

EDTPA OVERVIEW AND PROCESS

Fall 2025– Student Teaching 1

January 12th, 2025

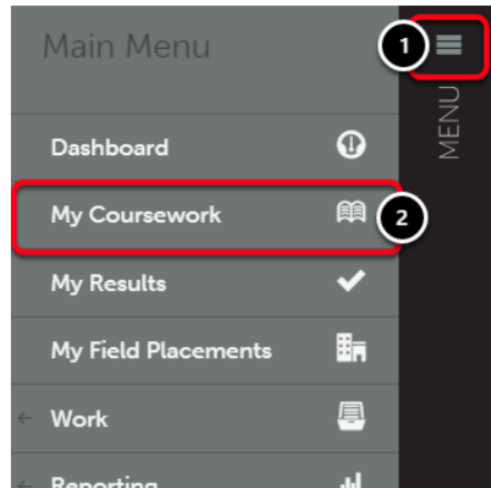
Which edTPA handbook will I complete?

- 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

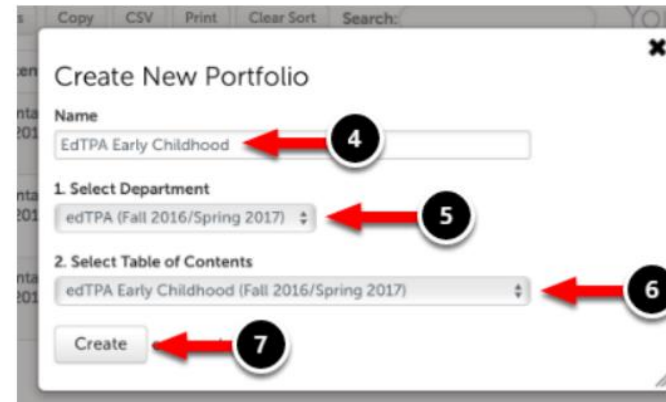
- You will work through Chalk & Wire to complete and submit your edTPA.
- You will register through Pearson to obtain an authorization code for this process.
- Please log on to your Chalk and Wire account.
- C&W edTPA user guide:
 - Posted on our website



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



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



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 your C&W/Anthology Portfolio.
- Download each template from your C&W/Anthology 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

- 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?
- 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!

- 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.

Task 1 : Planning

- 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.

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
 - You will video record your edTPA 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

Task 2: Instruction

- 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, AI resource, 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

- If your teacher or school says they already signed video permission forms at the beginning of the school year, you still need to get permissions.
- You will be submitting these clips and assessments to a 3rd party, so permission is required.

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.**

Videoing Requirements

- Each content area has different requirements for the minimum students needed for video evidence and the length of the clips.
- Consult your handbook

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

Videoing Requirements

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

Task 3: Assessment

- This section focuses on the student learning during your 3-5 lesson sequence.
- You will analyze a **single, individually completed** assessment that measures student learning on one of your key assessments related to your objectives.
 - PE is a bit different here. Consult your handbook.
 - This cannot be a group assignment.

Task 3: Assessment

- You will analyze:
 - 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).
 - Describe patterns of strength and weakness
 - Identify next steps in your instruction

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

- 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.

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

Rubrics

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

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

Rubrics

- World Languages – 13 rubrics

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

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

Rubrics

- What score do I have to get to pass?

Navigating the handbook and templates

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

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

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

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

What Do I Need to Do?

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

Navigating the handbook and templates

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

- Ex: Video clip requirement for Elementary Literacy:

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

- Ex: Early childhood number of students requirement:

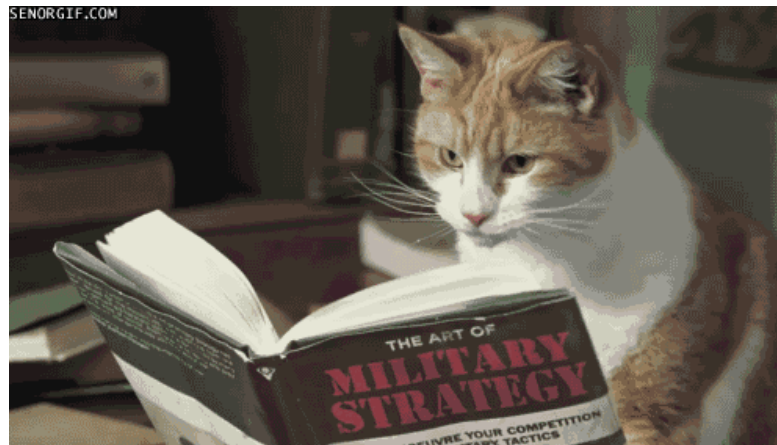
-
- ▣ **Select a class.** If you are involved in more than one class, select one class for this assessment. If your placement has you responsible for a **group** rather than the full class, Planning Task 1 should describe plans for the learning experiences of that **group (minimum of 4 children)**. That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

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

- 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.
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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!

- **CUNE Website Support**

- Supporting Documents
- Thinking Organizers
- Academic Language Support

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](#)

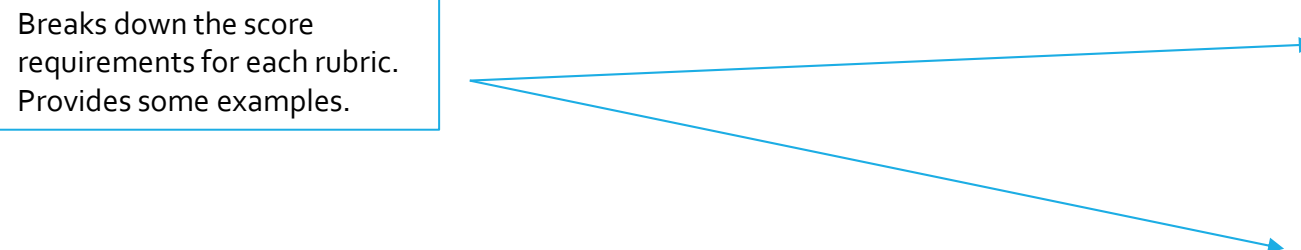
[Elementary Literacy Central Focus Considerations](#)

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.



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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 on the website

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

Video Suggestions Tab:

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

Frequently Asked Questions

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

Resources

- YOUR HANDBOOK IS THE BEST RESOURCE!
- Please utilize the office hours and Saturday writing days
- If you have questions, check your handbook first. edTPA questions should come to me, not your cooperating teacher or supervisor.
- 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!

edTPA Support

- **Rubrics**

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

- **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

- edTPA Office Hours – THOM 214D

- Tuesdays: 3:45 – 5:30 from January 14th and ending March 4th
- By appointment (Can meet via Blackboard Collaborate, just let me know!)

- Optional Writing Days – THOM 113

- Saturday, February 8th: 9:00 – 12:00
- Saturday, February 22nd : 9:00 – 12:00
- Sunday, March 2nd: 3:00 – 6:00

- Your cooperating teacher

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

edTPA Support

- edTPA Work Day: Monday, February 17th



- 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, March 4th @ 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: January 13 th	<ul style="list-style-type: none"> • edTPA overview during ST Orientation • Download handbooks / templates; Register on C&W • Permission Slips • Share with cooperating teacher the edTPA process
Week 2: January 20 th	<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: January 27 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: February 3 rd	<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, February 8th: Optional Writing Day - THOM 113 reserved from 9:00 – 12:00 with a focus on Task 1 and time to write.</i></p>
Week 5: February 10 th	<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: February 17 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><i>*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).</i></p>
	<p>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, February 22nd Optional writing day: THOM 113 reserved from 9:00 – 12:00 with a focus on Task 2 and 3.</i></p>
Week 7: February 24 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, March 2nd: Optional writing day - THOM 113 reserved from 3:00 – 6:00.</i></p>
Week 8: March 3 rd	<ul style="list-style-type: none"> • 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.

- 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.

Chalk & 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.
 - 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.



Advice from edTPA completers..

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

Advice from edTPA completers..

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

Advice from edTPA completers..

- Plan ahead and do not sit around and wait for things to happen. Set aside time to dedicate to edTPA on your own time, outside of school. Create a timeline for yourself for when you want to get certain sections done. Give your best but do not lose sight of what truly matters, your students.
- Start early, be proactive, and do not stress too much but enough to get it done with enough time.
- Bro, calm down, you'll be fine... also though, get started early... just do it. If you can videotape during week 3 or the beginning of 4, that'd be really helpful for you, just sayin.. Also, look at multiple examples. That's helpful too.

