SHU Elementary Education-edTPA checklist (literacy and numeracy handbook),2017-2018

Disclaimer: This checklist does not replace the need to read and review the official edTPA Handbook and other resources. It serves as a tool to assure the details required within each task are considered and completed before submission.

Task #1: Literacy Planning Task
"In Literacy Planning Task 1 you will describe your plans for the learning segment [_think mini unit of 3 to 5 lessons_] and explain how your instruction is appropriate for the students and the content you are teaching." (page 12, edTPA Elem Handbook)

Action	Questions	Completed
1. **Review the glossary** (Handbook pages 68-75) Pay particular attention to the following terms: • Language demands: functions, vocabulary, discourse, language supports (also see our support chart for this topic) • Assets (linked to knowing your students) • Central focus • Evaluation criteria • Learning segment • Misconception • Essential literacy strategy • Reading/writing connections • Related skills		
2. **Complete the Elementary Literacy Context for Learning** (located in Chalk and Wire under Task #1) ____Maximum of no more than 4 pages; single space. This includes the prompts—DO NOT delete the prompts. ____Use Arial 11 point font ____Provides context for the reviewer about how literacy is taught in your class and who your students are. _Can they tell this from what you wrote?_ ____When completing the table with your own class information, delete their examples provided within the document.		

Action	Questions	Completed
____*Be thoughtful about the detail provided in the table about the specific learning supports, accommodations and modifications students might need. This becomes a valuable cross check with your lesson plans and commentary to show consistency in what you know they need and how you plan to address it.* ____When you upload this back into C&W, you can do it as a Word Document or a PDF		
3. **Identify a learning segment** [think mini unit of 3-5 lessons] **that you will PLAN, TEACH, and ANAYLZE.** __The lessons must be consecutive (if Language Arts is not taught every day, the lessons must be consecutive across the timeframe required to complete the learning segment) __If you are in a setting with co-teaching, you must serve as the lead teacher for this learning segment. __You may and should discuss the learning segment with your teacher, but you are responsible for the formal planning and leading instruction. *(See support guidelines for more detail.)*		
4. **Identify a central focus for the selected learning segment. The central focus must include TWO key points:** ____An essential literacy strategy (either in Comprehension or Composition) ____The related skills needed to develop and apply your essential literacy strategy. *Look at the graphic organizer for task 1 to help see the connections between these points.*		
5. **Develop the lesson plans for the lessons in the learning segment (use the SHU lesson plan model):** ____Lesson plans cannot exceed 4 pages per plan ____You DO NOT have to include the reflection component of the plan since your edTPA commentary serves as your reflection (you can delete this box from the plan) ____Academic language demands are a part of each lesson plan. This information will help inform how you address that portion of the Task #1 commentary. ____The lesson plan asks for the research/best practices you decided to use to support your planning decisions. If you note it		

Action	Questions	Completed
here, then it is easy to pull from the plans to support your commentary. ___*Be clear in your plans about the ways in which you will differentiate to serve a range of learners (including those you noted in your Elementary Literacy Context for Learning)* ___Submit ALL of your lesson plans in a SINGLE file (we'll give you directions in class about how to merge files to create a single PDF) ___Label each lesson within the file clearly as LESSON 1, LESSON 2, etc. *If you make changes to your plans when you actually teach the lessons, you can share information about that in Task #2. You are submitting your original lesson plans in Task #1		
6. Respond to the Task #1 Commentary (available in Chalk and Wire) ___There are 5 prompts and all have subsections. You must complete each prompt and subsection. • Prompt 1: Central Focus (A, B, and C) • Prompt 2: Knowledge of Students to Inform Learning (A and B) • Prompt 3: Supporting Students' Literacy Learning (A, B, and C) • Prompt 4: Supporting Literacy Development through Language (A, B, C, and D_ • Prompt 5: Monitoring Student Learning (A and B) ____The commentary may not be more than 9 pages (you must keep the prompts within the document—do NOT delete them). ____ **Use Arial 11 point type** ____ Under each prompt you will see two brackets [ ] Type your commentary response WITHIN those brackets. ____ Single space in the commentary ____ You may use bullet points in responses when that makes sense to you; just make sure you are addressing ALL parts of the prompt. ____ NO live hyperlinks within the commentary		

Action	Questions	Completed
_____ Bold, underlining, italic is permissible. Use these thoughtfully, not overapplying, to emphasize your central message		
7. **Gather your Instructional Materials** ____These are created by you (not a form or template downloaded from Chalk and Wire) or reflect materials that are part of specific district curriculum. ____No more than 5 pages of KEY instructional materials **per** lesson plan ____Submit all instructional materials in a SINGLE file (similar to the lesson plans, with each item clearly labeled such as Lesson 1, Instructional Material) <u>PDF or DOC or DOCX</u> files permitted for this SINGLE file. ____Make sure the materials are sequenced in the SINGLE file in the order they are used in the lessons.		
8. **Gather your Assessments** ____As with the lesson plans and instructional materials, you'll prepare a SINGLE file with all of the assessments you use across the learning segment [3 to 5 lessons]. These may be part of a district curriculum or created by you or a combination of both. ____Make sure the assessments are sequences in the SINGLE file in the order they are used in the lessons. ____Make sure each assessment is clearly labeled such as Lesson 1 Assessment, Lesson 2 Assessment)		

Resource Supports for Task #1
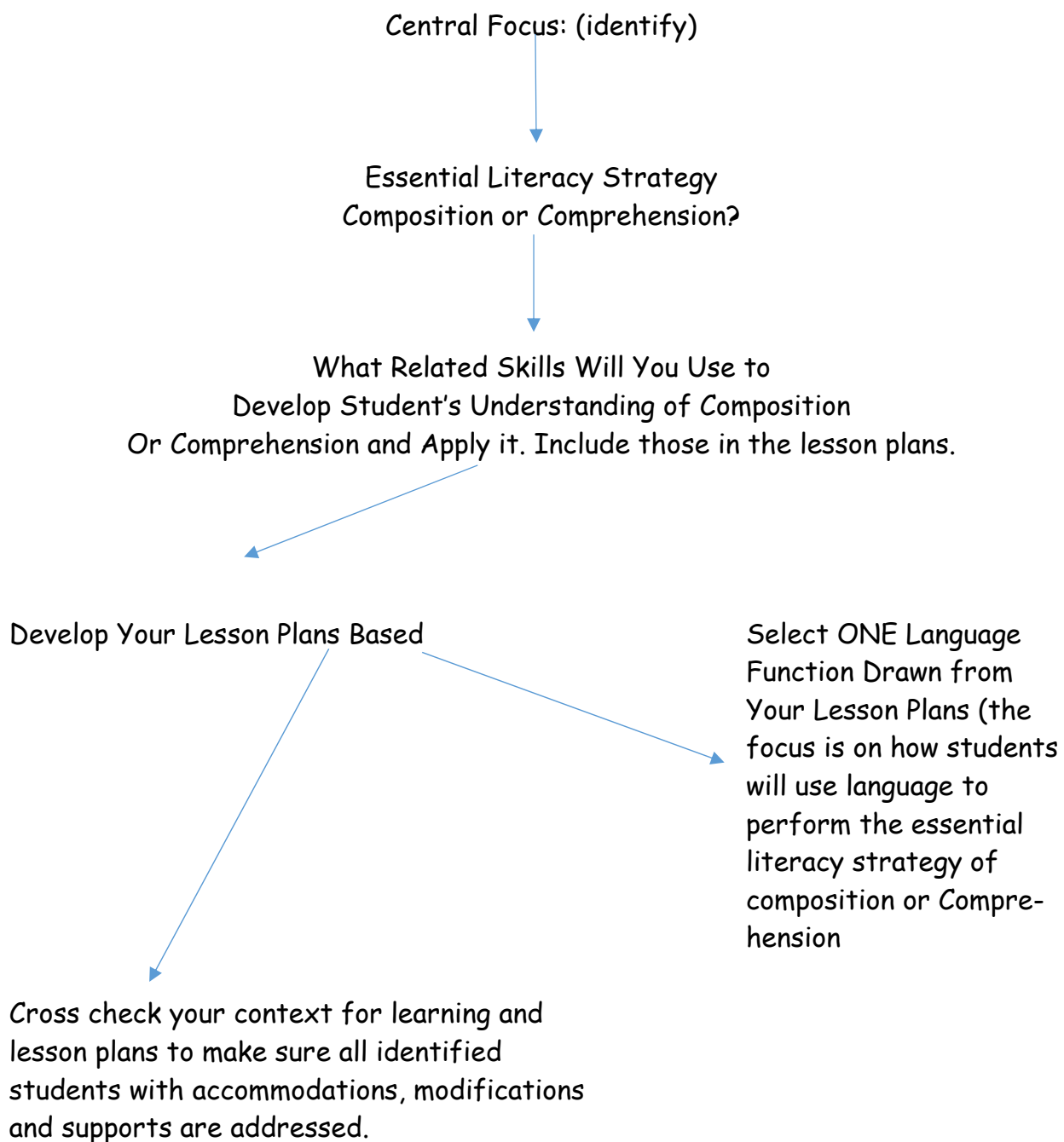
What are the <u>language demands</u> for a lesson? This table addresses what the function, vocabulary, and discourse is for a lesson along with the supports you'll provide to ensure students learn and apply the demand.

Task #1 commentary will ask you to focus on just ONE selected language demand from the learning segment [3-5 lesson mini unit]. Prompt #4. By using this table to

outline the language demands within each lesson, you'll have a strong foundation to select your ONE language demand and how to respond about it in the commentary.

Language Demand	Description of the Language Demand	Supports You Use to Help Students Learn the Language Demand
Function	The verb/action word in your objective (e.g. compare/contrast, describe, identify, write)	e.g. modeling, anchor chart, pair and share, graphic organizer
Vocabulary	The terms and phrases that are specific to the content of the lesson and help address the function. (e.g. condensation, temperature)	e.g. word wall, sight word list, identify and define words
Discourse	The product completed at the end of the lesson that demonstrates the student's understanding of the language demand (e.g. essay, paragraph, exit slip, graphic organizer, role play)	e.g modeling, peer review, graphic organizer, oral response

Graphic Organizer for planning: (see page 70 of Handbook)

Central Focus: (identify)

Essential Literacy Strategy
Composition or Comprehension?

What Related Skills Will You Use to
Develop Student's Understanding of Composition
Or Comprehension and Apply it. Include those in the lesson plans.

Develop Your Lesson Plans Based

Select ONE Language Function Drawn from Your Lesson Plans (the focus is on how students will use language to perform the essential literacy strategy of composition or Comprehension

Cross check your context for learning and lesson plans to make sure all identified students with accommodations, modifications and supports are addressed.

Connecting Literacy Education courses/content with the edTPA
(developed by Dr. Lourdes Mitchel)

edTPA Language	Seton Hall Connections
1. Central Focus	1. Goal 2. Big Idea 3. Outcomes
2. Learning Segment [3 to 5 lessons]	mini unit units of study (workshop model) weekly plans lesson series
3. Essential Literacy Strategy *Comprehension OR Composition*	**Comprehension**: What students use to make sense of text they are reading : **Comprehension Strategies**: Visualizing, Predicting, comparing and contrasting, analyzing character development, setting etc., Summarizing, Questioning, Monitoring , Metacognition/Evaluating , Think Alouds, **Composition:** What tools students used to organize ideas and communicate message to audience. **Composition Strategies**: Writing process, read write connections, Brainstorming, note taking, outlining, annotating, use prompts
4. Support skills for the essential literacy strategy	What teachers model and do to provide students with the ability to use the literacy strategy in composition or comprehension. Model and give feedback using varied approaches specific to learning outcomes. Some are

edTPA Language	Seton Hall Connections
	Drawing
	Retelling
	Graphic Organizers
	Recognizing text Features/Structure
	Listing
	Used Titles and subheadings
	Story maps
	KWL Charts
	Story Boards
	Diagrams
	Rereading
	Modeling exemplars
	Feedback with rubrics etc

Summary points for consideration regarding Task #1:

_____Can you envision how portions of your learning segment will come across in the video evidence in Task #2?

_____For example, can you envision how your engagement of students will look based on your plans?

_____Can you envision how your student's use and application of the language demands will look based on your plans?

**If it's hard to envision, you might want to consider a modification to your plans.

_____There are 5 parts to Task #1

_____Context for Learning (download from C&W, fill in, upload back to C&W)

_____Lesson Plans (SINGLE file created by you and uploaded to C&W)

_____Instructional materials (SINGLE file created by you; uploaded to C&W)

_____Assessment materials (SINGLE file created by you; uploaded to C&W)

_____Commentary (download from C&W, fill in, upload back into C&W)

_____Task #1 may be completed and uploaded PRIOR to teaching/beginning Task #2.