

edTPA Task 1

Planning for Literacy Instruction and Assessment

Passing
Score
of 65

edTPA

Elementary Education
Task 1: Planning Commentary

TASK 1: PLANNING COMMENTARY

Respond to the prompts below (no more than 10 single-spaced pages, including prompts) for taking your responses within the box. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

1. Central Focus

- Describe the central focus and the essential literacy strategy for comprehending OR composing text you will teach in the learning segment.

[The central focus of the three-lesson learning segment is for students to write an opinion piece about their favorite holiday that includes a topic sentence, three supporting reasons, and a conclusion sentence. The essential literacy strategy I am using across the lesson segment is brainstorming and using a graphic organizer.]

- 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

[CCSS.ELA-LITERACY.W.1.1]

Write opinion pieces in which they introduce the topic ~~or name the book~~ they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

[CCSS.ELA-LITERACY.L.1.2.B]

Use end punctuation for sentences.

[CCSS.ELA-LITERACY.L.1.2]

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson objectives:

1) Students will be able to have a productive discussion with a pre-designated partner about their favorite holiday.

2) Students will be able to organize their thoughts about their opinion and reasoning in a simple way.

3) Be able to write an opinion piece using a topic sentence, three reasons, and a conclusion.

My strategy -- My essential literacy strategies, brainstorming and using a graphic organizer to the learning objectives and standards I chose because to write a clear opinion piece, they must plan what they will be writing. The first day and strategy which will help them start to think about their favorite holiday and I be able to supply three reasons as to why it's their favorite. The final learning activity a productive discussion, will allow me to learn around the classroom and listen my conversations to guarantee they understand how to give their opinion and at giving reason. My other essential literacy strategy, using a graphic organizer, like Common Core State Standards writing and language the standards. The writing [CCSS.ELA-LITERACY.W.1.1, helps my students in understanding how to write an opinion piece to organize and write their thoughts down in a graphic organizer. The graphic organizer they complete before they start to write their three supporting reasons. This helps them to stay organized and focused on their writing.

Score Summary

Students	Students Score (1-6)
Task 1: Planning for Literacy Instruction and Assessment	
Student 1: Planning for Literacy Learning	4.0
Student 2: Planning for Student and Student Learning Needs	4.0
Student 3: Using Knowledge of Students to Inform Teaching and Learning	4.0
Student 4: Identifying and Responding to Language Demands	3.0
Student 5: Planning Assessments to Monitor and Support Student Learning	3.0
Task Total	18.0 out of 20
Task 2: Instructing and Engaging Students in Literacy Learning	
Student 6: Learning Objectives	3.0
Student 7: Engaging Students in Learning	3.0
Student 8: Responding to Student Learning	3.0
Student 9: Addressing Multiple Learners' Developmental Needs	4.0
Student 10: Assessing Student Learning	3.0
Task Total	17.0 out of 20
Task 3: Assessing Students' Literacy Learning	
Student 11: Evidence of Student Learning	3.0
Student 12: Providing Feedback to Guide Further Learning	3.0
Student 13: Student Understanding and Use of a Feedback	3.0
Student 14: Applying Student's Language Use and Literacy Learning	3.0
Student 15: Using Assessment to Inform Instruction	3.0
Task Total	15.0 out of 20
Task 4: Assessing Students' Mathematics Learning	
Student 16: Applying Mathematical Concepts Understanding	3.0
Student 17: Applying Mathematical Student Work Samples	3.0
Student 18: Using Evidence to Reflect on Teaching	3.0
Task Total	12.0 out of 15

Total edTPA Score	65 out of 80
Average Student Score	3.87

Includes 2
lessons, Planning
Commentary, &
Context for
Learning

Task Sample Edtpa Elementary Education

Michael Cosenza,Merilyn Buchanan



Task Sample Edtpa Elementary Education:

A Practical Guide for edTPA Implementation Lisa Barron, 2019-09-01 edTPA is the most widely used performance assessment for pre service teachers in the United States and a requirement in many states for teaching licensure Through edTPA teacher candidates demonstrate their effectiveness in different aspects of teaching including planning instruction assessment analysis of teaching and use of academic language This book is a practical guide for anyone involved in edTPA implementation The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities who are in the field and involved in the work They represent diverse teacher preparation programs each with their own strengths and challenges This book addresses the challenges of edTPA while providing practical strategies for educative and thoughtful implementation Organized into four sections each section explores a different aspect of edTPA implementation and provides guidance for leading faculty and teacher candidates through edTPA

Performance-Based Assessment in 21st Century Teacher Education Winter, Kim K., Pinter, Holly H., Watson, Myra K., 2019-03-01 Performance based assessments can provide an adequate and more direct evaluation of teaching ability As performance based assessments become more prevalent in institutions across the United States there is an opportunity to begin more closely analyzing the impact of standardized performance assessments and the relationship to variables such as success entering the workforce program re visioning for participating institutions and the perceptions and efficacy of teacher candidates themselves Performance Based Assessment in 21st Century Teacher Education is a collection of innovative research that explores meaningful and engaging performance based assessments and its applications and addresses larger issues of assessment including the importance of a balanced approach of assessing knowledge and skills The book also offers tangible structures for making strong connections between theory and practice and offers advice on how these assessments are utilized as data sources related to preservice teacher performance While highlighting topics including faculty engagement online programs and curriculum mapping this book is ideally designed for educators administrators principals school boards professionals researchers faculty and students *Handbook of Research on Teacher Education and Professional Development* Martin, Christie, Polly, Drew, 2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference source for academics professionals students practitioners and researchers **NYSTCE** Robert D. Postman, 2015-04-01 Barron s NYSTCE provides practice for the exams needed for obtaining certification for teaching in New York state This book features Two full length EAS Tests Two full length ALST

Tests Multi Subject CST battery of three tests Math Literacy English LA and Fine Arts Strategies and Steps for passing the edTPA Answer explanations for all test questions This book will give you the help you need to pass your New York state certifications K-12 STEM Education: Breakthroughs in Research and Practice Management Association, Information Resources,2017-10-31 Education is vital to the progression and sustainability of society By developing effective learning programs this creates numerous impacts and benefits for future generations to come K 12 STEM Education Breakthroughs in Research and Practice is a pivotal source of academic material on the latest trends techniques technological tools and scholarly perspectives on STEM education in K 12 learning environments Including a range of pertinent topics such as instructional design online learning and educational technologies this book is an ideal reference source for teachers teacher educators professionals students researchers and practitioners interested in the latest developments in K 12 STEM education

Evaluating Teacher Education Programs through Performance-Based Assessments Polly, Drew,2016-02-10

Performance based assessments have become a critical component of every teacher education program Such assessments allow teacher candidates to demonstrate their content and pedagogical knowledge skills and dispositions in an authentic setting Evaluating Teacher Education Programs through Performance Based Assessments analyzes and discusses the theory and concepts behind teacher education program evaluation using assessment tools such as lesson plans classroom artifacts student work examples and video recordings of lessons Emphasizing critical real world examples and empirically based studies this research based publication is an ideal reference source for university administrators teacher educators K 12 leaders and graduate students in the field of education Implementing and Analyzing Performance Assessments in Teacher Education Joyce E. Many,Ruchi Bhatnagar,2017-12-01 Teacher education has long relied on locally developed assessments that lack reliability and validity Rigorous performance based assessments for preservice teachers have been advanced as one possible way to ensure that all students receive instruction from a high quality teacher Recently performance based assessments have been developed which focus on the application of knowledge of teaching and learning in a classroom setting Our book explores factors related to the implementation of teacher performance assessments in varying state and institutional contexts The contributors teacher educators from across the country focus on what was learned from inquiries conducted using diverse methodologies quantitative qualitative self studies and mixed methods Their research encompassed faculty supervisors cooperating teachers and students perceptions and concerns of teacher performance assessments case studies of curricular reform and or resistance analyses of experiences and needs as a result of the adoption of such assessments and examinations of the results of program alignment and reform The chapters showcase experiences which occurred during high stakes situations in implementation periods prior to high stakes adoption and in contexts where programs adopted performance assessments as an institutional policy rather than as a result of a state wide mandate Endorsements The chapters compiled for Implementing and Analyzing Performance Assessments in Teacher

Education edited by Joyce E Many and Ruchi Bhatnagar present a thoughtful look at the challenges and solutions embedded in the adoption of teacher performance assessments for preservice teachers. Most chapters feature edTPA the most commonly used performance assessment now mandated in numerous states and used voluntarily by other programs across the country and reveal how such assessments shine a bright light on the problems of practice in teacher preparation: stressful timelines, faculty silos, communication with P-12 partners, etc. when new requirements disrupt the status quo. Each chapter tells a valuable story of performance assessment implementation and approaches that offset compliance in favor of inquiry and educative experiences for candidates and programs alike. Andrea Whittaker, Ph.D., edTPA National Director, Stanford University Graduate School of Education, UCL SCALE. Many and Bhatnagar launch the AAPE book series with a curated volume highlighting the contexts in which teacher educators implement and utilize performance assessments in educator preparation. Together the chapters present research from various viewpoints from candidates, faculty, university supervisors, and clinical partners using diverse methodologies and approaches. The volume contributes significantly to the program assessment research landscape by providing examples of how performance assessments inform preparation at the intersection of praxis and research and campus and field. These chapters provide a critical foundation for teacher educators eager to leverage performance assessments to improve their programs. Diana B. Lys, Ed.D., Assistant Dean of Educator Preparation and Accreditation, School of Education, University of North Carolina at Chapel Hill.

Handbook of Research on Professional Development for Quality Teaching and Learning Petty, Teresa, Good, Amy, Putman, S. Michael, 2016-06-16. As educational standards continue to transform, it has become essential for educators and pre-service teachers to receive the support and training necessary to effectively instruct their students and meet societal expectations. However, there is not a clear consensus on what constitutes teacher effectiveness and quality within the education realm. The *Handbook of Research on Professional Development for Quality Teaching and Learning* provides theoretical perspectives and empirical research on educator preparation and methods for enhancing the teaching process. Focusing on teacher effectiveness and support provided to current and pre-service educators, this publication is a comprehensive reference source for practitioners, researchers, policy makers, graduate students, and university faculty.

Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-11-02. As with any industry, the education sector goes through frequent changes due to modern technological advancements. It is every educator's duty to keep up with these shifting requirements and alter their teaching style to best fit the needs of their classroom. *Pre-Service and In-Service Teacher Education: Concepts, Methodologies, Tools, and Applications* explores the current state of pre-service teacher programs as well as continuing education initiatives for in-service educators. It also emphasizes the growing role of technology in teacher skill development and training, as well as key pedagogical developments and methods. Highlighting a range of topics such as teacher preparation programs, teaching standards, and

fieldwork and practicum experiences this multi volume book is designed for pre service teachers teacher educators researchers professionals and academics in the education field

Curriculum Development and Online Instruction for the 21st Century Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it

Exemplary Clinical Models of Teacher Education Sara R. Helfrich, Sara L. Hartman, 2023-06-01 Across settings teacher education programs utilize innovative practices to prepare teacher candidates yet rarely is this work shared in a way that is accessible to stakeholders This book presents exemplary models utilized by universities in a variety of settings with the objective of sharing with readers a sampling of research based teacher preparation models that are currently in place at accredited universities and colleges across the country in an effort to help others that are developing or redesigning their programs Authors of the included chapters focused on the setting in which their college university is located Location impacts every aspect of a clinical model of teacher preparation including the number and proximity of placements that are available for teacher candidates access to resources and diversity of experiences The authors in describing their clinical model address how their location impacts their model sharing information about the resources to which they have access how they make use of available resources in potentially unique ways as well as how they overcome a lack of resources to provide a meaningful and diverse experience for their candidates Readers will be able to use this book to learn more about how similar colleges universities are embracing their locations and resources to further the learning of their candidates and to implement these ideas within their own programs All those involved in teacher preparation state level policy makers university and P 12 administrators and educators who bridge

university and school settings to work together to prepare teacher candidates will benefit from this book. It can serve as a resource for these individuals to help inform them of how universities and colleges across the country are implementing a clinically based teacher preparation program so that they have a model for creating, implementing, assessing, and maintaining their own program. Additionally, teacher education faculty and staff may utilize it for help with self-studies and accreditation purposes and as a text to use within courses in principal and/or superintendent preparatory programs. Teacher Education Across Minority-Serving Institutions Emery Petchauer, Lynnette Mawhinney, 2017-03-21. The first of its kind, *Teacher Education across Minority Serving Institutions* brings together innovative work from the family of institutions known as minority serving institutions: Historically Black Colleges and Universities, Tribal Colleges and Universities, Hispanic Serving Institutions, and Asian American and Native American Pacific Islander Serving Institutions. The book moves beyond a singular focus on teacher racial diversity that has characterized scholarship and policy work in this area. Instead, it pushes for scholars to consider that racial diversity in teacher education is not simply an end in itself but is a means to accomplish other goals such as developing justice-oriented and asset-based pedagogies. Understanding the World Language edTPA Susan A. Hildebrandt, Peter B. Swanson, 2016-07-01. In *Understanding the World Language edTPA: Research Based Policy and Practice*, two researchers in the forefront of world language edTPA discuss the new beginning teacher portfolio, including its required elements, federal and state policies concerning teacher evaluation, and research from their own programs. Higher education faculty members and language teacher preparation program coordinators who would like to better understand edTPA requirements and gain suggestions for necessary programmatic changes will find this book of interest. The book is composed of eight chapters. The authors begin by describing edTPA and how it became a national trend to assess beginning teacher ability. In Chapter 2, the authors present ideas about curricular changes that may need to occur in traditional world language teacher education programs as well as suggestions to assist teacher candidates as they begin to develop their portfolios. Afterward, the authors discuss the context for learning in Chapter 3 and then begin with assessment, moving to planning and then to instruction in Chapters 4, 5, and 6. In each chapter, the authors discuss the work sample that teacher candidates must create, an analysis of a high-scoring portfolio, and steps to stimulate teacher candidates' professional thinking. In Chapter 7, the authors present activities for the methods classroom. In the final chapter, the authors provide a critical analysis of edTPA in general and the world language edTPA in particular. *Understanding the World Language edTPA: Research Based Policy and Practice* provides readers with a much-needed guide to inducting teacher candidates into the new portfolio requirements while helping higher education faculty make appropriate curricular changes to accommodate edTPA. The edTPA Assessment for Special Education Pre-Service Teachers Stephen J. Hernandez, 2020-04-23. This book is designed to assist the Special Education pre-service teacher in planning and preparing a successful edTPA portfolio assessment. Creation of this portfolio requires the candidate to plan, implement, and assess a series of three to five lessons designed specifically for one student.

with a disability In total the portfolio amounts to the writing of up to fifty pages of commentary and analysis of their pedagogical skills The need for pre service teachers in special education to receive a passing score on the edTPA portfolio assessment has become a requirement for teacher certification and the successful completion of a degree preparation program in the majority of states in the USA The creation of a successful high quality edTPA portfolio necessitates the incorporation of teaching and assessment strategies geared towards students with disabilities or the focus learner in edTPA parlance This book will provide the Special Education pre service teacher and edTPA candidate with detailed guidance on the development of a high quality portfolio The reader will discover here a wealth of best practices and proven strategies that teacher candidates of special education are sure to find highly beneficial in creating their portfolio Teacher Education: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2016-05-19 Educators play a significant role in the intellectual and social development of children and young adults Next generation teachers can only be as strong as their own educational foundation which serves to cultivate their knowledge of the learning process uncover best practices in the field of education and employ leadership abilities that will inspire students of all ages Teacher Education Concepts Methodologies Tools and Applications explores the current state of pre service teacher programs as well as continuing education initiatives for in service educators Emphasizing the growing role of technology in teacher skill development and training as well as key teaching methods and pedagogical developments this multi volume work compiles research essential to higher education professionals and administrators educational software developers and researchers studying pre service and in service teacher training **EdTPA Elementary Literacy** L. Q. Publications, 2020-02-14 Free Online Tutoring Subscription Over 75 Tips To Complete Elementary Literacy edTPA Everything you need to complete your edTPA is included in this ONE book You do not need to look at many sites and videos This guide will cover everything and will make your life easy This is a comprehensive and detailed guide to develop and to pass the Elementary Literacy edTPA The guide starts with explanations of the three tasks for the Elementary Literacy edTPA All parts of the tasks are discussed in detail along with strategies and tips to achieve a high score A chapter is devoted to explain how to develop Elementary Literacy lesson plans related to the edTPA requirements Central focus objectives standards essential literacy strategy related skills academic language and engagement are discussed in detail along with tips to ensure alignment with edTPA requirements To show students how to develop Elementary Literacy lesson plans aligned to edTPA requirements the guide includes examples of three learning segments Central focus objectives essential literacy strategy related skills education standard s academic language function and assessments are discussed in each example Learning theories is a critical aspect to the Elementary Literacy edTPA so this guide includes common learning theories along with examples of how the theories can be related to Elementary Literacy applications Academic language language function language demands vocabulary discourse and syntax and language supports are discussed In addition a summary is provided about all the requirements

associated with academic language for the Elementary Literacy edTPA An example is also included showing how academic language is incorporated into lessons Three chapters are devoted to explaining how to respond to the commentary prompts In addition tips are included on common mistakes and best practices throughout these chapters This guide includes one full example of the Elementary Literacy edTPA portfolio The example includes lesson plans instructional materials assessments commentary responses feedbacks student sample works and video recording summary The edTPA evaluation and scores are included

Visions from Professional Development School Partners Michael Cosenza, Merilyn Buchanan, 2018-01-01 Rich clinical preparation combined with progressive experiences in professional development school PDS settings are proposed to bring about systemic and impactful transformation of educator preparation and professional growth in order to improve and enhance P 12 student learning In this book diverse authors describe their efforts to forge PDS partnerships to develop and deliver high quality training and practical experiences for candidates and simultaneously provide professional development for experienced practitioners in ways that mirror recommendations found in authoritative reports and literature The authors collective wisdom is vividly captured in the multi voiced chapters that are collaborations between cooperating teachers school administrators county and district level administrators university supervisors and instructional faculty The contexts authors write about are recognizable and the accomplishments they experienced and challenges faced will resonate with institutions courageously undertaking change or renewal The book will be invaluable to school and university faculty and administrators as they transition to a partnering model of clinical preparation for teacher candidates it will help stakeholders decide if their schools and institutions are ready to commit to a partnership and highlight the benefits they stand to gain but realistically address challenges that may be faced by administrators and faculties as well as teacher candidates in the PDS enterprise

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood

education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications* Management Association, Information Resources, 2016-10-12 The delivery of quality education to students relies heavily on the actions of an institution's administrative staff Effective leadership strategies allow for the continued progress of modern educational initiatives Educational Leadership and Administration Concepts Methodologies Tools and Applications provides comprehensive research perspectives on the multi-faceted issues of leadership and administration considerations within the education sector Emphasizing theoretical frameworks emerging strategic initiatives and future outlooks this publication is an ideal reference source for educators professionals school administrators researchers and practitioners in the field of education **Faculty Learning Communities** Kristin N. Rainville, Cynthia G. Desrochers, David G. Title, 2024-02-01

This edited book on Faculty Learning Communities FLCs provides and explores powerful examples of FLCs as a impactful form of professional learning for faculty in higher education The chapters describe faculty learning community initiatives across different fields of study and within dynamic and flexible teaching and learning models Contributing authors provide a framework for faculty learning communities show the impact of faculty learning communities on teaching practices or student learning and describe how these communities of practice can lead to institutional change The book's foreword by Milton D Cox investigates the changes in the FLC world over the past decade the influence of Communities of Practices CoP recent recommendations about virtual FLCs and CoPs and the positive affirmation for FLCs that implementation science has provided

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