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edTPA Training Day 3: Task 3-4 Explanations, Soft skills, and Blended Learning

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Day 3 Review – Task 3-4

Explanations

Resources

Key issues

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Task 3

Assessment

Assessment

- Select **one** assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills.
- Attach the assessment used to evaluate student performance to the end of the Assessment Commentary.
- Define and submit the evaluation criteria you will use to analyze student learning.
- Collect and analyze student work from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class.

Assessment

- Select **3 student work samples** to illustrate your analysis of patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your **focus students**.
- Summarize the learning of the whole class, referring to work samples from the 3 focus students to illustrate patterns in student understanding across the class.
- Submit feedback for the work samples for the 3 focus students in written, audio, or video form.
- Analyze evidence of students' language use from (1) the video clips from Literacy Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, **AND/OR** (3) the student work samples from Literacy Assessment Task 3.
- Analyze evidence of student learning and plan for next steps by responding to commentary prompts.

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Feedback

Task 3

Feedback

- https://www.teachthought.com/technology/20-ways-to-provide-effective-feedback-for-learning/
  - Feedback should be educative in nature
  - Feedback should be given in a timely manner
  - Be sensitive to the individual needs of the student
  - Ask the 4 questions
    - What can the student do?
    - What can't the student do?
    - How does the student's work compare with that of others?
    - How can the student do better?

Feedback

- Feedback should reference a skill or specific knowledge
- Give feedback to keep students “on target” for achievement
- Host a one-on-one conference
- Feedback can be given verbally, non-verbally or in written form
- Concentrate on one ability

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Use of Feedback

Task 3

Use of Feedback

- Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

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Language Use and Content Learning

Task 3

Language Use and Content Learning

- Explain and provide concrete examples for the extent to which your students were able to use or struggled to use selected language function,
- vocabulary or key phrases, **AND**
- discourse or syntax
- to develop content understandings

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Use of Assessment Results

Task 3

Use of Assessment Results

- Based on your analysis of student learning describe next steps for instruction to impact student learning
  - The whole class
  - The 3 focus students
  - Other individuals/groups with specific needs
- Explain how these next steps follow from your analysis of student learning.
- Support your explanation with principles from research and/or theory.

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Questions?

Task 3

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Task 4

Mathematics

Setting the Context

- **Select a class.** If you teach more than one class, select one focus class for this task. If your placement for elementary mathematics has you responsible for a group rather than a whole class, plans should describe instruction for that group (**minimum of 4 students**). That group will constitute "the whole class" for edTPA Mathematics Assessment Task 4.
- **Provide context information.** The Elementary Mathematics Context for Learning Information form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 4 pages, including prompts**.
- **Identify a learning segment.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons** that will include the student formative assessment you will analyze for this task.
- **Identify a central focus** along with the content standards and objectives taught in the learning segment and assessed in this task. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.
- **Briefly describe the instruction** preceding the formative assessment using the Elementary Mathematics Learning Segment Overview (**no more than 2 pages**).

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Analyzing Student Work

Task 4

Analyzing Student Work

- **Before Re engagement Lesson**

- **Develop or adapt a formative assessment** that will allow you to assess whole class learning. It should be an assessment that is completed by the whole class featured in a learning segment. (If you are teaching only a group within the class for the learning segment, that group will be "the whole class.") The formative assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate:

- conceptual understanding
- computational/procedural fluency
- mathematical reasoning/problem-solving skills

- **Submit a blank copy** of the chosen formative assessment, including directions/prompts provided to the students.

Analyzing Student Work

- **Before the re engagement lesson continued**
- **The evaluation criteria** you will use to analyze student learning related to the mathematical understanding described above for the formative assessment.
- **Collect and analyze student work** from the chosen formative assessment and summarize student learning in graphic (chart or table) or narrative form to identify patterns of learning within and across learners in the class. You may submit text files with scanned student work **OR**, for oral assessments of primary grade students (e.g., counting), a video or audio file. (Note that the oral assessment must be given to each student in the whole class, though not necessarily on the same day.) For each focus student, a video or audio work sample must be no more than 5 minutes in total running time.
- **Select and submit 3 work samples that demonstrate an area of struggle identified in your analysis and analyze the errors or misconceptions related to the struggle.**

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Re-engaging Students in Learning Mathematics

Task 4

Task 4 Commentary

- Your commentary should be **no more than 8 single-spaced pages, including the prompts**.
- Attach the assessment, including prompts, used to evaluate student performance after the re-engagement lesson (**no more than 5 additional pages**)
- These additional pages do not count toward the commentary page limit noted above.

Task 4 Commentary

- 1a-1c on commentary is talking about the standard/objective taught prior to any re engagement lesson.
- For 2a-2c:
- From your analysis of whole class student learning, identify **one** area where students struggled mathematically.
- Select **3 student work samples** that represent the struggles in this area. These students will be your focus students for this task. **At least one of the focus students must have specific learning needs.**

Task 4 Commentary

- 3a-3b:
- Based on your analysis of the focus students' work samples, write a targeted learning objective/goal for the students related to the area of struggle.
- Describe the **re-engagement lesson** you designed to develop each focus student's mathematical knowledge in relation to the targeted learning objective/goal.
- Teach the re engagement lesson

Task 4 Commentary

- Analyze the effectiveness of the strategies you used during the re-engagement lesson to develop students' mathematical understanding in the identified area of struggle.

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Questions?

Task 4

Day 3 Team Work - Completed via Discussion Forum

Discuss Day 3 assignment with your team. Share each of the elements that you came up with. Give one another feedback and ideas.

Discuss the deconstructing questions and guiding questions you created for your assignment. What other guiding questions and/or feedback could you give to your students based on appropriate guidelines for feedback.

- How does deconstructing/unpacking standards assist in scaffolding plans?
- Review the deconstructed standard(s), how will these help in supporting your students?

Discuss what you learned about edTPA and ask any last questions you might have.

Next Steps

Complete/submit assignments for Day 3

All assignments should be completed by Day 3, 11:59 pm AZ Time.

Certificates will be awarded within one week from Day 3.

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Thank you
Questions?