edTPA®

Agricultural Education

Assessment Handbook

Version 07

S C A L E

Stanford Center for Assessment, Learning, & Equity

Contents

Introduction to edTPA Agricultural Education

Purpose

The purpose of edTPA Agricultural Education, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach agricultural education. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Agricultural Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, you will first plan **3–5 consecutive agricultural education lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a learning segment. Consistent with National Quality Program Standards for Secondary (Grades 9–12) Agricultural Education[1] and content standards for your state certification, a learning segment prepared for this assessment should reflect a balanced approach to agricultural education. This means your segment should include learning tasks where students have opportunities to develop agricultural-related conceptual understanding, relevant skills, and problem-solving strategies by doing one of the following:

- Conduct an agricultural education investigation to make sense of one or more agricultural-related phenomena (e.g., regional distributions of crops in the state, vertical integration of an agricultural produce value chain, a determination of possible non-point pollution) **OR**
- Create an agricultural technology/design product to specifications (e.g., a metal box, a flower arrangement, a business plan for a start-up agricultural services company)

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[1] National Quality Program Standards for Agriculture, Food and Natural Resource Education: A Tool for Secondary (Grades 9-12) Programs can be found at https://ncffa.org/as/ncffa/i/chan/images/tc_national_quality_program_standards_revised.pdf.

If students are spending several lessons working independently on the investigation or creation of the product, then you may extend the learning segment (**to no more than 10 hours**), with about **3–5 hours of instruction** and the rest spent monitoring and supporting students as they work.

If students are working in three or more groups with materials or equipment requiring the teaching of nonoverlapping skills or strategies, you will **select one group** within the class for this assessment. Include plans for general and group-specific instruction during the learning segment, focusing on one group only.

After planning the learning segment, you will then teach it, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students' learning **throughout** the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on student learning.
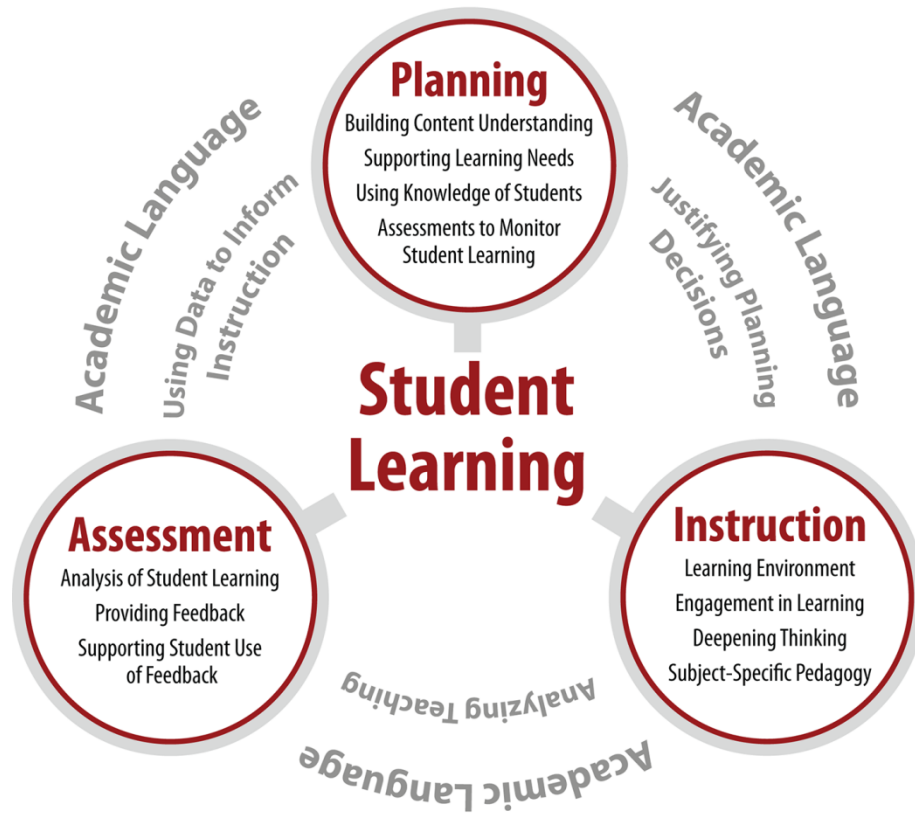
The three tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in agricultural education. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.

- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the Agricultural Education Evidence Chart for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The rubrics used to score your performance are included in this handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Agricultural Education assessment. After an overview of the tasks, the handbook provides instructions for each task organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.

2. **What Do I Need to Do?**
   This section provides specific, detailed directions for completing the task.

3. **What Do I Need to Write?**
   This section tells you what you need to write and also provides specific and detailed directions for writing the commentary for the task.

4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- **Professional Responsibilities:** guidelines for the development of your evidence

- **Agricultural Education Context for Learning Information:** prompts used to collect information about your school/classroom context

- **Agricultural Education Evidence Chart:** specifications for electronic submission of evidence (artifacts and commentaries), including supported file types, number of files, response length, and other important evidence specifications

- **Glossary:** definitions of key terms can be accessed by referring to the **Agricultural Education Glossary**.

You should review the *Making Good Choices* document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. **Before you record your videos, pay particular attention to the specific content focus of each video clip submission; these foci are described in the What Do I Need to Do? sections in Instruction Task 2 and Assessment Task 3.** Refer to the Professional Responsibilities section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

edTPA Agricultural Education Tasks Overview

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
- Select **one** class/group[2] 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 lessons** (or, if teaching **agricultural education within a large time block, about 3–5 hours of connected instruction**).[3] - Determine a central focus for your learning segment. The central focus should support students in developing agricultural-related conceptual understanding, relevant skills, **AND** problem-solving strategies by either conducting an investigation or creating an agricultural technology/design product. - Write and submit a **separate** 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 agricultural education in your learning segment. Identify a learning task where students are supported to use this 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.	- Part A: Context for Learning Information - Part B: Lesson Plans for Learning Segment - Part C: Instructional Materials - Part D: Assessments - Part E: Planning Commentary	Planning Rubrics Rubric 1: Planning for Agricultural-Related Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning

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[2] If students are working in three or more groups with materials or equipment requiring the teaching of nonoverlapping skills or strategies, then select one group for this assessment.

[3] If students are spending several lessons working independently on the project or product, then you may extend the learning segment (**to no more than 10 hours**), with 3–5 hours spent in instruction and the remainder of the time spent monitoring and supporting students as they work.

Instruction Task 2: Instructing and Engaging Students in Learning

What to Do	What to Submit	Evaluation Rubrics
■ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ■ Identify lessons from the learning segment you planned in Planning Task 1 to be videorecorded. You should choose lessons that show you (1) developing student understanding of agricultural-related concepts, relevant skills, or problem-solving strategies, and (2) using representations or realia to deepen student understanding of agricultural-related concepts and procedures. ■ Videorecord your teaching and **select 2 video clips (no more than 10 minutes each, but not less than 3 minutes combined)**. ■ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts.	▫ Part A: Video Clips ▫ Part B: Instruction Commentary	Instruction Rubrics Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 9: Subject-Specific Pedagogy Rubric 10: Analyzing Teaching Effectiveness

Assessment Task 3: Assessing Student Learning

What to Do	What to Submit	Evaluation Rubrics
■ Select **one** assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills in an agricultural content area. Attach the assessment used to evaluate student performance to the end of the Assessment Commentary. ■ Define and submit the evaluation criteria you will use to analyze student learning. ■ Collect and analyze student work to identify **quantitative and qualitative** patterns of learning within and across learners in the class/group. ■ Select **3 student work samples** to illustrate your analysis of patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your focus students. ■ Summarize the learning of the whole class/group, referring to work samples from the 3 focus students to illustrate patterns in student understanding across the class/group. ■ Submit feedback for the work samples for the 3 focus students in written, audio, or video form. ■ Analyze evidence of students' language use from (1) the video clips from Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, **AND/OR** (3) the student work samples from Assessment Task 3. ■ Analyze evidence of student learning and plan for next steps by responding to commentary prompts.	▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary ▣ Part D: Evaluation Criteria	Assessment Rubrics Rubric 11: Analysis of Student Learning Rubric 12: Providing Feedback to Guide Learning Rubric 13: Student Understanding and Use of Feedback Rubric 14: Analyzing Students' Language Use and Agricultural Learning Rubric 15: Using Assessment to Inform Instruction

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 core concepts, skills, and problem-solving strategies 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/group.** If you teach more than one class, select one focus class for this assessment. If students are working in three or more groups with materials or equipment requiring the teaching of nonoverlapping skills or strategies, Planning Task 1 should describe instruction for one group within the class for this assessment (**minimum of 4 students**). That group will constitute "the whole class" for edTPA.

  - **Note: California candidates**—within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group.[4]

- **Provide context information.** The [Agricultural Education 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**.

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[4] California candidates—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

- ◻ **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**. (If teaching agricultural education within a large time block, select a learning segment of about **3–5 hours of connected instruction**.) However, if students are spending several lessons working independently on the investigation or creation of the product, then you may extend the learning segment (**to no more than 10 hours**), with about **3–5 hours of instruction** and the rest spent monitoring and supporting students as they work.

- ◻ **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students in developing agricultural-related conceptual understanding, relevant skills, and problem-solving strategies. The central focus should require that students do one of the following:

  - ▪ Conduct an investigation to make sense of one or more agricultural-related phenomena (e.g., regional distributions of crops in the state, vertical integration of an agricultural product value chain, a determination of possible non-point pollution) **OR**

  - ▪ Produce an agricultural technology/design product to specifications (e.g., a metal box, a flower arrangement, a business plan for a start-up agricultural services company)

- ◻ **Identify and plan to support language demands**. Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.

- ◻ **Write a separate lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

- ◻ Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:

  - ▪ State-adopted student academic content standards that are the target of student learning (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)

  - ▪ Learning objectives associated with the appropriate content standards

  - ▪ Formal and informal assessments used to monitor student learning, including type(s) of assessment and what is being assessed

  - ▪ Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs

  - ▪ Instructional resources and materials used to engage students in learning

- ◻ **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.

- ◻ **Respond to the commentary prompts** listed in the Planning Commentary section **prior to teaching the learning segment**.

- ◻ **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.

◻ **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as handouts, assignments, slides, interactive whiteboard images, or a description of realia used.

◻ **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank instruments given to students; do not submit student work samples for this task.)

◻ **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the Agricultural Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

In Planning Task 1, you will write

- a description of your [Context for Learning](#) (see "What Do I Need to Do?" above for directions)

- lesson plans (see "What Do I Need to Do?" above for directions)

- a commentary explaining your plans (see "Planning Commentary" below for directions)

Planning Commentary

In Planning Task 1, you will write a commentary responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages, including the prompts**.

1. **Central Focus**

   a. Describe the central focus and purpose of the content you will teach in the learning segment.

   b. Given the central focus, describe how the standards and learning objectives within your learning segment address agricultural-related

      - conceptual understanding,

      - relevant skills, **AND**

      - problem-solving strategies.

   c. Explain how your plans build on each other to help students make connections between facts, concepts, relevant skills, and problem-solving strategies to

deepen their understanding of either an agricultural phenomenon or how to create a technology/design product to specifications.

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

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

   Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

   a. Prior academic learning and prerequisite skills related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do.**

   b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?**

3. **Supporting Students' Agricultural Learning**

   Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Planning Task 1. **In addition, use principles from research and/or theory to support your justifications.**

   a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

   b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs**.

   Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

   c. Describe common preconceptions, errors, or misunderstandings within your content focus and how you will address them.

4. **Supporting Agricultural Development Through Language**

   As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

   a. **Language Function.** Using information about your students' language assets and needs, identify **one** language function essential for students to engage in learning tasks within your central focus. Listed below are some sample language

functions. You may choose one of these or another more appropriate for your learning segment.

Analyze	Argue	Compare/contrast	Construct	Describe	Explain
Evaluate	Hypothesize	Interpret	Predict	Summarize	Synthesize

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

- Vocabulary and/or symbols

- **Plus** at least one of the following:

    - Syntax

    - Discourse

d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.

- Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary and/or symbols, syntax, discourse).

5. **Monitoring Student Learning**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence of students' agricultural-related

- conceptual understanding,

- relevant skills, **AND**

- problem-solving strategies

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 the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for Agricultural-Related Understandings

How do the candidate's plans build students' agricultural-related conceptual understanding, relevant skills, and problem-solving strategies?

Level 1[5]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on** facts and/or procedures with **no connections** to • concepts, • relevant skills, **OR** • problem-solving strategies as applied to an agricultural phenomenon or to the creation of a product. **OR** There are **significant content inaccuracies** that will lead to student misunderstandings. **OR** Standards, objectives, and learning tasks and materials are **not aligned with each other**.	Candidate's plans for instruction **support learning of facts and procedures** with **vague connections** to • concepts, • relevant skills, **OR** • problem-solving strategies as applied to an agricultural phenomenon or to the creation of a product.	Candidate's plans for instruction **build on each other** to support learning of facts and procedures with **clear** connections to • concepts, • relevant skills, **OR** • problem-solving strategies as applied to an agricultural phenomenon or to the creation of a product.	Candidate's plans for instruction build on each other to support learning of facts and procedures with clear **and consistent** connections to • concepts, • relevant skills, **AND** • problem-solving strategies as applied to an agricultural phenomenon or to the creation of a product.	**Level 4 plus:** Candidate explains how s/he will use learning tasks and materials to **lead students to make** clear and consistent connections to • concepts, • relevant skills, **AND** • problem-solving strategies as applied to an agricultural phenomenon or to the creation of a product.

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[5] Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students to develop agricultural-related conceptual understanding, relevant skills, and problem-solving strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
There **is no evidence of planned supports**. **OR** **Candidate does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.**	Planned supports are **loosely tied to learning objectives or the central focus of the learning segment**.	Planned supports are **tied to** learning objectives and the central focus **with attention to the characteristics of the class/group as a whole**.	Planned supports are tied to learning objectives and the central focus. **Supports address the needs of specific individuals or groups with similar needs.**	Level 4 plus: **Supports include specific strategies to identify and respond to preconceptions, common errors, and misunderstandings.**

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of learning tasks is either **missing OR represents a deficit view** of students and their backgrounds.	Candidate justifies learning tasks with **limited attention** to **students'** **prior academic learning OR** **personal, cultural, or community assets**.	Candidate **justifies** why learning tasks (or their adaptations) **are appropriate using examples of students'** - prior academic learning **OR** - personal, cultural, or community assets. **Candidate makes superficial connections to research and/or theory.**	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' - prior academic learning **AND** - personal, cultural, or community assets. Candidate makes **connections** to research and/or theory.	**Level 4 plus:** Candidate's justification is **supported by principles from** research and/or theory.

Rubric 4: Identifying and Supporting Language Demands

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

Level 1	Level 2	Level 3	Level 4	Level 5
Language demands[6] identified by the candidate are **not consistent with the selected language function[7] OR task**. **OR** **Language supports are missing or are not aligned** with the language demands for the learning task.	**Language supports primarily address one language demand** (vocabulary and/or symbols, function, syntax, discourse).	**General language supports address use of two or more language demands** (vocabulary and/or symbols, function, syntax, discourse).	**Targeted language supports** address use of • **vocabulary and/or symbols**, • **language function, AND** • **one or more additional language demands** (syntax, discourse).	Level 4 plus: Language supports are **designed to meet the needs of students with different levels of language learning**.

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[6] Language demands include: language function, vocabulary and/or symbols, syntax, and discourse (organizational structures, text structure, etc.).

[7] Language function refers to the learning outcome (verb) selected in prompt 4a (e.g., analyze, interpret).

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the formal and informal assessments selected or designed to monitor students' agricultural-related conceptual understanding, relevant skills, and problem-solving strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
The assessments **only provide evidence** of students' agricultural-related **factual knowledge or procedural skills**. **OR** **Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.**	The assessments **provide limited evidence to monitor students' agricultural-related** • **conceptual understanding,** • **relevant skills, OR** • **problem-solving strategies** **during the learning segment**.	The assessments **provide evidence** to monitor students' agricultural-related • conceptual understanding, • relevant skills, **AND** • problem-solving strategies during the learning segment.	The assessments provide **multiple forms of evidence** to monitor students' agricultural-related • conceptual understanding, • relevant skills, **AND** • problem-solving strategies **throughout** the learning segment.	**Level 4 plus:** **The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**

Instruction Task 2: Instructing and Engaging Students in Learning

What Do I Need to Think About?

In Instruction Task 2, you will demonstrate how you support and engage students in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?

- What kinds of learning tasks actively engage students in the central focus of the learning segment?

- How will you elicit and build on student responses in ways that develop and deepen content understanding?

- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?

- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

What Do I Need to Do?

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.

- **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The clips you select for submission should provide a sample of how you interact with students to support their learning.

- **Identify lessons to videorecord.**

- **Provide 2 video clips (each no more than 10 minutes in length, but not less than 3 minutes combined)** that demonstrate how you interact with students in a positive learning environment to develop conceptual understanding, relevant skills, and problem-solving strategies as students investigate an agricultural phenomenon or create an agricultural product.

  - The **first clip** should illustrate how you developed students' understanding of agricultural-related concepts, relevant skills, and problem-solving strategies.

  - The **second clip** should illustrate how you used representations or realia to deepen student understanding of agricultural-related concepts and procedures.

  - The video clips can feature either the whole class or a targeted group of students (**minimum of 4 students**) within the class.

◻ **(Optional) Provide evidence of students' language use.** You may provide evidence of language use from your video clips from Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** the student work samples analyzed in Assessment Task 3.

◻ **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.

◻ **Select video clips to submit** and verify that the clips meet the following requirements:

▪ Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.

▪ Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, **submit another clip**. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 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).

▪ A video clip must be continuous and unedited, with no interruption in the events.

▪ If you have inadvertently included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.

▪ Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.

◻ **Respond to the prompts** listed in the Instruction Commentary section below **after teaching the learning segment**.

◻ **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the Instruction Task 2: Artifacts and Commentary Specifications in the Agricultural Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Instruction Commentary

In Instruction Task 2, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or transcriptions of inaudible comments). These additional pages do not count toward the commentary page limit noted above.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

2. **Promoting a Positive Learning Environment**

    Refer to scenes in the video clips where you provided a positive learning environment.

    a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

3. **Ensuring Safety**

    a. If relevant, describe what you did to ensure the safe use of any hazardous materials or equipment used during the investigation or production seen in the video clips.

4. **Engaging Students in Learning**

    Refer to examples from the video clips in your responses to the prompts.

    a. Explain how your instruction engaged students in developing agricultural-related

    -   conceptual understanding,

    -   relevant skills, **AND**

    -   problem-solving strategies.

    b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

5. **Deepening Student Learning during Instruction**

    Refer to examples from the video clips in your explanations.

    a. Explain how you elicited and built on student responses to promote conceptual understanding **AND** develop relevant skills and problem-solving strategies.

    b. Explain how you used representations or realia to deepen student understanding of agricultural-related concepts and procedures.

6. **Analyzing Teaching**

    Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

> Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning **AND** principles from theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?

Level 1	Level 2	Level 3	Level 4	Level 5
The clips reveal evidence of **disrespectful interactions between teacher and students or between students**. **OR** Candidate **allows disruptive behavior to interfere with student learning**. **OR** **Safety precautions for use of hazardous materials or equipment are either not taken or not enforced.**	The candidate **demonstrates respect for students**. **AND** Candidate provides a **learning environment that serves primarily to control student behavior, and minimally supports the learning goals**.	The candidate demonstrates **rapport with** and respect for students. **AND** Candidate provides a **positive, low-risk learning environment that reveals mutual respect among students**.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a **challenging learning environment that promotes mutual respect among students**.	The candidate demonstrates rapport with and respect for students. **AND** Candidate provides a challenging learning environment that **provides opportunities to express varied perspectives** and promotes mutual respect among students.

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in developing agricultural-related conceptual understanding, relevant skills, and problem-solving strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are **observed** in tasks or behaviors with **limited connections** to agricultural-related • concepts, • relevant skills, **OR** • problem-solving strategies.	Students are **participating** in learning tasks **focusing primarily on facts or procedures with little attention to** understanding of agricultural-related • concepts **OR** • problem-solving strategies.	**Students are engaged** in learning tasks **that address** understanding of agricultural-related • concepts, • relevant skills, **AND** • problem-solving strategies.	Students are engaged in learning tasks that **develop** understanding of agricultural-related • concepts, • relevant skills, **AND** • problem-solving strategies.	Students are engaged in learning tasks that **deepen and extend** their understanding of agricultural-related • concepts, • relevant skills, **AND** • problem-solving strategies.
There is **little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning**.	Candidate makes **vague or superficial links between prior academic learning and new learning**.	Candidate **links prior academic learning to new learning**.	Candidate links prior academic learning **AND personal, cultural, or community assets** to new learning.	Candidate **prompts students to link** prior academic learning **AND** personal, cultural, or community assets to new learning.

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote thinking and develop understandings of agricultural-related concepts, relevant skills, and problem-solving strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does most of the talking and students provide few responses. **OR** Candidate responses include **significant content inaccuracies** that will lead to student misunderstandings.	Candidate **primarily asks surface-level questions and** evaluates student responses as **correct or incorrect**.	Candidate **elicits student responses related to understanding of** agricultural-related • concepts, • relevant skills, **OR** • problem-solving strategies.	Candidate **elicits and builds on students' responses to develop understanding of** agricultural-related • concepts, • relevant skills, **AND** • problem-solving strategies.	Level 4 plus: **Candidate facilitates interactions among students so they can evaluate their own abilities to apply** agricultural-related • concepts, • relevant skills, **AND** • problem-solving strategies.

Rubric 9: Subject-Specific Pedagogy

How does the candidate use representations to support students' ability to understand agricultural-related concepts and procedures?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate stays focused on facts or procedures **with little or no attention to promoting student thinking and supporting the understanding of agricultural-related concepts and procedures**. **OR** Materials used in the clips include **significant content inaccuracies** that will lead to student misunderstandings.	Candidate makes **vague or superficial use of representations** to help students understand agricultural-related concepts and procedures.	**Candidate uses representations in ways that help students understand** agricultural-related concepts and procedures.	Candidate uses representations **in ways that deepen student understanding of agricultural-related concepts and procedures**.	Candidate uses representations to support students to **compare/contrast the application of agricultural-related concepts and procedures OR to generalize them to other agricultural contexts**.

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate **suggests changes unrelated to evidence of student learning**.	Candidate **proposes changes to teacher practice that are superficially related to student learning needs** (e.g., task management, pacing, improving directions).	Candidate proposes changes that address **students' collective learning needs related to the central focus**. **Candidate makes superficial connections to research and/or theory.**	Candidate proposes changes that address **individual and collective learning needs** related to the central focus. Candidate makes **connections** to research and/or theory.	**Level 4 plus:** Candidate **justifies changes using principles from** research and/or theory.

Assessment Task 3: Assessing Student Learning

What Do I Need to Think About?

In Assessment Task 3, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?

- How will you provide meaningful feedback to your students?

- How will you use evidence of what students know and are able to do to plan next steps in instruction?

- How will you identify evidence of and explain students' use of language that demonstrates the development of content understanding?

What Do I Need to Do?

- **Select <u>one</u> assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. The assessment should be completed by the class/group featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate agricultural-related

  - conceptual understanding,

  - relevant skills, **AND**

  - problem-solving strategies.

- **Define and submit evaluation criteria** you will use to analyze student learning related to the agricultural-related understandings described above.

- **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class/group. 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 in 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 an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student

> with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).

- ▪ **The samples should be complete work from the same assessment for each student.**

If students completed a product, you may choose to submit a digital image of the work sample. Be sure that the digital image illustrates how the work sample meets your evaluation criteria.

- ◻ **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**).

- ◻ **Respond to the commentary prompts** listed in the Assessment Commentary section below **after analyzing student work from the selected assessment**.

- ◻ **Include and submit the chosen assessment, including the directions/prompts provided to students.** Attach a blank copy of the assessment (**no more than 5 additional pages**) to the end of the Assessment Commentary.

- ◻ **Provide evidence of students' understanding and use of the targeted academic language function and other language demands.** You may choose evidence from the video clips submitted in Instruction Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Assessment Task 3.

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the Agricultural Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Assessment Commentary

In Assessment Task 3, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**. Attach the assessment used to evaluate student performance (**no more than 5 additional**

pages) and, if necessary, a transcription of inaudible portions of a video or audio clip of feedback or a student work sample (**no more than 2 additional pages**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. **Analyzing Student Learning**

   a. Identify the specific learning objectives measured by the assessment you chose for analysis.

   b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class/group. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.

   c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to agricultural-related

      - conceptual understanding

      - relevant skills

      - problem-solving strategies

      Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

   d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. **Feedback to Guide Further Learning**

   Refer to specific evidence of submitted feedback to support your explanations.

   a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:

      - Written directly on work samples or in separate documents that were provided to the focus students

      - In audio files

      - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

      If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

   b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

   c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

3. **Evidence of Language Understanding and Use**

    When responding to the prompt below, use concrete examples from the clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

    > You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources**:
    >
    > 1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
    >
    > 2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
    >
    > 3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

    a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the

    - selected language function,
    - vocabulary and/or symbols, **AND**
    - syntax or discourse

    to develop content understandings.

4. **Using Assessment to Inform Instruction**

    a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:

    - For the whole class/group
    - For the 3 focus students and other individuals/groups with specific needs

    > Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

    b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the candidate analyze evidence of agricultural-related conceptual understanding, relevant skills, and problem-solving strategies?

Level 1	Level 2	Level 3	Level 4	Level 5
The analysis is **superficial or not supported** by either student **work samples or the summary of student learning**. **OR** The evaluation criteria, learning objectives, and/or analysis are **not aligned with each other**.	The analysis **focuses on what students did right OR wrong**.	The analysis focuses on what students did right **AND** wrong. **AND** Analysis **includes some differences in whole class/group learning**.	Analysis **uses specific examples from work samples to demonstrate patterns of learning consistent with the summary**. **AND** **Patterns of learning are described for whole class/group.**	Analysis uses specific evidence from work samples to demonstrate the connections between **quantitative and qualitative patterns of learning for individuals and/or groups**.

Rubric 12: Providing Feedback to Guide Learning

What type of feedback does the candidate provide to focus students?

Level 1	Level 2	Level 3	Level 4	Level 5
Feedback is unrelated to the learning objectives OR is developmentally inappropriate. **OR** Feedback **contains significant content inaccuracies**. **OR** **No feedback is provided to one or more focus students.**	Feedback is **general** and **addresses needs AND/OR strengths related to the learning objectives**.	Feedback is **specific and addresses either** needs **OR** strengths **related** to the learning objectives.	Feedback is specific and **addresses both strengths AND needs** related to the learning objectives.	Level 4 plus: **Feedback for one or more focus students** • **provides a strategy to address an individual learning need OR** • **makes connections to prior academic learning or experience to improve learning.**

Rubric 13: Student Understanding and Use of Feedback

How does the candidate support focus students to understand and use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
Opportunities for understanding or using feedback are not described. **OR** Candidate **provides limited or no feedback to inform student learning**.	Candidate **provides vague description of how focus students will understand or use feedback**.	Candidate **describes** how focus students will understand or use feedback **related to the learning objectives**.	Candidate describes how **s/he will support** focus students to understand **and** use feedback **on their strengths OR weaknesses** related to the learning objectives.	Candidate describes how s/he will support focus students to understand and use feedback on their strengths **AND** weaknesses related to the learning objectives.

Rubric 14: Analyzing Students' Language Use and Agricultural Learning

How does the candidate analyze students' use of language to develop content understanding?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate identifies student language use that is superficially related or unrelated to the language demands (function, vocabulary and/or symbols, and additional demands). **OR** **Candidate's description or explanation of language use is not consistent with the evidence submitted.**	**Candidate describes how students use only one language demand (vocabulary and/or symbols, function, syntax, discourse).**	Candidate **explains and provides evidence** of students' use of • **the language function AND** • **one or more additional language demands** (vocabulary and/or symbols, syntax, discourse).	Candidate explains and provides evidence of students' use of • the language function, • **vocabulary and/or symbols, AND** • additional language demands (syntax, discourse) **in ways that develop content understandings**.	Level 4 plus: **Candidate explains and provides evidence of language use and content learning for students with varied needs.**

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps primarily **focus on changes to teaching practice that are superficially related to student learning needs,** for example, repeating instruction, pacing, or classroom management issues.	Next steps **propose general support that improves student learning related to assessed learning objectives**. Next steps are **loosely connected with research and/or theory**.	Next steps **provide targeted support to individuals OR groups to improve their learning relative to agricultural-related** • **conceptual understanding,** • **relevant skills, OR** • **problem-solving strategies**. Next steps are **connected** with research and/or theory.	Next steps provide targeted support to individuals **AND** groups to improve their learning relative to agricultural-related • **conceptual understanding,** • **relevant skills, AND** • **problem-solving strategies**. Next steps are **justified with principles from** research and/or theory.

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

Responsibility	Description
Protect confidentiality	To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students' first names only. To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).
Acquire permissions	Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the videorecording. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship. If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com. The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.
Cite sources	Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.
Align instruction with state standards	As part of the assessment, you will document the alignment of your lesson plans with state-adopted academic content standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.
Follow the guidelines for candidate support at www.edTPA.com	Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. **Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:** ▪ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ▪ I have not previously taught this learning segment to the students/class. ▪ The video clips submitted are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted. ▪ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ▪ I am author of the commentaries and other written responses to prompts in this assessment. ▪ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Agricultural Education Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the School Where You Are Teaching

1. In what type of school do you teach? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   Elementary school: _____
   Middle school: _____
   High School: _____
   Career Center/Vocational-Technical School: _____
   Other (please describe): _____

2. Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)[8]

   City: _____
   Suburb: _____
   Town: _____
   Rural: _____

3. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your teaching in this learning segment.

4. 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 Learning Segment

1. If a course:

   a. What is the name of this course?

   b. What is the length of the course? (Type an "X" next to the appropriate description; if "other" applies, provide a brief description.)

   One semester: _____
   One year: _____
   Other (please describe): _____

2. How much time is devoted each day to agricultural education instruction in your classroom?

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[8] If you need guidance when making a selection, reference the NCES locale category definitions (https://nces.ed.gov/surveys/ruraled/definitions.asp) or consult with your placement school administrator.

3. Is there any ability grouping or tracking in this class? If so, please describe how it affects your class.

4. Identify any textbook or instructional program you primarily use for instruction. If a textbook, please provide the title, publisher, and date of publication.

5. List other resources (e.g., electronic whiteboard, hands-on materials, realia, equipment, online resources) you use for instruction in this class.

About the Students in the Class/Group[9] Featured in this Learning Segment

1. Grade level(s):_____

2. Number of

    ▪   students in the class: _____

3. Complete the charts below 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 charts. Some rows have been completed in italics as examples. Use as many rows as you need.

    > Consider the variety of learners in your class/group who may require different strategies/supports or accommodations/modifications to instruction or assessment. For example, students
    >
    > - ▪   With Individualized Education Programs (IEPs) or 504 plans
    > - ▪   With specific language needs
    > - ▪   Needing greater challenge or support
    > - ▪   Who struggle with reading
    > - ▪   Who are underperforming students or have gaps in academic knowledge
    >
    > For Assessment Task 3, you will choose work samples from 3 focus students. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge). **Note: California candidates**—within your edTPA, you must include an English learner, a student with an identified disability, and a student from an underserved education group.[10]

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[9] If you are documenting only one group, provide information only about that group in this section.

[10] California candidates—If you do not have any English learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

Students with IEPs/504 Plans

IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Example: Visual processing	*2*	*Close monitoring, graphs, and charts when appropriate*

Students with Specific Language Needs

Language Needs	Number of Students	Supports, Accommodations, Modifications
Example: English learners with only a few words of English	*2*	*Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, manipulatives, visuals)* *Have students use pre-taught key words and graphic organizers to complete sentence starters*
Example: Students who speak a variety of English other than that used in textbooks	*5*	*Make connections between the language students bring and the language used in the textbook*

Students with Other Learning Needs

Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
Example: Struggling readers	*5*	*Provide oral explanations for directions and safety instructions as well as simplified text and realia*

Agricultural Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials that must be translated into English as per the *edTPA Submission Requirements*, those translations should be added to the original materials as part of the same file or, if applicable, to the end of 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	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 4 pages**, including prompts	▪ 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	▪ 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	▪ 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	▪ 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	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. ▪ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips[11]	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	**Running time no more than 10 minutes each** (but not less than 3 minutes combined)	▪ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. ▪ Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. ▪ When naming each clip file, include the number of the lesson shown in the video clip.

Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 6 pages** of commentary, including prompts
				
				 If needed, **no more than 2 additional pages** of supporting documentation
					▪ Use Arial 11-point type.
					 ▪ Single space with 1" margins on all sides.
					
					 IMPORTANT:
					 ▪ Insert documentation at the end of the commentary file if
					   ▪ you or the students are using graphics, texts, or images that are not clearly visible in the video
					   ▪ you chose to submit a transcript for occasionally inaudible portions of the video
					 ▪ If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").

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[11] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Student Work Samples[12]	**For written work samples:** .doc; .docx; .odt; .pdf **For audio work samples:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video work samples:** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	3	3	No page limit for written work samples **No more than 5 minutes per focus student** for video or audio student work samples	▪ Use correction fluid, tape, or a felt-tip marker to **mask or remove students' names, your name, and the name of the school before copying/scanning any work samples**. If your students' writing is illegible, write a transcription directly on the work sample. ▪ On each work sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, or Student 3 Work Sample). If more than one focus student appears in a video or audio work sample, upload the same work sample separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in prompt 1d of the Assessment Commentary. ▪ When naming each work sample file, include the student number. ▪ If the work sample is a product, submit a photograph of the work sample. (Insert an electronic image into one of the supported file types for submission.) ▪ 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).

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[12] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Evidence of Feedback[13] And, if included, video evidence of academic language use	**For written feedback not written on the work samples:** .doc; .docx; .odt; .pdf **For audio feedback:** asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma **For video clips (feedback and/or language use):** asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	0	4	No page limit for written feedback **No more than 3 minutes per focus student** for video or audio feedback **No more than 5 minutes** for video evidence of student language use	- Document the location of your evidence of feedback in the Assessment Commentary. - If feedback is not included as part of the student work samples or recorded on the video clip(s) from Instruction Task 2, submit only **1** file for each focus student—a document, video file, **OR** audio file—and label the file with the corresponding student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback). - If more than one focus student appears in a video or audio clip of feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. - When naming each feedback file, include the student number. - 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). **For Academic Language**—If you choose to submit a video clip of student language use, it should be **no more than 5 minutes**. You may identify a portion of a clip provided for Instruction Task 2 or submit an entirely new clip.

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[13] **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	**No more than 10 pages** of commentary, including prompts Plus ▪ **no more than 5 additional pages** of an analyzed assessment ▪ if necessary, **no more than 2 additional total pages** of transcription of video/audio evidence for a work sample and feedback, and/or video evidence of language use	▪ Use Arial 11-point type. ▪ Single space with 1" margins on all sides. ▪ **IMPORTANT:** Insert a blank copy of the chosen assessment, including directions/prompts provided to students.
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Agricultural Education 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 academic language (vocabulary and/or 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 agricultural education include **describing** agricultural phenomena; **interpreting** investigative procedures, diagrams, figures, tables, graphs, and dense authoritative text; **predicting** from models and relationships between concepts; **classifying** based on common attributes; **summarizing** agricultural data from investigations; **justifying** conclusions; **evaluating** data; **explaining** phenomena and processes; **drawing conclusions** based on data; and so on.

- **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 agricultural education, language structures include symbolic representations such as schematics and blueprints, graphic representation (which is shorthand language for complex sets of data), and narrative (e.g., to describe or compare).

- **syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables, blueprints, schematics).[17]

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[14] O'Hara, S., Pritchard, R., & Zwiers, J. (2012). Identifying academic language demands in support of the common core standards. *ASCD Express, 7*(17).

[15] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

[16] Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for English language learners: What teachers need to know.

[17] Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms.* San Francisco, CA: Jossey-Bass.

- **language supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (Santos, Darling-Hammond, Cheuk, 2012).[18] The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, and discourse or syntax) to deepen content understandings.

agricultural education investigation: An agricultural investigation is a systematic exploration, examination, inquiry, and/or research using agricultural education concepts applied to animal science, plant science, ornamental horticulture, agri-business, agricultural mechanics, or natural resources.

aligned: Consistently addressing the same/similar learning outcomes for students.

artifacts: Authentic work completed by you and your students including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

assessment (formal and informal): "[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities."[19] Assessments provide evidence of students' prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments may include such things as student questions and responses during instruction and teacher observations of students as they work or perform. Formal assessments may include such things as quizzes, homework assignments, journals, projects, and performance tasks.

assets (knowledge of students):

- **personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, 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.

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 skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment: agricultural-related conceptual understanding, relevant skills, and problem-solving strategies. For example, the central focus for an agricultural science learning segment might be understanding factors involved in producing genotypes and phenotypes in connection with the development of genetically

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[18] Santos, M., Darling-Hammond, L., & Cheuk, T. (2012). Teacher development to support English language learners in the context of common core state standards. Stanford University Understanding Language.

[19] Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139–148.

modified food sources. The learning segment would focus on conceptual understandings of genotypes and phenotypes, and an investigation of how relationships between genotypes are expressed in phenotypes and affect distributions of phenotypes in development of an improved food source. In contrast, the central focus for an agricultural mechanics learning segment might be developing the knowledge and skills to do arc welding. The learning segment would focus on the relevant skills necessary to safely weld joints on mild steel by selecting the proper amperage, understanding the procedures and properly using safety equipment, strike and arc, and making butt and fillet welds.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning.

data: Factual information used in the interpretation of numbers, selection of equipment, and identification of the tools necessary to create or complete a project.

engaging students in learning: Using instructional and motivational strategies that promote students' active involvement in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that are not well designed and/or implemented and do not increase student learning.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as a rubric, a point system for different levels of performance, or rules for awarding full versus partial credit. Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

evidence: Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecordings or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen student learning, use knowledge of your students to inform instruction, foster a positive learning environment that promotes student learning, monitor and assess student progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment.

patterns of learning: Includes **both** quantitative and qualitative patterns (or consistencies) for different groups of students or individuals. Quantitative patterns indicate in a numerical way the information understood from the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., "given that most students were able to . . . it seems that they understand").

planned supports: Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate student learning of the central focus.

preconceptions: Student ideas about the physical and biological worlds and how they work or about the nature of agricultural science, based on their observations, experiences, and what they have heard.

prior academic learning and prerequisite skills: Includes students' content knowledge and skills as well as academic experiences developed prior to the learning segment.

rapport: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

rationale: The principle or justification for a planning, instructional, or assessment decision made by the candidate.

realia: Real-life, real-world artifacts.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, *disrespect*, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

variety of learners: Students in your class/group who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.