edTPA – Spring 2025 Timeline

This is a suggested timeline to help you stay on task for completing the edTPA. Depending on your placement and content area, your weeks may look a bit different, but the final submission deadline remains the same. If you are concerned about your progress, please reach out as soon as possible. Waiting for the weekend before the due date to raise concerns is too late. Please take advantage of the writing days and office hours.

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| **Week 1: January 13th**  | * edTPA overview during ST Orientation
* Download handbooks / templates; Register on C&W
* Permission Slips
* Share with cooperating teacher the edTPA process
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| **Week 2: January 20th**  | * Select class for edTPA focus
* Start / Complete Context for Learning
* Distribute permission slips
* Review Tasks 1, 2, and 3 to help with planning
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| **Week 3: January 27th**  | * Context for Learning: Upload to C&W
* Identify content focus for learning segment
* Start Task 1: Planning Commentary

***\*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.***  |
| **Week 4: February 3rd**  | * 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)

***\*Saturday, February 8th: Optional Writing Day - THOM 113 reserved from 9:00 – 12:00 with a focus on Task 1 and time to write.***  |
| **Week 5: February 10th**  | * Complete Task 1 and upload to C&W
* Teach learning segment and video record (Collect completed assessment for Task 3)
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| **Week 6: February 17th**  | * Teach learning segment and video record (Collect completed assessment for Task 3)
* Begin work on Task 2 and 3 Commentaries

\***edTPA mandatory writing day: Monday, February 17th.** THOM 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 YOUR SSN),** discuss questions, and review requirements. Task 1 must be completed! Rough drafts of Task 2 and 3 are recommended as well. ***\*Saturday, February 22nd Optional writing day: THOM 113 reserved from 9:00 – 12:00 with a focus on Task 2 and 3.***  |
| **Week 7: February 24th**  | * Continue work on Task 2 and 3 commentaries
* Review all sections

\****During seminars, instructions for transferring from C&W to Pearson******\*Sunday, March 2nd: Optional writing day - THOM 113 reserved from 3:00 – 6:00.***  |
| **Week 8: March 3rd**  | * **Submit edTPA to Pearson through C&W (See instructions on the CUNE Education Website) by midnight on Tuesday, March 4th** 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.
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edTPA Office Hours: Tuesdays: 3:45 – 5:30 (Staring January 14th and ending March 4th) --- Thom 214D (Can meet via Collaborate, just send me an email).

Other resources are available on C&W and the CUNE Education Website: <https://wp.cune.edu/educationdepartment/>

**Key Dates to Remember**

edTPA DUE DATE: Tuesday, March 4th @ midnight to Pearson via C&W.

Optional Writing Days: Saturday, February 8th (9:00 -12:00); Saturday, February 22nd (9:00 – 12:00); Sunday, March 2nd (3:00 – 6:00).

Mandatory Writing Day: Monday, February 17h @ 8:30. (Please notify your cooperating teacher to let them know about this absence). **Resource Reminders**

* Education Department Website: Find templates and resources related to the edTPA**.** <https://wp.cune.edu/educationdepartment/>
* Permission Slip Template: Add your name and school to the highlighted section on the template.<https://wp.cune.edu/educationdepartment/edtpa/edtpa-resources/>
* Stuck on a getting started on a prompt on the commentaries? Check out the *Thinking Organizer* document for your handbook. This document breaks down each prompt into different sections with tables and sentence starters. This can help you organize your answers.
* Unsure of a prompt or rubric explanation? Check out the *Understanding Rubric Level Progressions* document for your handbook. This resource outlines expectations for each prompt and the rubric score. Suggestions and examples are provided for some of the prompts.
* Confused about what they mean when discussing academic language? Check out the *Academic Language* document for your handbook. This document provides explanations and examples of language demands (function, vocabulary, discourse, syntax, and language supports) for your content area.

*Thinking Organizer, Understanding Rubric Level Progressions, and Academic Language documents can be found on the Education Department Website under edTPA Thinking Organizers, Prompt Resources, and Academic Language Guides*.
<https://wp.cune.edu/educationdepartment/edtpa/edtpa-thinking-organizers-and-chalk-and-wire-tips/>

* Unsure of a term used in your commentary, like Evaluation Criteria? Consult the glossary at the end of your handbook.
* Want to check out a Swivl (not required) to film your lessons? Reach out to Mr. Landrey or scan the QR code on his door to set up a meeting. Please plan ahead for this!
* Is your video file too large when you upload to Anthology? Compress your video file using Handbrake. Links to these resources can be found on the Education Department Website under edTPA Video Resources: <https://wp.cune.edu/educationdepartment/edtpa/task-2-instruction-video-suggestions/>
* Make copies of the completed student work samples for the assessment used in Task 3.