

edTPA



## ***Making Good Choices***

### **A Support Guide for edTPA Candidates**

August 2013

**SCALE**

Stanford Center for Assessment, Learning, & Equity

edTPA

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. The edTPA handbooks have been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. The edTPA is built for the profession by the profession. All contributions are recognized and appreciated.

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## Introduction<sup>1</sup>

This support guide will help you make good choices as you develop artifacts and commentaries for your edTPA portfolio. By reading and reflecting on the questions and suggestions in *Making Good Choices*, you will develop a deeper understanding of edTPA and have many of your questions addressed. This document will help you think about how to plan, instruct, assess, and reflect on student learning, not only for completing edTPA, but also for effective teaching well into the future.

As indicated in the subject specific edTPA handbooks, you can and should discuss with your teacher preparation instructors how the various aspects of edTPA connect with each other and to your preparation coursework and field experiences. However, the specific choices that go into the planning, instruction, and assessment tasks within your portfolio should solely reflect your thinking, based upon your knowledge of pedagogy and your students' needs. Knowledge about your students and how you will support their learning should be your major focus.

*Making Good Choices* examines the three tasks of the edTPA within an interactive cycle of planning, instruction, and assessment. On the pages that follow, each section of this document addresses **key decision points** that you will encounter as you complete your edTPA. Use the live links from the questions in the overview chart to locate answers that inform your decisions. **Bold text in the answers provides specific directions to guide your choices.**

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<sup>1</sup> This version of *Making Good Choices* has been developed for all edTPA fields. However, candidates completing edTPA in Special Education are provided with another version of *Making Good Choices* that addresses requirements in Special Education, separately. Contact your faculty advisor for a copy of the *Making Good Choices for Special Education*.

# Task 1: Planning for Instruction and Assessment

Key Decision Points	
<b>Planning Ahead</b>	<a href="#">How do I get started with my edTPA preparation?</a> <a href="#">How do I represent my thinking and teaching in writing?</a>
<b>Planning For Alignment and Learning</b>	<a href="#">How do I select the central focus, student content standards, and learning objectives?</a> <a href="#">What is my subject area emphasis?</a> <a href="#">How do I select a learning segment?</a> <a href="#">What should I include in my lesson plans?</a> <a href="#">What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum?</a>
<b>Knowledge of Students</b>	<a href="#">What information should I convey about my students when describing my class?</a> <a href="#">How do I support the assertions about my students and decisions that I make regarding their learning needs?</a> <a href="#">How specific do my references to research and theory have to be?</a>
<b>Language Demands</b>	<a href="#">How do I identify the language demands of a learning task?</a>
<b>Planning Assessments</b>	<a href="#">What kinds of assessments should I choose for my edTPA learning segment?</a>

## Planning Ahead

### How do I get started with my edTPA preparation?

**Time management** is critical for successful completion of edTPA. Begin planning your edTPA portfolio materials as soon as possible. Do not procrastinate. Since it is important to understand the whole edTPA before you begin, read through all of the materials in the edTPA handbook for your subject area, including the rubrics and any other support materials you may have been given by your preparation program.

## How do I represent my teaching in writing?

While the rubrics do not address the quality of your writing (nor will you be penalized for writing errors in spelling, grammar, or syntax), you should be mindful that your written work reflects your thinking and your professionalism. Try to let your own voice come through in your writing. Writing errors may change or cloud the meaning of your commentaries, so proofreading is essential. **When writing your edTPA, consider the following guidelines:**

- Read each prompt carefully and be sure to respond to all parts of the questions using simple straightforward prose. Incomplete, superficial, and unelaborated responses are not sufficient. One or two sentences for each prompt will not contain enough information for a reviewer to understand your intentions, what or how you have taught, or what your students have learned.
- Move beyond summarizing your classroom practice and show that you are able to understand how your students learn, as well as to identify and analyze the evidence of their learning.
- **Provide specific, concrete examples to support your assertions.** Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. If you suggest that most of the students were able to understand a concept, provide concrete examples from your students' written or oral work that demonstrate and support your claim. For example, you might point to a specific aspect of a student's response on an essay, project, or other assessment that supports your statement that students understand a particular concept. Your assertion that students understand what you have taught must be backed up with evidence that you specify.

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## Planning for Alignment and Learning

### How do I select the central focus, student content standards, and learning objectives?

The learning segment you develop and teach for edTPA is defined by a subject specific, central focus for student learning. **The standards, learning objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic within the curriculum.** The central focus should take into account prior assessment of your students and knowledge of your students' development, backgrounds, interests, and learning levels that might further influence students' thinking and learning.

You are asked to identify the **state content standards** (and/or Common Core Standards) that you will address in the learning segment. Though you may find many student content standards that relate tangentially to your planned learning segment, only a few standards can be the focus of instruction. In your lesson plans and commentary, **list only the standards that are central to the student learning which you expect to develop during the learning segment documented in your edTPA.**

Each edTPA handbook provides subject-specific guidance for your planning for student learning, so review these guidelines carefully. For each subject area, these guidelines address both basic types of knowledge (e.g., facts, skills, conventions) and conceptual understandings and higher order thinking (such as strategies for interpreting/reasoning from facts or evidence, synthesizing ideas, strategies for evaluating work, etc.). **When identifying the central focus of the learning segment, you should consider conceptual understandings as well as the skills/facts/procedures that students will learn and apply. If you focus only on teaching facts and/or skills, you will not fully address your subject specific learning focus for edTPA.**

**Elementary Candidates Only** – If you are completing edTPA tasks in Literacy, refer to [Appendix A](#) as an additional support for identifying your edTPA central focus, the essential literacy strategy and requisite skills.

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### **What is my subject area emphasis?**

Every subject specific version of edTPA, has its own student learning and pedagogical focus that is the foundation of the assessment. The focus for each subject area is stated throughout your edTPA handbook (refer to the introduction) and the rubrics. Please see Appendix B for a complete list of subject specific components for edTPA.

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### **How do I select a learning segment?**

When selecting a learning segment for your edTPA, identify a central focus for teaching and learning, as well as the corresponding standard(s). **As with any learning segment, decisions about what to teach should be driven by what students are expected to learn at their particular grade level. You will want to think carefully about how much content to address in your edTPA learning segment.** This is a significant decision about manageability, not only for the scope of your edTPA portfolio but also for the capacity of the students to learn within the allotted time. **District guidelines, school goals, grade-level expectations, and student interests must be considered as well. While your cooperating teacher must not choose a learning segment for you, his/her input can be useful in guiding you to consider all of the relevant factors.**

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### **What should I include in my lesson plans?**

You will submit lesson plans for every lesson taught and documented in your edTPA learning segment. Using your preparation program's lesson plan format as a guide, the plans should provide enough detail so that educators reading your edTPA can determine the sequence of the learning objectives, the plan for assessment, and a description of what you and the students will be doing during each lesson. **Be sure to**

**address all lesson plan components described in your edTPA handbook** while making sure that each submitted plan is **no more than 4 pages in length**. If you are using a lesson plan model that extends beyond that limit, you will need to condense them or excerpt the necessary components listed here.

- **State-adopted and/or Common Core Standards**
- **Lesson objectives associated with the standard**

- **Formal and informal assessments**
- **Instructional strategies and learning tasks**
- **Instructional resources and materials**

**Note: Scorers will not search your lesson plans for explanations and rationale.** Use the commentary prompts to explain your thinking and justification for plans.

### **What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum?**

Many teachers plan lessons that are from published or prescriptive curriculum guides that are required in a particular district, school, or department. In some cases, pedagogy is prescribed by the curriculum you are required to teach. If this is the case for you, **your plans and commentary should also address how you selected or modified curriculum materials with your students' backgrounds and needs in mind, how you adapted a lesson to meet your students' learning needs, and/or how you made accommodations for particular students' needs (e.g., alternative examples, additional questions you ask, or supplementary activities)**. In highly prescriptive curricula or district/school/department mandates, these changes may be modest.

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### **Knowledge of Students**

#### **What information should I convey about my students when describing my class?**

The Planning Task requires you to demonstrate your depth of knowledge of your students **in relation to the learning segment you plan to teach**. That is, **making casual references or surface level connections to students' backgrounds, interests, and learning needs is not enough**.

When describing your class and how your knowledge of students affects your teaching for Task 1, **your response should provide detail on the class demographics**, significant subgroups of students with similar characteristics, and students' varied strengths (including personal, cultural, and community assets) and their learning needs. **Your written commentary and lesson plans should reveal what you plan to do in the learning segment to capitalize on their strengths and to meet their varied needs.**

**Be sure that your descriptions are based on your observations of your students** and not based on assumptions or stereotypes associated with their age or ethnic, cultural, or socio-economic backgrounds. **A good way to ensure you are avoiding stereotypes or assumptions is to ask yourself if you can**

**back up your assertions with evidence and then be sure to include that evidence in your responses.**

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### **How do I support my decisions for instruction and assertions about my students and their learning needs?**

• **Provide specific, concrete examples to support your assertions.** It is vital that you use **concrete examples** to support your assertions. When describing your students' personal/cultural/community assets or their prior academic learning, specifically describe what the asset or prior learning encompasses and how it is related to your learning segment. In order to support your explanations, refer to the instructional materials and lesson plans you have included as part of Task 1.

**Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching.**

For example, if you suggest that most of the students still need to learn a concept or skill, provide specific and concrete example(s) from your students' written or oral work or prior academic learning that demonstrate and support your claim. A Secondary Science candidate might describe his students' prior academic learning by stating:

*Previous to this lesson the students have not demonstrated that they know enough on biochemical pathways such as photosynthesis or cellular respiration in order to fully complete the planned lab experiment. In previous years they learned that mitochondria are responsible for cellular respiration, but they have not learned how the process converts food into usable energy which is an important fact to know for this particular demonstration.*

### **How specific do my references to research and theory have to be?**

When justifying your instructional choices in your plans, reference the theories and research you have learned in courses in your preparation program. Draw upon educational philosophy and **specific** theories of development, learning, group work, and motivation, as well as conceptions and research based practices of the discipline you are teaching. **You do not need to use formal citations, but you should explain the theoretical concepts and lines of research that support/inform your instructional decisions. Don't merely name drop (e.g., Vygotsky or Bloom said...), cite a textbook author, or describe a concept without making explicit and well-developed connections between the theory or research finding, your plans for instruction and knowledge of YOUR students. Be sure your justification centers on instructional and support choices that move the learner toward meeting the lesson objectives.**

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## Language Demands

### How do I identify the language demands of a learning task?

Academic language is the language needed by students to understand and communicate in the academic disciplines. **Your discussion of academic language development in edTPA should address your whole class, including English Learners, speakers of varieties of English, and native English speakers.**

Language demands of a learning task include receptive language skills (i.e., listening, reading), productive language skills (i.e., speaking, writing), and in some fields, representational language skills (i.e., symbols, notation, etc.), needed by the student in order to engage in and complete the learning task successfully. Language demands are so embedded in instructional activities that you may take many for granted, especially when you are a subject matter expert.

edTPA requires you to identify academic language demands within your learning segment. These include a language function and essential academic vocabulary, as well as syntax and/or discourse. **The language function is basically the PURPOSE or reason for using language in a learning task. What will students do with language to understand content? Often, the standards and/or objectives for the learning segment will include language functions embedded in the content to be learned—look to the verbs used (i.e., explain, infer, compare, argue, justify) and choose the language function that all students will need to develop in order to deepen learning in your subject area. You will identify one major language function associated with deep content learning in your edTPA learning segment.**

You are also asked to identify additional language demands involving **vocabulary, syntax, and/or discourse**. **You will need to identify vocabulary central to the outcomes of the learning segment that may pose a challenge for students. Examine all your instructional materials (texts, assessments, and other resources) to document which content-specific words/concepts you will need to teach to ensure that your students are engaged and develop understanding during your learning segment.**

**Syntax and discourse within your lessons pose additional language demands for your students.**

**Syntax** is the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, formulas, and staves in music). For example, syntax refers to the structure of a sentence—its length, word order, grammar, arrangement of phrases, active or passive voice, etc. If the syntax of a sentence is challenging its reader, then it is clouding the sentence's meaning. After carefully examining the texts of your lessons, the ways you explain key ideas, and your expectations for what you want the students to write, determine which symbolic conventions, grammatical structures or sentence patterns might be unfamiliar or difficult for your students.

**Discourse** refers to how people who are members of a discipline talk and write. It is how they create and share knowledge. Each discipline or subject area has particular ways of communicating what they know and how they know it. 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.

For example, scientists and historians both write texts to justify a position based on evidence or data. In both fields, they perform the same language function—justify—but the way they organize that text and present supporting evidence follows a different structure or discourse pattern. Which discourse structures do you expect your students to understand or produce in your learning segment?

**The language demands you identify should be essential to understanding the central focus of the learning segment and should be embedded in the learning tasks in which students will be engaged. All students, not only English Learners, have language development needs (reading, writing, speaking, and listening) and need to be taught how to demonstrate these skills in your subject area.**

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### Planning Assessment

#### What kinds of assessments should I choose for my edTPA learning segment?

The assessments and evaluation criteria for your selected learning segment should be aligned with both your subject specific central focus and with student standards/objectives. They should provide opportunities for students to show their understanding of the full range of learning objectives you will teach. **Avoid assessments that only require students to parrot back information. Choose/design assessments that measure how well students understand—not just remember—what they are learning. You are encouraged to utilize both formal and informal assessments throughout the learning segment..**

Summary of Planning Task	
What to Include	What to Avoid!!
<ul style="list-style-type: none"> <li>• <b>All rationale</b> for your instructional choices should be written in your commentary (not elaborated in your lesson plans)</li> <li>• <b>Be explicit in writing your justification</b> of why your instructional strategies, materials and planned supports are appropriate for YOUR students</li> <li>• Up to 9 pages of commentary</li> <li>• Lesson Plans are no more than 4 pages for each lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Not explicitly planning for the support of students with IEP or 504 plans in your plans and commentary (disregard if you have no students with IEP/504 plans)</li> <li>• Deficit or stereotypic descriptions of students</li> <li>• Lack of alignment between standards, objectives, learning tasks or assessments</li> </ul>

## Task 2: Instructing and Engaging Students in Learning

### Key Decision Points

<b>Video Tips</b>	<p><a href="#"><u>What are my professional responsibilities for maintaining confidentiality?</u></a></p> <p><a href="#"><u>What are the features of a quality edTPA video?</u></a></p> <p><a href="#"><u>How do I prepare my edTPA video clip(s)?</u></a></p> <p><a href="#"><u>What resources do I need to consider (software, equipment, and tutorials)?</u></a></p> <p><a href="#"><u>Which video formats are acceptable?</u></a></p>
<b>Learning Environment</b>	<p><a href="#"><u>What do I look for when selecting clips that demonstrate respect and rapport?</u></a></p> <p><a href="#"><u>How do I demonstrate a positive learning environment that supports and challenges students?</u></a></p>
<b>Engaging Students</b>	<p><a href="#"><u>How do I select my video clip(s) to show active engagement of students in their own understanding of the concepts, skills, and/or processes related to the learning objectives?</u></a></p>
<b>Deepening Student Learning</b>	<p><a href="#"><u>How do I show that I am deepening student understanding?</u></a></p>
<b>Subject Specific Pedagogy</b>	<p><a href="#"><u>What is meant by Subject-Specific Pedagogy?</u></a></p>
<b>Analyzing Teaching Effectiveness</b>	<p><a href="#"><u>What is important to remember as I identify changes I would make to the learning segment?</u></a></p>

## Video Tips

### What are my professional responsibilities for maintaining confidentiality?

You are required to collect consent forms from students and other adults who appear in your video clips for edTPA. This is a professional responsibility that should not be ignored. Respecting students' privacy, as well as protecting yourself and your cooperating teacher are important concerns. Your program will provide you with a consent form to use. It is also vitally important that you only use the video for the purpose of completing your edTPA and not share it with others publicly. **Clips of your teaching should NEVER be posted in public venues like YouTube, Facebook, etc. or shared with people not involved with the edTPA assessment, as this violates the confidentiality of the children you teach and their families.**

### What are the features of a quality edTPA video?

There is no requirement or expectation for you to create a professional-quality production. The use of titles, opening and closing credits, a musical soundtrack, or special effects must be left to Hollywood as reviewers will be examining only what the video shows you and your students doing within the learning segment. However, while it is not necessary to be technically perfect, it is important that **the quality of the video (clarity of picture and sound) be sufficient for scorers to understand what happened in your classroom. Read your edTPA handbook carefully to be sure your clips are the appropriate length and feature the teaching and learning emphasis for your subject area.**

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### How do I prepare my edTPA video recordings for my learning segment?

- \* **Advise your cooperating/master teacher and the principal at your school of your need to video record** lessons for your learning segment. Although it is often unnecessary, discuss with them any arrangements for a camera operator. If you use a camera operator, look to people who already have approval to be in classrooms: e.g., your cooperating teacher or your university supervisor.
- \* **Collect the necessary consent forms from students, as well as adults who might appear in the video.** Respecting students' privacy as well as protecting yourself and your cooperating teacher are professional responsibilities that should not be ignored.
- \* **Make arrangements** for the necessary video/audio equipment well in advance. If you do not have ready access to video equipment, reach out to peers, family members, your cooperating/master teacher, university supervisor, or technology staff.
- \* **Location. Location. Location.** Think about where you and your students will be located in the classroom during the activities to be portrayed in the video. What evidence do the rubrics call for that the camera will need to capture? Where will the camera/microphones need to be placed in order to optimize sound quality? Try to plan ahead and minimize the need for a camera operator by scouting locations in advance. In particular, think about where to place any learner without permission to be filmed so that s/he can participate in the lesson off-camera. If you do need a camera operator, meet in advance to share the lesson plan and video needs.

\* **Practice the video recording process BEFORE the learning segment.** This will provide a chance to test the equipment for sound and video quality as well as give your students an opportunity to become accustomed to the camera in the room.

\***Try to record the ENTIRE set of lessons.** This will provide you with plenty of footage from which to choose the segment that best provides the evidence called for in the commentaries and rubrics.

\* **Be natural.** While recording, try to forget the camera is there (this is good to explain to your students as well) and teach like you normally do. If possible, record other lessons prior to the learning segment so that the camera is not a novel item in the classroom. If using a camera operator, advise him or her not to interject into the lesson in any way.

\* **Be sure to select and submit clips with quality audio** so that those viewing your clips can hear individual voices of students as they are working on a task or with each other. It is often helpful to watch the video recording each day so you can check for audio quality and note possible examples of evidence with time stamps for later consideration in choosing the clip(s).

For a video tutorial that highlights what to consider for successful recording in the classroom, follow this link : <https://www.teachingchannel.org/videos/videotaping-tips-for-teachers>

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#### **What resources do I need to consider (software, equipment, and tutorials)?**

edTPA has not required any particular software, cameras, or editing equipment although there are formatting requirements outlined in the evidence chart in the handbooks. An expensive camera is not necessary for the demands of this assessment. Many low-end cameras are capable of producing a picture and sound quality that is suitable for your video needs. However, certain situations (groupings where the students are not facing the camera microphone, lots of ambient noise, etc.) may necessitate the use of some kind of external microphone. **The only way to know for sure is to test the equipment while teaching.**

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#### **Video Equipment and Editing Tutorials**

**Your submitted clips for edTPA must consist of a continuous scene without any edits. However, you will need to use editing tools to extract a clip from the longer video you record.**

If you are new to video recording or to the camera you are using, be sure to read the instruction manual that comes with the camera. Even if the manual has been lost, most are available online at the manufacturer's website. Manufacturers sometimes have online tutorials to help you learn how to use the camera. **YouTube also has a plethora of videos that demonstrate how to set up and operate a camera.**

**As soon as the recording is finished, copy a backup of the video onto a hard drive, a USB drive, or a CD/DVD.**

**The free video editing software that comes with most computers is perfectly adequate for preparing and saving the clip(s) in the format required in your edTPA handbook.** PC's have the program Windows Movie Maker (found in the START menu under PROGRAMS) while Macs provide you with iMovie. There are many online tutorials that will support you in learning how to use these programs.

[Tutorials for using Windows Movie Maker to edit your video \(click here\)](#)

[Tutorials for using iMovie to edit your video \(click here\)](#)

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### **Which video formats are acceptable?**

Saving your video in an acceptable format is necessary for a successful upload when you submit your portfolio. There are a number of formats that are acceptable - .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v. Each of these formats will upload successfully to the submission platform and scoring system if your video has been properly saved. If they are not in the correct format, you will receive an error message and be asked to resubmit the video properly. When you are preparing your clip for your portfolio, follow the directions provided with the editing software you are using to save it in the proper format. Your editing software may give you a few choices or perhaps just one. For example, Windows Movie Maker saves in only one format (.wmv) but it is a format that is widely used and is acceptable for an edTPA submission. Other software programs may save in a different format and that is usually explained in the help files that accompany any software. If you want to be sure your video is saved correctly, simply right click to look at the file properties and check to see if one of the file suffixes listed above is present at the end of the filename.

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### **Learning Environment**

#### **What do I look for when selecting clips that demonstrate respect and rapport?**

Establishing respect and rapport among and with students is critical for developing a mutually supportive and safe learning environment. Respect is the positive feeling of esteem or deference toward a person and the specific actions and conduct representative of that esteem. Rapport is a close and harmonious relationship in which members of a group understand each others' ideas, respectively collaborate and communicate, and consider one another's feelings. Both respect and rapport are demonstrated by how you treat students and how they treat each other, and you should work to make them evident in your videos. As you go through your footage, you will want to find clips that not only feature respectful interactions between your students and you but also among your students. **In your commentaries, cite specific scenes from the video clips (time stamps are very helpful) that illustrate the respect and rapport you have established with your students.**

## **How do I demonstrate a positive learning environment that supports and challenges students?**

One of the important characteristics that must be included in your video is evidence that you have created a learning environment that challenges students. You will want to choose clips that provide evidence that the learning environment you created not only supports students in learning but also challenges them to learn at a deeper level. **Challenge can be demonstrated by including prompts or opportunities for students to learn content or demonstrate learning beyond their current performance level.** It should be apparent from your students' and your actions in the video that the **learning environment is designed to promote and support student learning as opposed to managing student behavior.** While it is important that students stay focused, the atmosphere should be challenging in a way that keeps students engaged and learning.

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## **Engaging Students**

### **How do I select my video clip(s) to show active engagement of students in their own understanding of the concepts, skills, and/or processes related to the learning objectives?**

The evidence you need to collect for edTPA Task 2 should demonstrate how you engage students while teaching. **Choose clips that reveal the subject specific student thinking, analysis, and judgment required in your learning segment. The video should feature instruction where there is student-teacher or student-student interaction and you have an opportunity to engage in learning tasks that help students learn what you have planned. Both goals can be achieved by lessons in which you probe their thinking and/or facilitate students in probing each other's thinking so that they can display their depth of understanding of the content you are teaching. Lessons that require students to only focus on recall of facts or to practice a set of narrow skills are not appropriate choices for an edTPA learning segment or video.**

When choosing your clip, find a segment that provides evidence showing how you engaged students in an activity (an assignment, a discussion, etc) that requires the students to do more than just participate. In other words, they need to be actively engaged, using some higher level thinking skills so that they are developing their conceptual understanding of the content. In order to provide context for the new learning, you will need to be making connections in the clip to their prior academic learning.

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## Deepening Student Learning

### How do I show that I am deepening student understanding?

The video clip(s) should show how you elicit and build upon student responses during instruction related to your central focus for student learning. You can draw upon any of the interactions in the video to **highlight how you prompt, listen to students and respond in such a way that you are supporting them to build on their new learning.**

Your ability to show that you are deepening student understanding in the video selection will depend upon the strategies you have chosen. **Strategies that do not allow you to engage in discussion or conversation with students may limit your ability to demonstrate that you are deepening student understanding.** For example, if you deliver a mini-lecture followed by a discussion during which you check for student understanding, you should focus the video clip on the discussion rather than on the mini-lecture (which can be described in writing). How you conduct that discussion is also important. **A clip filled with students answering yes/no questions, reciting information, reading aloud without conversation, writing silently, etc. will not reveal how you deepened their understanding of the content to be learned. Rather, the recorded discussion should represent an opportunity for students to display or further their depth of understanding.**

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### What is meant by Subject-Specific Pedagogy on Rubric 9 (Rubric 8 in World and Classical Languages)?

As seen in [Appendix B](#), each subject area has its own **subject-specific pedagogical focus that needs to be apparent in the video.** The focus for each subject is stated in the instruction task of the handbook and the criteria for measuring your proficiency are detailed in Rubric 9 (or Rubric 8 for World and Classical Language edTPA versions).

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## Analyzing Teaching Effectiveness

### What is important to remember as I identify changes I would make to the learning segment?

You should describe what you have learned about teaching the central focus of the learning segment based on your observations of how your students responded to the instructional strategies and materials you provided in the video clip(s) submitted. **Be specific about any changes you would make if you were able to teach the lesson(s) again.** The changes may address some logistical issues (time management, giving directions, etc.) but **should focus mostly upon how you would improve the actual instruction to address and support students' individual and collective learning needs in relation to the central focus.** You will also need to cite evidence that explains why you think these changes will work. **Cite specific examples of student confusion or misunderstanding that informed your proposed changes AND how the changes address the students' prior academic learning,**

lived experiences, or needs. Lastly, consider how theory and research inform your decision-making. ([Click here to return to the Planning Task explanation of citing research.](#))

<b>Summary of Instruction Task</b>	
<b>What to Include</b>	<b>What to Avoid!!</b>
<ul style="list-style-type: none"> <li>• Video evidence should explicitly depict you addressing the subject-specific criteria required in your handbook.</li> <li>• Refer to specific examples found in the video clip(s) in your responses to the prompts</li> <li>• Clip(s) that contains evidence addressing each criterion in the rubrics</li> <li>• Time stamps identifying evidence in video clips.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing your video PUBLICLY on YouTube, Facebook or any other website. Please respect the privacy of students.</li> <li>• Choosing a clip that shows you making significant content errors</li> <li>• Showing disrespect to students or allowing students to be disrespectful to each other</li> <li>• Mismatch between instruction choices and students' readiness to learn</li> <li>• Mismatch between subject specific focus and your video clip(s).</li> </ul>

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## Task 3 Assessing Student Learning

### Key Decision Points

#### Analysis of Student Learning

[What kind of student work should I analyze for edTPA?](#)

#### Feedback

[What types of student feedback should I include in my portfolio?](#)

#### Analyzing Students' Language Use

[How do I identify evidence that my students understand and use academic language?](#)

#### Assessments Informing Instruction

[What do I need to think about when determining “next steps” for my teaching?](#)

### Analyzing Student Learning

#### What kind of student work should I analyze for edTPA?

You are expected to analyze your students' thinking and learning in edTPA Task 3—not just whether they know a set of important facts or essential vocabulary terms. **The assessment you design and analyze should allow the students to demonstrate their thinking in some way.** You learn less about what your students are thinking and learning from multiple-choice questions or single-word response questions than from open-ended questions, writing samples, performance tasks, projects, problem sets, lab reports, or other more complex assessments.

Note – Some fields (Early Childhood, Performing Arts, Visual Arts, and Physical Education) allow for documentation of student learning through video, audio or photographs and other media. Check your handbook for details about requirements and options in your subject area.

The assessment you choose to analyze for edTPA should be aligned with the central focus, content standards, and stated learning objectives and should provide students with an opportunity to demonstrate an understanding of those standards/objectives. **The assessment you choose may be formal or informal, formative or summative, but it needs to result in evidence of student learning according to evaluation criteria.**

Evaluation criteria make clear to the teacher (and ideally to the students) what features or qualities of the work will be assessed: for example, the accuracy of students' responses; quality of the communication; depth, originality, or creativity of the students' ideas; where the students are in their conceptual development for a particular idea; or the mechanics of doing a task. **Evaluative criteria should align with and measure the outcomes of your learning segment (central focus) AND address the elements of the subject-specific emphasis as defined in your edTPA handbook.**

### [Back to Assessment Task Choices](#)

#### **What types of student feedback should I include in my portfolio?**

Feedback should offer students clear and specific information on their performance around the lesson objectives/standards and align with the evaluation criteria. At the very least, your students should be made aware of their errors and their strengths. **Effective feedback will denote areas where they did well and where they need to improve related to the specific learning objectives. Percent correct and non-specific comments such as “Good job” are not sufficient, as students will have little idea of what exactly they did well. In contrast, comments such as “Effective word choice” or “Well-supported conclusion” direct attention to the details of their performance related to the central focus, thereby deepening their understanding of the qualities of their work.**

The same goes for feedback on where students can improve. Just citing the number of problems a student got wrong is not sufficient. **In order to identify an area for improvement, students need to know what it is that needs attention. For example, cues such as “Your topic sentence needs more focus” or “Let’s review the relationship between slope and the y-intercept, I see you are making the same error in several problems (items 2, 7, and 12)” give students information necessary for targeting their improvement.**

### [Back to Assessment Task Choices](#)

#### **Analyzing Students' Academic Language Use**

##### **How do I identify evidence of students' understanding/using academic language?**

In your Assessment commentary, you will respond to a prompt asking for evidence that your students were able to use academic language (identified function, vocabulary, and additional identified demands) to develop content understandings. You need to explain in your analysis and provide evidence for how students used academic language. **You must support your explanations by citing specific evidence from video clip(s) and/or student work samples.** When referencing specific evidence in your video clip(s) or the work samples, describe how students meet your identified academic language demands in ways that further their understanding of the content to be learned. That is, your examples need to go beyond students just parroting back definitions of unfamiliar words. Instead, the examples should reveal students' **understanding** of vocabulary and their ability to **demonstrate the key language function** identified in your Planning task commentary. **The evidence cited must clearly demonstrate how students used language.**

It is possible that academic language use may not be apparent in the video clip or may be a minor part of the clip; therefore, you have a choice to provide evidence using student work samples in addition to or instead of video clips. **When choosing your work samples, select those in which students are demonstrating their ability to perform the language function (e.g., explain, infer, analyze, etc.), produce the discourse, and/or display their understanding of key vocabulary. If you choose to use evidence from the work samples, it needs to exemplify the language use described above.**

**Provide specific, concrete examples to support your assertions.** Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. For example, a Secondary Math candidate might describe his students' performance on a formative assessment by stating:

*Work samples 1 and 3 demonstrate that the students have some misconceptions on graphing lines and understanding slope, y-intercept, and the concept of graphing an equation. The response on the student work samples shows that many understand it algorithmically but being able to explain it conceptually eludes them as their narrative responses do not fully explain what the graph represents.*

### **[Back to Assessment Task Choices](#)**

#### **Assessment Informing Instruction**

**What do I need to think about when determining “next steps” for my teaching?**

**Informed by your analysis of the students' performance in the learning segment, "next steps" should detail the instructional moves you plan to make going forward, not only for the class in general but also for the three focus students in particular. Be sure to reference a variety of student learning needs and strengths in your commentary.** For example, if you discover that some students struggle with one of the skills taught, make consistent errors, or apply only a portion of a strategy you have taught, what will you do in order to help those students meet the learning objectives they were unable to meet? **These next steps may include additional feedback/instruction to students, a specific instructional activity/learning task, or other forms of re-engagement to support or extend learning of the targeted objectives/standards.**

## Summary of Assessment Task

What to Include	What to Avoid!!
<ul style="list-style-type: none"><li>• Copy of actual assessment used (if not shown in the work samples)</li><li>• A graphic (table or chart) or narrative that summarizes the class performance</li><li>• 3 student work samples</li><li>• Evidence of the feedback that you provided <b>for all focus students</b></li><li>• Specific references to student work to support your responses</li><li>• Concrete evidence of academic language use (video clip or student work sample).</li></ul>	<ul style="list-style-type: none"><li>• Superficial analysis of student learning without citing evidence from work samples</li><li>• Misalignment between evaluation criteria, learning objectives, and/or analysis</li><li>• Feedback that is developmentally inappropriate, disrespectful to students or contains significant content inaccuracies</li><li>• Identifying next steps for learning that are not related to your analysis of student learning</li></ul>

THE FOLLOWING SECTION ADDRESSES THE ELEMENTARY EDUCATION HANDBOOK'S MATH TASK (TASK 4). CANDIDATES USING THE ELEMENTARY LITERACY HANDBOOK OR THE ELEMENTARY MATH HANDBOOK SHOULD DISREGARD THIS SECTION.

## Task 4 Elementary Education Math Task Assessing Students' Mathematics Learning

**For the Mathematics Assessment Task**, you will develop or adapt a relevant formative assessment of student learning, analyze student work samples, and design and teach a re-engagement lesson focused on student needs. This task is only completed by candidates using the Elementary Education Handbook.

### Key Decision Points

<b>Task Overview</b>	<p><a href="#"><u>How is this different from the literacy assessment task?</u></a></p> <p><a href="#"><u>What is the subject specific emphasis for the math assessment task?</u></a></p> <p><a href="#"><u>How detailed does my lesson segment overview need to be?</u></a></p>
<b>Analysis</b>	<p><a href="#"><u>What kind of student work should I analyze for edTPA?</u></a></p> <p><a href="#"><u>What are the two different analyses that I will be doing?</u></a></p> <p><a href="#"><u>What is meant by patterns of student learning?</u></a></p>
<b>Re-engagement</b>	<p><a href="#"><u>What does it mean to re-engage students?</u></a></p> <p><a href="#"><u>How do I determine the effectiveness of my reengagement lesson?</u></a></p>

### [Back to Task Choices](#)

#### **What is the subject specific emphasis for the elementary math assessment task?**

The math assessment task asks you to identify a learning segment and select a formative assessment on a specific mathematic topic. **Your planning should reflect a balanced approach to mathematics that will allow students opportunities to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills.**

### **How detailed does my lesson segment overview need to be?**

Much like the lesson plans you created for the literacy segment, the Overview should be brief with just enough details so the scorer can understand what the segment entails. While you do not need to submit lesson plans for this task, you will need to submit a Context of Learning form along with the Lesson Planning Overview template provided in your handbook. **Be sure to address all sections of the overview template** while making sure that your completed overview is no longer than **2 pages in length**. It is best to **keep your the overview simple** and elaborate your thinking and justification in your commentary responses. It is important to put all pertinent information in your commentary. **Scorers will not search your overview for explanations and rationale**. Use the commentary prompts to explain your thinking.

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### **What kind of student work should I analyze for edTPA?**

When selecting or adapting the formative assessment for your Mathematics Task 4, choose an assessment related specifically to the standards and learning objectives of the learning segment that provides opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills. **You will define the evaluation criteria you will use to analyze the whole class set of student work**. From this analysis you will need to create a narrative or graphic summary that shows the student learning from this assessment.

Evaluation criteria make clear to the teacher (and ideally to the students) what features or qualities of the work will be assessed: for example, the accuracy of students' responses; specific skills that students need to solve problems, clarity of student's explanation of how they solved a problem, and/or student's understanding of a specific mathematical concept. **Evaluative criteria should align with and measure the outcomes of your learning segment (central focus) AND address conceptual understanding, procedural fluency, and mathematical reasoning/problem solving skills.**

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### **What are the two different analyses that I will be doing?**

**You will analyze student learning in two ways – a whole class analysis and a deeper analysis of the struggles of three focus learners.** You will analyze and summarize the whole class performance using the evaluation criteria. You will create either narrative or graphic summary for the whole class assessment to identify areas where students were successful and areas where students struggled in terms of the evaluation criteria.

From the whole class assessment analysis, you will **identity a specific mathematical focus area where students struggled** (this can be a whole class struggle or a small group struggle). You will select three student work samples that provide evidence of this struggle (mathematical errors, confusions, and partial understandings) and **analyze the three focus student work samples specifically looking at the errors and explain how the struggle is related to mathematical understanding**. For example, if the

identified struggle is with ordering fractions, you might look work samples to see what the students errors tell you about their understanding of fractional size. If the students order unit fractions such as,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$  it shows that they have a misunderstanding about fractional value. They use whole number concepts (4 is the largest whole number rather than knowing that with 4 parts, each part would be the smallest) rather than fractional parts.

### [Back to Task Choices](#)

#### **What is meant by patterns of student learning?**

When describing student work, you will need to go deeper than just identifying what your students got right or wrong on an assessment. Instead, **you will need to look at their work for evidence of what they have learned and understand as well as any mathematical errors, confusions, and partial understandings** that are apparent. You are looking for consistencies among different groups of students using both quantitative and qualitative data. Quantitative patterns indicate the number of similar correct responses or errors across or within student assessments. Qualitative patterns include descriptions of understandings and/or misunderstandings, partial understandings, and/or attempts at applying a strategy that underlies the quantitative patterns.

**Provide specific, concrete examples to support your assertions.** Do not merely cite frequencies of student responses or general understandings/misunderstandings in your responses—you must always include examples and evidence from the students' work or your whole class data analysis.

### [Back to Task Choices](#)

#### **What does it mean to re-engage students?**

Teaching, an inherently cyclical process, involves responding to student needs that surface during instruction. This may take the form of the teacher building upon what students already learned in order to extend/deepen their knowledge or revisiting a topic taught in a previous lesson that may not yet be fully understood by the students. When revisiting a topic, teachers **take on a different approach** with the assumption that the first approach did not work for all of the students. Teachers of mathematics implement different instructional strategies, use different representations while either deepening understandings or correcting misconceptions.

For the purposes of your edTPA Mathematics Task 4, you will **use the student struggle that you identified in your analysis of the 3 student work samples and design a re-engagement lesson** as described in the handbook and teach it to those students, collecting their work samples to submit as artifacts to support your conclusions. **Your instruction during the re-engagement portion of the task must specifically respond to the student needs that surfaced in the original work samples. As you plan this lesson, keep in mind how you will demonstrate their growth as well as explain how your instruction impacted their learning.**

### [Back to Task Choices](#)

## How do I determine the effectiveness of my re-engagement lesson?

After teaching the re-engagement lesson, you will collect the 3 focus students' work samples from the re-engagement lesson for analysis. These samples will **provide new evidence of student mathematical understanding**.

You will then need to evaluate the effectiveness of the re-engagement lesson and consider its impact on student learning. **There are a number of approaches for re-engagement, but whatever approach is chosen should be driven by the analysis of student learning depicted in specific examples in the three focus students' work samples.** Depending on whether or not there is a change in student learning, you will be able to determine if the re-engagement lesson was successful or not. In looking at their work samples, determine what students currently understand in comparison to their demonstrated understanding from the initial lesson. Use specific examples from their initial work as well as their re-engagement work as evidence of what they now know. **You will also need to support your next steps with principles from research and/or theory.** ([Click here to return to the Planning Task explanation of citing research.](#))

[Back to Task Choices](#)

Summary of Math Assessment Task	
What to Include	What to Avoid!!
<ul style="list-style-type: none"><li>•</li><li>• Copy of actual assessment</li><li>• A graphic (table or chart) or narrative that summarizes the class performance</li><li>• 3 student work samples from the original learning segment and 3 work samples from <b>the same students</b> from the re-engagement lesson.</li><li>• Specific references to student work to support your responses</li></ul>	<ul style="list-style-type: none"><li>• Significant content inaccuracies that affect analysis.</li><li>• Targeted learning objective/goal is not aligned with the identified area of struggle.</li><li>• What the candidate cites as evidence of student learning does not align with the student work samples.</li><li>• Reteaching the lesson exactly as previously presented as evidence of re-engagement</li></ul>

# Appendix A<sup>2</sup>

## ELEMENTARY LITERACY edTPA LEARNING SEGMENT CENTRAL FOCUS CONSIDERATIONS

It is vital to remember your edTPA should focus on literacy elements. While literacy instruction is sometimes integrated with content area instruction in the elementary classroom, only the teaching and learning related to students' literacy development will be documented for your edTPA materials.

Choose <b>either</b> comprehension or composition as the central focus.	<b>Comprehension</b>	<b>Composition</b>
<p>Identify ONE <b>strategy</b> for student learning across the 3-5 lessons</p> <p><b>Keep it simple!</b> The lists at right provide examples and are not inclusive.</p> <p>See Common Core Standards for additional ideas.</p>	<p><b>For Example:</b> Analyze characters or arguments Analyze text structures Summarize plot or main ideas Compare characters or versions of stories Compare points of view Argue/persuade using evidence Infer meaning from evidence Describe a process or topic Sequence events or processes Support predictions based on evidence Interpret a character's actions or feelings Draw conclusions Retell a story Identify story elements, character traits, or themes Identify characteristics of informational texts</p>	<p><b>For Example:</b> Brainstorming or other ways to gather and organize information for writing  Note taking from informational text to support writing topic  Using graphic organizers for prewriting  Revising a draft  Using a rubric to revise</p>
<p>Choose one or more requisite skills that directly support your students to develop or refine the strategy.</p> <p>The skills should be appropriate to grade-level student readiness and scope of lessons in learning segment.</p>	<p><b>For Example:</b> Print concepts Decoding/Phonics Phonological awareness Word recognition Fluency Miscue self correction Language conventions Word analysis Syllabic, structural, or morphological analysis (affixes and roots) Vocabulary meaning in context Text structure features</p>	<p><b>For Example:</b> Language conventions (spelling, grammar, punctuation) Applying text structure features Editing/Revising Sentence fluency Organization (topic sentences, transitions, paragraph structure, etc.) Attributes of genre Using descriptive language Word choice Using active voice</p>

<sup>2</sup> Appendix A is intended as additional support for choosing a learning segment for Elementary Literacy, Elementary Education, and Literacy Specialist edTPA handbooks only. All other fields should refer to edTPA subject-specific handbooks for guidance.

### **Make Reading/Writing Connections**

Literacy naturally explores the relationship of reading and writing. Supporting students in making reading and writing connections is critical for developing strong literacy skills. For example, many of the skills that are taught in reading instruction also are beneficial to young writers. Students should understand through explicit connections that the processes of reading and writing are interdependent and mutually beneficial. In working under this umbrella of a reading-writing interdependence, students are better able to construct meaning from what they read or in what they write.

Through writing about their reading, students have opportunities to develop and demonstrate academic language. They practice the vocabulary associated with literacy skills and strategies and express their understandings about reading through writing. Students demonstrate understandings of syntax and grammar, text structure, and genre, as well as other features of "author's craft."

### **Examples of activities that promote Reading-Writing Connections**

Reading and researching informational text to inform an essay

Writing interpretations or analysis of informational text

Journal writing: making predictions, making personal or text-text connections

Note taking

Writing book reviews

Writing from the perspective of a character

Writing alternative endings for a story

Writing in a style that emulates a model

Writing responses to persuasive essays

# Appendix B

## SUBJECT SPECIFIC STUDENT LEARNING and SUBJECT SPECIFIC PEDAGOGY All edTPA HANDBOOKS

edTPA Handbook	From Task 1 Planning: Subject Specific Learning	From Task 2 Instruction: Subject Specific Pedagogy
<b>Early Childhood</b>		
1. Early Childhood	Promote children’s <ul style="list-style-type: none"> <li>• active and multimodal nature of learning</li> <li>• language and literacy development in an interdisciplinary context</li> </ul>	Use interdisciplinary learning experiences to promote children’s development of language and literacy
<b>Elementary</b>		
2. Elementary Education  Elementary edTPA assesses teaching in both literacy and mathematics with three tasks in literacy (planning, instruction and assessment); and one task in mathematics focusing on analyzing student learning.	<b>LITERACY</b>  Address <ul style="list-style-type: none"> <li>• an essential literacy strategy</li> <li>• requisite skills</li> <li>• Reading/writing connections</li> </ul>	<b>LITERACY</b>  Support students to learn, practice, and apply the essential literacy strategy in a meaning-based context
	<b>MATHEMATICS</b>  Address <ul style="list-style-type: none"> <li>• conceptual understanding</li> <li>• procedural fluency</li> <li>• mathematical reasoning OR problem- solving skills</li> </ul>	<b>MATHEMATICS</b>  Following an analysis of student learning, candidates: <ul style="list-style-type: none"> <li>• use strategies and learning tasks to re-engage students</li> <li>• use representations and other instructional resources/materials to re-engage students in learning</li> </ul>
3. Elementary Literacy	Address <ul style="list-style-type: none"> <li>• an essential literacy strategy</li> <li>• requisite skills</li> <li>• reading/writing connections</li> </ul>	Support students to learn, practice, and apply the essential literacy strategy in a meaning-based context
4. Elementary Mathematics	Address <ul style="list-style-type: none"> <li>• conceptual understanding</li> <li>• procedural fluency</li> <li>• mathematical reasoning OR problem- solving skills</li> </ul>	Use representations to develop students’ mathematical concepts

<b>Middle Childhood</b>		
5. Middle Childhood English-Language Arts	Address young adolescents' abilities to <ul style="list-style-type: none"> <li>• construct meaning from and interpret complex text</li> <li>• create a written product interpreting or responding to complex features of a text</li> </ul>	Use textual references to help young adolescents understand how to construct meaning from and interpret a complex text
6. Middle Childhood History/Social Studies	Address <ul style="list-style-type: none"> <li>• facts and concepts</li> <li>• interpretation and analysis skills</li> <li>• building and supporting arguments</li> </ul>	Support young adolescents to use evidence from history/social studies sources to develop young adolescents' abilities to defend arguments
7. Middle Childhood Mathematics	Address <ul style="list-style-type: none"> <li>• conceptual understanding</li> <li>• procedural fluency</li> <li>• mathematical reasoning and/or problem solving skills</li> </ul>	Use representations to develop young adolescents' understanding of mathematical concepts and procedures
8. Middle Childhood Science	Address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon	Facilitate young adolescents' analysis of the data based on scientific inquiry
<b>Secondary Education</b>		
9. Secondary English Language Arts	Address students' abilities to <ul style="list-style-type: none"> <li>• construct meaning from and interpret complex text</li> <li>• create a written product interpreting or responding to complex features of a text</li> </ul>	Use textual references to help students understand how to construct meaning from and interpret a complex text
10. Secondary History/Social Studies	Address <ul style="list-style-type: none"> <li>• facts and concepts</li> <li>• interpretation and analysis skills</li> <li>• building and supporting arguments</li> </ul>	Support students in using evidence from history/social studies sources to interpret or analyze and build and support arguments
11. Secondary Mathematics	Address <ul style="list-style-type: none"> <li>• conceptual understanding</li> <li>• procedural fluency</li> <li>• mathematical reasoning and/or problem solving skills</li> </ul>	Use representations to develop students' understanding of mathematical concepts and procedures

12. Secondary Science	Address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence based explanations for a real-world phenomenon.	Facilitate students' analysis of the data based on scientific inquiry
<b>K-12</b>		
13. K-12 Performing Arts	<p>Address creating, performing, or responding to music/dance/theater by applying</p> <ul style="list-style-type: none"> <li>• artistic skills (e.g., self expression, creativity, exploration/improvisation)</li> <li>• knowledge (e.g., tools/instruments, technical proficiencies, processes, elements, organizational principles)</li> <li>• contextual understandings (e.g., social, cultural, historical, global, personal reflection).</li> </ul>	Use modeling, demonstrations, and content examples to develop students' artistic skills, knowledge, and/or contextual understandings for creating, performing, or responding to music/dance/theater
14. K-12 Physical Education	<p>Address the development of student competencies in the psychomotor, cognitive, and/or affective learning domains related to</p> <ul style="list-style-type: none"> <li>• <u>movement patterns</u></li> <li>• <u>performance concepts and/or</u></li> <li>• <u>health-enhancing fitness</u></li> </ul>	Use pedagogical content knowledge to develop students' competencies in psychomotor, cognitive, and/or affective domains
15. Special Ed	<p>The candidate will design a learning segment for two learning targets for one focus learner, chosen as follows:</p> <ul style="list-style-type: none"> <li>• If the focus learner is working on academic content, one academic (primary) learning target and a supporting target representing a skill needed by the focus learner to access instruction and/or demonstrate learning for the primary learning target. At least one of the two learning targets must be related to a goal in the learner's iep.</li> <li>• For a focus learner who is not working on any academic content, a primary learning target and a secondary learning target in two different curricular areas. Both learning targets</li> </ul>	Support learning for the primary learning target

	<p>must be associated with iep goals.</p> <ul style="list-style-type: none"> <li>Curricular areas include academic (including functional academics and early literacy or numeracy), communication, expanded core curriculum (for a learner with a visual impairment), independence (functional/adaptive), learning strategies, social skills, or vocational knowledge and skills.</li> </ul>	
16. Visual Arts	<p>Address developing students' abilities to create and respond to visual art concepts incorporating</p> <ul style="list-style-type: none"> <li>form and structure</li> <li>production</li> <li>art context and</li> <li>personal perspective</li> </ul>	Deepen students' understanding of creating/responding to visual art
17. World Language	<p>Address students' development of communicative proficiency in the target language</p> <ul style="list-style-type: none"> <li>in meaningful cultural context(s)</li> <li>with a focus on all three modes of communication: <ul style="list-style-type: none"> <li>Interpretive</li> <li>Interpersonal</li> <li>Presentational</li> </ul> </li> </ul>	Promote comparisons between students' personal, cultural, and/or community assets and the cultural perspectives, practices, and/or products of the target language
<b>Low Incidence</b>		
18. Agricultural Education	<p>Address agricultural-related</p> <ul style="list-style-type: none"> <li>conceptual understanding</li> <li>skills</li> <li>Problem-solving strategies</li> </ul>	Use representations to support students' ability to understand agricultural concepts and procedures
19. Business Education	<p>Address business-related</p> <ul style="list-style-type: none"> <li>conceptual understanding</li> <li>technical skills</li> <li>problem-solving strategies</li> </ul>	Use instructional strategies and materials to help students develop business-related Conceptual understanding, technical skills, and/or problem-solving strategies
20. Classical languages	<p>Address students' development of communicative proficiency in the target language within meaningful cultural</p>	Promote comparisons between students' personal, cultural, and/or community assets and the cultural

	<p>context(s) focusing on</p> <ul style="list-style-type: none"> <li>• reading, understanding, and interpreting classical texts in Latin or Greek</li> <li>• using oral skills, listening, and/or writing as tools to improve students' reading of classical texts</li> </ul>	<p>perspectives, practices, and/or products of the target language</p>
21. Educational Technology Specialist	<p>Address students' use of digital tools and resources to design/develop a product that</p> <ul style="list-style-type: none"> <li>• demonstrates content knowledge</li> <li>• demonstrates creativity</li> <li>• applies problem-solving skills</li> </ul>	<p>Use digital tools and resources to help students design and develop products to demonstrate content learning</p>
22. English as an Additional Language	<p>Development of ELPD and content for all of the following that apply:</p> <ul style="list-style-type: none"> <li>• developing students' grammatical competence (vocabulary and structure)</li> <li>• pragmatic competence (appropriate use of communication strategies)</li> <li>• discourse competence (cohesion and coherence)</li> <li>• metalinguistic competence (language learning strategies)</li> </ul>	<p>Promote comparisons and connections between students' cultural and linguistic backgrounds and the cultural and linguistic demands of the content being taught</p>
23. Family and Consumer Sciences	<p>Address the following family and consumer sciences-relevant components</p> <ul style="list-style-type: none"> <li>• conceptual understanding</li> <li>• career and technical skills</li> <li>• problem-solving strategies</li> </ul>	<p>Use instructional strategies/methods and materials to help students develop an understanding of family and consumer sciences-relevant concepts, career and technical skills, and/or problem-solving strategies</p>
24. Health Education	<p>Address the</p> <ul style="list-style-type: none"> <li>• use of functional health knowledge</li> <li>• demonstration of health-related skills</li> <li>• development of beliefs and norms that help students adopt and maintain healthy behaviors</li> </ul>	<p>Use appropriate health education instructional strategies to support student use of functional health knowledge, demonstration of health-related skills, and development of beliefs and norms to help them adopt and maintain healthy behaviors</p>
25. Library Specialist	<p>Address students' abilities to become any or all of the following:</p> <ul style="list-style-type: none"> <li>• Critical thinkers</li> <li>• Enthusiastic readers</li> <li>• Skillful researchers</li> </ul>	<p>Use resources or tools to help students understand how to think critically, read Enthusiastically, research skillfully, and/or use information ethically</p>

	<ul style="list-style-type: none"> <li>Ethical users of information</li> </ul>	
26. Literacy Specialist	<p>Address</p> <ul style="list-style-type: none"> <li>a specific literacy strategy</li> <li>requisite skills</li> <li>reading/writing connections</li> </ul>	Support students to apply the essential literacy strategy
27. Technology and Engineering Education	<p>Address technology-related</p> <ul style="list-style-type: none"> <li>conceptual understanding</li> <li>skills</li> <li>engineering design or other problem-solving strategies</li> </ul>	Use artifact(s) to support students' understanding and use of the engineering design or other problem-solving process