

## General Vocabulary:

- **Academic language:** Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. There are language demands that teachers need to consider as they plan to support student learning of content. These language demands include language functions, vocabulary and/or symbols, discourse, and syntax.
  - **Language Demands:** Specific ways that academic language (vocabulary and/or symbols, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their disciplinary understanding (e.g.,
  - **Language Functions:** The content and language focus of the learning task, represented by the active verbs within the learning outcomes. (e.g.,
  - **Vocabulary:** Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline (e.g.,
  - **Discourse:** Discourse includes the structures of written and oral language, as well as how students talk, write, and participate in knowledge construction in ways that are appropriate both to their development and to the discipline (e.g., . Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.
  - **Syntax:** The set of conventions for organizing symbols, words, and phrases together into structures (e.g.,
  - **Language Supports:** The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines (e.g., . The language supports planned within the lessons in edTPA should directly support learners to understand and use identified language demands (vocabulary and/or symbols, language function, and discourse or syntax) to deepen content understandings.
- **Assets** (knowledge of students)
  - **Personal:** Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
  - **Cultural:** Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
  - **Community:** Refers to common backgrounds and experiences that students bring from the community where they live, such as resources, local landmarks, community events and practices, and so on, that a teacher can draw upon to support learning.
- **Central Focus:** A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts

and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. Examples include:

- **Learning Segment:** A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end.
- **Learning Task:** Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment.
- **Planned Supports:** Planned supports are the learning environment, instructional strategies, learning tasks, materials, accommodations, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the central focus.

### **Elementary Literacy:**

- **Essential Literacy Strategy:** The essential literacy strategy is the specific strategy for comprehending or composing text that you will teach across your learning segment lessons. It should be clearly tied to your segment’s central focus and stem from that big, overarching idea for student learning in literacy. Example strategies for reading include summarizing a story, comparing and contrasting, using evidence to predict, interpreting a character’s feelings, or drawing conclusions from informational text. Example strategies for writing include organizing ideas before writing, note taking from informational text to support drafting a topic, using graphic organizers to organize writing, using a rubric to revise a draft, or using quotes as evidence to support an argument.
- **Related Skills:** Literacy skills that students will develop and practice while learning an essential literacy strategy for comprehending or composing text within the learning segment. These skills should help students understand and apply the essential literacy strategy that you are teaching. Not to be confused with prerequisite skills, which are fully developed before the learning segment begins. Examples include decoding, recalling, sequencing, writing conventions, or writing paragraphs.
- *Important Concepts:* Literacy Skills and Reading/Writing Connections

### **Elementary Mathematics:**

- *Important Concepts:* Conceptual Understanding, Mathematical Reasoning, Mathematical Understandings, Procedural Fluency, Problem-Solving Skills, and Representation

### **Early Childhood Education:**

- *Important Concepts:* Active Nature of Young Children's Learning, Interdisciplinary, Multimodal Nature of Young Children’s Learning, and Whole Child

### **Secondary Social Studies:**

- *Important Concepts:* Analysis, Arguments, Concepts, Facts, Inquiry, Interpret, Social Studies Phenomenon

### **Secondary English:**

- *Important Concepts*: Complex text

### **Secondary Mathematics:**

- *Important Concepts*: Conceptual Understanding, Mathematical Reasoning, Problem Solving Skills, Procedural Fluency, and Representation

### **Secondary Science:**

- *Important Concepts*: Data, Evidence-based Explanation, Evidence (scientific), Preconceptions, Science Practices Through Inquiry

### **World Languages**

- **Language Forms**: Structures or ways of organizing oral or written language serve a particular function. Language forms can be at the sentence level, paragraph level, or symbolic level. If the function is to compare, then appropriate language forms could include Venn diagrams or pattern sentences such as “The is longer/larger/heavier than the .” If the function is to greet, then appropriate language forms could be practiced via a role-play or simulation in which students use culturally appropriate greeting expressions (e.g., “Hi,” “How are you?”, “Nice to meet you” in the target language). Language forms also include essential vocabulary students need to know to be able to communicate in the target language in meaningful cultural context(s).
- **Language Functions**: The function is the purpose the language is intended to achieve within school and in real-world contexts, both orally and electronically, as well as in written forms. Language functions consist of what speakers do and accomplish by using language in meaningful contexts. Common interpersonal language functions include greeting, expressing likes and dislikes, making requests, giving and receiving information, initiating and ending conversations, and so on. Common academic language functions include defining, classifying, comparing/contrasting, explaining, arguing, interpreting, and evaluating ideas. To help you find the language functions in your learning segment, remember that language functions are associated with verbs (i.e., actions) found in your learning outcome statements.
- *Important Concepts*: Communication, Communicative Proficiency, Cultural practices, products, and perspectives, Input, Language Task, Meaningful cultural context(s), Modes of Communication

### **Visual Arts:**

- *Important Concepts*: Create Visual Art, Present Visual Art, Respond to Visual Art, and Student Choice

### **Performance Arts:**

- *Important Concepts*: Artistic Expression, Content Examples, Contextual Understandings, Creativity, Demonstration, Knowledge/skills, Modeling, Response(s), Solfege

### **Health Education:**

- *Important Concepts*: Functional Health Knowledge, Group Norms, Health-related skills, Healthy behavioral outcomes, Personal Beliefs

### **Special Education:**

- **Learning Goal:** The special education edTPA uses the term learning goal instead of central focus. The learning goal is a short-term learner outcome that is achieved over time by meeting related lesson objectives, the outcome of the learning segment, what the focus learner will know or be able to do by the end of the 3-5 lessons. This includes acquisition, fluency, maintenance, or generalization.
- **Communication Skill:** The special education edTPA uses the term communication skill instead of academic language. The communication skills are specific ways that communication is used by learners to participate in learning tasks and/or demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.
- **Communication Supports:** Strategies that are used to build the focus learner's goal-related communication within a learning task. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.
- *Important Concepts:* Scaffolding, Self-determination, and Self-directed learning strategies