

Providing Formative Feedback:

Tips for University Supervisors Reviewing edTPA Task One

General Suggestions Frequently Given to Candidates:

- Respond to prompts in bulleted or narrative form.
- Respond to every part of each prompt.
- Pay attention to the verbs in each prompt.
- Do not showcase or simply summarize.
- Provide specific, concrete examples to support analysis:
 - Show understanding of how students are learning from instruction provided.
 - Identify and analyze what behaviors are facilitating student learning, and provide evidence of their learning.
- Do not merely repeat prompt or rubric language as responses to commentary prompts; always include examples and evidence of the instruction that occurred.

Frequent Candidate Questions Regarding Central Focus & Lesson Planning:

What is CENTRAL FOCUS? It is a significant understanding that the candidate wants students to develop in the learning segment. It is a description of the important identifiable theme, essential question, or topic within the curriculum. (e.g., not simply that Columbus sailed in 1492; but also some conceptual understanding of exploration and imperialism.)

How to plan/complete edTPA when working within a prescribed curricula?

Explain this in the Context for Learning. Lesson plans and Planning Commentary should address how candidate modified these lesson plans with students' backgrounds and/or needs in mind.

How to tie knowledge of students into learning segment/lesson planning and commentaries?

The learning segment should capitalize on student strengths and address the individual needs that must be considered in order to help students meet the objectives of the learning segment.

Frequent Reminder to Candidates: When describing what candidate knows about students, candidate must be sure that this information is based on *knowledge of students* and not based on *assumptions or stereotypes* associated with their age or ethnic, cultural, or socio-economic backgrounds.

Assessment Planning Suggestions Frequently Given to Candidates:

- Assessments measure how well students understand—not just remember—and apply what they are learning.
- Include both formal and informal assessments throughout the learning segment.
- Thinking ahead to Task 3:
 - The ONE assessment chosen to analyze for Task 3 should align with the central focus and one or more of the stated learning objectives.
 - May be formal or informal, formative or summative, but it needs to result in evidence of student learning according to the evaluation criteria you describe.
 - The assessment should allow the students to demonstrate their thinking in some way.
 - Evaluative criteria should:
 - ◆ Align with the objectives of the learning segment.
 - ◆ Assess the outcomes of your learning segment as related to the central focus.

The Dos and Don'ts to Guide edTPA Completion:

In addition to edTPA Handbooks, candidates are provided access to another resource, the “Making Good Choices Support Guide for edTPA Candidates.” This guide provides general support and suggestions to the edTPA from a non-subject-specific standpoint. All candidates - except for those completing the Special Education edTPA - receive the same Good Choices guide.

Below you will find snippets from the Good Choices guide related to what candidates should do and should avoid in completing each Task of the edTPA. We encourage you to use this information to assist in completing the formative feedback, and also in providing advice for candidates as they plan their course through the final two sections of the edTPA.

Source for all information – MAKING GOOD CHOICES. Support Guide for edTPA Candidates 2017-2018, pp. 7-40. Copyright © 2017 Board of Trustees of the Leland Stanford Junior University.

Planning Task (Task 1) Key Points:	
What to include:	What to avoid:
<p>Plans for instruction that include a focus on developing thinking skills related to the central focus (explanation, synthesis, evaluation) in addition to skills, facts, and procedures</p> <p>Rationale for your instructional choices in your commentary, not your lesson plans</p> <p>Explicit justification of why your instructional strategies, materials, and planned supports (including supports for language) are appropriate for YOUR students</p>	<p>Instruction or assessment that focuses primarily on memorization or rote application of facts, skills, or procedures</p> <p>Vague or incomplete planning in your lesson plans and commentary for students with IEP or 504 plans (disregard if you have no students with IEP/504 plans)</p> <p>Deficit or stereotypic descriptions of students</p> <p>Lack of alignment between standards, objectives, learning tasks, and/or assessments and the central focus</p>
Instruction Task (Task 2) Key Points:	
What to include:	What to avoid:
<p>Video evidence that explicitly depicts you addressing the subject-specific requirements for Task 2 as described in your handbook</p> <p>References in your commentary responses to specific examples found in your video clip(s)</p> <p>Time stamps identifying evidence from the video clip(s) in every response</p>	<p>Sharing your video PUBLICLY on YouTube, Facebook, or any other website (you must respect the privacy of students)</p> <p>Choosing a video clip that shows you making significant content errors</p> <p>Showing disrespect to students or allowing students to be disrespectful to each other</p> <p>Choosing a video clip during which the focus is largely classroom management</p> <p>Choosing a video clip that does not reflect your subject-specific focus</p>

Assessment Task (Task 3) Key Points:

What to include:	What to avoid:
<p>Analysis of ONE assessment that allows students to display a range of understanding of the specified subject-specific elements of your central focus (EXCEPTION: See handbooks for Early Childhood and Physical Education for requirements for multiple assessments.) Focus student work samples that represent a range of performance on the chosen assessment(s)</p> <p>A focus on important trends in student performance, supported by examples from focus students' work samples</p> <p>Explanation of any modifications made to a chosen assessment in order to address student learning needs (i.e., differentiated versions of the same assessment)</p> <p>Concrete evidence of feedback for each focus student</p> <p>Concrete evidence of academic language use (from video clip and/or student work samples) and support for that use</p>	<p>A lengthy list of learning objectives being measured, many of which are not closely related to the analyzed assessment</p> <p>An assessment that only allows students to display a narrow range of knowledge and skills</p> <p>An assessment that was completed by a group of students, not individually. (Condition Code G may be applied if at least some portion of the submitted assessment evidence does not demonstrate your analysis of individual learning.)</p> <p>Self-assessments, peer assessments, and checklists or rubrics without the student work analyzed</p> <p>Superficial analysis of student learning (e.g., there is no citation of evidence from student work samples or the analysis focuses on trivial aspects of the performance)</p> <p>Misalignment between evaluation criteria, learning objectives, and/or analysis</p> <p>Feedback that is developmentally inappropriate or disrespectful to students, or that contains significant content inaccuracies</p> <p>Vague descriptions of how focus students will understand and apply the feedback they received for the assessment analyzed</p> <p>Analysis of your use of academic language instead of students' use</p> <p>Identifying next steps for learning that are not related to your analysis of student learning</p>

Reminder: Teacher candidates are expected to submit their Task 1 *draft* to university supervisors **prior to the Midterm Conference**. Please notify the Office of Clinical Experiences if a candidate is having difficulty getting her/his Task 1 submitted.

Formative Feedback Form

University Supervisor Checklist for edTPA Task One

The Formative Feedback Form is a checklist that identifies items of particular importance for supervisors to consider in reviewing candidate drafts of Task 1. This should be used as a guide to (and part of) more detailed feedback provided directly on candidate work.

Context for Student Learning (CSL)

- CSL identifies structure, curriculum, rules/policies unique to classroom, school and/or community.
- CSL is clear with special attention to the varied learning needs of students (e.g. 504/IEPs, ENLs, varied levels such as high ability or struggling reader/s).
- Reader understands which instructional time of the day is the focus for Task 1.

NOTES:

Planning around Central Focus - Plans/Instructional Supports

- Aligns with the learning objectives and central focus.
- Addresses the general learning needs of the whole class.
- Includes, if applicable, required instructional/social supports for students with IEPs or 504 plans.
- Addresses the needs of individual students and/or groups of students, beyond IEP or 504 requirements.
- Reflects knowledge of students' prior learning and/or experiences/assets.
- Identifies possible preconceptions, errors, or misconceptions associated with the central focus, and describe strategies to identify and respond to them.
- Includes 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.)
- Includes engaging opportunities for students.
- Includes tasks/activities to deepen students' learning (application level or higher on Bloom's Taxonomy).

NOTES:

Monitoring Student Learning

- Assessment plan is thoughtful and aligns to the overarching central focus and/or individual lesson objectives.
- Includes evaluation criteria for summative and/or formative assessments.
- Assessments are meaningful and targeted toward student understandings of subject area concepts and/or practices. Aligns assessments to the central focus.
- Includes multiple forms of evidence/assessments, not just the same kind of evidence, to monitor understanding of concepts.
- Provides research and/or theory to support planning and assessment.

NOTES:

Video Status

- Video permission deemed NOT necessary by school.
- edTPA video permission has been sought from parents but not yet finalized.
- edTPA video permission has been sought from parents and finalized.

Candidate's Readiness to Proceed to Task 2 and Task 3

- Minor suggestions for revision, video permissions finalized. Candidate is ready to proceed.
- Significant revision is recommended; candidate should revise and resubmit Task 1 for new feedback. Candidate is advised not to proceed to Task 2 and 3.
- Candidate must finalize video permissions before proceeding. Candidate cannot proceed until this is finalized.

NOTES: