EdTPA Checklist

edTPA Check-off List: Name of Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Instructions: Use this checklist to make sure all edTPA documents, artifacts, videos, and files are properly saved and submitted.

Task 1: Planning for Instruction and Assessment

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| Part | Name of File | Number of Files | Response Length | Additional Information | Completed |
| Part A: Context for Learning Information (template provided) | Name\_Context\_For\_Learning | 1 | No more than 4 pages, including prompts | * Use Arial 11-point. * Single space with 1-inch margins on all sides. |  |
| Part B: Lessons Plans for Learning Segment | Name\_Lessons\_Plans | 1 | No more than 4 pages per lesson plan | * Submit 3 to 5 lesson plans in 1 file. * Within the 1 file, label each lesson plan (Lesson 1, Lesson 2, Lesson 3, etc.). * All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans. |  |
| Part C: Instructional Materials | Name\_Lesson\_Instructional\_Materials | 1 | No more than 5 pages of KEY instructional materials per lesson plan | * Submit materials in one 1 file. * Within the file, label materials by the corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). * Order materials as they are used in the learning segment. |  |
| Part D: Assessments | Name\_Lesson\_Assessment | 1 | N/A | * Submit assessments in 1 file. * Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). * Order assessments as they are used in the learning segment. |  |
| Part E: Planning Commentary (template provided) | Name\_Planning\_Commentary | 1 | No more than 9 pages, including prompts | * Use Arial 11-point type. * Single space within 1-inch margins on all sides. * Respond to prompts **before** teaching the learning segment. |  |

Task 2: Instructing and Engaging Students in Learning

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| Part | Name of File | Number of Files | Response Length | Additional Information | Completed |
| Part A: For Video Clip(s) | Name\_Lesson\_#Clip1  Name\_Lesson\_#Clip2  ***When naming each clip file, include the number of the lesson shown in the video clip.***  Video Clips formatted in: flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v. | **1 to 2 video clips**  The file size of each video clip should be between 200 and 300 MB (500 MB limit) | **No more than 20 minutes total running time** | * Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear on the video. * Refer to Task 2, “What Do I Need to Do?” for video clip content and requirements. * Refer to Suggested Timeline edTPA binder for more information. * ***When naming each clip file, include the number of the lesson shown in the video clip.***   **IMPORTANT:**   * Select **3 focus students** that represent the range of psychomotor competencies within the class. **At least one of the students should be a low-achieving student with respect to psychomotor skills (NEW 2015).** * When recording, capture footage of the 3 focus students. **Video clips of the 3 focus students within the context of the whole class will be used in the assessment task 3.**   Videotape teaching needs to include:   * 3 focus students * Include both the instruction and the students implementing the instruction * Include active monitoring of student learning * Showing how you manage at least one transition to, within, or from a learning task. * **Showing demonstration of the promotion of a positive learning environment (physically and emotionally safe).** * Show how you engaged learners in explicitly designed tasks in 2 or more domains. * Show video that includes the use of cues, prompts, demonstrations, to develop skill, knowledge, and affective dispositions. |  |
| Part B: Instruction Commentary (template provided) | Name\_Instruction\_Commentary | 1 | **No more than 6 pages of commentary, including prompts.**  **If needed, no more than 2 pages of supporting documentation.** | * Use Arial 11point type * Single space with 1 inch margins on all sides.   **IMPORTANT:** Insert documentation at the end of the commentary file if:   * Using are not clearly visible in the video * Video clip number, lesson number, and explanatory text (e.g., “Clip 1, lesson 2, text from a whiteboard that is not visible in the video,” “ Clip 2, lesson 4, transcription of a student response that is inaudible”). |  |

Task 3: Assessment

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| **Students Work Samples: You may submit written assessments or video clips**  You have the option to submit written assessments text files with scanned student work. Most classroom teachers submit written samples. However, depending on the assessment, most Physical Education and Performing Arts candidates submit video clips for their assessments. Therefore, per the edTPA Handbook. *“Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within and across learners in the class. You may submit text files with scanned student work* ***or****, for oral assessments of primary grade students (e.g., reading aloud, dictating text,* ***o****r orally demonstrating the essential literacy strategy), a video or audio file.”* | | | | | |
| **Part A: Student Work Samples Written Option:**   * Select 3 student work samples that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. At least one of the focus students must have specific learning needs, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader or writer, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge. Note: California candidates must include one focus student who is an English language learner * Document the feedback you gave to each of the 3 focus students on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback. | | | | | |
| **Part A: Student Work Samples Video Clip Option** | | | | | |
| **Part** | **Name of File** | **# of Files** | **Response Length** | **Additional Information** | **Complete** |
| **Part A:**  **3 Students Work Samples** | 3 video clips:  Where the # represents the student who created the work sample.  Name\_Work\_Sample\_Student\_2  Name\_Work\_Sample\_Student\_3  Video clips formatted in : flv, asf, qt, mov, mpg,  For written evidence of psychomotor activity assessment or written work samples NEW in 2015  Focus\_Student1\_written\_Evidence  Focus\_Student2\_written\_Evidence  Focus\_Student3\_written\_Evidence | 3 video clips    The file size of each video clip should be between 200 and 300 MB  (500 MB limit)  3 Documents | **No more than 5 minutes** of total running time for each focus student **NEW in 2015** | * The video clips show the performances of the 3 focus students. These clips should clearly show the relevant aspects of each focus student’s performance recorded during class. * The video clip(s) can show a group of students to illustrate the 3 focus students if relevant aspects of each of their performances are clearly visible. * No more than 5 minutes of video to submit for each focus student. The focus student clips do not need to be from the same lesson as the video clip(s) submitted for the instruction task. * Each video should contain multiple clips documenting your interactions with your focus student. * When naming each work sample file, include the student number. * NEW in 2015: Submit written evidence of how you rated each focus student on the evaluation criteria for the PM activity assessed. Submit it in a separate file for each focus student. * You may submit 1-2 additional work samples assessing competencies in the cognitive and/or affective domain for each focus student. Attach it to the written evidence for the assessment of the PM activity. If your students’ writing is illegible, write a transcription directly ON the work sample. (NEW in 2015) * When naming the work sample include the student number. * If there are occasional audio portions that cannot be heard, attach a transcription of the inaudible portions to the end of the assessment commentary. |  |
| **Part B: 3 Evidence of Feedback**  **It can be written feedback,** audio feedback, or video feedback regarding 3 student work samples  **If included video evidence of academic language.** | **For written feedback and documented assessment data: (doc; docx, odt, pdf)**    File format for video clips (feedback and/or language use) flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v    Match the evidence of feedback to the student work sample video by naming the file with the corresponding work sample number (for example, Name\_Feedback\_Student\_3).    Name\_Feedback\_Student\_1 Name\_Feedback\_Student\_2  Name\_Feedback\_Student\_3 | **1 to 8**  The file size of each video clip should be between 200 and 300 MB  (500 MB limit) | **No page limit**  **for written feedback or evidence of student language use**  **No more than 3 minutes per focus student for video or audio feedback**  **No more than 5 minutes for video evidence of student language use.** | * **IMPORTANT:** Do not submit an additional file for Part B if your feedback is shown in the video clips for Task 2 or Task 3, Part A. Document the location of your evidence of feedback in the Assessment Commentary. * Submit feedback samples provided to the 3 focus students on their assessment. This can be a written or audio/video format. When naming each feedback file, include the student number.   + If feedback is not recorded on the video clips for Task 2 or Task 3, submit only 1 feedback file for each of the 3-focus student—a document, video file or audio file—and indicate the student number (Student 1 Feedback, Student 2 Feedback, or Student 3 Feedback) in the corresponding feedback. * Include the documented assessment data for each focus student either attached to each file of written feedback or as a separate file with data for all three focus students * If you submit feedback as a video or audio clip and your comments cannot be clearly heard, attach transcriptions of your comments (no more than 2 pages) to the end of the Assessment Commentary. * For Academic Language – If you choose to submit an additional video clip of student language use, it should be no more than 5 minutes with a time stamp reference for the evidence of language use described in the Assessment Commentary. |  |
| **Part C: Assessment Commentary** | Name\_Assessment\_Commentary | **1** | **No more than 10 pages of commentary, including prompts.**  **Plus, no more than 5 pages for the chosen assessment.**  **Plus, no more than 2 pages of feedback transcriptions** | * Use Arial 11-point type. * Single space with 1" margins on all sides.   **IMPORTANT:** Insert a copy of the chosen assessment, including directions/prompts provided to students.   * Because of the poor acoustics in gymnasiums and outdoor settings, provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription. |  |
| **Part D: Evaluation Criteria** | **Name\_Evaluation\_Criteria** | **1 file** | **N/A** | * In the one file indicate the lesson number on the corresponding evaluation criteria (Lesson 1 Evaluation Criteria, Lesson 2 Evaluation Criteria, Lesson 3 Evaluation Criteria) |  |

Elementary Task 4: Assessing Students Mathematics Learning (MULTIPLE SUBJECT CANDIDATES ONLY)

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| **Part** | **Name of File** | **Number of Files** | **Response Length** | **Additional Information** | **Completed** |
| **Part A: Context for Learning Information (template provided)** | Name\_Context\_For\_Learning | 1 | No more than 4 pages, including prompts | * Use Arial 11-point type. * Single space with1 inch margins on all sides. |  |
| **Part B: Description of the Learning Segment** | Name\_Planning\_Commentary | 1 | No more than 9 pages, including prompts | * Use Arial 11-point type. * Single space with1 inch margins on all sides. * Respond to prompts before teaching the learning segment. |  |
| **Part C: Assessment** | Name\_Lesson\_Assessment | 1 | N/A | * Submit assessments in 1 file. * Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). * Order assessments as they are used in the learning segment. |  |
| **Part D: Rubric** | Name\_Lesson\_Rubric | 1 | N/A | * Submit rubrics in 1 file. * Within the file, label rubrics by corresponding lesson (Lesson 1 rubric, Lesson 2 rubric, etc.). * Order rubrics as they are used in the learning segment. |  |
| **Part E: Student Work Samples from the Learning Segment** | 3 video clips:    Where the # represents the student who created the work sample.    Name\_Work\_Sample\_Student\_ Name\_Work\_Sample\_Student 2  Name\_Work\_Sample\_Student\_3 | 3 video clips | No more than 3 minutes of total running time for each focus student **NEW in 2015** | * The video clips show the performances of the 3 focus students. These clips should clearly show the relevant aspects of each focus student’s performance recorded during class. * The video clip(s) can show a group of students to illustrate the 3 focus students if relevant aspects of each of their performances are clearly visible. * No more than 3 minutes of video to submit for each focus student. The focus student clips do not need to be from the same lesson as the video clip(s) submitted for the instruction task. * Each video should contain multiple clips documenting your interactions with your focus student. * When naming each work sample file, include the student number. * NEW in 2015: Submit written evidence of how you rated each focus student on the evaluation criteria for the PM activity assessed. Submit it in a separate file for each focus student. * You may submit 1-2 additional work samples assessing competencies in the cognitive and/or affective domain for each focus student. Attach it to the written evidence for the assessment of the PM activity. If your students’ writing is illegible, write a transcription directly ON the work sample. (NEW in 2015) * When naming the work sample include the student number. * If there are occasional audio portions that cannot be heard, attach a transcription of the inaudible portions to the end of the assessment commentary. |  |
| **Part F: Student Work Samples from the Re-Engagement Lesson** | 3 video clips:  Where the # represents the student who created the work sample.  Name\_Work\_Sample\_Student\_ Name\_Work\_Sample\_Student 2  Name\_Work\_Sample\_Student\_3 | 3 video clips    The file size of each video clip should be between 200 and 300 MB | No more than 3 minutes of total running time for each focus student NEW in 2015 | * The video clips show the performances of the 3 focus students. These clips should clearly show the relevant aspects of each focus student’s performance recorded during class. * The video clip(s) can show a group of students to illustrate the 3 focus students if relevant aspects of each of their performances are clearly visible. * No more than 3 minutes of video to submit for each focus student. The focus student clips do not need to be from the same lesson as the video clip(s) submitted for the instruction task. * Each video should contain multiple clips documenting your interactions with your focus student. * When naming each work sample file, include the student number. * NEW in 2015: Submit written evidence of how you rated each focus student on the evaluation criteria for the PM activity assessed. Submit it in a separate file for each focus student. * You may submit 1-2 additional work samples assessing competencies in the cognitive and/or affective domain for each focus student. Attach it to the written evidence for the assessment of the PM activity. If your students’ writing is illegible, write a transcription directly ON the work sample. (NEW in 2015) * When naming the work sample include the student number. * If there are occasional audio portions that cannot be heard, attach a transcription of the inaudible portions to the end of the assessment commentary. |  |
| **Part G: Mathematics Assessment Commentary** | Name\_Assessment\_Commentary | 1 | No more than  8 pages of commentary, including prompts. | * Use Arial 11-point type. * Single space with 1" margins on all sides.   **IMPORTANT:** Insert a copy of the chosen assessment, including directions/prompts provided to students.   * Because of the poor acoustics in gymnasiums and outdoor settings, provide descriptions of the dialogue in any sections of the video where it is difficult to hear relevant voices. Represent the dialogue accurately without providing an exact transcription. |  |

**Tips for Student Teachers/Interns:**

* Submit your edTPA during your first term of student teaching or your 3rd term of Interning, so that you have time to resubmit, if you need to. You need a classroom where you can record video so that you can submit and resubmit the edTPA. If you wait until the end of your student teaching, you will no longer have access to a classroom for those videos.
* Use the Resource Library found at www.edtpa.com for sample submissions and other valuable resources.
* Use the Teacher’s Lounge in D2L to retrieve all the templates you will need.
* Review EVERY video and all resources in EDU 561 or INT 503.
* Get feedback from your University Supervisor and Cooperating Teacher/Site Supervisor on similar lessons and your teaching style, so the videos you record for edTPA are informed by what you’ve learned.
* Go back into D2L and review relevant coursework that may help.
* Go over this checklist with your University Supervisor so they can help clarify any expectations.
* Reach out to mcuriel@usuniversity.edu with any questions/concerns.