

## SHU Secondary Education-edTPA checklist (for all Content Areas),17-18

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 Planning for Instruction and Assessment

"In Planning Task #1, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching." (Secondary edTPA Handbooks, page 8)

Action	Questions	Completed
<p>1. <b>Review the glossary</b> toward the back of your content handbook. Pay particular attention to the following terms:</p> <ul style="list-style-type: none"><li>• Language demands: functions, vocabulary, discourse, language supports (also see our support chart for this topic)</li><li>• Assets (linked to knowing your students)</li><li>• Central focus</li><li>• Evaluation criteria</li><li>• Learning segment</li><li>• Planned supports</li></ul>		
<p>2. <b>Complete the Context for Learning</b> (located in Chalk and Wire under Task #1)</p> <p>___Maximum of no more than 4 pages; single space. This includes the prompts—DO NOT delete the prompts.</p> <p>___Use Arial 11 point font</p> <p>___Provides context for the reviewer about how content is taught in the specific class you have selected and who your students are. <i>Can they tell this from what you wrote?</i></p> <p>___When completing the table with your selected class information, delete their examples provided within the document.</p> <p>___<i>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.</i></p> <p>___When you upload this back into C&amp;W, you can do it as a Word Document or a PDF</p>		

Action	Questions	Completed
<p><b>3. Identify a learning segment</b> [think mini unit of 3-5 lessons] <b>that you will PLAN, TEACH, and ANALYZE.</b></p> <p>___The lessons must be consecutive across a series of days.</p> <p>___If the content is taught in large time blocks, you may select a learning segment of 3-5 hours of connected instruction.</p> <p>___If you are in a setting with co-teaching, you must serve as the lead teacher for this learning segment.</p> <p>___You may and should discuss the learning segment with your teacher, but you are responsible for the formal planning and leading instruction. <i>(See support guidelines for more detail.)</i></p>		
<p><b>4. Identify a central focus for the selected learning segment.</b></p> <p>___Each content area, in the Handbook under "What Do I Need to Do" in Task #1, will list the specific focus content/processes to be included in the central focus.</p> <ul style="list-style-type: none"> <li>• For example: Math's central focus must include conceptual understanding, procedural fluency and mathematical reasoning and/or problem solving.</li> <li>• For example: Social Studies' central focus must include using facts and concepts, using inquiry, interpretation or analysis to build and support arguments about historical events, themes or phenomenon.</li> </ul> <p><i>*Look at the SHU graphic organizer for task 1 (at the end of this list) to help see the connections between these points.</i></p>		
<p><b>5. Develop the lesson plans for the lessons in the learning segment (use the SHU lesson plan model):</b></p> <p>___Lesson plans cannot exceed 4 pages per plan</p> <p>___You may bullet point items within the plan.</p> <p>___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)</p> <p>___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.</p> <p>___The lesson plan asks for the research/best practices you decided to use to support your planning decisions. If you note it here, then it is easy to pull from the plans to support your commentary.</p>		

Action	Questions	Completed
<p>____ <b><i>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 Context for Learning)</i></b></p> <p>____ 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)</p> <p>____ Label each lesson within the file clearly as LESSON 1, LESSON 2, etc.</p> <p>*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</p>		
<p><b>6. Respond to the Task #1 Commentary (available in Chalk and Wire)</b></p> <p>____ There are 5 prompts and all have subsections. You must complete each prompt and subsection (such as A, B, C).</p> <ul style="list-style-type: none"> <li>• Prompt 1: Central Focus (A, B, and C)</li> <li>• Prompt 2: Knowledge of Students to Inform Learning (A and B)</li> <li>• Prompt 3: Supporting Students' Content Area Learning (A, B, and C)</li> <li>• Prompt 4: Supporting Content Area Development through Language (A, B, C, and D)</li> <li>• Prompt 5: Monitoring Student Learning (A and B)</li> </ul> <p>____ The commentary may not be more than 9 pages (you must keep the prompts within the document—do NOT delete them). Please review your content specific handbook, specifically the EVIDENCE CHART at the end of it, to confirm if your area has a different page length.</p> <p>____ <b>Use Arial 11 point type</b></p> <p>____ Under each prompt you will see two brackets [ ] Type your commentary response WITHIN those brackets.</p> <p>____ Single space in the commentary</p> <p>____ You may use bullet points in responses when that makes sense to you; just make sure you are addressing ALL parts of the prompt.</p> <p>____ NO live hyperlinks within the commentary</p>		

Action	Questions	Completed
<p>_____ Bold, underlining, italic is permissible. Use these thoughtfully, not overapplying, to emphasize your central message</p>		
<p><b>7. Gather your Instructional Materials</b></p> <p>_____ 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.</p> <p>_____ No more than 5 pages of KEY instructional materials <b>per</b> lesson plan</p> <p>_____ 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.</p> <p>_____ Make sure the materials are sequenced in the SINGLE file in the order they are used in the lessons.</p>		
<p><b>8. Gather your Assessments</b></p> <p>_____ 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.</p> <p>_____ Make sure the assessments are sequences in the SINGLE file in the order they are used in the lessons.</p> <p>_____ Make sure each assessment is clearly labeled such as Lesson 1 Assessment, Lesson 2 Assessment)</p>		

### Resource Supports for Task #1

What are the language demands 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

Central Focus: (connect to the specific subjects/processes required for your unique content area)

Develop Your Lesson Plans Based On

Select ONE Language Function Drawn from Your Lesson Plans (the focus is on how students will use language to demonstrate the central focus)

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

**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.