

The unpacking and the dry run of Elementary Education edTPA Task 4



/SNetworkED Webinar Presentation

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Terms, Meanings, Examples

Conceptual Understanding

Meaning and relationships of concepts

Place Value

Procedural Fluency

Rules, procedures, algorithms, symbols

Long multiplication

Patterns of Learning

Mathematical Reasoning

Make sense, prove, justify, logical thinking/examination/explanation, critique

Smart by Shel Silverstein

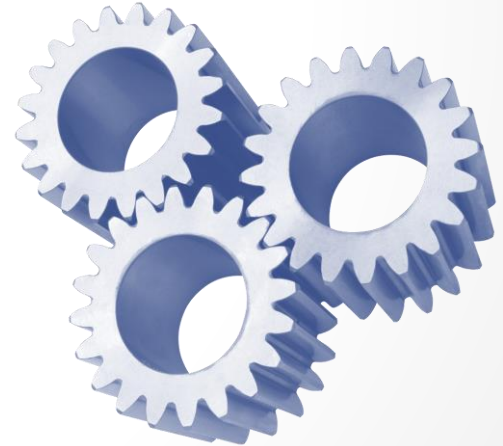
Problem Solving

Solving a non-routine problem

Write a word problem for which $25\text{kg } 32\text{g} - 23\text{kg } 83\text{g} = ?$, would be the solution equation.

Assessment for Whole Class

- Write, adapt or adopt an assessment with 3-4 dimensions of mathematical understandings
- Writing an evaluation criteria
- Score - Feedback, grade



Before Dry Run: Task 4

- Math context for learning

(max. of 3 Arial 11-pt single-spaced pages with 1" margins)

- Confidentiality and professionalism
- Demographics – district, school, class, curriculum, socio-norms of the class, expectations of cooperating teacher

- Math learning segment

(max. of 2 Arial 11-pt single-spaced pages with 1" margins)

- State content standards
- Central focus
- 3-5 lessons
- Learning objectives, Instructional strategies, learning tasks, formative and summative assessment

- Commentary

(max. of 8 Arial 11-pt single-spaced pages with 1" margins)

- Teacher candidate takes full responsibility
- Is in charge
- There are four prompts thus four commentaries to write but three rubrics

- Artifacts

(No page number limitations)

- One blank whole class assessment and evaluation criteria
- Three student work samples from whole class assessment
- Three student work samples from re-engagement lesson

File type to use for Task 4 are .doc, pdf, .docx or .odt

After Dry Run: Task 4

Review four parts of prompt 1 commentary & rubric 16.

Artifact: blank copy of assessment

- Whole class assessment based content of the 3-5 lessons; standards and objectives; evaluation criteria; scored; analyzed quantitatively and qualitatively
- Patterns of learning of class wrt the 3-4 math understandings (CU, PF, MR/PS)

Review prompt 2 commentary & rubric 17. Artifacts: 3 students work samples from whole-class assessment

- Write **one math area of struggle**. Choose 3 students' work sample with the same struggle to support and provide evidence. One of these students must have a learning need
- Cite each; explain and elaborate; relate & connect impact of **math struggle** to big math ideas

Review the five bullets of prompt 3, prompt 4 and rubric 18.
Artifacts: 3 students work samples from re-engagement lesson

- Plan a lesson (write objective(s) of lesson aligned with area of **identified math struggle**). Teach, assess and collect a written work of the 3 focus students at the end of the lesson.
- Were the strategies effective/ineffective? Cite evidence from each focus student work, explain and elaborate. Make an overall evaluation; change in student math understanding or misconception.

Work Cited

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