Special Education edTPA: Issues Affecting Candidate Success

March 13, 2015

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Dominican University
Agenda

- edTPA Handbook Overview
- Guidelines for Acceptable Support
- Planning Task Issues
  - Learning Targets
  - Learning Segment: Scope and Sequence
  - Academic Language: Expressive/Receptive Communication Demands
- Task 2 & 3 Issues
Student Learning

Planning
- Alignment for Building Knowledge and Skills
- Supports for Learning
- Justification of Instruction and Support
- Assessments to Monitor and Support Learning Progress

Instruction
- Learning Environment
- Engagement in Learning
- Supporting Learning and Pedagogy
- Deepening Learning

Assessment
- Analyzing Learner Performance
- Feedback to Guide Further Learning

Language/Communication

Using Data to Inform Instruction
Justifying Planning Decisions
Analyzing Teaching Communication

edTPA
Stanford Center for Assessment, Learning, & Equity
**Authentic Evidence of Practice**

<table>
<thead>
<tr>
<th>Planning</th>
<th>Instruction</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instructional and social context</td>
<td>• Video Clips</td>
<td>• Final Assessment</td>
</tr>
<tr>
<td>• Lesson plans</td>
<td>• Instruction Commentary</td>
<td>• Evidence of feedback and communication skill</td>
</tr>
<tr>
<td>• Instructional materials, student assignments</td>
<td>• Assessment Record</td>
<td>• Analysis of focus learner’s strengths and continuing needs and progress towards both learning targets</td>
</tr>
<tr>
<td>• Assessment Record</td>
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<td>• Assessment Commentary</td>
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<tr>
<td>• Planning Commentary</td>
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</tbody>
</table>

Analysis of Teaching Effectiveness

Communication and Language Development

**edTPA**

Stanford Center for Assessment, Learning, & Equity
How do rubrics and commentary prompts align?
In general, the rubrics and commentary prompts align as depicted in the charts below.

### Planning Commentary & Rubrics

<table>
<thead>
<tr>
<th>Rubric #</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Commentary Prompt</td>
<td>1, 2</td>
<td>3, 4a, c</td>
<td>3, 4b-c</td>
<td>5</td>
<td>6</td>
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### Instruction Commentary & Rubrics

<table>
<thead>
<tr>
<th>Rubric #</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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<tbody>
<tr>
<td>Commentary Prompt</td>
<td>1-3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
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</tbody>
</table>

### Assessment Commentary & Rubrics

<table>
<thead>
<tr>
<th>Rubric #</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commentary Prompt</td>
<td>1</td>
<td>2a-b, d</td>
<td>2c-d</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Special Education. Within each task, instructions are organized into four sections:

1. **What Do I Need to Think About?**
   This section provides focus questions for you to think about when completing the task.

2. **What Do I Need to Do?**
   This section provides specific and detailed directions for completing the task.

3. **What Do I Need to Write?**
   This section tells you what you need to write, and also provides specific and detailed directions for writing the commentary for the task.

4. **How Will the Evidence of My Teaching Practice Be Assessed?**
   This section includes the rubrics that will be used to assess the evidence you provide for the task.
Components of Teaching Practice

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Language/Communication

15 Rubrics

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports the focus learner’s engagement in learning for the primary learning target?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate demonstrates disrespectful behavior toward any learner OR allows disruptive/disrespectful behavior to interfere with learning. OR</td>
<td>The candidate demonstrates respect for ALL learners. AND</td>
<td>The candidate demonstrates respect for ALL learners. AND</td>
<td>The candidate demonstrates respect for ALL learners. AND</td>
<td>The candidate demonstrates respect for ALL learners. AND</td>
</tr>
<tr>
<td>Candidate does not respond in a timely manner to safety issues.</td>
<td>Candidate provides a learning environment that serves primarily to control the focus learner’s behavior and minimally supports the learning associated with the primary learning target. AND</td>
<td>Candidate provides a positive learning environment that balances learning challenge with support needs for the focus learner relative to the primary learning target. AND</td>
<td>Candidate provides a positive learning environment that balances learning challenge with support needs for the focus learner relative to the primary learning target, with opportunities for self-determination. AND</td>
<td>Candidate provides a positive learning environment that balances learning challenge with support needs for the focus learner relative to the primary learning target, with opportunities for self-determination. AND</td>
</tr>
</tbody>
</table>

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## Scoring Components Mapped Across Tasks

<table>
<thead>
<tr>
<th>Planning Task</th>
<th>Instruction Task</th>
<th>Assessment Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Rubrics</td>
<td>R1, R2, R5</td>
<td></td>
</tr>
<tr>
<td>Instruction Rubrics</td>
<td>R6, R7, R8, R9</td>
<td></td>
</tr>
<tr>
<td>Assessment Rubrics</td>
<td></td>
<td>R11, R12, R13</td>
</tr>
<tr>
<td>Analyzing Teaching Rubrics</td>
<td>R3</td>
<td>R10</td>
</tr>
<tr>
<td>Language/Communication Rubrics</td>
<td>R4</td>
<td></td>
</tr>
</tbody>
</table>
Central Focus and Subject Area Emphases

• One focus learner
• Two learning targets, one primary and one supporting
• If learner is working on core academic content, the primary learning target should be academic
• Planning for and delivering instruction and support that gives learner access to instruction and demonstration of learning
Handbook Definitions

• **learning segment**: A set of 3–5 lessons that build one upon another toward learning targets, with a clearly defined beginning and end.

• **learning target**: A learner outcome that is achieved over time by meeting related lesson objectives.

• **lesson objectives**: Measurable learning outcomes for each lesson that, over time and combined with other instructional objectives, enable a learner to reach both learning targets.
Guidelines for Candidate Support

Acceptable Support
• Providing access to handbooks and materials
• Explaining edTPA tasks and rubrics
• Discussing portfolio examples
• Engaging candidates in formative experiences
• Asking probing questions about a candidate’s draft
• Technical support for video

Unacceptable Support
• Editing a candidate’s materials
• Providing alternative responses
• Selecting video clips for the candidate
• Uploading a candidate’s edTPA on a platform available for public view
Coursework to Support edTPA Implementation

- Planning with two learning targets
- Planning for Expressive/Receptive Communication
- Developing Units of Instruction
- Assessment, Test Design, and Task Analysis
- Connecting Methods to Research/Theory
- Video Analysis
- Analytical Writing Tasks
Introducing edTPA to Candidates

- In clinical practice...
  - Discuss edTPA with the cooperating teacher
  - Identify a focus learner
  - Identify IEP based needs
  - Select academic curricular area
  - Based on learner needs, select supporting learning target
  - Build learning segment and lesson plans

- Do not overwhelm candidates with rubrics
- Support candidates to develop an effective learning segment
Making Good Choices in SPED

• Planning for Alignment and Learning
  – How do I select a focus learner?
    • Must have exceptionality identified on IEP/IFSP. Do not select learner with fewest needs.
  – How do I select a learning segment?
    • Should be based on what is expected of learner and needs/goals identified in IEP/IFSP
  – How do I select the two learning targets?
    • Primary – Academic; Secondary – Support skill
    • Different curricular areas; One based on IEP goal
Critical Elements of Planning Task

1. **Obtain or collect baseline data for knowledge and skills related to BOTH learning targets** for the focus learner prior to the beginning of the learning segment. You will use this data to inform planning. From the learning targets and the baseline data, **develop lesson objectives that can be achieved in a 3–5 lesson learning segment.**

2. **Design a learning segment of 3–5 consecutive lessons** to provide access to curriculum and instruction and support the focus learner in meeting the learning targets. You will describe and document instruction and support for two lesson objectives in each lesson, each directly connected to one learning target. Your instruction and support may focus on additional lesson objectives, but you will only document two for this assessment.
A Note on Learning Targets

• For a **Focus Learner** working on academic/functional academic learning needs:
  – The primary learning target should be an academic or functional academic target
  – The primary and supporting learning targets should be from different curricular areas
  – At least one learning target must be *related* to an IEP goal.

• For a **Focus Learner** not working on academic or functional academic learning needs:
  – The primary and supporting learning targets should be from different curricular areas
  – Both learning targets must be *related* to IEP goals.
For the vast majority of candidates...

- The primary learning target will address an academic or functional academic subject area
  - Mathematics, English Language Arts, Social Science, Science, Early Literacy, Early Numeracy
- The supporting target addresses what makes us unique as special educators
  - Supporting Communication, Promoting Social/Emotional Skills, Teaching Learning Strategies to Access the General Education Curriculum and Facilitate Independence and Self-Determination
What are some Examples of Academic Curricular Areas?

- Think in Broad Terms (e.g., Mathematics, as opposed to subtraction or multiplication)

Think of some Topics within this Academic Curricular Area

- Think in More Specifically (e.g., Subtraction within the area of mathematics)

- Can you think of an example of when you would address topics from two different curricular areas?

- Do we teach more than academics?
Curricular Areas:
edTPA Handbook Guidance

Curricular areas include:

- academics or functional academics (including early literacy or numeracy)
- cognitive development (for infants and toddlers)
- communication and language
- expanded core curriculum (for a learner with a visual impairment)
- functional/adaptive skills
- learning strategies
- motor skills
- social/emotional skills
- vocational and career knowledge and skills

If the primary learning target is academic, a different academic content area is considered to be a different curricular area for the secondary learning target.
communication: Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal and nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content. These demands include vocabulary (words, symbols, signs, behaviors), communication function/purpose, syntax, social use of communication, concepts and meanings, and situational expectations for both receptive and expressive language.
Example of Two Different Topics from Two Distinct Curricular Areas

- Within the Area of **Mathematics** – Addition of Fractions

- Within the Area of **Communication** – The Vocabulary Needed to Participate in Learning

Can we think of a goal for each of these **Curricular Areas**?
In the language of edTPA, these goals are called **Learning Targets**

- **Addition of Fractions:**
  - Students will add fractions with like and unlike denominators

- **The Vocabulary Needed to Participate in Learning:**
  - Students will learn and apply specific vocabulary related to fractions

**Learning Targets** are not necessarily measurable

- They are broad statements about what your instruction will address
Learning Target vs. Lesson Objective

Learning Target:
- The Smiths will drive to Cleveland from Chicago

Objective 1:
- The Smiths will leave Chicago at 10 am and arrive in South Bend, IN by 12 noon CDT

Objective 2:
- The Smiths will leave South Bend, IN by 12:30 pm and arrive in Toledo, OH by 3:30 pm CDT

Objective 3:
- The Smiths will depart Toledo, OH by 4 pm and arrive in Cleveland by 6:15 pm CDT
Lesson Objectives

- Each leaning target will need a measurable lesson objective for each lesson

- Addition of Fractions:
  - Students will add fractions with like denominators in 8 out of 10 attempts

- The Vocabulary Needed to Participate in Learning:
  - Students will define the terms numerator and denominator in their own words.
Selecting Learning Targets

Is the focus learner working on academic content (including functional academics, early literacy/numeracy)?

Yes
Choose a primary learning target from the academic curricular area (including functional academics or early literacy/numeracy).

Is the primary learning target associated with an IEP goal?

Yes
Select a secondary learning target in another curricular area. (Secondary learning target does not have to be associated with IEP goal.)

No
Does the secondary learning target:
• support access to instruction of the primary learning target? OR
• support demonstration of learning for the primary learning target? OR
• promote self-skills or cognitive strategies related to the primary learning target? OR
• facilitate integration/inclusion of the focus learner with learners without disabilities in a setting related to the primary learning target?

Yes
Begin planning lessons.

No
Select a different secondary learning target.

No
Choose a primary learning target from a curricular area associated with an IEP goal.

Select a secondary learning target in another curricular area related to an IEP goal.
1. Learning Targets
   
a. Complete the table below to identify the **two learning targets** (primary and secondary) selected for the learning segment, together with the lesson objective for each learning target. For fewer than five lessons, delete the appropriate lessons in the chart below.

<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Related Lesson Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Learning Target:</td>
<td>Lesson 1:</td>
</tr>
<tr>
<td></td>
<td>Lesson 2:</td>
</tr>
<tr>
<td></td>
<td>Lesson 3:</td>
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<td></td>
<td>Lesson 4:</td>
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<td></td>
<td>Lesson 5:</td>
</tr>
<tr>
<td>Secondary Learning Target:</td>
<td>Lesson 1:</td>
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<tr>
<td></td>
<td>Lesson 2:</td>
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<td>Lesson 3:</td>
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<td></td>
<td>Lesson 4:</td>
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<tr>
<td></td>
<td>Lesson 5:</td>
</tr>
</tbody>
</table>
### Planning Commentary

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Curricular Area (e.g., academic, cognitive development, etc.) if applicable</th>
<th>Related iep Goal(s) and Benchmark(s), if applicable</th>
<th>Related Standard(s), if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Learning Target:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Learning Target:</strong></td>
<td></td>
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</tr>
</tbody>
</table>

2. **Planning for Alignment and Development of Knowledge and Skills**

   e. Explain how the secondary learning target supports the primary learning target.
Developing Units of Instruction (Learning Segments)

- Special Educators are expected to be content experts and strategies and interventions experts.
- Are special education candidates prepared to plan long-term units of instruction?
- Do they understand concepts such as curricular scope and sequence?
- How much content expertise do candidates have?
- Can candidates justify decisions about instructional supports to research and/or theory?
- Can candidates write measurable lesson objectives and plan assessments for those objectives?
Problematic Learning
Target Examples

- LT1: Remember 12 uppercase letters
- LT2: Rote count to 26
- LT1: Writing
- LT2: Language Arts
- LT1: Learn how to understand how to answer multi-step word problems.
- LT2: Acquiring the skill of understanding how to breakdown the word problem to answer the word problems.
- LT1: Students will express ideas in written language
- LT2: Students will improve work completion
- LT1: J will listen to a story and answer comprehension questions appropriately.
- LT2: J will identify the purpose of wh – questions and answer simple wh – questions (who, what, where) from verbally presented stories/texts.
- LT1: Mathematical problem solving
- LT2: Communication
- LT1: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately.
- LT2: Currency is used as a means of economic exchange.
Problematic Learning Targets

- **Sight Words** - “Some teachers use word lists provided by commercial products, such as Edmark, or the Dolch list of high frequency words. These products have restrictive use in that they do not provide sufficient variety to demonstrate comprehension or build sentences” (p. 401, Best, Heller, & Bigge, 2010).
  - A 500 page text on teaching students with physical or multiple disabilities dedicates 2 paragraphs to sight word instruction.
  - Candidate score is limited on rubric 4 because of focus on vocabulary demands

- **Follow Directions** – A learning target addressing a vague behavioral goal is limiting as well.
  - Very difficult to operationalize
  - Limits candidate’s ability to score higher (lack of independence, self-determination, or self-direction.)
Once you have identified your focus learner and the learning targets, you will plan 3–5 consecutive lessons (referred to as a learning segment) designed to meet the needs of the focus learner with respect to both learning targets. The learning segment is likely to be within a larger unit of instruction. As a result, a learning segment prepared for this assessment should be derived from the broader curriculum content you are teaching in your placement and should be designed to

- support the focus learner to access content and demonstrate his/her learning
- align with at least one learning target with goals/benchmarks reflected in the IEP and relevant academic or nonacademic standards (as applicable)
- reflect IEP-identified adaptations of the learning environment, content, and instructional strategies

This learning segment should be planned and taught in the setting that is consistent with usual practice in your placement. If you cannot plan and teach in a group setting, you will need to justify why the individual setting is appropriate.
Issues with Scope

Unit of Instruction

Lesson A
Lesson B
Lesson C
Lesson 1
Lesson 2
Lesson 3
Lesson D
Lesson E
Lesson F

Learning Segment
Issues with Scope

- What amount of content can/should be covered in 3 – 5 lessons?
- Incremental progress and logically sequenced lesson plans
- Repeating lesson plans
- Lesson plans, which cover more than one session
The focus learner is able to focus and stay on task and this will help her to be able to complete the lesson objectives and reach the learning targets. The focus learner struggles with organizing and writing essays and the multi-paragraph essay writing assignment will be challenging for her to complete. Although the assignment will be challenging, the student will utilize the many graphic organizers that are built into the lessons to successfully reach the learning targets.

b. Identify the two learning targets (primary and supporting/secondary) selected for the learning segment.

[The primary learning target for the focus learner is to write a multi-paragraph personal narrative essay. The supporting/secondary learning target is to utilize a graphic organizer to organize thoughts and ideas for a personal narrative essay.]
Lesson Plan 1 (Day 1) Lesson Objectives:

- **Learners will underline the introductory statement** of an essay and circle five transition words/phrases. (Learning Target 1)
- Learners will complete the “Analyze the Text Type” graphic organizer for the essay. (Learning Target 2)

Lesson Plan 2 (Days 2-3) Lesson Objectives:

- **Learners will complete a brainstorm writing-web** for their personal narrative essay. (Learning Target 1)
- Learners will complete a graphic organizer outline for their personal narrative essay. (Learning Target 2)

Lesson Plan 3 (Days 4-5) Lesson Objectives:

- **Learners will revise a personal narrative essay** using an evaluation rubric and complete a final paper (Learning Target 1).
- Learners will fill out an evaluation rubric revision worksheet for themselves and a peer. (Learning Target 2)
Clearly Defined & Measurable

1) Identify the Learner
2) Identify the Target Behavior (academic or otherwise)
3) Identify the Conditions of Instruction
4) Identify Criteria for Acceptable Performance

Measurable Terminology
- Understand...?
- Appreciate...?
- Characterize...?
- Recognize...?
- Judge...?
- Formulate...?
- Rationalize...?
- Evaluate...?
- Interpret...?
- Learn...?
Supporting the Focus Learner

- Supports must align to lesson objectives for both learning targets.
- Appropriate levels of support reflect strengths and/or social emotional development.
- Candidate must make general connections between supports and the strengths and needs of the focus learner as well as research and/or theory for both learning targets.

Vygotsky says: “Eat your vegetables!”
Communication Demands

- Emphasis on the transactional nature of teaching and learning

- In the planning task candidates are asked to anticipate how learners will communicate what they know related to the primary learning target

- In the assessment task candidates are asked to analyze and explain how learners used the identified communication skill
Communication Demands

- The communication skill (function) is basically the **PURPOSE** or reason for communicating in a learning task. What will the focus learner do with communication to participate in instruction or demonstrate learning?

- Choose **one** communication skill that the focus learner will need to perform in order to participate in instruction or demonstrate learning **related** to the primary learning target.
a. Communication Skill (Function). Identify and describe one communication skill (function) that

- the focus learner needs to access instruction and/or demonstrate learning for the primary learning target
- includes the language of the discipline associated with the academic learning target, as appropriate

Examples include retelling a story, explaining a mathematics problem-solving strategy, answering open-ended questions, stating an opinion, supporting a position with evidence, following directions, signaling or initiating a turn during peer discussion, appropriately expressing frustration, participating in a conversation, answering a question, selecting the right sign, indicating preference with an eye gaze, requesting assistance, selecting a picture or other visual representation, starting or stopping communication, responding to an environmental cue, or signaling/communicating needs.
Supporting Communication

- The communication demand must allow the focus learner to demonstrate learning toward the primary learning target.
- Supports must emphasize the purpose of the communication skill related to the primary learning target.
- Instructional strategies must support the use of vocabulary and one other communication demand (e.g. situational expectations for communication).
**Communication**

1. **Communication demands:** 19 Specific ways that communication is used by learners to understand what to do to participate in learning tasks, and/or to demonstrate their learning or perform appropriately in the context.

2. **Communication skill (function):** The purpose and focus of a communication. Common language functions include asking, responding, commenting, signaling, selecting, initiating, expressing, describing, comparing, sequencing, analyzing, and interpreting. The communication function is often represented by active verbs within lesson objectives and is referred to in this assessment as the communication skill.

3. **Communication supports:** Strategies that are used to build learners’ curriculum-related communication within a learning task. Strategies involve modeling the appropriate communication for learners to use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Language supports also include assistive technology and other mediators.
Language Demands

- **vocabulary**: Spoken, written, or demonstrated vocabulary (e.g., bigger, multiply, wet, cold, compare, next, >, $, ASL signs for “since” in different contexts, picture cards for a communication board, nonverbal social cues or nonverbal signals such as raising your hand to indicate you want to speak).

- **situational expectations**: Rules and conventions associated with specific situations. Communication changes to match the needs of the situation, including changes in word/sign/symbol/behavior choice; and tone, intensity, volume, timing, and content of communication. In an academic context, this is often referred to as “discourse.”

- **social use of communication**: Using communication for different purposes (e.g., greeting, expressive anger) and changing communication to match the needs of the listener/receiver. Includes verbal and nonverbal communication used to establish and/or maintain interpersonal relationships, participate in activities, communicate intent, and so on.
### Blank Assessment Record

<table>
<thead>
<tr>
<th>Learning Target 1: Students will add fractions with like and unlike denominators.</th>
<th>11/4/14</th>
<th>11/5/14</th>
<th>11/6/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline data for learning target 1:</strong> The focus learner struggles solving mathematical operations with fractions, sometimes adding both numerators and denominators. On a pre-test he scored 3/10.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Objective 1:</strong> Students will add fractions with like denominators successfully in 8 out of 10 attempts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Objective 2:</strong> Students will add fractions with unlike denominators successfully in 8 out of 10 attempts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Objective 3:</strong> Students will add fractions with like and unlike denominators successfully in 8 out of 10 attempts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective met?</td>
<td>yes/no</td>
<td>yes/no</td>
<td>yes/no</td>
</tr>
</tbody>
</table>

| Learning Target 2: Students will learn vocabulary related to fractions. |
|---|---|---|---|
| **Baseline data for learning target 2:** The focus learner was unable to provide a definition of either numerator or denominator. Given several examples of fractions, he was unable to identify either the numerator or denominator consistently. He appeared to guess the answer and was correct in 2/6 attempts. |
| **Lesson Objective 1:** Students will define the terms numerator and denominator in their own words. |
| **Lesson Objective 2:** Given an example of a fraction, student will identify the numerator and denominator successfully in 8 out of 10 attempts. |
| **Lesson Objective 3:** When prompted, students will verbally state the answer to an addition problem identifying the numerator and the denominator successfully in 2 out of 3 attempts. |
| Objective met? | yes/no | yes/no | yes/no |
Rubric progression

Expanding repertoire of skills & strategies
Deepening of rationale and reflection

1  5

Not Ready  Proficient Beginner  Highly Accomplished Beginner

Generic, e.g., to disability  Integrated, Intentional & Aimed at fostering self-reliance

Fragmented, Indiscriminate  Individualized
# edTPA Rubric Blueprint

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task name: Rubric Title</td>
<td>Represents the knowledge and skills of a seriously struggling candidate who is not ready to teach</td>
<td>Represents the knowledge and skills of a candidate who is possibly ready to teach</td>
<td>Represents the knowledge and skills of a candidate who is qualified to teach</td>
<td>Represents a candidate with a solid foundation of knowledge and skills for a beginning teacher</td>
<td>Represents the advanced skills and abilities of a candidate very well qualified and ready to teach</td>
</tr>
</tbody>
</table>

*edTPA*
Rubric 3: Justification of Instruction and Support

How does the candidate use knowledge of the focus learner, research, and/or theory to justify decisions for both learning targets?

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate's justification of instruction or support strategies is either missing for both learning targets OR represents a deficit view of the focus learner for at least one learning target.</td>
<td>For at least one learning target, candidate’s justification of instruction and support strategies makes general connections to the needs of the focus learner OR vague or unclear connections to research and/or theory.</td>
<td>For both learning targets, candidate’s justification of instruction and support strategies makes general connections to the strengths and the needs of the focus learner AND research and/or theory.</td>
<td>For both learning targets, candidate’s justification of instruction and support strategies makes clear connections to the focus learner’s strengths and needs AND research and/or theory.</td>
<td>Level 4 plus: For at least one learning target, candidate justifies selection of strategies that support the development of maintained, generalized, and/or self-directed use of knowledge or skills for the focus learner.</td>
</tr>
</tbody>
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Rubric Performance Levels or Rubric Criteria

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Task One Issues

- Learning Targets
- Measurable Lesson Objectives
- Scope and Sequence of Learning Segment
- Connecting Instruction and Support to Research and/or Theory
- Identifying and Supporting a Communication Skill
- Presenting an Assessment Plan (Including Baseline Data)
Suggestions for Video

- Video record **ALL** lessons
- Rehearse for camera location and sound quality
- Make it easy to identify focus learner
- Establish the context of the lesson
- Activate prior knowledge by referring to prior learning experiences
- Plan explicit engagement strategies
- If at all possible, work with more than one learner
Task Two Issues

- Two video clips totaling no more than 20 minutes
- Continuous video within clips
- Connecting instruction to prior learning and demonstrating challenge
- Providing feedback and an opportunity for learners to apply that feedback
- Using instructional strategies and supports
- Proposing changes to instruction for the primary learning target, which are based on learner strengths and needs
Example Of Analyzing Teaching

Analyzing Teaching

Refer to examples from the clips in your explanations.

a. What would you change about the teaching seen in the clips to better support or extend the focus learner’s performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the primary learning target?

- I can improve my teaching in the clips by allowing my students to have more time to find the required items in the narrative essay. This will allow the students to engage in a deeper thought process. We are always on a tight time schedule because the Scholastic Read 180 program has so many components. Besides the rBook, we need to incorporate computer time, independent reading, and small group reading. Allowing the students to have more time to fully analyze the personal narrative essay text would be beneficial. It would allow the students to find more of the items on their own and increase their confidence and self-determination skills for future tasks. I would also ask more open-ended questions and give more time for responses and discussion.
Task Three Issues

- Creating lesson objectives without operationally defined criteria
- Analyzing learner performance and identifying patterns
- Explaining how learner will use feedback
- Analyzing the communication skill
- Identifying changes to improve learning and next steps for instruction
How else can we characterize analysis?

- The word literally means *to take something apart in order to understand it*; Aristotle described it as “illumination through disaggregation.” In this sense, analysis is the opposite of synthesis.
- It is the search for a meaningful pattern in data or evidence.
- It begins with something one seeks to understand rather than something one already knows or believes.
- It is exploratory, tentative and dispassionate.
- It does not focus on the writer (beliefs, personal associations, feelings, or reactions) but rather on the topic. The author remains in the background.
- The claims it makes are carefully qualified rather than overstated or emphatic.
- It involves making interpretive leaps about evidence that are supported by logic.

Remaining Questions?

Online Community at edtpa.aacte.org

Check out the webinar:

**Supporting Candidates to Complete edTPA Special Education**

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