

EDTPA OVERVIEW AND PROCESS

Fall 2026 – Student Teaching 1

August 23rd, 2026

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.

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 Overview

You will be uploading and submitting your edTPA documents and evidence directly to Pearson.

We will create a Pearson account in the coming weeks.

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 Commentary Templates

- After downloading your handbook:
- Download each commentary template from the CUNE Education Website. 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 Pearson as you finish each (***This is not your “final” submission. You can always delete files and reupload.***)
- ***We will be creating your Pearson accounts in the coming weeks.***

edTPA Files and Evidence

As you work on your edTPA and save files to your computer,

- **PLEASE BACK UP ALL YOUR FILES!!!!**
- *Save to a Flashdrive or use some cloud-based service.*

Once we create a Pearson account, you can start uploading all completed files and evidence there.

edTPA Handbook - Navigation

- Find the “Introduction to edTPA _____” section in your handbook.
- Read the “Purpose” and “Overview of the Assessment” section.

Introduction to edTPA Elementary Literacy

Purpose

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

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

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

Overview of the Assessment

The edTPA Elementary Literacy assessment is composed of three tasks:

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

For this assessment, you will first plan **3–5 consecutive literacy lessons** referred to as a learning segment. Consistent with recommendations provided by the International Reading Association¹ (2010) for literacy professionals, a learning segment prepared for this assessment should reflect a balanced literacy curriculum. This means your learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.

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

¹ The *Standards for Reading Professionals* can be found at <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-introduction>.

edTPA Handbook - Navigation

- Task Overview
- Requirements
- Turn to the Planning Task 1: Planning for Instruction and Assessment Section
- Read through this section.

Planning Task 1: Planning for Instruction and Assessment

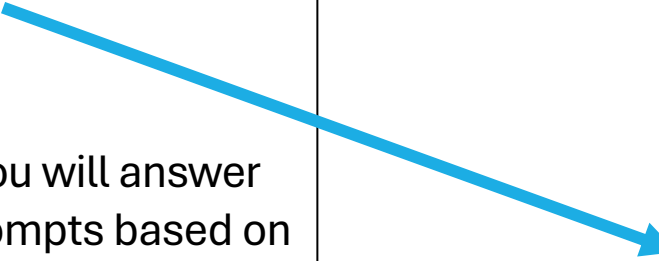
What Do I Need to Do?

- **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.** Complete and submit the Elementary Literacy Context for Learning Information template found in your account. This template 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](#)? (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**
 - **the related skills** needed to develop and apply the strategy (e.g., decoding, recalling, sequencing, writing conventions, writing paragraphs) in meaningful contexts.
- **Determine the content standards and objectives for student learning that the essential literacy strategy and related skills will address.**
- If your teaching placement requires that you teach literacy embedded in another subject area (e.g., social studies or science), your central focus must clearly address literacy, and your standards, objectives, and learning tasks must address an essential literacy strategy and skills for comprehending **OR** composing text. Simply having students read and/or write while learning content in another subject area will not satisfy the requirements for the Elementary Literacy edTPA tasks.
- **Identify and plan to support language demands.** Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.
- Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
 - State-adopted student academic content standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support the needs of all students
 - Instructional resources and materials used to engage students in learning
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.
- **Respond to the commentary prompts** listed in the Planning Commentary template found in your account **prior to teaching the learning segment** and submit the completed template.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 Commentaries.
- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessments given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

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

Review the Planning Task 1 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Planning Task 1.

edTPA Handbook - Navigation

- Note this bullet:
 - For each task, you will answer commentary prompts based on your planning, instruction, and assessment. You will type directly on the word document commentaries that you downloaded.
 - These commentaries will be uploaded to Pearson as part of your submission.
- 

- Your lesson plans must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format:
 - State-adopted student academic content standards that are the target of student learning. (Note: Please include the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support the needs of all students
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- **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank assessments given to students; do not submit student work samples for this task.)
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

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Review the Planning Task 1 Key Decisions and Key Points in the [Making Good Choices](#) document for supplementary advice for completing specific components of Planning Task 1.

Save your work!

- **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 : Context for Learning

Read through the Context for Learning Questions

This is something that you can start on right away in the beginning weeks of your placement.

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)
 - Elementary: Literacy Class
 - Middle/Secondary/PK-12: Your choice
 - K-12 SPED: Your Choice (usually this is with an individual student)
- 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.

edTPA Handbook - Navigation

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Do?

- Task Overview
- Requirements
- Turn to the Planning Task 1: Planning for Instruction and Assessment Section
- Read through this section.

- ▣ **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.** Complete and submit the Elementary Literacy Context for Learning Information template found in your account. This template 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**
 - ▣ **the related skills** needed to develop and apply the strategy (e.g., decoding, recalling, sequencing, writing conventions, writing paragraphs) in meaningful contexts.
- ▣ **Determine the content standards and objectives for student learning that the essential literacy strategy and related skills will address.**
- ▣ If your teaching placement requires that you teach literacy embedded in another subject area (e.g., social studies or science), your central focus must clearly address literacy, and your standards, objectives, and learning tasks must address an essential literacy strategy and skills for comprehending **OR** composing text. Simply having students read and/or write while learning content in another subject area will not satisfy the requirements for the Elementary Literacy edTPA tasks.
- ▣ **Identify and plan to support language demands.** Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.
- ▣ **Write a lesson plan** for each lesson in the learning segment. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.

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	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	■ Submit 3–5 lesson plans in 1 file. ■ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). ■ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	■ Submit all materials in 1 file. ■ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). ■ Order materials as they are used in the learning segment.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	■ Submit assessments in 1 file. ■ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ■ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 9 pages of commentary, including prompts	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ Respond to prompts before teaching the learning segment.

- 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

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

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

Task 2: Instruction

- Open your Task 2 Planning Commentary Template to see the questions you will answer over your instruction.
- Pay attention to prompts that say “refer to scenes”

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

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

- 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 the edTPA website 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.
- 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?

- **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 and SPED 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 ⁵	Level 2	Level 3	Level 4	Level 5
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. OR There are significant content inaccuracies that will lead to student misunderstandings. OR Standards, objectives, and learning tasks and materials are not aligned with each other.	Candidate's plans for instruction support student learning of facts or procedures with vague connections to at least one of the following: • interpreting art • developing works of art/design • relating art to context	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: • interpreting art • developing works of art/design • relating art to context	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: • interpreting art • developing works of art/design • relating art to context while providing opportunities for student choice.	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.

Navigating the handbook and templates

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

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	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson.	■ Submit 3–5 lesson plans in 1 file. ■ Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). ■ All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	■ Submit all materials in 1 file. ■ Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). ■ Order materials as they are used in the learning segment.
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	■ Submit assessments in 1 file. ■ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ■ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 9 pages of commentary, including prompts	■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ Respond to prompts before teaching the learning segment.

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

- [edTPA Website](#)
- [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

- YOUR HANDBOOK IS THE BEST RESOURCE!
- Please utilize the office hours and writing days
- If you have questions, check your handbook first.

Resources

- 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 1st and ending October 13th
- By appointment (Can meet virtually, just let me know!)

- Optional Writing Days – THOM 113

- Sunday, September 27th: 3:00 – 6:00
- Sunday, October 4th: 3:00 – 6:00
- Sunday, October 11th: 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 28th
- 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
- 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 13th @ midnight

*Submitted to Pearson for Scoring

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

- 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.

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