

# **CHECKLIST for EdTPA TASK #1**

(Complete during the first month of your FSFE and prior to video-taping)

## **Things you will need to complete Task #1 and prepare for Task #2:**

- \_\_\_\_\_ ***EdTPA Fact Sheet*** to inform the discussion with your Cooperating Teacher.
- \_\_\_\_\_ ***Context For Learning*** template for submission (COE website).
- \_\_\_\_\_ ***Planning Commentary*** template for submission (COE website).
- \_\_\_\_\_ ***EdTPA Video Consent Forms*** for use prior to video recording (COE website).
- \_\_\_\_\_ ***Video Equipment*** to prepare and practice for the video recording in Task #2.
- \_\_\_\_\_ ***Video Editing Software*** to prepare and practice for the video editing in Task #2.

\*the last two items will allow you to trouble-shoot video problems prior to your recording!

## **Planning and Submission Checklist for Task #1: Planning**

- Select one class period and one Focus Learner (FL) on an IEP for the assessment. Discuss possible content outcomes with the Cooperating Teacher.
- Obtain required permissions for video recording from the parent/guardian of your FL before planning the learning segment. (Note: you will need to obtain permission for other learners and adults that are identifiable in the video recordings.)
- Complete the ***Special Education Context for Learning Template***. (4 page limit)
- Select one learning goal (LTO) for the FL; break down the LTO and sequence STOs as needed. (Should be academic and related to IEP. If not, see p. 11 of EdTPA Handbook)
- Obtain or collect baseline data for the FL's knowledge and skills related to the learning goal (prior to planning the learning segment).
- Choose at least one communication skill that the FL will need to use to participate in learning tasks and/or to demonstrate progress on the learning goal. (For academic subjects, this should include teaching the academic language of the discipline.) Plan how you will support the communication needs of your FL.
- Design a learning segment of 3—5 lessons that provides access to curriculum and instruction and supports the FL in meeting the lesson objectives. (Plan for weeks 5-7 of term or early February.)

- Write a lesson plan for each lesson in your learning segment. Each plan must be numbered, meet a 4-page limit, and must include the following:
  - Lesson objectives (STOs) that relate to the learning goals (LTOs)
  - Lesson activities, routines, and learning tasks.
  - Planned supports for communication or other unique learning needs. (Includes accommodations and modifications for your group.)
  - List of materials, resources, and equipment needed for the lesson.
  - Assessment tools and data collection procedures to monitor the FL's progress toward the lesson objectives (STOs) and learning goals (LTOs).
  - Plans for generalization, self-management, or self-directed learning as it relates to future lessons or goals.
- Select key instructional and support materials for submission. (5 page limit for each lesson plan). These will allow the observer to understand what you and the FL are doing during the lessons. (You will need to cite materials that you did not create at the end of your Planning Commentary below.)
- Select or design copies for all written assessments and/or data sheets to be used in the target lessons. Plan the assessment and data collection procedures for any oral or performance assessments prior to the learning segment.
- Complete the ***Planning Commentary Template*** prior to teaching the learning segment.

\*At this point, you are ready to perform a final check the Evidence Chart on pages 45-46 of the EdTPA Handbook and upload all materials into your TK20 Assessment Portfolio.

## **Things to do prior to video recording for Task #2:**

- \_\_\_\_\_ Practice video recording class to check framing, FL, audio, brightness, clarity, etc.
- \_\_\_\_\_ Practice video editing software basics (so you will know where the problems occur and can get the most out of the training on January 29<sup>th</sup>).
- \_\_\_\_\_ Obtain additional permissions/consent as needed.
- \_\_\_\_\_ Strategically plan for the recording:
  - How can you demonstrate a positive learning environment (where you challenge and encourage your student(s))?
  - How can you demonstrate your accommodations or supports for language and communication needs?
  - How can you demonstrate assessment of student skills?
  - How can you demonstrate your feedback skills? (specific, targeted)
  - How can you show that you encourage self-determination and generalization?