u>	<u>Instruction Task</u>	<u>Assessment Task</u>
<ul style="list-style-type: none"><li>•Plans for instruction including a focus on developing thinking skills related to the central focus (explanation, synthesis, evaluation) in addition to skills, facts, and procedures</li><li>• Rationale for your instructional choices in your commentary, not your lesson plans</li><li>•Explicit justification of why your instructional strategies, materials, and planned supports (including supports for language) are appropriate for YOUR students</li></ul>	<ul style="list-style-type: none"><li>•Video evidence* that explicitly depicts you addressing the subject-specific requirements for Task 2 as described in your handbook</li><li>• References in your commentary responses to specific examples found in your video clip(s)</li><li>•Time stamps identifying evidence from the video clip(s) in every response</li></ul>	<ul style="list-style-type: none"><li>•Analysis of ONE assessment related to your central focus*</li><li>•Focus student work samples that represent a range of performance*</li><li>•Identify trends in student performance</li><li>•Explanation of any modifications made to address student learning needs</li><li>• Concrete evidence of feedback</li><li>• <i>Concrete evidence of academic language use and Support*</i></li></ul>



# What do I need to write?

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For each task you will write a commentary - answer the prompts!

*-narrative or bulleted form*

*-stay within page limits*

*-pay attention to conjunctions (and, or)*

*-pay attention to verbs (describe, explain, justify)*

Your written work reflects your thinking and your professionalism! Be sure your written commentary is **CLEAR, CONCISE & CONVINCING!**

# How will the evidence of my teaching be assessed?

## *edTPA Rubrics*

- ❑ Typically 5 per task
- ❑ 3 tasks - 15 total
- ❑ Progression from 1-5

Task name: Rubric Title				
Guiding Question				
Level 1	Level 2	Level 3	Level 4	Level 5
Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach	Represents the knowledge and skills of a candidate who is possibly ready to teach	Represents the knowledge and skills of a candidate who is qualified to teach	Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher	Represents the advanced skills and abilities of a candidate very well qualified and ready to teach

# Rubric Progression

## Rubric Progression

- ▶ Expanding repertoire of skills & strategies
- ▶ Deepening of rationale and reflection



# Next Steps...

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*Handbook* - download in Taskstream and READ!

*Student Support Website* - Top 5 student support resources

*Communication With Your Partnership Teacher* -

- *Instructional Context*

- *Determine school assets*

- *Decide how you will record your teaching*

- *Video consent*