

EDTPA OVERVIEW AND PROCESS

Spring 2022– Student Teaching 1

January 10, 2022

Which edTPA handbook will I complete?

- Early Childhood Inclusive: Early Childhood or Elementary Literacy (depends on placement)
- Elementary Education: Elementary Literacy
- K-12 Special Education: Special Education
- Middle and Secondary: Your content area (there are specific handbooks for middle level vs secondary – select one class period for your focus, be strategic)
- Religious Education: Middle or Secondary History/SS
- K-12 Music: Performing Arts
- K-12 Art: Visual Arts

- Are you completing your ELL placement first? – Depending on your placement, you can choose either the English as an Additional Language edTPA or your content area.

Chalk and Wire / Anthology

- You will work through Chalk & Wire to complete and submit your edTPA.
- You will register through Pearson to obtain an authorization code for this process.
- Please log on to your Chalk and Wire account.

- C&W edTPA user guide:
 - Posted on our website

[C&W edTPA_User_Guide](#) (This document has information and steps related to transferring your edTPA from Chalk and Wire to Pearson for scoring.)

The file(s) that were selected will appear in the uploading window.

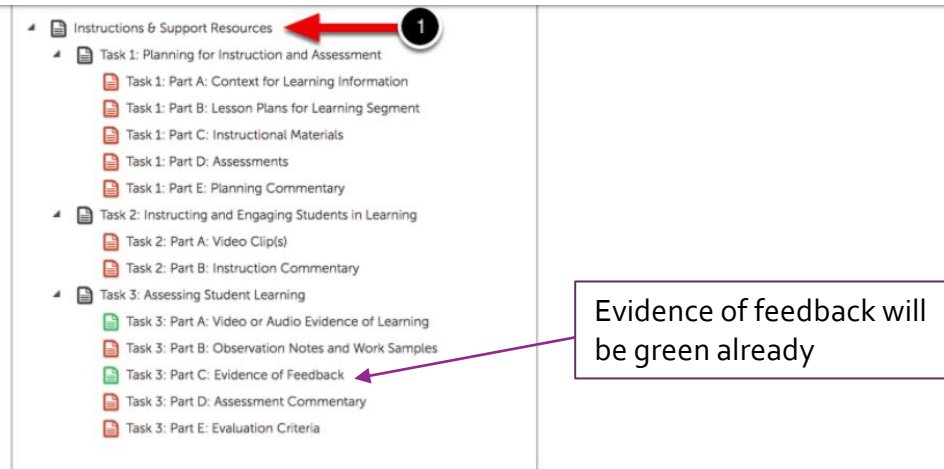
9. Click on the **Insert Files** button to upload your files to the assignment page.

Having Trouble Uploading a Video File?

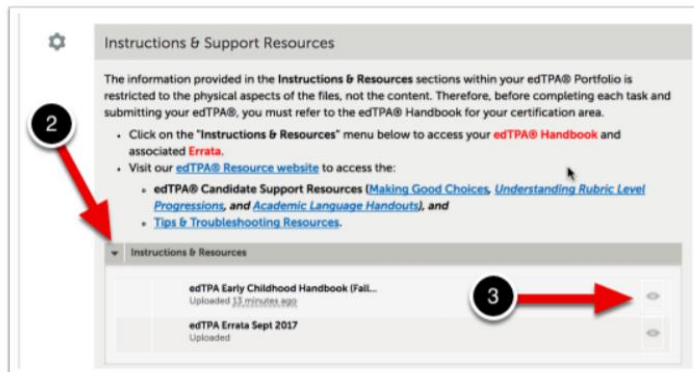
If your current task requires you to upload a video file, it must correspond with the allowed file types (flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v) and the maximum file size (200-300 MB). If your file does not correspond with the type and/or size, you will need to edit and/or compress the video(s) before uploading. For instructions to edit and/or compress video files, please visit our help pages:

- [Edit Video Files](#)
- [Compress Video Files](#)

C&W - Resources



1. Click on the **Instructions & Support Resources** section to access your edTPA® Handbook and other resources.



2. Click on the **triangle** to the left of the **Instructions & Resources** area.

3. Click on the **View** icon to the right of the edTPA® Handbook to download it to your computer. You can also download the Errata from here.

- Utilize the resources provided by C&W

- Work directly on these templates. Use the information from the handbooks and template first!
- **Download and type directly on these templates** and save frequently. You can upload to C&W when you are finished with each task.
- See the user guide for instructions.
- The sections will turn green you have all the items uploaded.

Task 1 : Planning

- There are 2 templates related to Task 1
 - Context for Learning
 - Planning Commentary

Task 1 : Context for Learning

About the School Where You Are Teaching

About the Class Featured in this Learning Segment

About the Students in the Class Featured in this Learning Segment

In this section, you provide important information about your students and school. This provides context for the assessor of your edTPA and forms the foundation for your planning.

- Public vs Private
- Scripted Curriculum?
- Online only?
- Etc.

This is key! Just focus your information in this section related to the students in your edTPA group.

For middle / secondary teachers, this will just be one section / period.

Your handbook will outline the minimum number of students required for your edTPA focus.

Task 1 : Planning

- Select a class (your handbook defines the minimum number of students for a class)
- Select 3-5 consecutive lesson sequence for the focus of the edTPA
 - This does not have to be an entire unit!
- In this task, you will describe the central focus of your edTPA lessons, using the information from your context for learning.
- You will explain your instructional choices, as well as your plan to monitor student learning.
 - Special emphasis on: language demands, syntax, and discourse.
 - See glossaries at the back of your handbook.

- Previous students who have complete the edTPA shared that Task 1: Planning takes the longest.
- Read the handbook carefully.
- Review expectations of task 2 and 3 to assist with writing task 1.

Complete prior to teaching your lessons!

Task 1 : Planning

- When you submit your planning commentary, you will also include:
 - The lesson plans
 - Instructional Materials
 - Assessments
 - See your handbooks for specific details and requirements.

- Previous students who have complete the edTPA shared that Task 1: Planning takes the longest.
- Read the handbook carefully.
- Review expectations of task 2 and 3 to assist with writing 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.

Review Time

- Skim through your handbooks
- Find Task 1
- What questions do you have?

Task 2: Instruction

- Based on the teaching of your 3-5 lessons
- Provide video evidence to support your responses over the following areas:
 - Promoting a Positive Learning Environment
 - Engaging Students in Learning
 - Deepening Student Learning during Instruction
 - Analyzing Teaching
- Each content area has different requirements for the number of clips, the length of the clips, and the focus of the clips.
- Consult your handbook!
- This information should influence your planning.

Example from
Elementary Literacy



- **Provide 2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills. The two clips can come from the same or two different lessons in the learning segment.
 - **One clip** should show how you actively engage students while modeling the essential literacy strategy.
 - **A second clip** should show how you support students to practice and apply the essential literacy strategy to comprehend **OR** compose text in meaningful contexts.

Videoing Requirements

- You must obtain permission from each student in order to include them in the video segment and use examples of their student work.
- Permission forms can be found on the CUNE education website:
 - <http://wp.cune.edu/educationdepartment/edtpa/>
 - Please insert your name into the letter before sending out to your students
 - Spanish version is also available
 - If you need the permission form in different languages, copy and past the form into Google Translate or use a visual cue guide.
- You are responsible for monitoring who returned permission forms and keeping a record of these forms.
- When all permission slips are completed or when you have completed videoing, you must email the completed forms as one file to Dr. Kerschen – Keith.Kerschen@cune.edu

Videoing Requirements

- This is something to work on right away.
 - If a student returns a permission slip with a “no” or does not return a permission slip, **they cannot be featured in the video clips that you submit to Pearson.**
- If students do not wish to be videoed, they are still expected to take part in the normal classroom activities.
 - Be strategic about where they sit
 - Blurring faces is not a viable option
 - **If the show up in your video, just don't submit clips that they are in.**
- Each content area has different requirements for the minimum students needed for video evidence and the length of the clips.
 - **Consult your handbook**

Video tips and resources can be found on C&W and the CUNE education website

Videoing Requirements

- You may use your own device, a device from the school, or a Swivl from CUNE to record.
- *What is the process for checking out a Swivl from Mr. Landrey?* You may check out a Swivl system from Mr. Landrey in Thom 103b
 - Register a free Swivl Cloud account using your CUNE.ORG e-mail address: <https://cloud.swivl.com/register/>
 - Make an appointment with Landrey to check out a Swivl system and get some basic training.
 - A Swivl system consists of a Swivl base and microphone, an iPad, and a stand.
 - Recordings will be uploaded to your Swivl Cloud account.
 - You may keep the Swivl system up to 7 days.
 - If you have any questions, please contact Mr. Landrey Peter.Landrey@cune.edu

Task 3: Assessment

- This section focuses on the student learning during your 3-5 lesson sequence.
- You will analyze an assessment that measured student learning on one of your key assessments related to your objectives.
- Whole class learning
- Focus students learning (see handbooks for the number of focus students)
 - For most handbooks, you will select 3 students (who you have permission slips from) based on the patterns of learning in the assessment you gave.
 - For Early Childhood and SPED, you will identify these focus students in Task 1 (since there are a few more observations etc).

Task 3: Assessment

- You will submit:
 - Commentary
 - Student Work Samples **(the actual assessment that the students completed)***
 - Evidence of Feedback (you must provide evidence of your feedback)
 - Evaluation Criteria (how you determined student mastery (rubric etc.).

- *SPED, PE, and Early Childhood will be slightly different

Task 3 Assessment

- Keep copies of all student work samples (make copies)
 - Double check if you are required to submit video evidence.
- **Determine a plan on providing feedback for students**
 - Can be written directly on student work samples
 - Can be videoed
 - Consider planning for this during your Task 1.

(Lowest scoring task thus far)

Review

- Briefly skim your handbooks for Task 2 and 3
 - Highlight or underline expectations / requirements
 - Video clip length
 - Content Vocabulary
 - Class Size
 - See the sections “What do I need to do?”



Navigating the handbook and templates

- There are links built in that take you to specific parts of the handbook.
- Task Overviews @ the beginning of each handbook.
- Review expectations for each task ahead of time!
 - Allows for more efficient planning and ensures you collect all necessary artifacts and evidence.
 - Review rubrics for score expectations.

edTPA Elementary Literacy Tasks Overview

Planning Task 1: Planning for Instruction and Assessment		
What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none">▶ Select one class as a focus for this assessment.▶ Provide relevant context information.▶ Identify a learning segment to plan, teach, and analyze student learning. Your learning segment should include 3–5 consecutive literacy lessons.▶ Determine a central focus for your learning segment. The central focus should support students to develop an essential literacy strategy for comprehending or composing text and related skills that directly support that strategy.▶ Write and submit a lesson plan for each lesson in the learning segment.▶ Select and submit key instructional materials needed to understand what you and the students will be doing.▶ Choose one language function and other language demands important to understanding elementary literacy in your learning segment. Identify a learning task where students are supported to use this language.▶ Identify both the language function that students will be expected to use to engage in the learning task and your instructional supports for that language.▶ Respond to commentary prompts prior to teaching the learning segment.▶ Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.	<ul style="list-style-type: none">▣ Part A: Context for Learning Information▣ Part B: Lesson Plans for Learning Segment▣ Part C: Instructional Materials▣ Part D: Assessments▣ Part E: Planning Commentary	<p>Planning Rubrics</p> <ul style="list-style-type: none">Rubric 1: Planning for Literacy LearningRubric 2: Planning to Support Varied Student Learning NeedsRubric 3: Using Knowledge of Students to Inform Teaching and LearningRubric 4: Identifying and Supporting Language DemandsRubric 5: Planning Assessments to Monitor and Support Student Learning

Rubrics – Can be found in your handbook

- 15 rubrics (5 for each task) – A score of 1 – 5 for each rubric
 - World Languages – 13 rubrics

Planning Rubrics

Rubric 1: Planning for Visual Art Learning

How do the candidate's plans build to support students to create, present, or respond to visual art by making connections to interpreting art, developing works of art/design, and/or relating art to context?

Level 1 ^s	Level 2	Level 3	Level 4	Level 5
<p>Candidate's plans for instruction focus solely on facts or production with no connections to interpreting art, developing works of art/design, or relating art to context.</p> <p>OR</p> <p>There are significant content inaccuracies that will lead to student misunderstandings.</p> <p>OR</p> <p>Standards, objectives, and learning tasks and materials are not aligned with each other.</p>	<p>Candidate's plans for instruction support student learning of facts or procedures with vague connections to at least one of the following:</p> <ul style="list-style-type: none"> • interpreting art • developing works of art/design • relating art to context 	<p>Candidate's plans for instruction build on each other to support students to create, present, or respond to visual art with clear connections to at least one of the following:</p> <ul style="list-style-type: none"> • interpreting art • developing works of art/design • relating art to context 	<p>Candidate's plans for instruction build on each other to support students to create, present, or respond to visual art with clear and consistent connections to at least one of the following:</p> <ul style="list-style-type: none"> • interpreting art • developing works of art/design • relating art to context while providing opportunities for student choice. 	<p>Level 4 plus: Candidate explains how s/he will use learning tasks and materials to lead students to make their own clear and consistent connections while providing opportunities for student choice.</p>

Rubrics

- 15 rubrics (5 for each task)
 - World Languages – 13 rubrics

Rubric	Prompt
Rubric 1	Planning Commentary – Prompt 1
Rubric 2	Planning Commentary – Prompt 2, 3
Rubric 3	Planning Commentary – Prompt 2, 3
Rubric 4	Planning Commentary – Prompt 4, Lesson Plans
Rubric 5	Planning Commentary – Prompt 5, Lesson Plans, Assessment Materials
Rubric 6	Instruction Commentary – Prompt 2, Video Clips
Rubric 7	Instruction Commentary – Prompt 3, Video Clips
Rubric 8	Instruction Commentary – Prompt 4a, Video Clips
Rubric 9	Instruction Commentary – Prompt 4b, Video Clips
Rubric 10	Instruction Commentary – Prompt 5, Video Clips
Rubric 11	Assessment Commentary – Prompt 1, Student Work Samples, Evaluation Criteria
Rubric 12	Assessment Commentary – Prompts 2a-2b, Evidence of Feedback
Rubric 13	Assessment Commentary – Prompt 2c, Evidence of Feedback
Rubric 14	Assessment Commentary – Prompt 3
Rubric 15	Assessment Commentary – Prompt 4

Rubrics

- World Languages – 13 rubrics

The World Language and Classical Languages Handbooks have 13 rubrics because they address Academic Language differently than other handbooks.

Classical Languages/ World Language	Planning				Instruction					Assessment			
	Rubric #	1	2	3	4	5	6	7	8	9	10	11	12
Commentary Prompt	1	2	3	4	2	3	4a–b	4c	5	1	2b	2c	3

Navigating the handbook and templates

- Next, each task is broken down and prompts from the templates are included.
- Each task will have connections to the specific content area.
 - EX:
 - a. Given the central focus, describe how the **standards and learning objectives** within your learning segment address
 - the essential literacy strategy
 - related skills that support use of the strategy
 - reading/writing connections
 - b. Given the central focus, describe how the **standards and learning objectives** within your learning segment address
 - the essential literacy strategy
 - related skills that support use of the strategy
 - reading/writing connections
- Rubrics are included after each task.
- The document, “Understanding Rubric Progressions” on C&W outlines which rubrics correspond to the specific prompt questions.

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Planning Task 1, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- How will you use your knowledge of your students' **assets** to inform your plans?
- What instructional strategies, **learning tasks**, and **assessments** will you design to support student learning and language use?
- How will your learning segment support students to develop and use language that deepens content understanding?
- How is the teaching you propose supported by research and theory about how students learn?

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment. If your placement for elementary literacy has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute “the whole class” for edTPA.
- **Provide context information.** The [Elementary Literacy Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including prompts**.
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons**.
- **Identify a central focus for the learning segment.** The **central focus**² (e.g., retelling, persuasive writing) should include
 - an **essential literacy strategy** for comprehending text (e.g., summarizing a story) **OR** composing text (e.g., using evidence to support an argument) **AND**

Navigating the handbook and templates

- Read carefully. The handbook contains all the details and requirements necessary.

- Ex: Video clip requirement for Elementary Literacy:

- ▣ **Provide 2 video clips (together totaling no more than 20 minutes, but not less than 3 minutes)** that demonstrate how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills. The two clips can come from the same or two different lessons in the learning segment.
 - **One clip** should show how you actively engage students while modeling the essential literacy strategy.
 - **A second clip** should show how you support students to practice and apply the essential literacy strategy to comprehend **OR** compose text in meaningful contexts.

- Each content area and/or grade level requirement may be different for these areas. Work with others using the same handbook.

- Ex: Early childhood number of students requirement:

- ▣ **Select a class.** If you are involved in more than one class, select one class for this assessment. If your placement has you responsible for a **group** rather than the full class, Planning Task 1 should describe plans for the learning experiences of that **group (minimum of 4 children)**. That **group** will constitute "the group" for edTPA.

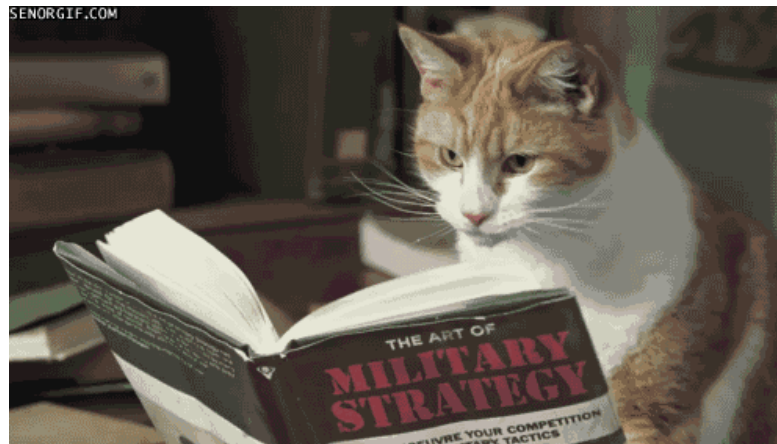
NOTE: In Assessment Task 3, you will need to submit work samples and video evidence from 2 children within the class/group—these will be your focus children. At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class/group. If possible, identify the 2 focus children before completing Planning Task 1.

Navigating the handbook and templates

- Read carefully and plan ahead!

- Example: Task 3 (Assessment) from Secondary Social Studies/History:

- **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative patterns of learning** within and across learners in the class. You may submit text files with scanned student work, a video or audio file of a student's oral work, **OR** a student-created video or multimedia file. For each focus student, a video or audio work sample must be no more than 5 minutes total running time.
- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. **At least one of the focus students must have specific learning needs**, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted
- **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Assessment Commentary (**in no more than 2 sentences**).



Navigating the handbook and templates

- Confused about what to submit or include? Refer to the evidence charts at the end of the handbooks or on C&W.

the commentary template. There is no page limit for required translations into English.

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.

Navigating the handbook and templates

- Glossary for terms and definitions located at the end of the handbook:

Secondary History/Social Studies Glossary

Source citations for glossary entries are provided as footnotes in this section.

academic language: Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. There are **language demands** that teachers need to consider as they plan to support student learning of content. These **language demands** include **language functions, vocabulary, discourse, and syntax**.

- **language demands:**¹⁴ Specific ways that academic language (vocabulary/symbols, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding.
- **language functions:** The content and language focus of the learning task, represented by the active verbs within the learning outcomes. Common language functions in history/social studies include **interpreting** maps, graphs, and data tables; **evaluating** and **interpreting** an author/presenter/historian's purpose and message; **examining** evidence an author/presenter/historian uses to support claims; **analyzing** arguments in favor of a perspective; **writing/presenting** persuasive arguments; **analyzing** and/or **describing** causes of historical, economic, geographic, and political events; and **defending** argument with evidence.
- **vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.¹⁵
- **discourse:** Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.¹⁶ In history/social studies, language features include expository, narrative, journalistic, maps, and other graphic print materials; presentations of data in text, charts, and graphs; and video and live presentations. Discourse structures can be at the sentence, paragraph, or symbolic level. If the function is to develop a

edTPA Support

- C&W has built in resources
 - Suggests which file types to include, Making Good Choices document, advice for videoing and trimming
 - We will look at these on the writing day!
- Video support
 - There are a few swivels to check out from Concordia
 - Use resources at your school or your own devices
 - Resources are also posted on the CUNE education website:
<https://wp.cune.edu/educationdepartment/edtpa/task-2-instruction-video-suggestions/>
- Support during seminars
 - Work with your fellow student teachers
 - I will visit seminars for registration information
 - **THE EDTPA REPRESENTS YOUR TEACHING. THEREFORE, WE CANNOT PROVIDE SPECIFICS ON WHAT TO WRITE OR READ THROUGH YOUR RESPONSES FOR FEEDBACK.**

edTPA Support

- Rubrics
 - The rubrics outline expectations for each prompt. Use the rubrics to help you plan for and answer each prompt.
- edTPA Office Hours – THOM 214D
 - Tuesdays: 3:45 – 5:30 from January 18th and ending March 1st
 - By appointment (Can meet via Blackboard Collaborate, just let me know!)
- Saturday PD – THOM 111 and 113 – Optional
 - Saturday, February 5th – 9:00 – 12:00
 - Saturday, February 19th - 9:00 – 12:00
 - Sunday, February 27th - 3:00 – 6:00
- Your cooperating teacher
 - Can assist with providing some of the context for learning information, permission slips and technology support.
 - They are not to provide you with examples of what to write or to revise your prompts
 - Share with them this process, keep them in the loop!

edTPA Support

- edTPA Work Day: Monday, February 14th – 9:00
 - *You'll love getting some time to work on the edTPA*



- Excused from student teaching that day (inform your cooperating teacher well in advance)
- THOM 113 is reserved on campus (9:00 – 5:00)
- 9:00 – 12:00 is mandatory: information will be provided for transferring your edTPA to Pearson
- You cannot wait until this day to start writing. Spending two hours each week on the prompts should have you well on your way.

edTPA Timeline

edTPA Due Date: Tuesday, March 1st @ midnight

*Transferred from C&W to Pearson and submitted for scoring!

**YOU CANNOT PROCEED TO STUDENT TEACHING
II IF YOU FAIL TO SUBMIT YOUR EDTPA FOR
SCORING!**

- The schedule for videoing is a suggestion. Depending on your placement, you may video sooner or later. This suggested schedule is to help you keep on track.

Resources on the website

- <https://wp.cune.edu/educationdepartment/edtpa/>

Resources Tab:

edTPA Resources

[edTPA Timeline Fall 2021](#)

[Making Good Choices](#)

[Making Good Choices Special Education edTPA](#)

[edTPA Video Permission Letter](#) (Please download and update this form to include your name (see yellow highlighted section.)

[edTPA Permission Letter Spanish](#) (Please download and update this form to include your name (see yellow highlighted section.)

[C&W edTPA_User_Guide](#) (This document has information and steps related to transferring your edTPA from Chalk and Wire to Pearson for scoring.)

[edTPA Overview and Process – Student Teaching 1 – Spring 2021](#)

[Chalk and Wire CUNE Support Page](#)

[Transferring your Portfolio From C&W to Pearson PPT](#)

When will I receive my scores? [edTPAScoreReportDates2021](#)

Elementary Literacy Central Focus Suggestions [Elementary Literacy Central Focus Considerations](#)

edTPA Guidance for a switch to Online Instruction
[edTPA_Guidance_Alt_Arrangements_VLE \(1\)](#)

Virtual Learning
Guidance:


Elementary Literacy:
See this document to
assist with planning
your central focus.

Resources on the website

- <https://wp.cune.edu/educationdepartment/edtpa/>

Thinking Organizers and Prompt Resources Tab:

These thinking organizers are to help you craft your prompts for the commentaries. Your commentaries should be in narrative form, but these documents can help you organize your thinking!



edTPA Thinking Organizers and Prompt Resources

The thinking organizers listed below can be helpful for you as you construct your responses to each prompt. They provide sentence starters and tables to help you organize your response. **For the actual commentary submission, you will need to write your responses in paragraph form. Do not copy and paste the tables from the thinking organizers into your actual commentaries.** These thinking organizers are developed to help you organize your responses initially.

The Chalk and Wire Tip handout provides screen shots of each page in Chalk and Wire as well as some tips and suggestions from the handbooks.

As always, please read and refer back to your handbooks. These resources are guides to assist you.

Chalk and Wire Tip Handouts: This link will take you to a folder that contains screenshots of Chalk and Wire pages as well as some key information taken from the handouts. They show you what each section in Chalk and Wire looks like. Please do not edit these documents.

Elementary Literacy

[Elementary-Literacy-Thinking-Organizer](#)

[Elementary Literacy Central Focus Considerations](#)

Resources on the website

- <https://wp.cune.edu/educationdepartment/edtpa/>

Video Suggestions Tab:

- Chalk and Wire Video Recording and Editing Resources
<http://userguide.chalkandwire.com/m/14415/l/220725-how-do-i-edit-a-video-before-uploading-it-to-chalk-wire> (At the bottom of the webpage, there are links for users using Macs and users using Windows.)
- Chalk and Wire also describes the type and size of files required for uploading your video clips.
- If your video is too large, Chalk and Wire provides information on a free resource to compress your video file:
<http://userguide.chalkandwire.com/m/14415/l/211303-why-can-t-i-upload-my-video-to-chalk-wire>
- Chalk and Wire Recommendations for uploading files directly from a mobile device: <http://userguide.chalkandwire.com/d/qjwyvq>

Frequently Asked Questions

- *What device should I use to video-record?*
 - You may use whatever device is most convenient for you. You may use a personal phone/tablet/computer. Or you can check out one (limited quantities) from Mr Landrey. Mr. Landrey also has a few Swivl stands that you can check out as well. Please reach out to him well in advance to reserve your Swivl. Some schools may require you to use a device that they provide.
- *Are my video clips required to be continuous?*
 - Yes, the clips you select to upload for your edTPA submission should be continuous, without any disruption or editing during the segment. Thus, you cannot take 2 minutes of video from one portion and combine that with 3 minutes from a different part of the lesson for one 5-minute clip. Your video clips can be from any lesson in the edTPA lesson segment.
- *How much should I video?*
 - You should video the entirety of the 3-5 lessons that are the focus of your edTPA. While you will not use all of the video in your submission, videoing the entire lesson will provide you with multiple options for selecting your required clips.
 - It might be a good idea to practice setting up your video camera prior to the actual edTPA filming. Complete a test run of your camera during a lesson prior to your edTPA filming. **Let your students know about the videoing process ahead of time, that way you can talk about expectations and work on making sure only the students who returned permission slips are in the video.**

Resources

- **YOUR HANDBOOK IS THE BEST RESOURCE!**
- Please utilize the office hours and Saturday writing days
- If you have questions, check your handbook first
- Waiting to email about concerns or finishing on time the week before the due date is not acceptable!
- Reach out early with questions or concerns!

Chalk & Wire

- You will work through Chalk & Wire to complete and submit your edTPA.
- You will register through Pearson to obtain an authorization code for this process.
 - More information will be provided during seminars

What can I do now?

- Review the handbooks and templates
 - Remember, you will type your responses directly on your templates and then upload to C&W
- Refer to the timeline/schedule (add to your calendars!)
 - **PLAN AHEAD! ---What does each task require?**
 - Follow the suggested due dates
 - This is a lot of information to manage and organize! You can do it! This is great preparation for your future classroom.

What can I do now?

- In the first few days in the classroom, explain the process to your cooperating teacher.
 - Middle/Secondary: Start identifying a class period for the edTPA
 - Work on the Context for Learning
 - Permission slips
- What kind of delivery?
 - Online?
 - Hybrid?
 - In-person?

I'll be back.....

- Jot down any questions that you may have between now and Wednesday. I will be back to answer questions and go over additional information. Please bring your handbooks and templates.
- As you move forward, utilize the handbooks, your peers, and the edTPA office hours. Feel free to email me as well. If it is a question that can be answered by the handbook (ex: "How long should my video be?" I will respond, "Check the handbook.")
- For content specific questions, work with your seminar professor and reference your notes from methods.
 - Unless you are math, then reach out to me!
- This PowerPoint will be posted to the CUNE education department website.

Advice from edTPA completers..

- Work on it a little bit at a time every week, don't freak out too much about it.
- Try to videotape as soon as possible, and try to work on writing a little bit each week. Upload documents as you finish them to make the submission process easier. Use the resources online to get an idea of how much you should be writing for each question. **DO NOT PROCRASTINATE.....**This is NOT something you want to leave until the last minute. Keep everything your students turn in until you know for sure what you are using for the assessment examples. Once you know that, do not give their work back until you have submitted the edTPA. You never know when you will need them to fix a glitch or formatting error prior to submission.
- Knock out Context for Learning as soon as you can. Take a good look at what is required on the instruction and planning commentaries before you plan your learning segment. Have the planning commentary done by the time of the edTPA writing day, and you will be in good shape.

Advice from edTPA completers..

- Do the Context for Learning as soon as you get a feel for your classroom. Then make sure to do your Planning Commentary BEFORE you teach (you should do this, but you really need to do it before teaching).
- The Planning Commentary takes the longest, so be prepared.
- A Swivl works really well for capturing all the required footage.
- Make a list for everything that needs to be done in order to help you feel less overwhelmed.
- When watching the videos, make a chart with the requirements listed in the rubrics. As you watch the videos then you can mark each time you see those requirements with the time stamps. This will help you know which footage to use.

Advice from edTPA completers..

- Plan ahead and do not sit around and wait for things to happen. Set aside time to dedicate to edTPA on your own time, outside of school. Create a timeline for yourself for when you want to get certain sections done. Give your best but do not lose sight of what truly matters, your students.
- Start early, be proactive, and do not stress too much but enough to get it done with enough time.
- Some advice I would give is to not put off this project until the end because you will be spending hours on it. Another piece of advice would be to expect to spend 3 or 4 hours on edTPA pretty much every weekend. Thirdly, try and get your lesson plans done as soon as possible so that you can get started on the other tasks in the project. Lastly, figure out a plan for students who don't have video permission; it is very frustrating to go back and edit faces out.
- Bro, calm down, you'll be fine... also though, get started early... just do it. If you can videotape during week 3 or the beginning of 4, that'd be really helpful for you, just sayin.. Also, look at multiple examples. That's helpful too.