Name: Date:

**Rationale for Proposal**: Help you meaningfully plan your learning segment and prepare to write your commentaries.

Complete the following table prior to beginning work on your edTPA portfolio and share with your edTPA clinician. Cite at least 3 sources for future reference.

|  |
| --- |
| **Content Standard(s) & Central Focus** |
| **Standard(s)**:**Central Focus**:  |
| **1. About the Math** |
| *A. Explanation* *What does the standard mean?* |
| *B. Examples**What are problems students should work on for this standard?* |
| **2. Suggestions for Teaching** |
| *A. Instructional Strategies* *Techniques teachers use to help students become independent, strategic learners**Best practices for teaching this content from your sources (not a list of what you are doing in the learning segment!)* |
| *B. Content Vocabulary**Subject-specific words defined for use in the discipline* |
| **3. Misconceptions** |
| *Preconceptions/ Common Errors/ Misunderstandings & Suggestions for Addressing them.* |

Use reputable sources to help you unpack! Recommendations that refer to research-based strategies include:

*Textbook used in your methods course (if you still have the book!)*

* + Locate & refer to the chapter(s) most closely aligned with your central focus

The following sources are organized by common core math standard. Locate the standard aligned with your central focus for more information.

1. The Common Core Mathematics Companion: The Standards Decoded (6-8 or 9-12 version) (*Note: Vocabulary- look at the beginning of each domain for a list of vocabulary and materials to use*)
2. Common Core Flipbook (scroll down page to find your grade level/subject) <https://community.ksde.org/Default.aspx?tabid=5646>
3. South Dakota Mathematics Standards <https://doe.sd.gov/contentstandards/math.aspx> (refer to the “Unpacked Documents” tab)
4. Groveport Madison Schools (Ohio) Curriculum Maps <http://www.gocruisers.org/Curriculum.aspx>
5. Howard County Public School System Resources Pages (6th grade only – grades 7-12 is being revised) <https://hcpss.instructure.com/courses/5972>
6. North Carolina Math Teacher Resource Pages (grades 6-8) at<http://tools4ncteachers.com/> (*Note: Use the About this Cluster and Unpacking Document below the tables on the cluster page*)

\*Please realize that this is not an exhaustive list, but use these and other sources as needed to explore your central focus.

Use the information that you unpacked to help identify the following mathematical components for the central focus of your learning segment.

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| **Conceptual Understanding (CU)** |
| Describe concepts and the meaning behind the procedures specific to the central focus.  |
| **Procedural Fluency (PF)** |
| Describe specific procedures, algorithms, or skills that students must be able to perform specific to the central focus. Describe how students will be able to apply procedures accurately, efficiently, and flexibly. |
| **Mathematical Reasoning and/or Problem Solving Skills (MR/PSS)** |
| Describe how the students will explain their understanding of procedures and/or concepts. Describe how students justify their answers. |

Identify the language function and a learning task that illustrates that function for your learning segment.

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| **Language Function & Task** |
| The content and language focus of the learning task, represented by the active verbs within the learning outcomes. Refer to the edTPA glossary for examples and non-examples. Sometimes the Cluster Heading for the TN standard and/or the language of the standard itself can point to a meaningful language function.**Function**:**Learning Task** - Briefly describe the learning task within the learning segment (identify the lesson day/number) for which the language function will be used: |

Please complete this outline for each of the lessons in your learning segment. (Central focus is same for all lessons and only needs to be added into the proposal one time)

|  |
| --- |
| Briefly describe the learning segment: |
| **Lesson Title** | **Central Focus** | **Standards/Objectives** | **Planned Activities**Consider how you will address prior learning and student interests and assets with your daily activities. What higher order questions will guide the lesson each day? | **Planned Assessments**Put an asterisk next to & highlight the assessment that you plan to use for Task 3. You need to select something that clearly allows you to assess conceptual understanding, procedural fluency, AND math reasoning and or problem solving skills, as well as the language function\* |
| 1. |  |  |  |  |
| 2. | XXXXXXXXXXXXXXX |  |  |  |
| 3. | XXXXXXXXXXXXXXX |  |  |  |
| 4. | XXXXXXXXXXXXXXX |  |  |  |
| 5. | XXXXXXXXXXXXXXX |  |  |  |

**Central focus**: A description of the important understandings and core concepts that you want children to develop within the learning segment. Check the glossary in your handbook for an example.

**Standards and Objectives**: Come directly from the Teacher’s Edition of your content or from the Common Core State Standards.

**Planned Activities**: Briefly describe the activities you will use and the rationale for the activities. Be sure to integrate opportunities for students to practice PF, CU, and MR/PSS as well as the language function DAILY.

**Planned Assessments** – Formal and Informal: Refers to all those activities undertaken by teachers and by their students that provide information to be used as feedback to modify the teaching and learning activities. Be sure to integrate opportunities to assess PF, CU, and MR/PSS and the language function DAILY

**Assets (knowledge of students):**

**personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, mathematical dispositions, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.

**cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.

**community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.