

EDTPA OVERVIEW AND PROCESS

Fall 2024– Student Teaching 1
August 25th, 2024



Which edTPA handbook will I complete?

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

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

Chalk and Wire / Anthology

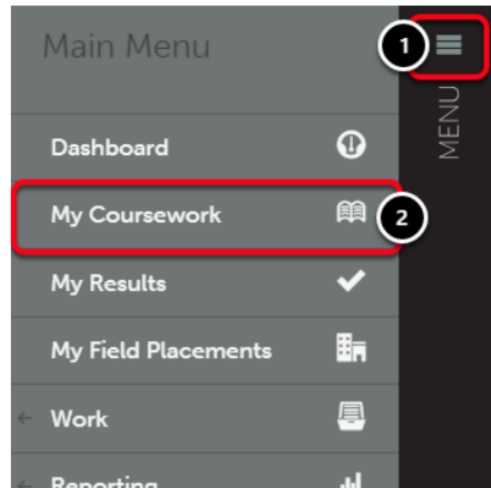
- You will work through Chalk & Wire to complete and submit your edTPA.
- You will register through Pearson to obtain an authorization code for this process.
- Please log on to your Chalk and Wire account.
- C&W edTPA user guide:
 - Posted on our website

Handbooks

The 2024-2025 handbooks have not been posted. We will make a "practice" portfolio today, so you have access to the materials. Once the updated handbooks are posted, I will let you know. You can then delete the practice one created today.

- <https://wp.cune.edu/educationdepartment/edtpa/templates/>
- Download your handbook from the Education Department Website.

If you are unsure which handbook you will use, you can download more than 1.



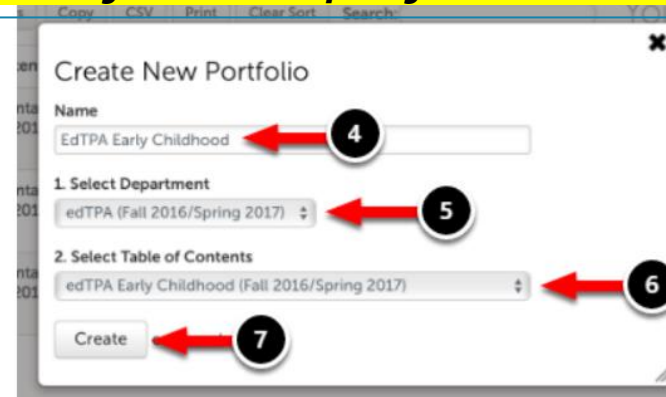
1. Click on the **Main Menu** icon.
2. Select **My Coursework**.



- On the My Coursework screen,
3. Click on the **New Portfolio** button.

The 2024-2025 handbooks have not been posted. We will make a "practice" portfolio today, so you have access to the materials. Once the updated handbooks are posted, I will let you know. You can then delete the practice one created today. You can still work on the tasks, even if the C&W portfolio isn't ready.

NAME: edTPA
____ PRACTICE
PORTFOLIO



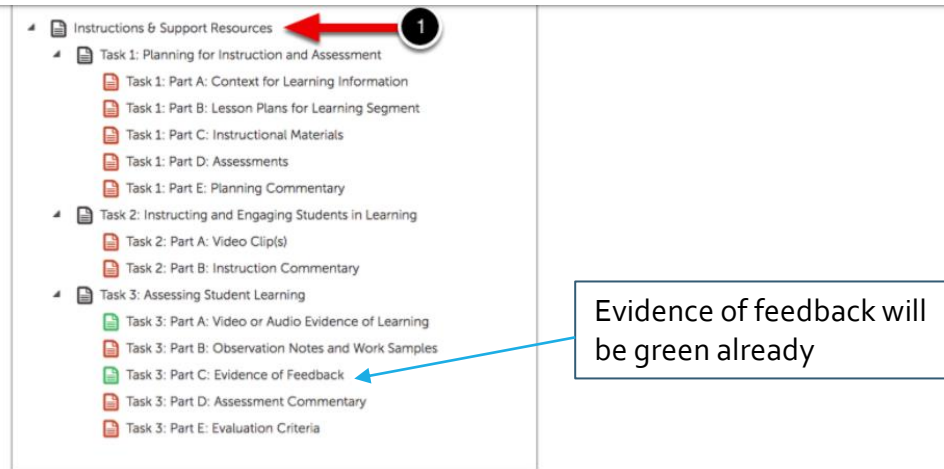
4. Enter a **Name** for your portfolio. We recommend naming your portfolio something like, "edTPA Portfolio"
5. Select the **edTPA®** department or an alternate department if you have been instructed to use another.
6. Select the appropriate **Table of Contents** for your certification subject area and submission year.
7. Click **Create**.

If you are unsure which handbook you will use, you can create more than one portfolio to look through!

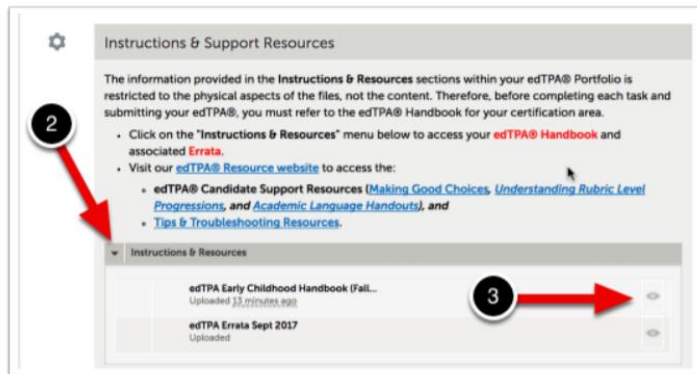
C&W - Resources

- Create an edTPA folder on your computer
- Download your handbook from the CUNE Education Department Website:
<https://wp.cune.edu/educationdepartment/edtpa/templates/>
- Download each template from your C&W/Anthology Practice Portfolio.
 - Task 1: Context for Learning & Planning
 - Task 2: Instruction
 - Task 3: Assessment
- Type and save directly on the template documents on your computer (it might be helpful to save these files on some type of cloud-based service)
- Upload completed templates to C&W as you finish each (***This is not your "final" submission. You can always delete files and reupload.***)

C&W - Resources



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



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

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

- Utilize the resources provided by C&W

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

C&W - Resources

- **WHEN WORKING ON YOUR EDTPA DOCUMENTS, SAVE IN MULTIPLE PLACES.**
- ***USE A CLOUD BASED BACKUP OR A FLASHDRIVE***
- ***DON'T LET A COMPUTER CRASH ELIMINATE YOUR PROGRESS; IT HAS HAPPENED TO OTHER STUDENTS!***

edTPA Overview

- While the tasks are the same for each content area, requirements and prompts vary based on content area and grade level.

*Special Education, Early Childhood, and PE are slightly different

- Task 1:
 - Context for Learning
 - Planning
- Task 2:
 - Instruction (3-5 lessons; video recording; keep student work examples)
- Task 3:
 - Assessment

Read through each task requirement ahead of time. There are certain artifacts you must collect for each task, so you need to be prepared.

Task 1 : Planning

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



Task 1 : Context for Learning

About the School Where You Are Teaching

About the Class Featured in this Learning Segment

About the Students in the Class Featured in this Learning Segment

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

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

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

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

Your handbook will outline the minimum number of students required for your edTPA focus. This means you could just focus on a small group for your edTPA.

Task 1 : Planning

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

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

Complete prior to teaching your lessons!

Task 1 : Planning

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

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

Planning Task 1: Artifacts and Commentary Specifications

| What to Submit | Supported File Types | Number of Files | | Response Length | Additional Information |
|--|-------------------------|-----------------|-----|---|--|
| | | Min | Max | | |
| Part A: Context for Learning Information (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 4 pages, including prompts | <ul style="list-style-type: none"> • Use Arial 11-point type. • Single space with 1" margins on all sides. |
| Part B: Lesson Plans for Learning Segment | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 4 pages per lesson | <ul style="list-style-type: none"> • Submit 3–5 lesson plans in 1 file. • Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). • All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans. |
| Part C: Instructional Materials | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 5 pages of KEY instructional materials per lesson plan | <ul style="list-style-type: none"> • Submit all materials in 1 file. • Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). • Order materials as they are used in the learning segment. |
| Part D: Assessments | .doc; .docx; .odt; .pdf | 1 | 1 | No limit | <ul style="list-style-type: none"> • Submit assessments in 1 file. • Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). • Order assessments as they are used in the learning segment. |
| Part E: Planning Commentary (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 9 pages of commentary, including prompts | <ul style="list-style-type: none"> • Use Arial 11-point type. • Single space with 1" margins on all sides. • Respond to prompts before teaching the learning segment. |

Task 1 : Planning

Complete prior to teaching your lessons!

- Academic Language Support
- See pdf posted on website

Understanding Academic Language in edTPA: Supporting Learning and Language Development

Academic language (AL) is the oral and written language used for academic purposes. AL is the "language of the discipline" used to engage students in learning and includes the means by which students develop and express content understandings.

When completing their edTPA, candidates must consider the AL (i.e., **language demands**) present throughout the learning segment in order to support student learning and language development. The **language demands** in Elementary Literacy include **function, vocabulary, discourse, and syntax**.

Academic Language Handout: Elementary Literacy
Candidate Support Resource

Language Demands

I. Functions

| Definition | Examples (bolded and underlined within learning objectives) |
|--|--|
| <ul style="list-style-type: none">• Purposes for which language is used• Content and language focus of learning tasks often represented by the active verbs within the learning outcomes | Learning Objectives: <ul style="list-style-type: none">• Students will be able to compare two characters in a story.• Students will be able to explain how claims support an argument.• Students will be able to describe how the character resolves a conflict in the story. |

Task 2: Instruction

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

Example from
Elementary Literacy



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

Videoing Requirements

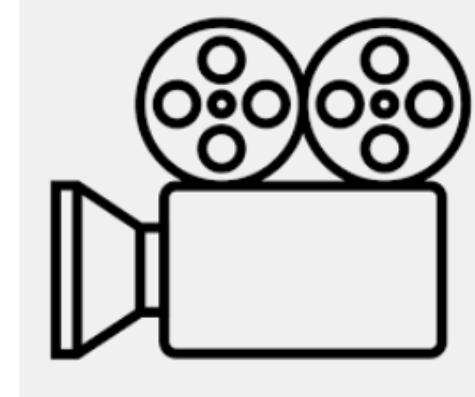
- You must obtain permission from each student to include them in the video segment and use examples of their student work.
- Permission forms can be found on the CUNE education website:
 - <http://wp.cune.edu/educationdepartment/edtpa/>
 - Please insert your name into the letter before sending out to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

Videoing Requirements

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

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

Videoring Requirements



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

Task 3: Assessment

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

Task 3: Assessment

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

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

Task 3 Assessment

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

(Lowest scoring task thus far)

Navigating the handbook and templates

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

edTPA Elementary Literacy Tasks Overview

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

Rubrics – Can be found in your handbook

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

Planning Rubrics

Rubric 1: Planning for Visual Art Learning

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

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

Rubrics

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

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

Navigating the handbook and templates

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

Navigating the handbook and templates

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

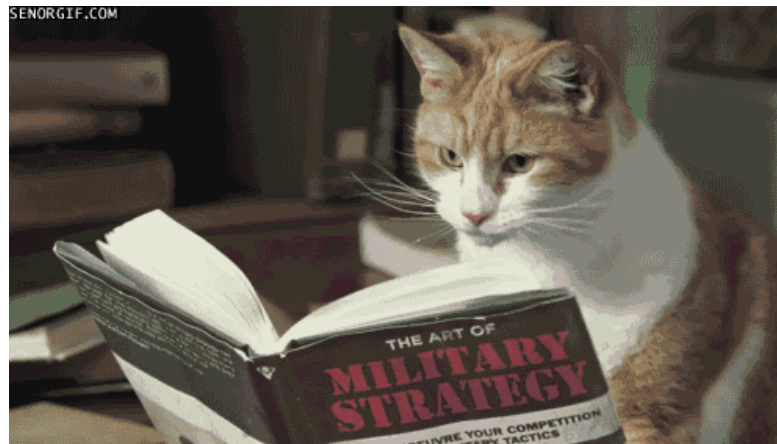
- Each content area and/or grade level requirement may be different for these areas. Work with others using the same handbook.

Navigating the handbook and templates

- Read carefully and plan ahead!

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

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



Navigating the handbook and templates

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

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

Planning Task 1: Artifacts and Commentary Specifications

| What to Submit | Supported File Types | Number of Files | | Response Length | Additional Information |
|--|-------------------------|-----------------|-----|--|--|
| | | Min | Max | | |
| Part A: Context for Learning Information (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 4 pages , including prompts | <ul style="list-style-type: none">■ Use Arial 11-point type.■ Single space with 1" margins on all sides. |
| Part B: Lesson Plans for Learning Segment | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 4 pages per lesson. | <ul style="list-style-type: none">■ Submit 3–5 lesson plans in 1 file.■ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).■ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans. |
| Part C: Instructional Materials | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 5 pages of KEY instructional materials per lesson plan | <ul style="list-style-type: none">■ Submit all materials in 1 file.■ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).■ Order materials as they are used in the learning segment. |
| Part D: Assessments | .doc; .docx; .odt; .pdf | 1 | 1 | No limit | <ul style="list-style-type: none">■ Submit assessments in 1 file.■ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).■ Order assessments as they are used in the learning segment. |
| Part E: Planning Commentary (template provided) | .doc; .docx; .odt; .pdf | 1 | 1 | No more than 9 pages of commentary, including prompts | <ul style="list-style-type: none">■ Use Arial 11-point type.■ Single space with 1" margins on all sides.■ Respond to prompts before teaching the learning segment. |

Navigating the handbook and templates

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

Secondary History/Social Studies Glossary

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

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

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

edTPA Support

- **C&W has built in resources**

- Suggests which file types to include, Making Good Choices document, advice for videoing and trimming
- We will look at these on the writing day!

- **Video support**

- There are a few swivels to check out from Concordia
- Use resources at your school or your own devices
- Resources are also posted on the CUNE education website:
<https://wp.cune.edu/educationdepartment/edtpa/task-2-instruction-video-suggestions/>

- **Support during seminars**

- Work with your fellow student teachers
- I will visit seminars for registration information
- **THE EDTPA REPRESENTS YOUR TEACHING. THEREFORE, WE CANNOT PROVIDE SPECIFICS ON WHAT TO WRITE OR READ THROUGH YOUR RESPONSES FOR FEEDBACK.**

edTPA Support

- Rubrics

- The rubrics outline expectations for each prompt. Use the rubrics to help you plan for and answer each prompt.

- edTPA Office Hours – THOM 214D

- Tuesdays: 3:45 – 5:30 from September 3rd and ending October 15th
- By appointment (Can meet via Blackboard Collaborate, just let me know!)

- Optional Writing Days – THOM 113 or 212

- Saturday, September 21st, 9:00 – 12:00
- Saturday, October 5th - 9:00 – 12:00
- Sunday, October 13th - 3:00 – 6:00

- Your cooperating teacher

- Can assist with providing some of the context for learning information, permission slips and technology support.
- They are not to provide you with examples of what to write or to revise your prompts
- Share with them this process, keep them in the loop!

edTPA Support

- edTPA Work Day: Monday, September 30th



- Excused from student teaching that day (inform your cooperating teacher well in advance)
- THOM 111-113 is reserved on campus (8:30 – 5:00)
- 8:30 – 12:00 is mandatory: information will be provided for transferring your edTPA to Pearson
- You cannot wait until this day to start writing. Spending two hours each week on the prompts should have you well on your way.

edTPA Timeline

edTPA Due Date: Tuesday, October 15th @ midnight

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

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

| | |
|------------------------------------|--|
| Week 1: August 26 th | <ul style="list-style-type: none"> • edTPA overview during ST Orientation • Download handbooks / templates; Register on Anthology/C&W (if not available, we will do this in seminars in September) • Permission Slips • Share with cooperating teacher the edTPA process |
| Week 2: September 2 nd | <ul style="list-style-type: none"> • Select class for edTPA focus • Start / Complete Context for Learning • Distribute permission slips • Review Tasks 1, 2, and 3 to help with planning |
| Week 3: September 9 th | <ul style="list-style-type: none"> • Context for Learning: Upload to C&W • Identify content focus for learning segment • Start Task 1: Planning Commentary <p><i>*During seminars, Q&A time and reviewing expectations in Task 2 and 3 to assist with Task 1. Review thinking organizer documents and other resources. C&W registration if needed.</i></p> |
| Week 4: September 16 th | <ul style="list-style-type: none"> • Continue work on Task 1 Planning and materials (lesson plans, assessments, instructional materials) • Review Task 2: Instruction and make plans for videoing (what video camera are you using, do you have all your permission slips) <p><i>*Saturday, September 21st: Optional Writing Day - THOM 111 and 113 reserved from 9:00 – 12:00 with a focus on Task 1 and time to write.</i></p> |
| Week 5: September 23 rd | <ul style="list-style-type: none"> • Complete Task 1 and upload to C&W • Teach learning segment and video record (Collect completed assessment for Task 3) |
| Week 6: September 30 th | <ul style="list-style-type: none"> • Teach learning segment and video record (Collect completed assessment for Task 3) • Begin work on Task 2 and 3 Commentaries <p>*edTPA mandatory writing day: Monday, September 30th. THOM 111 & 113 is reserved on campus from 8:30 – 5:00. Attendance is mandatory from 8:30 – 12:00. Please let your cooperating teacher know you will be gone. During this time we will register on the Pearson website (YOU MUST KNOW</p> |
| | <p>YOUR SSN), discuss questions, and review requirements. Task 1 must be completed! Rough drafts of Task 2 and 3 are recommended as well.</p> <p><i>*Saturday, October 5th: Optional writing day: THOM 212 reserved from 9:00 – 12:00 with a focus on Task 2 and 3.</i></p> |
| Week 7: October 7 th | <ul style="list-style-type: none"> • Continue work on Task 2 and 3 commentaries • Review all sections <p><i>*During seminars, instructions for transferring from C&W to Pearson</i></p> <p><i>*Sunday, October 13th: Optional writing day - THOM 113 reserved from 3:00 – 6:00.</i></p> |
| Week 8: October 14 th | <ul style="list-style-type: none"> • Submit edTPA to Pearson through C&W (See instructions on the CUNE Education Website) by midnight on Tuesday, October 15th. You cannot proceed to ST 2 if you have not submitted your edTPA for scoring. • Submit electronic copy of permission slips to Dr. Kerschen (Keith.Kerschen@cune.edu). This can be done prior to this week. |

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

Resources on the website

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

Resources Tab:

edTPA Resources

[edTPA Timeline Fall 2021](#)

[Making Good Choices](#)

[Making Good Choices Special Education edTPA](#)

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

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

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

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

[Chalk and Wire CUNE Support Page](#)


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

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

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

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

[edTPA_Guidance_Alt_Arrangements_VLE \(1\)](#)



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

Resources on the website

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

Thinking Organizers: Helps with breaking down the prompts.

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

edTPA Thinking Organizers and Prompt Resources

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

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

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

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

Elementary Literacy

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

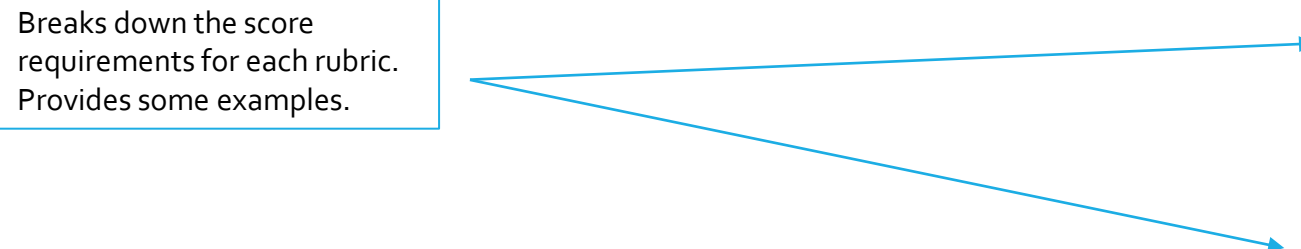
[Elementary Literacy Central Focus Considerations](#)

Resources on the website

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

Understanding Rubric Level Progressions

Breaks down the score requirements for each rubric. Provides some examples.



edTPA Thinking Organizers and Prompt Resources

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

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

Elementary Literacy

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

[Elementary Literacy Central Focus Considerations](#)

[Understanding Rubric Level Progressions – Elementary Literacy](#)

Early Childhood

[Early-Childhood-Thinking-Organizer](#)

[Early Childhood – Understanding Rubric Progressions](#)

Resources

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

Chalk & Wire / Anthology

- You will work through Chalk & Wire to complete and submit your edTPA.
- I will let you know when your official portfolio can be created in C&W.
- You will register through Pearson to obtain an authorization code for this process.
 - More information will be provided during seminars

What can I do now?

- Review the handbooks and templates
 - Remember, you will type your responses directly on your templates and then upload to C&W

- Refer to the timeline/schedule (add to your calendars!)
 - **PLAN AHEAD! ---What does each task require?**
 - Follow the suggested due dates
 - This is a lot of information to manage and organize! You can do it! This is great preparation for your future classroom.



What can I do now?



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

I'll be back.....TOMORROW

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

