

# EDTPA OVERVIEW AND PROCESS

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Fall 2025– Student Teaching 1

August 24<sup>th</sup>, 2025

# Why the edTPA?

- Nationally recognized, valid and reliable performance assessment for student teaching
- Represents best practice in teaching: planning, instruction, and assessment
  - Emphasis on reflection
  - Data driven instruction era
- Meets accreditation requirements
- Some states require the edTPA as part of
- More than 800 teacher preparation programs in some 41 states and the District of Columbia are using edTPA at different levels.

# 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 in an ELL classroom? – 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 / Anthology 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. You can also access via an old link in a Blackboard course.
  - Unfortunately, Anthology has not loaded the edTPA handbooks in their system. When this happens, I will email you with steps on creating your edTPA portfolio in Anthology.

# 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

- Read your handbooks carefully!
- The edTPA is focused on a 3-day (consecutive) lesson sequence during your student teaching / placement.

# edTPA Overview

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:
  - Context for Learning
  - Planning
- Task 2:
  - Instruction (3-5 lessons; video recording; keep student work examples)
- Task 3:
  - Assessment (collect and submit student work)
  - PE, SPED, and EC, your Task 3 has a few more requirements and differences. Read your handbook carefully.

# edTPA Handbook

- Create an edTPA folder on your computer
- Download your handbook from the CUNE Education Department Website:  
<https://wp.cune.edu/educationdepartment/edtpa/templates/>
- Unsure which you will use? Ask! Or download multiple handbooks to compare.

# edTPA Handbook - Navigation

- Resources provided in your handbook.
- Understanding Academic Language
- Understanding Rubrics

## 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 your edTPA, you 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/symbols**; **written, visual, or verbal communication**; and **grammatical structures (syntax)**.

**As directed:**

- Identify a key *language function* and one essential learning task within your learning segment lesson plans that allows students to practice the function (Planning Task 1, Prompts 4a/b).
- Identify *vocabulary/symbols and one additional language demand* related to the language function and learning task (Planning Task 1, Prompt 4c).
- Identify and describe the *instructional and/or language development supports* you have planned to address the language demands (Planning Task 1, Prompt 4d). *Language development supports* are scaffolds, representations, and instructional strategies that teachers intentionally provide to help learners understand and use the language they need to learn within disciplines.

It is important to realize that not all learning tasks focus on grammatical structures and written, visual, or verbal communication. As you decide which additional language demands (i.e., grammatical structures and/or written, visual, or verbal communication) are relevant to your identified function, examine the language understandings and use that are **most relevant** to the learning task you have chosen. Then, you should plan to provide appropriate and targeted language development supports for students to learn and practice the language demands within the chosen learning task.

**Academic language definitions and a few examples of language demands and supports to help teacher candidates and educator preparation programs understand edTPA Rubrics 4 and 14 are provided in [Appendix A](#).** See the Elementary Literacy Glossary and the Understanding Rubric Level Progressions for Rubric 4 and Rubric 14 for additional examples of language demands.

## Understanding Rubrics

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

After each rubric, there is a corresponding resource called Understanding Rubric Level Progressions (URLP). The URLP for each rubric presents score-level distinctions and other information for each edTPA rubric, including:

1. Elaborated explanations for rubric Guiding Questions
2. Key terms used in rubrics
3. Primary sources of evidence for each rubric
4. Rubric-specific scoring decision rules
5. Examples that distinguish between levels for each rubric: Level 3, below 3 (Levels 1 and 2), and above 3 (Levels 4 and 5).

### Elementary Literacy Learning Segment Focus

Candidate's instruction should support students to develop an essential strategy for comprehending or composing text and related skills that directly support that strategy in meaningful contexts.

## Helpful Resources

In addition to the instructions and rubrics, the following requirements and resources are provided for you in this handbook.

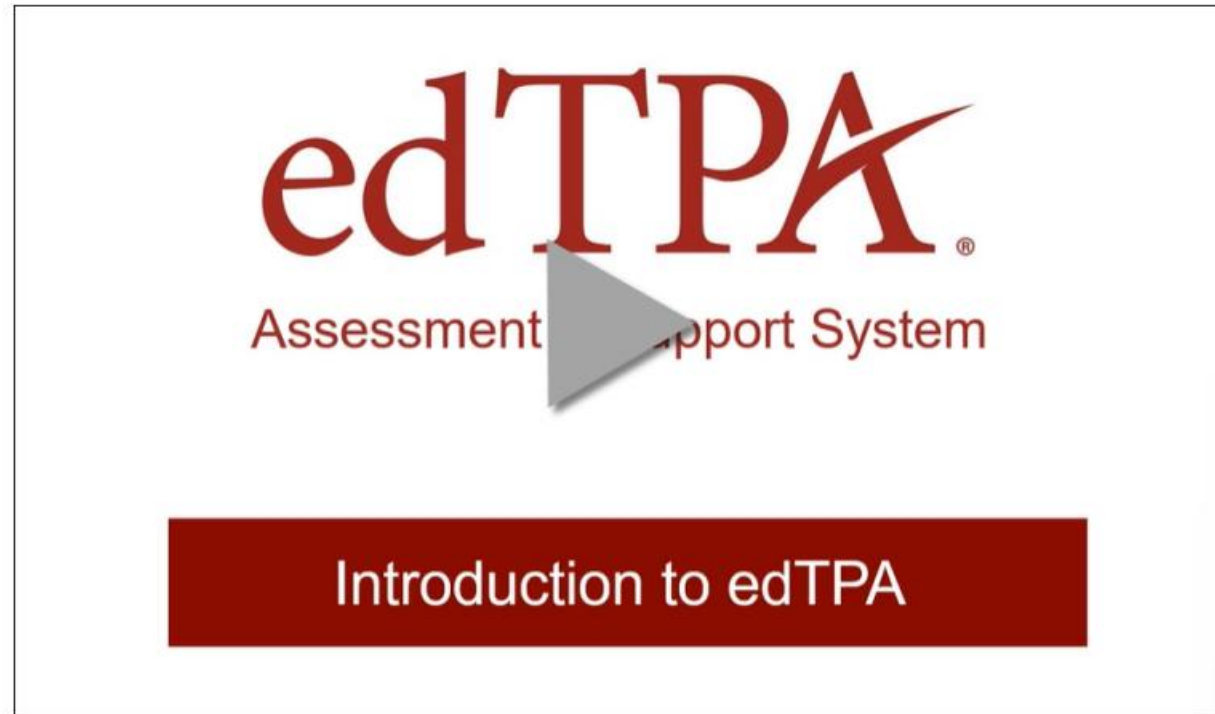
- [Elementary Literacy Evidence Chart](#): specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- [Glossary](#): definitions of key terms can be accessed by referring to the [Elementary Literacy 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.

# edTPA Handbook - Navigation

- Resources provided in your handbook.
- Video Overview of Each Task

## Candidate Support Webinar: Introduction to edTPA



Video URL: <https://vimeo.com/771727364/8cd3cb66c5>

# edTPA Handbook - Navigation

- For each task, you will answer commentary prompts based on your planning, instruction, and assessment.
- These commentaries will be uploaded to Anthology/C&W as part of your submission.

# edTPA Commentary Templates

- After downloading your handbook:
- Download each template from your C&W/Anthology Portfolio. These are word documents.
  - Task 1: Context for Learning
  - Task 1: Planning
  - Task 2: Instruction
  - Task 3: Assessment
- You will type 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

- **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!***

# Task 1 : Planning

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

# Task 1 : Context for Learning

Open your Context for Learning Template

Context for Learning:

- Provides your assessor with key details about where you are student teaching, the students you are working with, curriculum, unique characteristics of your school, and specific student needs.
- You only describe details relevant to the class you are focusing on in your edTPA.
  - Elementary/EC: Literacy Class
  - Middle/Secondary/PK-12: You get to pick a specific class to focus on.

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.

In your responses, do not include specific names of students, teachers, or the school/district that you are teaching in. Keep identities anonymous.

# 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

- Task 1 Requires the Following Submissions:
  - Context for Learning Commentary
  - Planning Commentary
  - The lesson plans
  - Instructional Materials
  - Assessments
  - See your handbooks for specific details and requirements.

**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"> <li>■ Use Arial 11-point type.</li> <li>■ Single space with 1" margins on all sides.</li> </ul>
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"> <li>■ Submit 3–5 lesson plans in 1 file.</li> <li>■ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.).</li> <li>■ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.</li> </ul>
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"> <li>■ Submit all materials in 1 file.</li> <li>■ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.).</li> <li>■ Order materials as they are used in the learning segment.</li> </ul>
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> <li>■ Submit assessments in 1 file.</li> <li>■ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.).</li> <li>■ Order assessments as they are used in the learning segment.</li> </ul>
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"> <li>■ Use Arial 11-point type.</li> <li>■ Single space with 1" margins on all sides.</li> <li>■ Respond to prompts before teaching the learning segment.</li> </ul>

- 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

- Academic Language Support
- Included in your handbook!
- See Appendix A

## Appendix A: Academic Language

### Language Demands

#### I. Functions

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

#### II. Vocabulary/Symbols—Includes words, phrases, and symbols used within disciplines

Definition	Examples
Words and phrases with subject-specific meanings that differ from meanings used in everyday life	plot, conflict, character, setting
General academic vocabulary/symbols used across disciplines	compare, analyze, evaluate
Subject-specific words and/or symbols defined for use in the discipline	onomatopoeia, metaphor, vowels, consonants

#### III. Written, Visual, or Verbal Communication

Definition	Examples
<ul style="list-style-type: none"><li>■ How members of the discipline talk, write, and participate in knowledge construction, using the structures of written and oral language</li><li>■ Discipline-specific written, visual, or verbal communication has distinctive features or ways of structuring oral or written language (text structures) or representing knowledge visually.</li></ul>	<ul style="list-style-type: none"><li>■ Writing narrative texts</li><li>■ Constructing argument texts</li><li>■ Interpreting graphic representations</li><li>■ Composing essays (e.g., citing textual evidence)</li></ul>

# Task 2: Instruction

- Based on the teaching of your 3-5 lessons
- Turn to “Instruction Task 2: Instructing and Engaging Students in Learning” section in your handbook.
- Read through this section.

## Instruction Task 2: Instructing and Engaging Students in Learning

### What Do I Need to Do?

- ❑ **Obtain required permission 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 plans for the learning segment** and identify challenging learning tasks in which you and students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop an essential literacy strategy and related skills.
- ❑ **Identify lessons to videorecord.**
- ❑ **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.
- ❑ **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with 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** through the student work samples analyzed in Assessment Task 3.
- ❑ Determine whether you will feature the whole class or a targeted group of students (**minimum of 4 students**) within the class.
- ❑ **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.

# 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
- Open your Task 2 Planning Commentary Template to see the questions you will answer over your instruction.

# 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.

# Videoing Requirements

- 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](mailto: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 3<sup>rd</sup> party, so permission is required.

# Videoing Requirements

- Collecting Permission slips 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](mailto:Peter.Landrey@cune.edu)

# Task 3: Assessment

- This section focuses on the student learning during your 3-5 lesson sequence.
- Turn to “Assessment Task 3: Assessing Student Learning” in your handbook. Read through this section.

## Assessment Task 3: Assessing Student Learning

### What Do I Need to Do?

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- **Select one assessment from your learning segment you will use** to evaluate your students’ developing knowledge and skills. It should be an assessment that is completed by the whole class featured in the learning segment. (If you are teaching only a group within the class for the learning segment, that group will be “the whole class.”) 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
  - the essential literacy strategy
  - related skills
- **Define and submit the evaluation criteria** you will use to analyze student learning related to the literacy 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. You may submit text files with scanned student work **OR**, for oral assessments of primary grade students (e.g., reading aloud, dictating text, or orally demonstrating the essential literacy strategy), a video or audio file. (Note that the oral assessment must be given to the whole class, though not necessarily at the same time.) 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).
- **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**).

# 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.
- This cannot be a group or partner assessment.
- PE is a bit different here. You will have additional video assessments to analyze. Read your handbook carefully.

# 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)

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

# Rubric Support

- Found after each Task in your handbook

## Understanding Rubric Level Progressions: Rubric 10

### The Guiding Question

The Guiding Question addresses how the candidate examines the teaching and learning in the video clip(s) and proposes what s/he could have done differently to better support the needs of all students. The candidate justifies the changes based on student needs and references to research and/or theory.

### Key Concepts of Rubric:

- N/A

### Primary Sources of Evidence:

Video Clip(s) (for evidence of student learning)

Instruction Commentary **Prompt 5**

### Scoring Decision Rules

Multiple Criteria	■ Criterion 1 ( <b>primary</b> ): Proposed changes
	■ Criterion 2: Connections to research/theory
	■ Place greater weight or consideration on criterion 1 (proposed changes).
AUTOMATIC 1	■ None

### Unpacking Rubric Levels

#### Level 3

Evidence that demonstrates performance at **Level 3**:

- **Primary Criterion:** The proposed changes address the central focus and the candidate explicitly connects those changes to the learning needs of the class as a whole.
  - Proposed changes noted by the candidate should be related to the lessons that are seen or referenced in the clip(s), but do not need to be exclusively from what is seen in the clip(s) alone. This means that since only portions of the lessons will be captured by the clip(s), candidates can suggest changes to any part of the lesson(s) referenced in the clip(s), even if those portions of the lesson(s) are not depicted in the clip(s). An example is, "In video clip 1, I missed the opportunity of asking higher-order questions as we discussed the characters. To enhance my students learning, I would lead them to use higher-order thinking skills by asking questions like how is character A different from character B? Why do you think so? In what ways are the characters similar? How will you compare and contrast these two characters?"
- **Secondary Criterion:** The candidate refers to research or theory in relation to the plans to support student learning. The connections between the research/theory and the tasks are vague/not clearly made.
- If evidence meets the primary criterion at Level 3, the rubric is scored at Level 3 **regardless of the evidence for the secondary criterion.**

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

# 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/>

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

- YOUR HANDBOOK IS THE BEST RESOURCE!
- Please utilize the office hours and 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 September 2<sup>nd</sup> and ending October 14<sup>th</sup>
- By appointment (Can meet virtually, just let me know!)

- Optional Writing Days – THOM 113

- Saturday, September 20<sup>th</sup>: 9:00 – 12:00
- Sunday, October 5<sup>th</sup>: 3:00 – 6:00
- Sunday, October 12<sup>th</sup>: 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 Workday: Monday, September 29<sup>th</sup>
- 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 14<sup>th</sup> @ 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!**

# Chalk & Wire / Anthology

- You will work through Chalk & Wire to complete and submit your edTPA.
- Once the handbooks are loaded to Anthology/C&W, I will email out instructions on how to create your portfolio. This is where you will upload all your materials.
- You have everything you need to get started right now.
- 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