Formative Feedback on Task 1: University Supervisor Checklist

The following checklist is designed to help the University Supervisor review Task 1. While University Supervisors are encouraged to provide detailed feedback directly on the candidate’s submission, this list of items is especially important to consider when reviewing candidate work. As a reminder, Candidates are required to submit Task 1 to University Supervisors a minimum of one week prior to midterm conference. Please notify the Office of Clinical Experiences if a candidate is having difficulty getting their Task 1 submitted.

Context for Student Learning (CSL)

☐ CSL is clear with special attention to the varied learning needs of students (e.g. 504s, IEPs, ENLs, varied levels such as high ability or struggling reader).

☐ Reader understands which instructional time of day is the focus for Task 1.

NOTES:

Planning around Central Focus – Plans/Instructional Supports

☐ Align with the learning objectives and central focus.

☐ Address the general learning needs of the whole class.

☐ Include, if applicable, required instructional/social supports for students with IEPs or 504 plans.

☐ Address the needs of individual students and/or groups of students, beyond IEP or 504 requirements.

☐ Reflect knowledge of students’ prior learning and/or experiences/assets.

☐ Identify possible preconceptions, errors, or misconceptions associated with the central focus, and describe strategies to identify and respond to them.

☐ Include supports for language demands associated with the learning objectives and central focus. (Specific supports targeting vocabulary and/or symbols must be addressed. Additionally, candidates must plan supports for either syntax or discourse demands.)

☐ Include engaging opportunities for students.

☐ Include tasks/activities to deepen students’ learning (application level or higher on Bloom’s Taxonomy).

NOTES:
**Monitoring Student Learning**

- Thoughtful assessment plan aligned to the overarching central focus and/or individual lesson objectives.

- Evaluation criteria for summative and/or formative assessments.

- Meaningful assessment/s targeted toward student/s understandings of subject area concepts/practices. Assessments aligned to the central focus.

- Multiple forms of evidence/assessments, not just the same kind of evidence, to monitor understanding of concepts.

- Research and/or theory to support planning and assessment provided.

**NOTES:**

**Video Status (must indicate one)**

- Video permission deemed NOT necessary by school.

  OR

- edTPA video permission has been sought from parents and finalized.

**NOTES:**

**Candidate’s Readiness to Proceed to Task 2 and Task 3**

- Candidate is ready.

- Candidate is not ready.

**Date for follow-up discussion about edTPA:**

**Date entire edTPA is submitted via Taskstream:**