edTPA
TEACHER PERFORMANCE ASSESSMENT

TASK ONE
GOALS OF edTPA

• Create a body of evidence of teacher performance (pre-service)

• Measure a candidate’s readiness for licensure

• Provide a consistent measure across teacher preparation programs

• Support candidate learning

• Improve information base for accreditation
# Records of Practice

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Stanford Center for Assessment, Learning and Equity 2011
Task 1: Planning

Part A: Context for Learning Information

About the School Where You are Teaching
1. In what type of school do you teach?
   - Elementary:
   - Middle School:
   - Other (please describe):
   - Urban:
   - Suburban:
   - Rural:

2. List any special features of your school or classroom setting 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 Assessment
1. How much time is devoted 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 you use for literacy instruction in this class.
Task 1: Planning

Part A: Context for Learning Information

About the students in your class
1. Grade level(s): _______________________________
2. Number of
   • Students in the class
   • Males _____ Females _____

3. Complete the chart 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 chart. The first two rows have been completed in italics.

   Consider the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment.
   • English language learners
   • Gifted students needing greater support or challenge
   • Students with IEP’s or 504 plans
   • Struggling readers
   • Underperforming students or those with gaps in academic knowledge

Ref. Handbook P. 35
Task 1: Planning

Part B: Lesson Plans for Learning Segment

1. Identify a learning segment to plan, teach, and analyze
2. Select a learning segment of 3-5 lessons
   \[\text{OR}\]
   if teaching literacy within a large block, about 3-5 hours of connected instruction.
3. Identify a central focus to support students to develop an essential strategy for comprehending or composing text and requisite skills that directly support that strategy.
4. Write and submit a lesson plan for each lesson in the learning segment.

\textbf{Your lesson plan should include:}

- State adopted academic content standards and/or Common Core State Standards that are the target of student learning (list the number and text of the standard. If only a portion of a standard is being addressed, then only list the relevant parts.
- Learning objectives associated with content standards.
- Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed.
- Instructional strategies and learning tasks that support diverse student needs.
- Instructional resources and materials used to engage students in learning.

Ref. Handbook P. 8
Task 1: Planning

Part C: Instructional Materials

• You may submit no more than 5 pages of KEY instructional materials per lesson plan.
• Label the materials by corresponding lesson (Lesson 1 – Instructional Materials; Lesson 2 – Instructional Materials, etc.)
• Order your materials as they are used in the learning segment.
• Materials should be submitted in one (1) file.

Examples of Instructional Materials include handouts, foldables, scoring rubrics, graphic organizers, etc.

Ref. Handbook P. 36
Task 1: Planning

Part D: Assessment

• Assessments provide evidence of students’ prior knowledge, thinking or learning in order to evaluate what students understand and how they are thinking.
• Informal (formative) assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work.
• Formal (Summative) assessments may include, for example, quizzes, homework assignments, journal and projects.
  • Assessments should be submitted in one file.
  • Label assessments with corresponding lesson (i.e., Lesson 1, Lesson 2, etc.)
  • Order assessments as they are used in the learning segment.
Task 1: Planning

Part E: Planning Commentary

1. **Central Focus** – a description of the important understanding and core concepts that you want students to develop in the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives and address the subject-specific components in the learning segment.
   a) Describe the central focus and purpose for the content you will teach in this learning segment.
   b) Describe how the standards and learning objectives within our learning segment address:
      ✓ An essential literacy strategy
      ✓ Requisite skills
      ✓ _______________connections. (Differs depending on content area)
   c) Explain how your plans build on each other to help students **make connections** between skills and the essential strategy to comprehend **OR** compose text in meaningful contexts.
Task 1: Planning

Part E: Planning Commentary

2. **Knowledge of Students to Inform Teaching**

For each of the prompts (2a-b), describe what you know about your students with respect to the central focus of the learning segment.

- a) Prior academic learning and prerequisite skills related to the central focus – What do students know, what can they do, and what are they learning to do?
- b) Personal/cultural/community assets related to the central focus – What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

Consider the variety of learners in your class who may require different strategies/support. (e.g., students with IEPs, English Language Learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
Task 1: Planning

Part E: Planning Commentary

3) Supporting Students’ Learning

Respond to prompts 3a-c. Use principles from research and/or theory to support your explanations.

a) Explain how your understanding of students’ prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials.

b) Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.

Consider students with IEPs, English Language Learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

c) Describe the common developmental approximations or common misconceptions with your literacy central focus and how you will address them.

Ref: Handbook PP. 9-10
Task 1: Planning

Part E: Planning Commentary

4. Supporting Literacy Through Language
   a) Language demand: Language Function. Identify one language function essential for student learning within your central focus.
   b) Identify a key learning task from your plans that provides students with opportunities to practice using the language function.
   c) Additional Language Demands. Given the language function and task identified, describe the associated language demands (written or oral) students need to understand and/or use.
      ✓ Vocabulary or key phrases
      ✓ Plus at least one of the following
         ▪ Syntax
         ▪ Discourse

   Consider the range of students’ understandings of the language function and other demands – What do students already know, what are they struggling with, and/or what is new to them?

   d) Language Supports. Refer to your lesson plans and instructional materials as needed in your response.
      d) Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language functional and additional language identified in prompts 4a-c.
Task 1: Planning

Part E: Planning Commentary

5) Monitoring Student Learning
Refer to the assessments you will submit as part of the materials for Task 1.
   a) Describe how your planned formal (Summative) and informal (Formative) will provide direct evidence that students can use the literacy strategy and requisite skills to comprehend or compose text throughout the learning segment.
   b) Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider all students, including students with IEPs, English Language Learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.
<table>
<thead>
<tr>
<th>What to Submit</th>
<th>Supported File Types</th>
<th>Response Length</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Content for Learning</td>
<td>.doc; .docx; .odt;</td>
<td>No more than 3 pages, including prompts</td>
<td>• Use Arial 11-point type.</td>
</tr>
<tr>
<td></td>
<td>.pdf</td>
<td></td>
<td>• Single space with 1&quot; margins on all sides.</td>
</tr>
<tr>
<td>Part B: Lesson Plans for Learning Segment</td>
<td>.doc; .docx; .odt;</td>
<td>N/A</td>
<td>• Submit 3–5 lesson plans in 1 file.</td>
</tr>
<tr>
<td></td>
<td>.pdf</td>
<td></td>
<td>• Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</td>
</tr>
<tr>
<td>Part C: Instructional Materials</td>
<td>.doc; .docx; .odt;</td>
<td>No more than 5 pages of KEY instructional materials per lesson plan</td>
<td>• Submit materials in 1 file.</td>
</tr>
<tr>
<td></td>
<td>.pdf</td>
<td></td>
<td>• Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Order materials as they are used in the learning segment.</td>
</tr>
<tr>
<td>Part D: Assessments</td>
<td>.doc; .docx; .odt;</td>
<td>N/A</td>
<td>• Submit assessments in 1 file.</td>
</tr>
<tr>
<td></td>
<td>.pdf</td>
<td></td>
<td>• Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Order assessments as they are used in the learning segment.</td>
</tr>
<tr>
<td>Part E: Planning Commentary</td>
<td>.doc; .docx; .odt;</td>
<td>No more than 9 pages, including prompts</td>
<td>• Use Arial 11-point type.</td>
</tr>
<tr>
<td></td>
<td>.pdf</td>
<td></td>
<td>• Single space with 1&quot; margins on all sides.</td>
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<td></td>
<td>• Respond to prompts before teaching the learning segment.</td>
</tr>
</tbody>
</table>

Ref. Handbook P. 36
Task 1 Rubrics
Rubric 1: Planning for Literacy Literacy Learning

How do the candidate’s plans build students’ literacy skills and an essential strategy for comprehending or composing text?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate’s plans focus on literacy skills without connections to any strategy for comprehending text or composing text.</td>
<td>Plans for instruction support student learning of skills with vague connections to strategies for comprehending or composing text.</td>
<td>Plans for instruction build on each other to support learning of skills with clear connections to the essential literacy strategy for comprehending or composing text.</td>
<td>Plans for instruction build on each other to create a meaningful context that supports learning of skills with clear and consistent connections to the essential literacy strategy for comprehending or composing text.</td>
<td>Level 4 plus: Plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential strategy identified skills.</td>
</tr>
</tbody>
</table>

Ref: Handbook P. 12
### Rubric 2: Planning to Support Varied Student Learning Needs

How do the candidate’s plans build students’ literacy skills and an essential strategy for comprehending or composing text?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little or no evidence of planned supports OR Candidate does not attend to requirements in IEPs and 504 plans.</td>
<td>Planned supports are loosely tied to learning objectives or the central focus of the learning segment. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Planned supports are tied to learning objectives and the central focus. Supports address the needs of specific individuals or groups with similar needs. AND Candidate attends to requirements in IEPs and 504 plans.</td>
<td>Level 4 plus: Supports include specific strategies to identify and respond to common developmental approximations or misconceptions.</td>
</tr>
</tbody>
</table>

**Ref:** Handbook P. 12
Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates justification of learning tasks is either missing OR represents a deficit view of students and their backgrounds.</td>
<td>Candidate justifies learning tasks with limited attention to students’ prior academic learning OR personal/cultural/community assets.</td>
<td>Candidate justifies learning tasks using • Examples of students’ prior academic learning OR • Examples of personal/cultural/community assets. Candidate makes superficial connections to research and/or theory.</td>
<td>Candidate justifies why learning tasks are appropriate using • examples of students’ prior academic learning OR • Examples of personal/cultural/community assets. Candidate makes connections to research or theory.</td>
<td>Level 4 plus: Candidate’s justification is supported by principles from research and/or theory.</td>
</tr>
</tbody>
</table>
Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key literacy learning task?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language demands(^5) identified by the candidate are not consistent with the selected language function(^6) OR task.</td>
<td>Candidate identifies vocabulary as the major language demand associated with the language function. Attention to additional demands is superficial. Language supports primarily address definitions of vocabulary.</td>
<td>Candidate identifies vocabulary and additional language demand(s) associated with the language function. Plans include general support for use of vocabulary as well as additional language demand(s).</td>
<td>Candidate identifies vocabulary and additional language demand(s) associated with the language function. Plans include targeted support for use of vocabulary as well as additional language demand(s).</td>
<td>Level 4 plus: Instructional supports are designed to meet the needs of students with different levels of language learning.</td>
</tr>
</tbody>
</table>

Ref: Handbook P. 15
### Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students’ use of the essential strategy and requisite skills to comprehend or compose text?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessments only provide evidence of students’ use of skills. Assessment adaptations required by IEP or 504 plans are not made.</td>
<td>The assessments provide limited evidence to monitor students’ use of the essential strategy OR skills during the learning segment.</td>
<td>The assessments provide multiple forms of evidence to monitor students’ use of the essential strategy and skills during the learning segment.</td>
<td>The assessments provide multiple forms of evidence to monitor students’ use of the essential strategy and skills throughout the learning segment.</td>
<td>Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.</td>
</tr>
</tbody>
</table>

Assessments are not aligned with the central focus and standards/objectives for the learning segment.

Assessment adaptations required by IEP or 504 plans are made.

Assessment adaptations required by IEP and 504 plans are made.

Assessment adaptations required by IEP and 504 plans are made.
Task 1 Writing Samples
Prompt: Summarize the Central Focus (Elem Lit)

Central Focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skill, align with content standards and learning objectives, and address the subject specific components in the learning segment.

Response should:

• Describe core concepts

• Align with content standards/learning objectives

• Address specific components in the learning segment
Content Focus  (Elem Lit)

The central focus of this content is persuasive writing. They will learn how to persuade and come up with supporting arguments. They will learn techniques of persuasion as well.
Central Focus  (Elem Lit)

Summarize the central focus for the content you will teach in this learning segment. Students will be transformed into authors who will write articles for magazines. The goal is to create a piece of work that will include a catchy title, an illustration, and three paragraphs that have a main idea and supporting details.
Central Focus (Elem Lit)

Teaching rhyming words in Kindergarten sets a solid base for reading comprehension. Rhyming is a basic component of phonics and a very important pre-reading skill...as students manipulate words and sounds to create simple rhymes, they become aware of word and letter patterns that will help them prepare for spelling decoding skills.

Big Idea: To build upon the students’ phonemic awareness by introducing rhyming words.

Students will be able to identify rhyming words and think about rhyming words. Students should make the connection that rhyming words have common sounds and common endings. Besides building upon phonemic awareness, students will be introduced to higher vocabulary words (such as crown in Jack and Jill) and repeated readings. Students will demonstrate comprehension of literal meanings through reading, listening, and pronouncing new words using phonics skills, and demonstrating appropriate techniques for learning new vocabulary words.
Central Focus (Elem Lit)

My learning segment consists of three lessons. The central focus of this learning segment is story elements. Students will use information gained from the illustrations and words to demonstrate an understanding of its characters, setting, and plot. Discovery Education assessments, that were completed at the beginning of the year, indicated that this is an area students of all ability levels have failed to master. Through observations, I have concluded that the majority of students have mastered the ability to locate the character and setting of a story. However, students are still struggling with plot. The lessons in this learning segment will enable students to describe the overall structure of a story. Lessons will build upon each other to encourage the master of all story elements.
Supporting student understanding and use of academic language

When planning my lessons I carefully chose language that is developmentally appropriate according to state standards and the student’s academic ability. Up to this point in the school year my mentoring and I have been building up to the formal terms of sentence structure. A lot of this is done with their journal writing and Writers Workshop. As the students have been writing we have talked about how to add details is through their senses. During Writers Workshop various authors and illustrators and used as examples for the students on how this is done. We go through the text along with pictures to see how the authors make their text to where we really get a feel for what is going on in the book.
Supporting student understanding and use of academic language

By exposing students to age-appropriate vocabulary and language they will develop a foundation for academic language. Relating key words to student interests encourages the development of Academic Language…Students are given time to express oral and written academic language throughout each lesson of the learning segment. Students will have opportunities to read and apply academic language by working independently, with partners and in small groups…They will progress from being able to name and locate story elements to being able to explain the story elements of a given text…Students will use a Venn Diagram to demonstrate their ability to analyze a character from the story by comparing the character choice to themselves. Comparing themselves to a character from the story promotes text-to-self connections.
RESOURCES

- http://www.edTPA.com
- http://edtpa.aacte.org/