

New York State Teacher Certification Exams



Effective May 2014

Academic Literacy Skills Test (ALST) -
Designed to determine if teacher candidates have the requisite skills to read and understand complex informational and literary texts.

Content Specialty Test (CST) - *Measures the knowledge and skills of a particular content area needed to effectively teach in New York State public schools.*

Educating All Students Test (EAS) -
Evaluates a candidate's ability to effectively utilize a variety of research-based strategies to address the learning needs of students with diverse backgrounds and needs.

Ed Teacher Performance Assessment (edTPA)

Performance based assessment of teaching developed by faculty at Stanford University and staff of the Stanford Center for Assessment, Learning, and Equity (SCALE) as a predictive measure of effective teaching and student learning. The edTPA is designed to be completed by teacher candidates during their student teaching field experience and useful in developing their knowledge, skills, and dispositions as they complete the assessment process. Although the edTPA has been in existence for some time, New York State will be the first to require it as a condition of certification.

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edTPA

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Overview of Initial Teaching and Initial School Building Leader Certification Exams

Certificate	Applying for certification on or after 5/1/2014
Initial Teaching	edTPA Educating All Students Test (EAS) Academic Literacy Skills Test (ALST) Content Specialty Test (CST)
Initial School Building Leader	Revised School Building Leader Assessment (SBL) Educating All Students Test (EAS)

ed Teacher Performance Assessment (edTPA)

What is the edTPA?

The edTPA is a performance based assessment of teaching developed by faculty at Stanford University and staff of the Stanford Center for Assessment, Learning, and Equity (SCALE) as a predictive measure of effective teaching and student learning. The edTPA is designed to be completed by teacher candidates during their student teaching field experience and useful in developing their knowledge, skills, and dispositions as they complete the assessment process. Although the edTPA has been in existence for some time, New York State will be the first to require it as a condition of certification.

Test Operational- September 2013

Educating All Students Test (EAS) (important for future teachers AND school building leaders).

What is the EAS?

According to the EAS framework, this assessment is designed to evaluate a candidate's ability to effectively utilize a variety of research-based strategies to address the learning needs of students with diverse backgrounds and needs. The assessment examines the educator's knowledge of his/her legal, ethical, and professional responsibilities to learners, colleagues, families, and the community. Finally, it measures the educator's awareness of the importance of parent/guardian involvement in the education of each child, and skill in implementing strategies to facilitate this involvement.

Test Operational- September 2013

Academic Literacy Skills Test (ALST)

What is the ALST?

According to the ALST framework, this assessment is designed to determine if teacher candidates have the requisite skills to read and understand complex informational and literary texts from a variety of genres, and produce writing pieces that effectively address a range of tasks, audiences, and purposes.

Test Operational- September 2013

Content Specialty Test (CST)

What is the CST?

There are actually multiple CSTs that address the various content areas for teacher certification in New York State. According to the draft CST frameworks, these exams measure the knowledge and skills of a particular content area needed to effectively teach in New York State public schools. The CSTs measure content knowledge and content pedagogy knowledge.

CST Group 1:	CST Group 2:	CST Group 3:	CST Group 4:	CST Group 5:
<ul style="list-style-type: none"> English Language Arts Literacy Mathematics Multi-Subject (B-2) Multi-Subject (1-6) Multi-Subject (5-9) Multi-Subject (7-12) 	<ul style="list-style-type: none"> Business and Marketing Students with Disabilities 	<ul style="list-style-type: none"> French Spanish 	<ul style="list-style-type: none"> English to Speakers of Other Languages (ESOL) Social Studies 	<ul style="list-style-type: none"> Biology Chemistry
<i>Test Operational- September 2014</i>	<i>Test Operational- September 2014</i>	<i>Tentative Test Operational- Fall 2015</i>	<i>Tentative Test Operational- Fall 2016</i>	<i>Tentative Test Operational- Fall 2017</i>

** Candidates who don't take and pass the current CST for their field before the new test is implemented will be required to take and pass the new test.

What CST(s) should you take?

Program	Exams Required
Undergraduate B-6	ALST, EAS, CST Multi-subject B-2, CST Multi-subject 1-6, edTPA
Undergraduate 1-6 Childhood and Special Education	ALST, EAS, CST Multi-subject 1-6, CST Students with Disabilities, edTPA
Undergraduate 1-9	ALST, EAS, CST in the content area, CST Multi-subject 1-6, edTPA
Undergraduate 5-12	ALST, EAS, CST in the content area, edTPA
Undergraduate 7-12 and Special Education	ALST, EAS, CST in the content area, CST Students with Disabilities, Multi-subject CST Generalist, edTPA
TESOL	ALST, EAS, CST ESOL, edTPA
Graduate B-6	ALST, EAS, CST Multi-subject B-2, CST Multi-subject 1-6, edTPA
Graduate 5-12	ALST, EAS, CST in the content area, edTPA
Educational Leadership SBL/SDL/SDBL	SBL and/or SDL or SDBL, EAS

School Building Leader Assessment (SBL)

What is the SBL?

According to the draft SBL Assessment framework, this exam measures the knowledge and skills necessary to lead stakeholders in developing and implementing a shared vision and goals focused on high levels of student learning and achievement in New York State public schools.

Test Operational- September 2013

NYSTCE Educating All Students (EAS) Preparation Materials

Select from the following links to view or print test preparation information for the NYSTCE Educating All Students (EAS) test.

STUDY GUIDE

1. [Introduction](#)
2. [Sample questions](#)
3. [Performance characteristics and score scale](#)

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Study Guide

Field 201: Educating All Students (EAS)

Performance Characteristics

The following characteristics guide the scoring of responses to the constructed-response assignment.

CONTENT	The extent to which the response meets the requirements of the assignment
ANALYSIS, SYNTHESIS, AND APPLICATION OF PEDAGOGICAL PRINCIPLES	The extent to which the response demonstrates understanding of and engagement with the provided exhibits
COMMAND OF EVIDENCE	The extent to which the response presents relevant support

Score Scale for Constructed-Response Items

Scores will be assigned to the response to the constructed-response items according to the following score scale.

Score Point	Score Point Description
4	The "4" response demonstrates a strong command of relevant knowledge and skills.
3	The "3" response demonstrates a satisfactory command of relevant knowledge and skills.
2	The "2" response demonstrates a limited command of relevant knowledge and skills.
1	The "1" response demonstrates a lack of relevant knowledge and skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.
B	No response.

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**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST DESIGN AND FRAMEWORK**

March 2014

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST DESIGN**

This test consists of selected-response items and constructed-response items. Each constructed-response item will share scenario-based stimulus material with several selected-response items.

The selected-response items count for 70% of the total test score and the constructed-response items count for 30% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score. The percentage of the total test score derived from each of the constructed-response items is also indicated in the table that follows.

The total testing time is 135 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- Each constructed-response item is designed with the expectation of a response up to 10 minutes.
- The selected-response items are designed with the expectation of response time up to 105 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Diverse Student Populations	11	18%	1	10%
0002 English Language Learners	11	18%	1	10%
0003 Students with Disabilities and Other Special Learning Needs	10	18%	1	10%
0004 Teacher Responsibilities	5	8%	--	--
0005 School-Home Relationships	5	8%	--	--
Total	42	70%	3	30%

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST FRAMEWORK**

Diverse Student Populations
English Language Learners
Students with Disabilities and Other Special Learning Needs
Teacher Responsibilities
School-Home Relationships

The New York State educator has the professional and pedagogical knowledge and skills necessary to teach all students effectively in New York State public schools. The teacher is familiar with and knows how to use research-validated instructional strategies that are responsive to the characteristics and learning needs of students with a broad range of backgrounds and needs. The teacher knows his or her legal, ethical, and professional responsibilities in education-related situations involving students, parents/guardians, and others in the school community and acts in accordance with these responsibilities. The teacher also understands the importance of parent/guardian involvement in children's education and is able to use skills and strategies to communicate and collaborate effectively with parents/guardians in support of student learning.

As used in this document, the term "research-based" refers to those practices that have been shown to be effective in improving learner outcomes through systematic observation or experiment, rigorous data analysis, ability to replicate results, and publication in a peer-reviewed journal. "Evidence-based" refers to strategies empirically shown to improve learner outcomes, though not necessarily based on systematic experiments or published in a peer-reviewed journal.

COMPETENCY 0001—DIVERSE STUDENT POPULATIONS

Performance Expectations

The New York State educator understands the characteristics, strengths, and needs of all student populations and effectively uses knowledge of diversity within the school and the community to address the needs of all students, to create a sense of community among students, and to promote students' appreciation of and respect for all students in their diversity.

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST FRAMEWORK**

Performance Indicators

- a. demonstrates an understanding of appropriate strategies to enhance knowledge of students (e.g., learning about students' family situations, cultural backgrounds, individual needs, gifts and talents, and personal interests) and to promote a sense of community among diverse individuals and groups in the classroom
- b. demonstrates knowledge of strategies for engaging in self-reflection to enhance one's interactions with all students and strengthen classroom practices
- c. applies knowledge of research- or evidence-based strategies, including utilizing universal design principles, for teaching and working effectively and inclusively with all students (e.g., students from all cultures and backgrounds, students of different genders and sexual orientations, students from homes where English is not the primary language or where a variant form of English is used)
- d. applies knowledge of research- or evidence-based strategies for teaching and working effectively and inclusively with students from various social and economic circumstances and students with diverse family and living arrangements (e.g., students who are homeless; students who are in foster care; students with interrupted, limited, or no formal education)
- e. applies knowledge of the significance of giftedness for teaching and learning and research- or evidence-based strategies for selecting, modifying, and implementing curriculum and instruction for students who are gifted and talented
- f. demonstrates knowledge of strategies for using and adapting fair, equitable, and appropriate classroom assessment practices to inform instruction
- g. applies knowledge of strategies for promoting students' understanding and appreciation of diversity (e.g., infusing diverse perspectives throughout the curriculum) and for using the diversity that exists in the classroom and the community to enhance all students' learning
- h. demonstrates an understanding of how culturally responsive classroom environments in which diversity is valued and respected promote student achievement and positive student experiences
- i. demonstrates an understanding of strategies for working collaboratively within the school environment and for identifying and incorporating additional school-based and community-based resources to enhance learning for diverse student populations
- j. applies knowledge of varied strategies and modifications for creating a safe, supportive, and positive classroom environment for all students, including students with special learning needs and English Language Learners, and for ensuring that these students are an integral part of the general education classroom and participate to the greatest extent possible in all classroom activities

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST FRAMEWORK**

COMPETENCY 0002—ENGLISH LANGUAGE LEARNERS

Performance Expectations

The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.

Performance Indicators

- a. identifies stages and patterns of first- and second-language acquisition and analyzes factors that affect students' English language acquisition and development (e.g., cognitive learning styles and strategies; cultural background; exceptionalities; prior experiences with the second language; interrupted, limited, or no formal education; teacher expectations; classroom environment; primary language; literacy in the primary language)
- b. demonstrates an understanding of the types and benefits of bilingualism and bilingual programs and the importance of viewing use of the primary language as a right and as an asset for English Language Learners
- c. applies knowledge of the legal rights of English Language Learners and ethical considerations related to the education of English Language Learners
- d. demonstrates knowledge of effective approaches for promoting English Language Learners' development of oral and written language proficiency in English, including adapting teaching strategies and materials
- e. demonstrates an understanding of similarities and differences between English literacy development for native English speakers and for English Language Learners, including how literacy development in the primary language influences literacy development in English, and applies strategies for helping English Language Learners transfer literacy skills in the primary language to English
- f. applies knowledge of research-based instructional strategies (e.g., providing scaffolding, using authentic tasks) for promoting literacy for English Language Learners at all stages of literacy development
- g. applies knowledge of strategies for supporting English Language Learners' development of content-area literacy skills and for teaching English Language Learners how to use literacy skills as tools for learning
- h. applies knowledge of criteria and procedures for evaluating, selecting, creating, and adjusting instructional materials and strategies and assessment systems and practices to meet the learning needs of English Language Learners and to promote their achievement of learning standards in all content areas
- i. identifies effective strategies for consulting and collaborating with students' families and support networks and with educators in the English as a Second Language (ESL) and/or bilingual education programs to meet the needs of English Language Learners and to promote their English language skills and academic progress

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST FRAMEWORK**

**COMPETENCY 0003—STUDENTS WITH DISABILITIES AND OTHER SPECIAL
LEARNING NEEDS**

Performance Expectations

The New York State educator understands the characteristics, strengths, and needs of students with disabilities and other special learning needs and effectively uses this knowledge to help students reach their highest levels of achievement and independence.

Performance Indicators

- a. demonstrates an understanding of types of disabilities and other special learning needs and the implications for teaching and learning associated with these differences
- b. applies knowledge of how to select, modify, and implement curricula, assessments, materials, technology, and equipment to meet the individualized needs of students with disabilities and other special learning needs
- c. demonstrates an understanding of the importance of and strategies for consulting and collaborating with specialists who can assist in the identification of appropriate resources, technology (including assistive technology), and instruction to meet the individualized needs of students with disabilities and other special learning needs
- d. applies knowledge of federal and state laws, policies, and regulations (e.g., Individuals with Disabilities Education Act [IDEA], Section 504 of the Rehabilitation Act of 1973) and ethical considerations (e.g., confidentiality rights and responsibilities of stakeholders) related to the education of students with disabilities
- e. identifies teacher responsibilities and requirements in working with students with disabilities and other special learning needs, including providing increasingly intensive supports and interventions through response to intervention (RtI) and positive behavioral interventions and supports (PBIS) to support struggling learners and ensure appropriate referrals for special education, requesting referrals of students who are suspected of having disabilities, participating on the Committee on Special Education, and developing and implementing Individualized Education Programs (IEPs)
- f. applies knowledge of strategies for effectively integrating recommendations from IEPs into instructional activities and daily routines
- g. demonstrates knowledge of basic service delivery models for students with disabilities and other special learning needs and of strategies and resources (e.g., special education staff, specialized support staff) for supporting instruction in integrated settings

**FIELD 201: EDUCATING ALL STUDENTS (EAS)
TEST FRAMEWORK**

COMPETENCY 0004—TEACHER RESPONSIBILITIES

Performance Expectations

The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

Performance Indicators

- a. applies knowledge of laws, policies, and regulations related to students' rights in various situations (e.g., in relation to testing accommodations and right to services, due process, discrimination, bullying, harassment, confidentiality, discipline, privacy)
- b. applies knowledge of a teacher's responsibilities in various situations (e.g., advocating to meet student needs, reporting potential abuse, addressing safety issues)
- c. applies knowledge of the rights and responsibilities of parents/guardians in various education-related situations (e.g., in relation to student records, school attendance, input into educational decisions)
- d. analyzes the appropriateness of a teacher's response to a parent/guardian, a community member, another educator, or a student in various situations

COMPETENCY 0005—SCHOOL-HOME RELATIONSHIPS

Performance Expectations

The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.

Performance Indicators

- a. identifies strategies for initiating and maintaining effective communication between the teacher and parents/guardians to promote student development and achievement
- b. identifies factors that may facilitate or impede communication or collaboration with parents/guardians (e.g., accessibility, responsiveness, cross-cultural understanding) in given situations (including parent-teacher conferences)
- c. identifies strategies for accommodating the communication needs of parents/guardians (e.g., the use of interpreters and translated documents) and for inviting parents/guardians to share information to enhance student learning
- d. identifies strategies for ensuring that parents/guardians of all students are encouraged to participate as active members in school-based decision making
- e. identifies strategies for encouraging parents/guardians to participate in and contribute to their children's education and for collaborating with parents/guardians to reinforce in-school learning outside the school environment

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EDUCATING ALL STUDENTS (EAS) RUBRIC

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of relevant knowledge and skills.	The "3" response demonstrates a satisfactory command of relevant knowledge and skills.	The "2" response demonstrates a limited command of relevant knowledge and skills.	The "1" response demonstrates a lack of relevant knowledge and skills.
CONTENT: the extent to which the response meets the requirements of the assignment	<ul style="list-style-type: none"> The response demonstrates strong understanding of the assignment and clearly and completely addresses all requirements. 	<ul style="list-style-type: none"> The response demonstrates satisfactory understanding of the assignment and addresses all requirements. 	<ul style="list-style-type: none"> The response demonstrates limited understanding of the assignment; some requirements are not addressed. 	<ul style="list-style-type: none"> The response demonstrates little or no understanding of the assignment and may not address requirements.
ANALYSIS, SYNTHESIS, AND APPLICATION OF PEDAGOGICAL PRINCIPLES: the extent to which the response demonstrates understanding of and engagement with the provided exhibits	<ul style="list-style-type: none"> The response demonstrates accurate and insightful analysis and synthesis of information in the relevant exhibits. The response demonstrates accurate and insightful integration of information from the exhibits. The application of pedagogical principles is accurate and insightful. 	<ul style="list-style-type: none"> The response demonstrates generally accurate analysis and synthesis of information in the relevant exhibits. The response demonstrates generally accurate integration of information from the exhibits. The application of pedagogical principles is generally accurate. 	<ul style="list-style-type: none"> The response demonstrates partially accurate analysis and synthesis of information in the relevant exhibits. The response demonstrates partially accurate integration of information from the exhibits. The application of pedagogical principles is partially accurate. 	<ul style="list-style-type: none"> The response demonstrates little or no accurate analysis and synthesis of information in the relevant exhibits. The response demonstrates little or no accurate integration of information from the exhibits. The application of pedagogical principles is irrelevant or inaccurate.
COMMAND OF EVIDENCE: the extent to which the response presents relevant support	<ul style="list-style-type: none"> The response is well-supported by relevant facts, details, examples, and/or quotations. 	<ul style="list-style-type: none"> The response is generally supported by some facts, details, examples, and/or quotations. 	<ul style="list-style-type: none"> The response is only partially supported. 	<ul style="list-style-type: none"> The response includes little or no supporting evidence.
UNSCORABLE	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.			
BLANK	No response.			

Study Guide

Field 201: Educating All Students (EAS)

[Expand All](#) | [Collapse All](#)

General Directions

This test consists of selected-response (multiple-choice) questions and three constructed-response assignments.

Each selected-response question in this test is presented with four answer choices. Read each question and answer choice carefully and select the ONE best answer. You should answer all questions. Even if you are unsure of an answer, it is better to guess than not to answer a question at all.

You have a total of 135 minutes to complete the entire test. Be sure to allocate your time carefully so you are able to complete the entire test within the testing session.

Sample Test Questions

Competency 0001
Diverse Student Populations

Exhibit 1

Class Description

Ms. Finnegan is a new sixth-grade English language arts teacher whose class includes 34 students with diverse characteristics and needs. The majority of students come from one culture, which reflects the composition of the school population as a whole. Recently, the community has become home to a growing immigrant population. This shift in demographics has resulted in some tension at the school between groups of students. The principal asked teachers to make it a priority to create inclusive classroom environments and provided professional development sessions and faculty in-service training to support them in their efforts.

Ms. Finnegan has a goal of learning as much as possible about her students and their backgrounds, interests, and needs. During the first few weeks of school, Ms. Finnegan administers a student interest survey and each day she makes notes in her journal about classroom activities, student interactions, and students' responses to various instructional approaches. She also frequently reviews assessment data. Her review of data from students' most recent standardized reading assessment indicates that, of her 34 students, only ten have achieved the level of proficient in English language arts.

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Ms. Finnegan is planning a lesson on distinguishing fact from opinion in informational texts. She plans to have students work in small groups for some lesson activities. As part of the planning process, Ms. Finnegan is reflecting on the notes in her journal and considering various strategies for ensuring that instruction is culturally responsive and helps her students understand and apply their learning in future lessons.

Exhibit 2

Excerpts from Ms. Finnegan's Journal

Tuesday, September 6

Many students in the class want to associate primarily with peers from the same cultural background. I've engaged students in activities to help them get acquainted, but some of them are reluctant to interact with peers from a different background. It also appears that a few students hold negative views about individuals from different cultural groups. There are times when I sense underlying tension in the classroom.

Wednesday, September 7

Today I introduced a large-group lesson on identifying main ideas and supporting details. For the lesson, I chose two relatively brief informational passages. One passage was about the U.S. economy and the other passage was about the U.S. legislative system. When we read the passages together, students had questions about the content. In the course of addressing these questions, I could sense students' attention to the lesson slipping away.

Monday, September 12

Today we were discussing a magazine article about a popular musician. Many students had comments or questions, but I noticed differences in how students communicated. Some students were quiet and waited to be called on before speaking, while other students were quite animated, offering many comments and even interrupting to make a point. It is going to be challenging to manage discussions so that all students have an opportunity to contribute.

Friday, September 16

Near the end of class yesterday, two students became engaged in a loud and disruptive verbal altercation. I learned that one of the students had made a culturally insensitive remark to the other. I took the students aside immediately and spoke with both of them about their behavior, but the incident created an atmosphere of unease that lasted all day today. The other students appeared distracted and anxious. Hopefully, this tension will ease over the weekend. I am also meeting to discuss this with the principal so

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that she is aware of the situation. I would also like to ask her to suggest strategies for creating a more positive classroom climate.

Exhibit 3

Excerpt from Ms. Finnegan's Draft Lesson Plan

Topic: Fact and Opinion	
Standard: Distinguish between fact, opinion, and reasoned judgment in a text. (NYCCLS R.LST.8.8)	
Lesson Objectives: Students will classify statements from informational texts as fact or opinion. Students will write original statements of fact and original statements of opinion.	
Grouping: Students will work in groups of five or six. Groups will be assigned by the teacher.	
Materials: large T-chart, fact and opinion statements written on sentence strips, copies of a newspaper article about a professional basketball player	
Lesson Component	Activity
Introduction	Define fact and opinion for students. Ask students to make statements about a popular and familiar book, movie, or television show. Write the statements on the board. Guide students in classifying their statements as fact or opinion.
Small-group Activity 1	Distribute 3 sentence strips with fact/opinion statements to each group. Have students discuss statements and decide whether they are fact or opinion. Post the large T-chart. One side is labeled FACT and the other side is labeled OPINION. Students in each group take turns placing the group's sentence strips on the appropriate side of the chart.

Small-group Activity 2	Distribute the newspaper article about the professional basketball player. Have students read and discuss the article with the other members of their group. Students independently write two statements of fact from the article and two statements of opinion. Students take turns sharing their sentences with the group. Once the group verifies that the statements are fact/opinion, each student records the four sentences in his or her journal.
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Use the exhibits to answer the questions that follow.

1. The patterns of interaction in Ms. Finnegan's class suggest that students would benefit the most from which of the following instructional approaches?

- A. implementing frequent independent study projects and self-paced learning activities
- B. providing a highly structured learning environment that features strict rules and consequences
- C. designing a system of concrete rewards for classwide achievement of learning objectives
- D. adopting heterogeneous grouping practices that promote shared goals and mutual learning support

Answer

Correct Response: D. Since the interactions in this class tend to be primarily between peers with similar backgrounds, heterogeneous grouping practices would provide opportunities for diverse groups of students to work together toward a common purpose. This approach also helps students recognize peers' strengths and talents as well as areas they have in common. Ultimately this approach helps promote a more inclusive learning environment because students often learn that preconceptions and views of peers from backgrounds different from their own may not be accurate.

2. Which of the following statements describes the most likely explanation for students' lack of engagement with the main idea activity on September 7?

- A. The use of two passages made the activity too long to hold students' attention.
- B. The students prefer reading literary passages to reading informational passages.
- C. The teacher did not incorporate students' prior knowledge and provide other appropriate scaffolding.
- D. The topics of the passages were too similar and provided little variety to stimulate students' thinking.

Answer

Correct Response: C. Activating prior knowledge is a research-based strategy for enhancing student engagement and helping students make sense of new information. Taking time to discuss with students what they already know about a topic as well as content-specific vocabulary increases students' engagement with the text because it provides a framework for connecting the topic to their current knowledge and experiences.

3. Which of the following tasks would be the most appropriate and effective method for informally assessing student learning in Ms. Finnegan's lesson on distinguishing between fact and opinion?

- A. Student groups evaluate their performance on the small-group activities on fact and opinion.
- B. Individual students use different colors to highlight facts and opinions in a passage on a familiar topic.
- C. Pairs of students test each other's knowledge of fact and opinion using textbook passages.
- D. The teacher observes student groups as they perform the small-group activities on fact and opinion.

Answer

Correct Response: B. Informal assessment of student learning is often accomplished through performance-type tasks that must be completed by individual students. In this way, the teacher can gain a more accurate measure of every student's understanding and ensure that students who need additional teaching or support are not overlooked because they performed a task as part of a group.

4. Which of the following additional actions should Ms. Finnegan have taken in response to the verbal altercation on September 16?

- A. Discuss the code of conduct in order to restore a classroom climate that is safe and comfortable for students.
- B. Encourage students to write in their journals about how the incident made them feel.
- C. Have students work in small groups to reexamine classroom rules and suggest revisions as needed.
- D. Send the students in question to an alternate location in the school to reflect on their behavior.

Answer

Correct Response: A. Teachers have a responsibility to maintain a classroom environment that is conducive to learning. Though the teacher dealt with the immediate troubling behavior, the situation had a negative effect on the rest of the students. By bringing the incident into the open

through discussion or other strategies, the teacher would have been able to help alleviate students' anxiety and refocus the class on learning.

Use the exhibits to complete the task that follows.

5. After analyzing the information provided, write a response of approximately 150–200 words in which you:

- identify one issue related to student diversity that Ms. Finnegan should address in her instructional planning related to this lesson;
- describe one strategy Ms. Finnegan could use to address the issue you identified; and
- explain why the strategy you described would be effective in facilitating student learning.

The final version of your response should conform to the conventions of edited American English.

Sample Response

One issue related to diversity that Ms. Finnegan should address in planning the lesson on fact and opinion is that students, depending on their backgrounds or gender, may or may not be familiar with the topic professional basketball. Students with little or no background knowledge of basketball will be at a disadvantage when it comes to determining whether a statement is a fact or an opinion.

Ms. Finnegan could address this issue by allowing students to choose from texts written on several different topics that are more familiar to all students. She could then form groups according to the texts students choose.

This strategy would be effective in facilitating student learning because students would have the necessary background knowledge of their topic. They would not have to expend mental energy trying to comprehend text about an unfamiliar topic, and could focus their attention on the primary objective of distinguishing between fact and opinion. This strategy would also encourage students to work with different peers and help them get to know other students who share their interests.

Competency 0002
English Language Learners

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Exhibit 1

Class Description

Mr. Lin teaches middle school mathematics intervention classes for students who scored a 1 or 2 on the state mathematics assessment. Mr. Lin has been working with Valeria, an eighth-grade English Language Learner who struggles academically. Valeria started school in the United States in second grade. She has been at the advanced stage of English language proficiency for several years but has been unable to achieve the performance level of proficient on the New York State English as a Second Language Achievement Test (NYSESLAT). Valeria is also performing significantly below grade level in mathematics.

Valeria communicates fluently in English and when doing so, she sounds like a native English speaker. Although she has some proficiency in her home language, she rarely speaks her home language, even with family members. She is assimilated into U.S. culture and is largely indistinguishable from native-English-speaking peers.

In his interactions with Valeria, Mr. Lin noted some of Valeria's strengths and needs in mathematics. She sometimes struggles to understand Mr. Lin's explanations of mathematical concepts. Mr. Lin has found that presenting a concept multiple times using different methods helps Valeria understand the meaning of the concept. Once she comprehends his explanation, she is usually able to understand the concept and accurately complete the appropriate calculations. However, Valeria has trouble applying the concept to word problems and frequently skips steps or misinterprets the question. Mr. Lin is planning a lesson on linear equations. As part of the planning process, Mr. Lin is reviewing Valeria's diagnostic mathematics assessment report and NYSESLAT scores and considering strategies for making the lesson accessible to her.

Mr. Lin is planning a lesson on linear equations. As part of the planning process, Mr. Lin is reviewing Valeria's diagnostic mathematics assessment report and NYSESLAT scores and considering strategies for making the lesson accessible to her.

Exhibit 2

Excerpts from Valeria's Assessment Data

Student: Valeria		
Grade level: 7		
Age: 12 years 7 months		
Algebra	% Correct	Mastery Level

Integer Operations	76	Mastery
Fraction Operations	75.5	Mastery
Decimal Operations	72	Partial Mastery
Comparing and Converting	70.1	Partial Mastery
Estimating and Rounding	52	Partial Mastery
Evaluating Exponents	50	Partial Mastery
Ratio and Proportions	47	Nonmastery
Simplifying Expressions	59.5	Partial Mastery
Coordinate Graphing	45	Nonmastery
Simple Equations	60	Partial Mastery
Foundation Skills—Timed Math Facts	65.4	n/a
Foundation Skills—Untimed Math Facts	88	n/a
Foundation Skills—Following Directions	68	n/a

**Valeria's NYSESLAT Data
(last year)**

	Raw Score	Raw Score Required for Proficient	State Average Raw Score	Maximum Raw Score Possible
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Listening	20	21	17	25
Speaking	31	30	24	34
Reading	19	22	21	27
Writing	16	19	18	22

Score and Proficiency Level:

Scale Score: **837**

*Overall State Percentile Rank: **52**

*The student's score on the test was the same or higher than 52% of all students statewide in the student's grade who took this test.

Proficiency: **Advanced**

Exhibit 3

Excerpt from Mr. Lin's Draft Lesson Plan

Topic: Linear Equations
Standard: Analyze and solve pairs of simultaneous linear equations. (NYCCLS M.8.EE.c8)
Lesson Objective: Students will identify the intersecting point of a system of linear equations.
Essential Question: How can we use graphs to solve linear equations?

<p>Vocabulary: slope, intersecting lines, system of linear equations</p>	
<p>Lesson Component</p>	<p>Activity</p>
<p>Introduction</p>	<p>Using a coordinate plane on the board, review with students how to graph a single linear equation using the slope and y-intercept. Explain to students that this skill provides a foundation for them to be able to identify the point of intersection of two or more linear equations that seek a common solution.</p>
<p>Demonstration</p>	<p>Write two linear equations on the board (e.g., $x - y = 5$ and $3x + y = 7$). Model for students how to rewrite the equations in slope-intercept form, graph both equations on the same coordinate plane, and identify the point of intersection.</p> <p>Using the same linear equations, show students how to construct a table of values and find appropriate values to fill the table. Lead students to the observation that the x-value that gives the same y-value for both equations is the point of intersection and therefore the solution to the linear system.</p>
<p>Practice Activity</p>	<p>Students will solve five linear systems by graphing the lines and constructing the table of values.</p> <p><i>Note: Be sure to circulate and to monitor student understanding.</i></p>

Use the exhibits to answer the questions that follow.

6. In planning instruction for Valeria, Mr. Lin has a professional responsibility to focus his efforts on
- teaching Valeria how to use various strategies for monitoring her own progress and learning
 - adapting academic standards to ensure that Valeria has an opportunity to experience success
 - identifying real-world contexts in which Valeria can practice concepts and skills

- D. providing Valeria with the scaffolding she needs to master the same concepts and skills as her peers

Answer

Correct Response: D. According to federal law, schools are obligated to ensure that English Language Learners have equal access to education. English Language Learners have a right to receive support that will help them participate meaningfully in school programs and curricula. Teachers have a professional responsibility to take appropriate actions (e.g., scaffolding, language support) to ensure that instructional content is comprehensible for English Language Learners, facilitating their equal participation in instruction.

7. Mr. Lin can best promote Valeria's comprehension of academic language by using which of the following strategies during the lesson on linear equations?

- A. Write the vocabulary associated with the lesson concepts on the board while explaining it to students.
- B. Assign individual students to describe for the class the steps they used to solve one of the problems.
- C. Develop a numbered list of steps for students to refer to as the teacher models the problem-solving process.
- D. Allow students to complete the practice activity with a partner or in small groups to encourage discussion of lesson concepts.

Answer

Correct Response: A. Writing vocabulary associated with lesson concepts on the board while explaining it helps promote comprehension of academic language because this strategy places the vocabulary in context instead of teaching it in isolation. Academic language becomes more comprehensible when it is contextualized. This strategy also presents the vocabulary in two forms—visual and verbal, a technique that also facilitates comprehension.

8. Mr. Lin plans to meet with Valeria's English as a Second Language (ESL) teacher to discuss how to meet Valeria's needs as they relate to this lesson. Which of the following lesson planning tasks should Mr. Lin and the ESL teacher focus on *first* to help ensure a productive collaboration?

- A. Design alternate activities for Valeria that address the concepts targeted in the lesson.
- B. Identify strategies and materials for integrating language objectives for Valeria into math instruction.
- C. Determine which peers would be most appropriate for Valeria to work with during the lesson.

- D. Rewrite textbook explanations on mathematical topics for Valeria to focus more on computational procedures and less on abstract concepts.

Answer

Correct Response: B. Integrating language objectives into content instruction is an important first step in ensuring that English Language Learners have equal access to the curriculum even though they may not be fully proficient in English. Second-language acquisition, particularly acquisition of academic language, requires opportunities for students to learn and practice language skills in a meaningful context. The ESL teacher has expertise in outlining the types of language Valeria will need to learn and use in order to accomplish the content objectives Mr. Lin has identified for the lesson.

9. Which of the following factors related to language acquisition is most likely contributing to Valeria's below-average content-area literacy skills?

- A. She is reluctant to take risks in English learning.
- B. She has limited literacy in and use of her home language.
- C. She has a debilitating level of communication apprehension.
- D. She receives insufficient English input in the school environment.

Answer

Correct Response: B. First-language literacy development is strongly related to successful second-language learning and academic achievement. Many literacy skills in the first language transfer positively to the second language. English Language Learners who have not developed literacy skills in the home language may lack key language foundations on which language and content learning can be built. Another factor in second-language acquisition is the degree to which English Language Learners maintain and use their home language. Literacy in and use of the home language is an asset that facilitates English Language Learners' conceptual understanding of academic content. Bilingualism affirms English Language Learners' sense of identity and competency, characteristics that play an important role in learning.

Use the exhibits to complete the task that follows.

10. After analyzing the information provided, write a response of approximately 150–200 words in which you:

- identify a specific learning need for Valeria;
- describe a strategy for differentiating instruction related to this lesson to address the need that you identified; and

- explain why the strategy you described would be effective in addressing the identified learning need.

The final version of your response should conform to the conventions of edited American English.

Sample Response

Valeria has difficulty applying mathematical concepts and sometimes skips steps or misinterprets information even when she comprehends Mr. Lin's explanations and understands the concept represented by the problems. Since she has not yet fully mastered some of the prerequisite skills for this lesson, she will need scaffolding to help her successfully perform the lesson activities.

One strategy for differentiating instruction for Valeria in this lesson to address this need would be to provide Valeria with a written step-by-step guide of the procedure for solving linear equations. Each step of the process would show an example of what the calculations should look like at that step.

Providing Valeria with a written, step-by-step guide will help make sure that Valeria does not skip steps in solving the equations. It will also facilitate her ability to apply mathematical concepts because she can use the guide to verify that her solutions resemble the examples in the guide. This approach will help scaffold Valeria's ability to solve linear equations accurately.

Competency 0003 Students with Disabilities and Other Special Learning Needs

Exhibit 1

Class Description

Mr. Forrest teaches a general education kindergarten class. The class includes Lily, who is receiving Tier 3 Response to Intervention (Rtl) services to help her strengthen her numeracy concepts and skills, and Theodore, who is a student with a disability classified with autism. Theodore has an Individualized Education Program (IEP). Both Lily and Theodore speak English as their home language.

Lily's receptive and expressive language development is commensurate with that of her classmates. Lily receives Tier 3 Rtl services for 25 minutes, five times a week, beyond core instruction in math, to promote her grasp of mathematics concepts and skills.

Theodore is verbal, but he only likes to talk about topics of particular interest to him (e.g., cars). His favorite activity is lining up small toy cars end-to-end in a long row, and he becomes very agitated if anyone disturbs his line of cars. He rarely participates in class discussions, and tends to wander away during morning meeting. Theodore is performing on grade level in numeracy skills development, but is below grade level in decoding and sight word recognition. He receives services from his special education teacher in the resource room to address his needs in the area of reading for one hour a day, and he is accompanied by an aide at all other times during the school day.

Exhibit 2

Excerpt from Informal Classroom Observations of Lily by Mr. Forrest (January, current year)

Lily needs significant support with everyday tasks involving mathematical thinking, particularly those tasks requiring an understanding of one-to-one correspondence. For example, when it is her turn to set the snack table, she does not place one napkin at each chair as I modeled for her, but places them around the table randomly, putting clumps of napkins by some chairs and none by others. Similarly, when she was recently asked to give one piece of paper to each student at her table, she handed out several sheets to some students and missed others entirely.

Her ability to understand and perform quantity discrimination also needs to be strengthened. At the manipulatives table, where she was playing with three blocks and the child next to her was playing with 20 or more blocks of the same size, Lily was unable to tell me whether she or her classmate had more blocks. When I asked Lily to count her blocks, she said, "One, two, three, four, five, six, seven, eight, nine, ten!" very rapidly, making no reference to the three blocks in front of her. When I modeled counting her blocks by touching each and saying "One, two, three," she was unable to imitate my action independently, even after I had physically helped her touch her blocks as she counted each one.

Exhibit 3

Excerpt from Mr. Forrest's Draft Lesson Plan

Topic: Counting and Cardinality
Standards: Count to 100 by ones and by tens. (NYCCLS M.K.CC.1) Understand the relationship between numbers and quantities; connect counting to cardinality. (NYCCLS M.K.CC.4)

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (NYCCLS M.K.CC.6)

Lesson Objectives:

Students will count to 10 by ones.

Students will compare numbers of objects up to 10.

Grouping:

Students will work individually.

Vocabulary:

cardinal number names 1–10, count, more than, fewer than, same as

Materials:

strips of poster board, small picture cards of animals, paste, crayons

Lesson Component	Activity
Introduction	<p>Ask the students if they have ever counted anything. Give each of them the opportunity to tell about something they have counted, to demonstrate counting or to give reasons why they use counting.</p> <p><i>Notes:</i> <i>Have students sit on their carpet squares in the morning meeting area.</i></p>
Individual Activity	<p>Tell the students that they may each choose up to 10 pictures of different animals from a box of pictures the teacher will bring around the class. After choosing their picture cards, the students will paste their cards in a line on a strip of poster board. The students will use crayons to decorate their animal cards.</p> <p><i>Notes:</i> <i>Have the students count aloud as they choose each card. Monitor to make sure they</i></p>

	<p><i>count accurately. Ask each student to state how many cards he or she has chosen before moving on to the next student.</i></p>
<p>Class Activity</p>	<p>The teacher will ask pairs of students to come to the front of the class to show their strips of animal cards. Each student will hold up his or her strip and count the number of cards. Ask the two students to tell whether they have the same number of cards or whether one strip has more or fewer cards.</p> <p><i>Notes:</i></p> <p><i>Monitor the attention paid by the seated students and involve them by asking questions about the card strips being shown (e.g., How many cats are on Miguel's strip? Who has the same number of animals as Irina?).</i></p>

Use the exhibits to answer the questions that follow.

11. Which of the following would likely be the best strategy for Mr. Forrest to use to foster Theodore's active engagement in the lesson on counting cards?

- A. Have Theodore work on the activity in a small group rather than individually.
- B. Conduct the counting lesson immediately after morning meeting.
- C. Encourage Theodore's aide to stay nearby to monitor him throughout the entire lesson.
- D. Include cards that have pictures of cars as well as pictures of animals.

Answer

Correct Response: D. Incorporating student interests into an activity is an effective strategy for promoting engagement. Theodore is particularly focused on cars, so including picture cards with cars on them will help capture his interest and encourage a greater degree of participation on his part in performing the activity. Creating a line of cards with pictures of cars closely reflects Theodore's favorite activity of lining up real toy cars.

12. Another student in the class, Althea, has fine-motor delays. Mr. Forrest could best support Althea's full participation in the lesson by

- A. creating larger picture cards and strips of poster board for Althea to use
- B. assigning a classmate to be her partner and to place the pictures on the poster board as Althea directs

- C. asking Althea's occupational therapist (OT) to pre-teach the lesson in the resource room
- D. having Althea help monitor the other students' accuracy in counting their picture cards

Answer

Correct Response: A. Fine-motor delays can result in difficulties performing actions such as gripping a crayon or using a pincer motion to pick up small objects. In Althea's case, her ability to manipulate the regular size cards and strips may be impeded by her fine-motor delays. Providing her with larger materials will enable her to perform the task with less demand on her fine-motor skills.

13. Which of the following information sources would be most useful in helping the school determine if Lily should be referred for an initial evaluation for special education services?

- A. notes from the school building leader's observation of Lily during math instruction at least three times to support the referral
- B. standardized test results showing a severe discrepancy between Lily's achievement and intellectual ability
- C. an affidavit from Lily's teacher documenting her professional opinion that RtI services are not adequately meeting Lily's needs
- D. data from multiple sources supporting the likelihood that Lily's underachievement is not due to lack of appropriate, scaffolded instruction in mathematics

Answer

Correct Response: D. Research has shown that the use of targeted interventions prior to formal special education referral can positively affect the success of children in school as well as prevent inappropriate referrals to special education. Therefore, before formally referring Lily for evaluation, it is important for the teacher to implement specific interventions to address Lily's learning needs and gather data about Lily's performance from various sources to ensure that every effort has been made to provide effective and appropriate instruction.

14. Mr. Forrest will most likely need to provide Lily with individualized support during which component of the draft lesson plan?

- A. identifying cards that she likes
- B. comparing numbers of cards
- C. decorating her cards with crayons
- D. arranging her selected cards in a row

Answer

Correct Response: B. Comparing numbers of cards requires numeracy concepts that Lily has yet to master. Because she does not grasp the concept of one-to-one correspondence, Lily will likely be unable to count the cards independently with any degree of accuracy. She will require scaffolding and targeted support in this area during the lesson to benefit from instruction.

Use the exhibits to complete the task that follows.

15. After analyzing the information provided, write a response of approximately 150–200 words in which you:

- identify one aspect of the draft lesson plan that would be difficult for Theodore;
- describe one modification you would make to the draft lesson plan to address this area of difficulty; and
- explain why this modification you described would be effective for Theodore.

The final version of your response should conform to the conventions of edited American English.

Sample Response

One aspect of the draft lesson plan that would be difficult for Theodore would be participating in the class discussion during the introduction of the lesson. This aspect of the lesson would be difficult because Theodore often does not participate in morning meeting and the topic is not about cars.

One adaptation I would make to the draft lesson plan would be, with the assistance of Theodore's aide, to explain to Theodore in advance that he will be allowed to line up his cars and demonstrate counting them during the introduction if he sits in the circle while two other students tell about or demonstrate counting. I would tell Theodore that I will show him a picture of a car when it is his turn.

This adaptation would be effective for Theodore because it would help engage his attention during the introduction by linking the counting activity to a topic he finds motivating. Having him sit in the circle while two other students are talking will also serve as a reinforcement of expected behavior. Showing a picture of a car will alert Theodore when he is expected to participate. This adaptation will enable Theodore to participate more fully in instruction.

Competency 0004
Teacher Responsibilities

16. The parents of a middle school student believe that their child's educational records contain an inaccurate report of their child's involvement in an incident where a small group of students behaved inappropriately during a school field trip. The school denied the parents' initial request to amend the report, and a formal hearing upheld the school's decision. At this point, the parents have the legal right to

- A. present objections to the school's report of the incident to a court-appointed mediator
- B. place a statement in their child's records, stating their disagreement with the school's report
- C. examine the records of the other students who were involved in the incident
- D. have their child's current records sealed and a new set of records created

Answer

Correct Response: B. According to the Family Educational Rights and Privacy Act (FERPA), parents/guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still does not decide to amend the record, the parent/guardian or eligible student has the right to place a statement in the record setting forth his or her view about the contested information.

Competency 0005
School-Home Relationships

17. Teachers in an elementary school are creating take-home activity kits to reinforce students' in-school learning. Activities are content-related and designed to be completed by students and their parents/guardians. Materials for the activities are included and directions are provided in the students' home languages whenever possible. The take-home activity kits are likely to be most effective in achieving the desired outcome if the teachers emphasize which of the following types of activities?

- A. oral activities that require parents/guardians to listen as students recite important factual information
- B. written practice activities for students to complete with their parents'/guardians' supervision
- C. complex activities that students and parent/guardian complete together
- D. hands-on activities that promote interaction between students and their parents/guardians

Answer

Correct Response: D. Take-home activities that are hands-on promote students' engagement in an activity because such activities help students become actively involved in learning. Additionally, interaction between students and their parents/guardians about the task and their learning helps students internalize the targeted knowledge and skills and enables parents/guardians to extend their children's thinking by asking questions.

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New York State Teacher Certification Examinations™ Field 201: Educating All Students (EAS)

Compendium of resources aligned to performance indicators for the purpose of test preparation. Prepared by Gretchen Schwarzmueller and Danene Stevens, Niagara University, October 9, 2013.

General resources

Sample test items: http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_201.htm

Competency 0001—Diverse Student Populations

Web link	Description	Performance Indicators
https://itunes.apple.com/us/podcast/literacy-2.0-new-frontier/id357933877	Go to #12 for a podcast from the International Reading Association on strategies and techniques for culturally responsive instruction.	1c, 1g, 1h
https://www.youtube.com/watch?v=uV36efjBKRU	Video on how to be a culturally responsive teacher	1a, 1h
http://www.teachersfirst.com/gifted_strategies.cfm	Site with strategies for working with gifted students	1e
http://homeless.net/Publications/Opening%20Doors%20Materials/C5%20Do%20You%20Have%20Homeless%20Children%20In%20Your%20Classroom.pdf	Strategies for teaching homeless students	1d
http://www.nasponline.org/resources/culturalcompetence/cultcomppractice.aspx#assess	Click on the first link under “Assessment” for a PowerPoint presentation on the assessment of diverse learners	1f
http://www.colorincolorado.org/multimedia/experts/podcasts/cortez/	Podcast interview, includes tips on finding multicultural literature for the classroom	1h, 1j
http://www.nccrest.org/Briefs/Diversity_Brief.pdf	Read the main principles of maintaining a diversity-conscious classroom	All

Competency 0002—English Language Learners

Web link	Description	Performance Indicator
http://www.colorincolorado.org/webcasts/	Webcasts cover the following topics: Preschool for ELL’s	2f, 2g, 2h

	<p>ELL's in middle and high school</p> <p>Academic Language and ELL's</p> <p>ELL's with learning disabilities</p> <p>Assessment of ELL's</p> <p>Comprehension for ELL'S</p> <p>ELL's and reading</p>	
http://www.colorincolorado.org/multimedia/afttoolkit/	A multimedia "toolkit" for reaching out to Hispanic parents of ELL's	2i
http://www.colorincolorado.org/multimedia/bilingual/	Multimedia course introducing different ESL language program models, ways to partner with parents, and strategies for teaching literacy	2b, 2d, 2f, 2g, 2i
http://www.colorincolorado.org/multimedia/experts/video/gonzales/	Engaging ELL's and working with families	2i
http://www.colorincolorado.org/multimedia/learn/	Video: How to welcome ELL's into the classroom	2a
http://www.colorincolorado.org/policy/	Laws and policies regarding ELL's	2c.
http://www.colorincolorado.org/educators/reachingout/	Video: tips to promote and foster family involvement	2i
http://www.colorincolorado.org/educators/reachingout/backgrounds/	Read about how to learn about students' backgrounds and reach out to parents	2a, 2i
http://www.colorincolorado.org/article/26751/	Read about stages of language acquisition and how to connect it to primary language	2e

Competency 0003 – Students with disabilities and other special learning needs

Website	Description	Performance Indicator
http://www.practicequiz.com/NYSTCE%3A-Students-with-Disabilities-Exam-Prep	NYSTCE CST practice exam. Although a CST exam, questions are focused solely on students with disabilities (including tests, laws, and identification).	A, D, E, G
http://nichcy.org/	Information on laws about education and students with disabilities, as well as, types of disabilities. Site contains a 'listen' function that allows the information to be read to the individual. (Federal)	D
http://www.p12.nysed.gov/specialed/lawsregs/	Information about laws that affect students with disabilities. (NY State)	D
http://www.interventioncentral.org/	RTI (Respond to Intervention) information	E

Competency 0004 – Teacher responsibilities

Website	Description	Performance Indicator
http://www.nyclu.org/issues/youth-and-student-rights	Information about the rights of students in New York State.	A
https://www.childwelfare.gov/pubs/usermanuals/educator/educator.cfm	Information on abuse reporting for teachers.	B
http://www.ocfs.state.ny.us/main/cps/	Information about abuse reporting in New York State.	B
http://www.stopbullying.gov/what-you-can-do/educators/index.html	Information on bullying	A
http://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html	FERPA information	C
http://www.scholastic.com/teachers/collection/resources-responding-violence-and-tragedy	How to respond after trauma (reassuring children after disturbing events)	D

http://www.highered.nysed.gov/tcert/resteachers/	New York State code of ethics for teachers contains information regarding parent/teacher interaction, and teacher/teacher interactions.	C,D
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Competency 0005—School-Home Relationships

Web link	Description	Performance Indicator
http://www.scholastic.com/teachers/article/five-keys-successful-parent-teacher-communication	Tips on effective teacher-parent communication	5a
http://theparentacademy.dadeschools.net/pdfs/Effective_Communication.pdf	Methods, principles, and standards of effective parent-teacher communication	5a, 5b, 5c, 5d
http://www.parenthood.com/article-topics/podcast_parent_teacher_communication.html	Podcast about parent-teacher communication	5a, 5b, 5c, 5d
https://www.youtube.com/watch?v=MWNUM-XGpnU	A YouTube video offering suggestions on effective parent/teacher communication	5a
https://www.youtube.com/watch?v=1BhBsLpUMZU (Parent Teacher Communication)	Information on parent/teacher communication	All

NYSTCE Academic Literacy Skills Test (ALST) Preparation Materials

Select from the following links to view or print test preparation information for the NYSTCE Academic Literacy Skills Test (ALST).

STUDY GUIDE

1. [Introduction](#)
2. [Sample selected-response questions](#)
3. [Sample constructed-response assignments and sample strong responses](#)

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**NEW YORK STATE TEACHER
CERTIFICATION EXAMINATIONS™**

**FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST DESIGN AND FRAMEWORK**

March 2014

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NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST DESIGN**

This test consists of selected-response items, followed by focused constructed-response items and an extended writing assignment based on the critical analysis of authentic texts and graphic representations of information addressing the same topic. Each item requires the analysis of complex literary or informational texts.

The selected-response items count for 40% of the total test score and the constructed-response items count for 60% of the total test score, as indicated in the table that follows. Each selected-response item counts the same toward the total test score.

The total testing time is 210 minutes. Candidates are free to set their own pace during the test administration. The following estimates were used to determine the total test time:

- Each focused constructed-response item is designed with the expectation of a response up to 20 minutes.
- The extended writing assignment is designed with the expectation of a response up to 60 minutes.
- The selected-response items are designed with the expectation of response time up to 110 minutes.

Further information regarding the content of each competency can be found in the test framework.

Competency	Selected-Response		Constructed-Response	
	Approximate Number of Items	Approximate Percentage of Test Score	Number of Items	Approximate Percentage of Test Score
0001 Reading	40	40%	--	--
0002 Writing to Sources	--	--	2 focused response 1 extended response	60%
Total	40	40%	3	60%

NEW YORK STATE TEACHER CERTIFICATION EXAMINATIONS™

**FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST FRAMEWORK**

Reading
Writing to Sources

The New York State educator has the academic literacy skills necessary to teach effectively in New York State public schools. The teacher is capable of proficient, close, and critical reading that reflects wide, deep, and thoughtful engagement with a range of high-quality, complex informational and literary texts. The teacher demonstrates command of evidence found in texts and uses cogent reasoning to analyze and synthesize ideas. The teacher produces complex and nuanced writing by choosing words, information, and structure deliberately for a given task, purpose, and audience.

COMPETENCY 0001—READING

Performance Expectations

The New York State educator reads complex informational and narrative texts and demonstrates command of key ideas and details in the texts. The teacher determines what a text says explicitly and consistently makes logical inferences and draws conclusions based on evidence found in the text. The teacher correctly determines the central ideas or themes of a text and analyzes their development. The teacher recognizes accurate summaries of key supporting details and ideas. The teacher accurately determines an author's attitude, opinion, or point of view. The teacher analyzes how and why individuals, events, and ideas develop and interact over the course of a text.

The New York State educator demonstrates command of craft and structure in reading. The teacher accurately interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and thoroughly analyzes how specific word choices shape meaning and tone. The teacher thoroughly analyzes the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. The teacher accurately assesses how point of view and purpose shape the content and style of a text.

Performance Indicators

- a. determines what a text says explicitly
- b. makes logical inferences based on textual evidence

**FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST FRAMEWORK**

- c. draws conclusions based on textual evidence
- d. determines the central ideas or themes of a text
- e. analyzes the development of central ideas or themes of a text
- f. recognizes accurate summaries of key supporting details and ideas in a text
- g. analyzes how and why individuals, events, and ideas develop and interact over the course of a text
- h. interprets words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings
- i. analyzes how specific word choices shape meaning and tone in a text
- j. analyzes how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole
- k. determines an author's attitude, opinion, or point of view
- l. assesses how point of view and purpose shape the content and style of a text

COMPETENCY 0002—WRITING TO SOURCES

Performance Expectations

The New York State educator demonstrates the ability to integrate knowledge and ideas from texts to produce clear, cohesive, and coherent writing. The teacher delineates and evaluates the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. The teacher thoroughly analyzes how multiple texts address similar themes or topics to compare the approaches the authors take.

The New York State educator produces writing in which the development, organization, and style are appropriate to a given task, purpose, and audience. The teacher thoroughly develops strong arguments to support claims in a cogent synthesis and thorough analysis of information presented in substantive texts. The teacher uses valid reasoning and relevant evidence to support claims. The teacher organizes arguments by logically sequencing claims, counterclaims, reasons, and evidence. The teacher applies extensive knowledge of language to make effective choices for meaning and style. The teacher develops and strengthens writing by revising, editing, and rewriting as needed and demonstrates thorough command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Performance Indicators

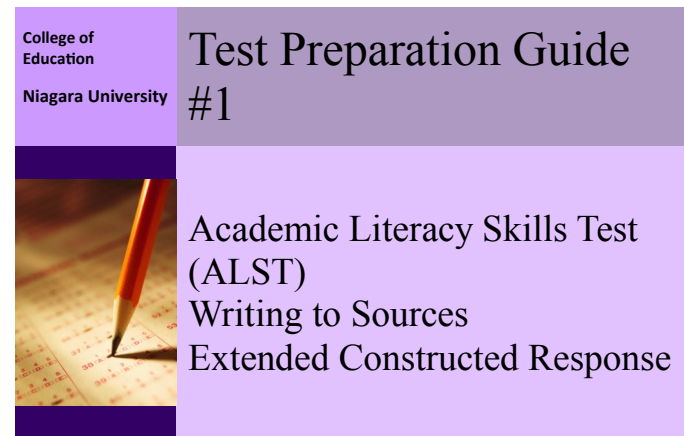
- a. delineates and evaluates the argument and specific claims in a text
- b. evaluates the validity of reasoning used to support arguments and specific claims in a text
- c. evaluates the relevance and sufficiency of evidence used to support arguments and specific claims in a text

**FIELD 202: ACADEMIC LITERACY SKILLS TEST (ALST)
TEST FRAMEWORK**

- d. evaluates the credibility, objectivity, and reliability of an author or sources used by an author
- e. analyzes how multiple texts address similar themes or topics to compare the approaches the authors take
- f. integrates and evaluates content presented in diverse formats and media, including visually and quantitatively
- g. introduces a precise, knowledgeable claim
- h. uses valid reasoning to support the claim
- i. anticipates and addresses a possible counterclaim
- j. chooses relevant and sufficient evidence from multiple texts to support the claim and integrates the information while avoiding plagiarism
- k. establishes and maintains an appropriate style and tone
- l. uses transitional words and phrases and varies syntax to link sections of the text and to clarify relationships between ideas
- m. produces a conclusion that follows from and supports the claim
- n. chooses precise language for clarity and rhetorical effect
- o. uses correct standard English grammar, usage, capitalization, punctuation, and spelling

For more information please visit:
http://www.nystce.nesinc.com/NY_PM.asp?t=202

Test Preparation Guide Created by:
Dr. Rita Pollard, Adjunct Professor of English



Purpose of This Guide

The Academic Literacy Skills Test (ALST), one of the teacher certification exams required by New York State’s Education Department, will require candidates to read and analyze passages and graphics and then respond to reading comprehension and essay questions based upon those passages.

This test preparation guide offers some tips for developing an essay for the “extended response” question on the ALST.

While no one can predict the exact nature or topics of the exam’s writing prompts, reading passages, or graphics, the State Education Department’s ALST’s framework explains that the test will assess candidates’ abilities to use print sources to write arguments for educated readers. (See www.nystce.nesinc.com.)

Therefore, this test preparation guide reviews an approach called the Toulmin Method or the Toulmin Model, for evaluating and composing arguments.

Developed by logician Stephen Toulmin, the Toulmin Model is not a writing “formula,” like the five-paragraph essay model most of us learned to follow in high school. Rather, the model describes the conventions of logical arguments, features we can use to assess others’ arguments and to plan and assess our own written arguments.

The Toulmin Model

According to Stephen Toulmin, arguments contain the following parts:

- *Claims*
- *Grounds*
- *Warrants*
- *Backing*
- *Qualifiers*
- *Rebuttals*

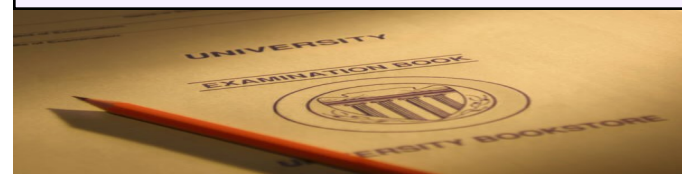
Let’s define each of these parts first. Then we will consider ways to use Toulmin’s framework to complete two critical tasks on the ALST:

- Critically analyze sources on which you will need to base your argumentative essay
- Generate your own essay



Frame a strong conclusion.

- You might remind readers of your argument's warrant: an assumption you both share.
- Or you might discuss implications such as the consequences that could ensue should readers accept or reject your claim.
- Or you might summarize your strongest reasons.
- Or you could leave readers with a memorable quote, image, or idea that might induce them to agree with you.



One Model, Several Options

The sample outline illustrates how you might use the elements of the Toulmin Model to plan and organize your essay. Understand, however, that the model offers writers flexibility. For instance, you may wish to discuss your argument’s warrant in the essay’s introduction. Rather than including counter-arguments and rebuttals near the end of your essay, you might wish instead to dispatch readers’ counter-arguments sooner. Sketch out the parts your argument will include and then arrange them in an order that seems workable to you and logical to readers. The parts of the model will help you generate ideas and develop a structure for your essay.

Want Some Practice?

The College of Education offers workshops designed to help you to practice applying elements of the Toulmin Model to sample sources.

Develop the warrant(s) explicitly if you cannot confidently assume that your audience accepts or understands the assumption(s) on which your argument rests.

- If your argument rests upon more than one warrant, develop each warrant in a separate paragraph.
- Be certain to order your warrants logically rather than simply listing them. Does one warrant follow logically from another? How can you order the warrants to show how your argument advances logically? (e.g. Not “The first reason is...; The second reason is...”).
- Provide the backing that supports the reasonableness and validity of each warrant.
- Transitional words and phrases will help readers follow the logical relationships among the reasons that support your warrants (e.g. Not only...but also; Therefore...; Despite...; In addition to...”).

Anticipate counter-arguments from skeptical readers and develop rebuttals to those counter-arguments.

- The sources will suggest potential questions, concerns, and challenges readers might raise in response to your claim.
- You should represent those counter-arguments fairly.
- You may decide to concede a point your readers raise.
- You can develop rebuttals for counter-arguments by pointing to errors in fact, logical fallacies, insufficient sample sizes or weak methodology, alleged experts’ lack of credibility or bias, stronger evidence to support your claim, etc.
- Be certain to “mark” positions as “theirs” or “yours” by using phrases such as “Some opponents maintain...” or “Those who argue that...”
- Order counter-arguments and rebuttals logically and signal shifts between ideas with transitional words or phrases.

The **claim** states the idea you want readers to accept or believe. For example, a writer could argue that *children and teenagers are exposed to too much advertising from the alcohol industry*. (In fact, David Jennigan, Executive Director of the Center on Alcohol Marketing and Youth, made this very claim in his 2006 book *Advertising*, published by Greenhaven Press.) Claims should be *qualified* so they are sufficiently limited. For example, rather than asserting “Alcohol companies direct too much advertising toward children and teens,” a *qualified claim* would state, “Some (or many) alcohol companies direct too much advertising toward children and teens.” A qualified claim is more specific and more defensible.

Think of **grounds** as the evidence or the reasons that a writer uses to support an argument’s claim. Evidence can come in many forms: facts; statistical data; examples; personal observations; anecdotes; and testimony from authorities. Of course, in order for an argument to be convincing, the grounds must be *credible* or believable. Readers would be wise to suspect stories published by Budweiser, for instance, that feature beer-drinking males who successfully lost weight after switching to Bud Light. In addition, the grounds must be *relevant* to the claim. For example, reporting that the alcohol industry spends approximately a billion dollars annually on TV advertising may not necessarily be relevant to the claim that children and teens are exposed to too much advertising from the alcohol industry. Perhaps the billion-dollar budget funded ads on late-night cable television shows that children and teens seldom watch. However, statistics might show that alcohol-advertising dollars targeted television shows with a thirty per cent or greater youth audience demographic. That focus on youth audiences makes the grounds more relevant to the claim. Grounds on which claims rest must also be *accurate* and they must be *sufficient*. Evidence must be true and readers must consider it to be “enough” to convince them to accept the argument’s claim.

A **warrant** is the logical lynchpin between the grounds and the claim. Think of a warrant as an assumption with which the audience must agree before they can be persuaded by the argument. For example, readers would need to assume that alcohol advertising targeting children and teens can negatively influence youths' thinking and behaviors around alcohol consumption in order for them to accept arguments about limiting their exposure to alcohol advertising. Sometimes writers state warrants in their arguments; sometimes they do not. Detecting an argument's warrant—a premise with which the writer assumes the audience already agrees—challenges many critical readers. However, identifying warrants matters to readers and to writers because arguments based upon faulty warrants—warrants the audience does not accept—will fail to persuade.

Claims should be qualified so they are sufficiently limited.

Backing “backs up” or supports the argument's warrant. Look at the warrant in the preceding section: *alcohol advertising targeting children and teens can negatively influence youth's thinking and behaviors around alcohol consumption*. A writer could cite a study by the Center on Alcohol Marketing and Youth that shows alcohol is responsible for 4,700 deaths per year among young people under the age of 21, and is associated with the three leading causes of death among youth: motor vehicle crashes, homicide and suicide (Mulvey, 2012). Those statistics certainly support the warrant regarding alcohol's negative influence on youth.

Develop an introduction.

- Here you provide some context or background on the issue under discussion.
- You also introduce your qualified claim to assert a clear, well-focused position. This is your essay's thesis.
- You may “forecast” the grounds of your argument in your thesis as well—the reasons that support your claim.

Develop the grounds or reasons that support your claim.

- Develop each reason in a separate paragraph.
- Integrate facts, statistics, credible expert opinion, etc. from the sources provided to develop each paragraph.
- Be certain to attribute information from sources. (e.g. “According to Pat Crandall,...”).
- Be certain to explain ideas from sources *in your own words*.
- Use direct quotations sparingly, and if you quote a source, be certain to attribute and punctuate the quotation accurately.
- If you do include quoted material, do not assume your readers interpret it exactly as you do. Explain, elaborate, or interpret the quotation. (e.g. “In other words, Crandall defends the idea that...”.)
- Be certain to order your grounds logically rather than simply listing them. Does one reason follow logically from another? How can you order the reasons to show how your argument advances logically? (e.g. Not “The first reason is...; The second reason is...”.)
- Transitional words and phrases will help readers follow the logical relationships among the reasons that support your claim. (e.g. Not only...but also; Therefore...; Despite...; In addition to...”.)

Planning and Drafting the Extended Essay

The ALST designers will require you to use information from sources they provide to compose your own argumentative essay. The good news: The sources serve as information resources for your essay. More good news: Using the Toulmin Model to analyze the sources will help you to assess the authors' claims, any need for qualification, the strength of the evidence, the validity of warrants, and the effectiveness of any counter-arguments and rebuttals. This knowledge will help to guide your own decisions about how best to focus your argument's claim, how best to support your argument, and how to anticipate and address hostile readers' questions and challenges.

Staying Calm and Carrying On

Writing an effective argument requires careful planning and critical thinking. Thoughtful writers do not use a "paint-by-numbers" approach to writing tasks but rather construct an approach based upon the rhetorical context: the topic; the audience; the purpose. Nonetheless, when writers must work under a time constraint on a high-stakes test like the ALST, they often find having a "go-to" strategy for approaching writing not only useful, but also comforting. The Toulmin Model can serve as that "go to" strategy for you. You can use elements of the model to generate a plan for your extended argumentative essay on the ASLT. What follows is an example of how you might outline your extended essay.

A **rebuttal** is the final element in our outline of the Toulmin Model. Think of a rebuttal as an answer to the questions, concerns, challenges, and counter-arguments skeptical and even hostile readers could raise in response to an argument. Writers answer their audiences by conceding points, by offering reasoned answers to their questions and concerns, and by explaining why the audience's challenges or counter-arguments are ill-founded. Suppose, for example, that in response to the claim *children and teenagers are exposed to too much advertising from the alcohol industry*, hostile readers maintain that curbing alcohol advertising constitutes a violation of the alcohol industry's First Amendment rights to engage in commercial free speech. The writer can refute that assertion by stating that courts may restrict speech provided that limits are "reasonably linked to appropriate government needs" (Jaschik, 2010). Because the courts have found a correlation between alcohol advertising aimed at youth and increased alcohol consumption among youth, restricting alcohol advertising is in the government's and in society's best interests.



So Now What?

Understanding the Toulmin Model can help you with two tasks on the ALST:

You can apply the model to the sources that the ALST designers ask you to read and evaluate;

You can use the model to help yourself plan an extended argumentative essay based upon the sources.

Here's how:

Analyzing and Evaluating Reading Passages

- When you read the sources the ALST designers supply read *critically*. Once you have read the sources to understand their content, reread the sources to note what each author's central claim is—the idea the author wants you to believe or accept. Does the author qualify the claim, or does the author present an over-generalized, vague, or poorly focused claim?
- Evaluate the grounds or evidence the author presents. What are the author's credentials or affiliation? What about the credentials or affiliations of other "experts" the author cites? Might they be biased? Is the argument *reasoned*—one that presents logical, rational reasons—or does the author appeal exclusively to readers' emotions? Does the author supply accurate facts and statistics? Is *correlation* confused with *causation*? Are research methods that support findings valid? Are research sample sizes sufficient? Do personal observations, opinions, or experiences substitute as "hard" evidence? Does the author advance claims for which grounds are completely lacking? Is the evidence relevant and sufficient?
- Uncover the argument's warrant. Sometimes the author will state the warrant; sometimes the warrant is implied. Does the warrant express an assumption readers legitimately might not accept?

- Once you identify the warrant—even if it expresses an assumption with which you agree—consider the backing the author includes to develop the warrant. Does the backing strengthen the warrant? Does the backing reinforce the value, truth, and significance of the warrant?
- How well does the author anticipate a potentially hostile audience's questions and challenges? How convincing are the rebuttals the author offers in response to the audience's counter-arguments?

If you use the preceding questions—based on the Toulmin Model—to make notes on the sources, you will likely see more clearly not only which source is stronger or more convincing, but also *why* it is more effective. Then, if the ALST designers require you to evaluate the sources (meaning to make a judgment about the strength of the arguments the sources present or the effectiveness of the authors' approaches), you will be able to use your notes—and the "language" of the Toulmin Model, where appropriate—to develop your evaluation.

Want Some Practice?

The College of Education offers workshops designed to help you to practice applying elements of the Toulmin Model to sample sources. Please contact 716-286-8309 for more information.

Study Guide

Field 202: Academic Literacy Skills Test (ALST)

Sample Constructed-Response Items

Competency 0002
Writing to Sources

Passage A

Bob Dinneen

from "Should Congress Reassess the Renewable Fuel Standard in the Energy Independence and Security Act? Con: Renewable Fuels Association (RFA)"

Promoting the U.S. Economy and Energy Independence

1 Expansion of the domestic biofuels industry will provide significant economic benefits in terms of a larger and more robust economy, increased income, new job creation in all sectors of the economy, and enhanced tax revenues at both the Federal and State levels. Increased biofuels production and use stimulated by the RFS¹ will also enhance America's energy security by displacing imported crude oil. Specifically, expansion of the U.S. biofuels industry will:

- Add more than \$1.7 trillion (2008 dollars) to the U.S. economy between 2008 and 2022.
- Generate an additional \$366 billion (2008 dollars) of household income for all Americans over the next 15 years.
- Support the creation of as many as 987,000 new jobs in all sectors of the economy by 2022.
- Generate \$353 billion (2008 dollars) in new Federal tax receipts.
- Improve America's energy security by displacing 11.2 billion barrels of crude oil over the next 15 years and reduce the outflow of dollars to foreign oil producers by \$1.1 trillion (2008 dollars).

Benefits to the Consumer

2 With the ever-increasing price of oil, ethanol is helping to give consumers some relief. Using ethanol in the U.S. transportation fuel market helps lower gasoline prices by expanding gasoline supplies and

reducing the need for importing expensive, high-octane, petroleum-based gasoline components or more crude oil from unstable parts of the world.

3 Recently, ethanol has received harsh criticism for allegedly driving up the price of corn and contributing to a rise in food prices. However, the evidence does not support that conclusion. A host of reasons play a role in driving food prices higher, including, for example, record oil prices, soaring global demand for commodities from oil to grains, poor weather conditions, a collapsing dollar, and restrictive agricultural policies around the world.

4 In fact, energy prices are a large component of the retail food dollar. The U.S. Department of Agriculture's Economic Research Service estimates direct energy and transportation costs account for 7.5 percent of the overall average retail food dollar. "This suggests that for every 10 percent increase in energy costs, the retail food prices could increase by 0.75 percent if fully passed on to consumers." In fact, oil prices have twice the impact on rising consumer food prices than does the price of corn.

5 Ethanol production also provides highly valuable feed coproducts, keeping food production costs down. A modern dry-mill ethanol refinery produces approximately 2.8 gallons of ethanol and 17 pounds of distillers grains from one bushel of corn. The distillers grains are a protein-rich animal feed that can be supplemented by low-cost bulk foods like alfalfa, keeping the farmer's costs down.

¹**RFS:** Renewable Fuel Standard

Dinneen, Bob. "Should Congress Reassess the Renewable Fuel Standard in the Energy Independence and Security Act?" *Congressional Digest*. June 2008. Vol. 87. No. 6.

Passage B

Gawain Kripke

from "Should Congress Reassess the Renewable Fuel Standard in the Energy Independence and Security Act? Pro: Oxfam America"

1 Diversion of corn to ethanol is playing a significant role in reducing corn supplies for food and feed. In 2008, the USDA estimates that 3.1 million bushels of U.S. corn will be used to produce biofuels. That's an increase of nearly 50 percent over 2.1 million bushels last year and close to twice the 1.6 million bushels of 2006. What do these figures mean? It means that in 2008 the United States will convert approximately one-quarter (23.7 percent) of our corn production into biofuels. That's an increase from 20 percent last year and 14 percent the year before. In short, we're rapidly diverting larger portions of our corn supply to fuel, leaving less for food.

2 This conversion of corn to fuel appears to be having an impact, not just in the United States, but globally. For about 1.2 billion people around the world, corn is the preferred staple cereal. Consider that the United States produces more than 40 percent of the world's corn supply. Dedicating 3.1 million bushels of corn for ethanol this year will take more than one-tenth of the global corn supply off the market for food and feed.

3 It's important to recognize that the United States is a massive exporter of corn, the largest supplier in the world. We export nearly twice as much corn as all the other exporters combined. So, reduced supply and/or higher prices in the U.S. corn market have significant implications for the rest of the world.

4 Although ethanol mandates and subsidies directly impact on corn prices, they also have cascading impacts on other agricultural commodities. This is because higher corn prices are encouraging farmers to commit more acreage and agricultural inputs to corn production. This leaves less acreage and agricultural inputs available for other crops, especially soybeans, which are often planted in alternate years with corn. As a result, production for other commodities like soybeans is lower and prices are higher.

5 Higher corn prices also lead consumers to choose other, cheaper cereals to substitute for food or feed. Over time, this increased demand increases the prices for other commodities.

6 While the current situation around corn-based ethanol raises concerns about the impact on food prices and poor people, there are more ominous clouds on the horizon. The 2005 Energy Policy Act mandated 7.5 billion gallons of renewable fuels to be mixed into gasoline by 2012. Actual ethanol production is at least four years ahead of that schedule, with expected production of more than 7 billion gallons this year. But this is just the beginning of the planned expansion of corn ethanol.

7 The 2007 Energy Independence and Security Act mandates 36 billion gallons of biofuels by 2022. While the majority of this amount is meant to be "advanced biofuels," 15 billion gallons would be corn ethanol. This would double current corn ethanol production and implies a much larger diversion of corn from food and feed. The potential for truly disastrous shortages in food supply with accompanying price inflation is very real.

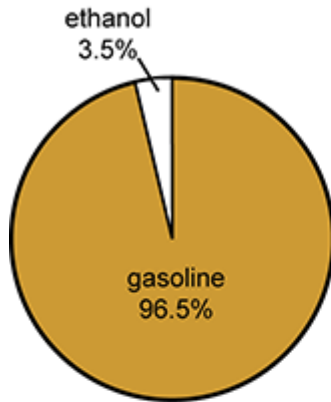
Kripke, Gawain. "Should Congress Reassess the Renewable Fuel Standard in the Energy Independence and Security Act?" *Congressional Digest*. June 2008. Vol. 87. No. 6.

Graphic

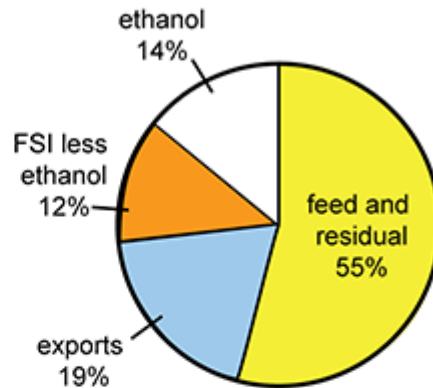
**United States Department of Agriculture
Ethanol's Role in Gasoline and Corn Markets**

2005/2006 Relationships

Ethanol use is small relative to overall gasoline use.

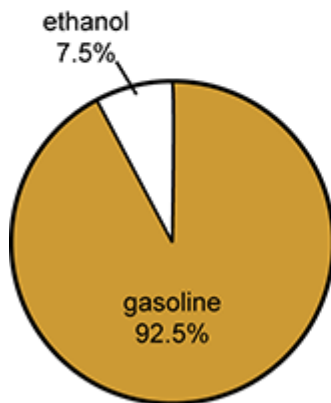


Ethanol accounts for a large and growing share of corn use.

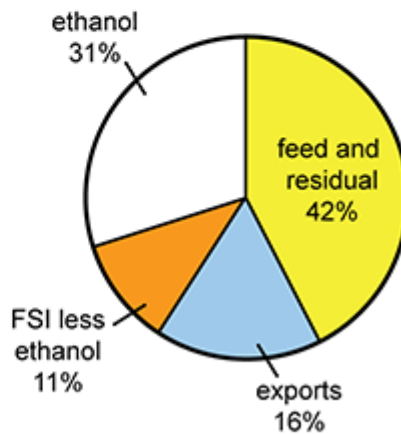


2016/2017 Relationships (projected)

Ethanol use is still small relative to overall gasoline use.



Ethanol accounts for over 30 percent of corn use.



Note: FSI = food, seed, and industrial

Westcott, P. C. (2007). *Ethanol expansion in the United States: How will the agricultural sector adjust?* (USDA Outlook No. FDS-07D01). Washington, DC: U. S. Department of Agriculture.

Assignment 1: Use Passages A and B to respond to the following assignment.

In a response of approximately 100–200 words, identify which author presents a more compelling argument. Your response must:

- outline the specific claims made in each passage;
- evaluate the validity, relevance, and sufficiency of evidence used to support each claim; and
- include examples from both passages to support your evaluation.

Your response should be written for an audience of educated adults. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your response should conform to the conventions of edited American English.

Sample Response to Assignment 1 (200 words)

The author of Passage A contends that increased ethanol production promotes economic growth and makes the United States more energy independent. He projects the likely effects of increased biofuels production on the economy and oil imports but does not furnish any information to support these estimates. The claim that increased ethanol production will lower fuel prices is more persuasive, but the contention that diverting corn to ethanol production will have little effect on the price of corn is not persuasive. Although the author lists other factors that influence corn prices and shows how reduced fuel prices lower production costs for corn growers, this evidence is not sufficient.

The main argument in Passage B is that increased diversion of corn to ethanol production will drive up the price of corn. The author contends that the diversion of corn to fuel has already reduced corn supplies for food and fuel with a corresponding increase in corn prices. Also, because the United States is the world's largest corn supplier, these developments are having a negative global impact. To support these claims, the author provides analysis and relevant data from authoritative government sources. Although one might question the author's fears, the argument appears sound.

Assignment 2: Use Passage B and the Graphic to respond to the following assignment.

In a response of approximately 100–200 words, explain how the information presented in the pie charts can be integrated with the author's central argument about the impact of converting corn to ethanol in Passage B. Your response must:

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_202.htm

- explain how specific information presented in the pie charts either supports or counters the author's claims, reasoning, and evidence with regard to the conversion of corn to ethanol; and
- include examples from the passage and the pie charts to support your explanation.

Your response should be written for an audience of educated adults. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your response should conform to the conventions of edited American English.

Sample Response to Assignment 2 (150 words)

Information presented in the pie charts provides strong support for the argument presented in Passage B. It shows that, in 2005/2006, about one-seventh of the corn grown in the United States was already being devoted to ethanol production; it further estimates that the amount of corn diverted to fuel will more than double by 2016/2017, at which time nearly a third of all U.S. corn will be turned into ethanol. Should this projection prove accurate, and the amount of corn devoted to food, seed, industrial, and residual purposes decline from 67% to 53% of the total crop, corn prices will, as the author argues, almost certainly rise. Although the charts show that the decline in corn exports is not likely to be as great as the author suggests in the passage, it will nevertheless have a negative impact on countries dependent on the United States for this widely consumed commodity.

Assignment 3: Use Passages A and B and the Graphic to respond to the following assignment.

Should the production of corn ethanol in the United States be expanded or reduced?

In an essay in your own words of approximately 400–600 words, present a fully developed argument that introduces and supports a claim assessing the benefits and risks of U.S. corn ethanol production. Your argument must:

- include a knowledgeable claim that demonstrates an understanding of the topic;
- use valid reasoning that draws on and extends the arguments in the sources provided;
- support your claim with relevant and sufficient evidence from all three sources; and
- anticipate and address at least one counterclaim.

Your essay should be written for an audience of educated adults. You must maintain an appropriate style and tone and use clear and precise language throughout. With the exception of appropriately identified quotations and paraphrases from the sources provided, your writing must be your own. The final version of your essay should conform to the conventions of edited American English.

Sample Response to Assignment 3 (566 words)

Devoting an ever larger percentage of our nation's corn harvest to the production of ethanol will do very little to address our long-term needs for energy security. The effects of such a decision on food prices, however, could be nothing short of disastrous.

As enthusiastic as many supporters are about the development of ethanol as a gasoline additive, the projected benefits of increased ethanol production are minimal. In 2007, the U.S. Department of Agriculture estimated that the amount of ethanol use relative to overall gasoline use would increase from its 2006 level of 3.5% to only 7.5% by 2017, despite what the study expected to be a massive diversion of corn from food to fuel production. This slight increase in ethanol use is unlikely to have a significant effect on gasoline prices. It will, however, result in a rise in the price of corn, due to increased demand.

This elevation of the price of corn would have a negative impact on consumers, who would find themselves paying more for corn. As Garwain Kripke explains in a 2008 article, however, higher prices for corn are only the beginning. Kripke points out that increases in ethanol production "have cascading impacts on other agricultural commodities" as well. With more farm acreage devoted to corn for ethanol, for example, less will be available for other food crops. In addition, the diversion of corn to fuel production leaves less available for animal feed, raising the cost of livestock production, and, subsequently, the cost to consumers of meat.

The effect on those who depend on U.S. exports could be even more dire. Kripke notes that corn is a crucial staple food for some 1.2 billion people worldwide. Furthermore, the United States accounts for over 40 percent of global corn production. A rise in price would painfully stretch budgets of people all over the planet. Energy companies are likely to be able to pay more per bushel for corn than people who need corn simply to eat.

Proponents of increased corn ethanol production minimize the impact it would have on the cost of food. In a 2008 article, for example, Bob Dinneen acknowledges climbing food prices but argues that higher fuel prices are the primary cause. Furthermore, Dinneen predicts that production of ethanol and other biofuels will yield benefits including "a larger and more robust economy, increased income, new job creation in all sectors of the economy, and enhanced tax revenues at both the Federal and State levels."

If Dinneen's predictions are accurate, the benefits of ethanol production would outweigh any increase in the prices consumers pay for food. Because he offers no evidence to support these claims, however, they remain merely optimistic predictions. Meanwhile, food costs are climbing in the United States and abroad. The certainty of higher prices for staple foods on which people rely is not an acceptable trade-off for economic advantages that might never materialize.

Energy security is a worthy goal, especially given U.S. reliance on petroleum imports. The costs that increased ethanol production would impose on consumers, however, is unacceptably high. Instead of diverting needed food to fuel production, scientists and energy companies should focus on seeking out alternatives to petroleum and other fossil fuels for meeting the nation's energy needs. New, as yet undiscovered, energy technologies could have economic and environmental benefits far greater than those of ethanol. No such alternative technologies are available for food production.

Performance Characteristics for Extended-Response Item

The following characteristics guide the scoring of responses to the extended-response assignment.

CONTENT AND ANALYSIS	The extent to which the response conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics and sources
COMMAND OF EVIDENCE	The extent to which the response presents evidence from the provided sources to support analysis and synthesis
COHERENCE, ORGANIZATION, AND STYLE	The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language

CONTROL OF CONVENTIONS	The extent to which the response demonstrates command of the conventions of standard written English grammar, usage, capitalization, punctuation, and spelling
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Score Scale for Extended-Response Item

Scores will be assigned to the response to the extended-response item according to the following score scale.

Score Point	Score Point Description
4	The "4" response demonstrates a strong command of argumentative writing skills.
3	The "3" response demonstrates a satisfactory command of argumentative writing skills.
2	The "2" response demonstrates limited argumentative writing skills.
1	The "1" response demonstrates a lack of argumentative writing skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English, or contains an insufficient amount of original work to score.
B	No response.

Performance Characteristics for Focused-Response Items

The following characteristics guide the scoring of responses to each focused-response assignment.

CONTENT	The extent to which the response meets the requirements of the assignment
ANALYSIS, EVALUATION, AND INTEGRATION	The extent to which the response demonstrates understanding of and engagement with the provided sources
COMMAND OF EVIDENCE	The extent to which the response presents evidence from the provided sources to support analysis and synthesis
COHERENCE AND CLARITY	The extent to which the response is focused and clear

Score Scale for Focused-Response Items

Scores will be assigned to each response to the focused-response items according to the following score scale.

Score Point	Score Point Description
4	The "4" response demonstrates a strong command of relevant skills.
3	The "3" response demonstrates a satisfactory command of relevant skills.
2	The "2" response demonstrates limited relevant skills.
1	The "1" response demonstrates a lack of relevant skills.
U	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English, or contains an insufficient amount of original work to score.
B	No response.

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Study Guide

Field 202: Academic Literacy Skills Test (ALST)

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Sample Selected-Response Questions

Competency 0001
Reading

Read the passage below; then answer the eight questions that follow.

Joshua Cooper Ramo

from *The Age of the Unthinkable: Why the New World Disorder Constantly Surprises Us and What We Can Do About It*

1 Gertrude Stein was born in Allegheny, Pennsylvania, on February 3, 1874. Her father, Daniel, was a German Jewish immigrant who had made a fortune in the American railway boom of the nineteenth century but held, somewhere, the idea and hope of the kind of polish a feeling for European life might give his children. When Gertrude was a girl, he moved the family briefly back across the Atlantic before finally settling in Oakland, California, where Gertrude spent her teen years. It was a well-rounded, prosperous, comfortable beginning, one intended to produce a well-rounded, prosperous life with all the usual accoutrements of family, stability, and friends. In fact, however, it produced a woman who was to become one of the most important aesthetic arbiters of her day. Stein caught a taste for Europe early and realized quickly that she would never be at home in the United States. "America is my birthplace," she later observed, "but Paris is my home town." It wasn't only that the puritanical traditions of American life chafed against her modern sensibility and bohemian habits; it was also that Europe was where she was most likely to see what interested her most: a collision between old and new.

2 Stein returned to Europe in her twenties, settled in Paris, and quickly became a sort of den mother to the most successful artists and writers and dancers of her age. They were, she recognized, moving right along the fault line that riveted her, the one that separated the classical European way of life, with its balls, carriages, and Victorian sensibilities, from what she spotted around her: the dances of Nijinsky, the sentences of Joyce, the paintings of Braque. This new world obsessed her. She loved the speed of its trains, the way the Renault factories in Croissy worked around the clock, the hustle of immigrants on the Paris streets. Almost like a collector of great art, she began to collect great talent: Ernest Hemingway, F. Scott Fitzgerald, Pablo Picasso, and a dozen other great names of the revolution that became known as modernism. What made Stein so successful in this endeavor wasn't only her ambition or her intellect or the strength of her own talent (which was debatable). It was that her way of thinking and seeing, her

http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_202.htm

curiosity about the collision of old and new, was perfectly tuned for a moment when Europe was, cataclysmically, struggling with that collision. She was a woman alive to the great theme of her day, the at once violent, at once beautiful movement from one way of living to another.

3 If there was a single moment when she felt a sense of the harmony between her instincts and her environment most clearly, it might have been on a Paris street in the sixth arrondissement one night shortly after the start of World War I. Stein and Picasso were walking home from a dinner, when a French military convoy rolled past them. But this convoy was different. It *looked* different: the sides of the trucks and the cabs had been splotched unevenly with different colors of paint. The two of them froze. Stein wrote later, "I very well remember being with Picasso on the Boulevard Raspail when the first camouflaged truck passed. It was at night, we had heard of camouflage but we had not yet seen it and Picasso amazed looked at it and then cried out, yes it is we who made it, that is Cubism!"¹

4 This is quite a scene—the saturnine Stein, forty years old, and the diminutive thirty-three-year-old Spanish genius, exulting together in a fresh aesthetic surprise of the Great War. That war became for Stein the defining moment of her sense of aesthetics and history. For her, 1914 marked a pivot between radically different sensibilities. It wasn't simply that the war destroyed so many lives; it was also that it destroyed an older idea of order. "You are, all of you, a lost generation," Stein told Hemingway when he showed up in Paris after the war. It was that same confused geography she had in mind when marking out the way the war had been fought, the way it looked, and the landscape it left behind. "The composition of this war," Stein wrote, "was not a composition in which there was one man in the center surrounded by many others but a composition that had neither a beginning nor an end, a composition in which one corner was as important as another corner, in fact the composition of Cubism."

5 What Stein was sensing, marked out on those trucks or the paintings on the walls of her apartment, was, for its age, very much like what we are feeling now, a violent change in the way the world appears to work. In her case, the world really *looked* different. (If you've ever stared at a great Cubist painting, you know that the movement proposed a radically different way of seeing.) But there are important similarities between her historical moment and ours: a sense of new complexities, fresh interactions, and a speed that bedraggles old language and confuses old ideas. Statesmen of World War I lamented afterward that if only the negotiations in the days before the first mobilization had *not* been conducted by telegraph, the war might have been avoided. The problem, they said, was that none of the kings or foreign ministers of Europe had accustomed themselves to the speed of information, to the quantity of it that became available when telegraphs replaced letters. And in their confusion, they felt they had to act and decide at the (then-blistering) speed of a telegraph machine. It destroyed their judgment.

6 Every important historical moment is marked by these sorts of shifts to new models of living, which expand in velocity and complexity well past what the current ways of thinking can handle. Our moment is

no exception. And usually the source of the greatest historical disasters is that so few people at the time either recognize or understand the shift. Artists, with their tuned instincts for the new, often do.

¹**Cubism:** visual art style of the early twentieth century in which images were generally fractured into geometric facets

From: THE AGE OF THE UNTHINKABLE by Joshua Cooper Ramo. Copyright © 2009 by Joshua Cooper Ramo. By permission of Little, Brown and Company. All rights reserved.

1. In Paragraph 1, the repetition of the phrase "well-rounded, prosperous" emphasizes
- A. the sophistication of Stein's family
 - B. the predictability of the life Stein rejected
 - C. the flowering of Stein's creative powers
 - D. the contempt for convention Stein embodied

Answer

Correct Response: B. This item requires examinees to analyze how specific word choices shape meaning or tone. In Paragraph 1, the author's repetition of the phrase "well-rounded, prosperous" focuses attention on the stable, orderly world that Stein left behind when she decided to pursue her fascination with the "collision between old and new" models of living in Europe.

-
2. In Paragraph 2, the author develops the idea that "Europe was where [Stein] was most likely to see what interested her most" primarily by
- A. contrasting "the classical European way of life" with "the dances of Nijinsky, the sentences of Joyce, the paintings of Braque"
 - B. describing Paris in terms of "the speed of its trains" and "the hustle of immigrants"
 - C. stating that Stein "began to collect great talent: Ernest Hemingway, F. Scott Fitzgerald, Pablo Picasso"
 - D. identifying Stein as "a woman alive to the great theme of her day"

Answer

Correct Response: A. This item requires examinees to determine the central ideas of a text and analyze their development. What most interested Stein was the "collision between old and new" models of living. By juxtaposing the "balls, carriages, and Victorian sensibilities" of old Europe with the cultural innovation of modernist artists and writers such as Nijinsky, Joyce, and Braque, the author develops the idea that Europe was the epicenter of this collision.

3. The sentence below appears in Paragraph 2:

It was that her way of thinking and seeing, her curiosity about the collision of old and new, was perfectly tuned for a moment when Europe was, cataclysmically, struggling with that collision.

Which phrase is closest in meaning to the word "cataclysmically" as it is used in the sentence above?

- A. with furious upheaval
- B. with unrelenting violence
- C. with reckless abandon
- D. with shocking suddenness

Answer

Correct Response: A. This item requires examinees to interpret words and phrases as they are used in a text. As it is used in this sentence, the word cataclysmically refers to the cultural upheaval resulting from the clash between a traditional way of life and the new sensibilities that found expression in the work of modernist writers and artists.

4. The author's assertion in Paragraph 3 that the encounter with a military convoy was the moment Stein "felt a sense of the harmony between her instincts and her environment most clearly" is best supported by which excerpt from the passage?

- A. It *looked* different: the sides of the trucks and the cabs had been splotched unevenly with different colors of paint.
- B. The two of them froze. Stein wrote later, "I very well remember being with Picasso on the Boulevard Raspail when the first camouflaged truck passed."

- C. "It was at night, we had heard of camouflage but we had not yet seen it and Picasso amazed looked at it and then cried out, yes it is we who made it, that is Cubism!"
- D. This is quite a scene—the saturnine Stein, forty years old, and the diminutive thirty-three-year-old Spanish genius, exulting together in a fresh aesthetic surprise of the Great War.

Answer

Correct Response: C. This item requires examinees to determine the central ideas of a text and analyze their development. World War I was the defining event of Stein's historical moment. When she recognized Cubism—a cultural expression that epitomized modernism—in the instruments of the war, Stein had reason to feel "a sense of the harmony between her instincts and her environment."

5. The sentence below appears in Paragraph 4:

"You are, all of you, a lost generation," Stein told Hemingway when he showed up in Paris after the war.

The quotation in this sentence is most closely connected with which idea in Paragraph 4?

- A. the emergence of an aesthetic associated with World War I
- B. the convergence of expatriates in postwar Paris
- C. the staggering casualties among young men during World War I
- D. the complete rupture of the prewar social order

Answer

Correct Response: D. This item requires examinees to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. The author uses Stein's famous declaration that Hemingway's was "a lost generation" to underscore the idea, also expressed in Paragraph 4, that World War I had forced asunder the social order that had defined the prewar period. In Stein's view, the rupture left Hemingway and other people his age adrift.

6. The sentence below appears in Paragraph 4:

"The composition of this war," Stein wrote, "was not a composition in which there was one man in the center surrounded by many others but a composition that had neither a beginning nor an end, a composition in which one corner was as important as another corner, in fact the composition of Cubism."

In this sentence, Stein's comparison of World War I and Cubism conveys

- A. the political realignment and upheaval caused by the war
- B. the change in European cultural values as a result of the war
- C. the impact that the war had on artists and writers
- D. the effect that this war had on class structures

Answer

Correct Response: B. This item requires examinees to interpret words or phrases as they are used in a text, including figurative meanings. By comparing World War I and Cubism in this sentence, Stein emphasizes the absence of traditional notions of order that characterized the war. Much as Cubism stripped order and perspective from visual art, the comparison suggests, the war changed and perhaps undermined the traditional values of European society.

7. The discussion of Gertrude Stein and her experiences before and during World War I in Paragraphs 2 through 4 develops the passage's central idea by

- A. suggesting that artists are the creators of sweeping social change
- B. demonstrating how artistic movements take shape around universal themes
- C. illustrating how artists are able to perceive social transformations as they unfold
- D. establishing a link between artistic movements and advances in technology

Answer

Correct Response: C. This item requires examinees to analyze how and why individuals and ideas develop and interact over the course of a text. In Paragraphs 2 through 4, the author describes Stein's witnessing of the tumultuous birth

of modernism; her perception of a connection between modernism and World War I; and her use of modernism as a lens to understand the disruption of traditional social orders. This discussion introduces the author's central idea, that artists such as Stein have a unique capacity for recognizing social transformation as they are happening.

8. Which of the following is the best analysis of how the discussion in Paragraph 5 of the telegraph's impact on World War I relates to the rest of the passage?

- A. The suggestion that "the war might have been avoided" if "negotiations ... had *not* been conducted by telegraph" underscores the pointless destruction of the era.
- B. The reference to "the speed of information" and "the quantity of it that became available" with the telegraph connects the modernist era to the present.
- C. The reference to acting "at the (then-blistering) speed of a telegraph machine" connects the conduct of the war to the writing and art of the modernists.
- D. The suggestion that the telegraph "destroyed their judgment" develops a critique of the ignorance and belligerence of political elites.

Answer

Correct Response: B. This item requires examinees to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. By emphasizing "the speed of information" and "the quantity of it that became available" with the advance of the telegraph, the author creates a parallel between the modernist era and the present-day age of information. This parallel underscores the passage's central point about moments of historic social transformation.

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ACADEMIC LITERACY SKILLS TEST (ALST) RUBRIC FOR EXTENDED-RESPONSE ITEM

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of argumentative writing skills.	The "3" response demonstrates a satisfactory command of argumentative writing skills.	The "2" response demonstrates limited argumentative writing skills.	The "1" response demonstrates a lack of argumentative writing skills.
CONTENT AND ANALYSIS: the extent to which the response conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics and sources	<ul style="list-style-type: none"> The overall argumentation follows logically from the source material and is appropriate to task and audience. The response contains a claim that establishes a clear, compelling, defensible position on the issue. Its claim demonstrates insightful comprehension of source material and valid, precise reasoning. One or more opposing position or counterclaim is clearly stated and refuted. 	<ul style="list-style-type: none"> The overall argumentation follows generally from the source material and is relevant to task and audience. The response contains a claim that establishes a generally clear, defensible position on the issue. Its claim demonstrates sufficient comprehension of source material and valid basic reasoning. One or more opposing position or counterclaim is recognized and generally addressed and refuted. 	<ul style="list-style-type: none"> Major points of argumentation are missing or irrelevant to the task. The response contains a claim but does not establish a clear position. Its claim demonstrates basic literal comprehension of source material but with significant misinterpretation. Opposing positions and counterclaims may not be addressed or refuted. 	<ul style="list-style-type: none"> There is little or no argumentation, serving no clear purpose. The response contains a minimal idea but fails to present a claim beyond literal repetition of task or source material. No overarching position is established. Its claim is irrelevant, unconnected to topic and source material, or demonstrates no comprehension of source material or task. Opposing positions and counterclaims are neither addressed nor refuted.

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of argumentative writing skills.	The "3" response demonstrates a satisfactory command of argumentative writing skills.	The "2" response demonstrates limited argumentative writing skills.	The "1" response demonstrates a lack of argumentative writing skills.
COMMAND OF EVIDENCE: the extent to which the response presents evidence from the provided sources to support analysis and synthesis	<ul style="list-style-type: none"> • Evidence represents an accurate synthesis and analysis of information from all sources. • The claim is well supported with relevant, well-chosen facts, definitions, details, quotations, and/or other information from the sources. • Use of relevant, varied, and accurate evidence is sustained throughout the entire argument. • The core reasoning of the argument is consistently valid, follows insightfully from the evidence, and extends beyond ideas in the sources. • Sources are consistently and correctly cited, avoiding plagiarism. 	<ul style="list-style-type: none"> • Evidence represents a generally accurate synthesis and analysis of information from the sources. • The claim is generally supported with relevant facts, definitions, details, quotations, and/or other information from the sources. • Use of relevant, varied, and accurate evidence is generally sustained. • The core reasoning of the argument is generally valid and follows from the evidence, but may not extend beyond ideas in the sources. • Sources are generally cited, and plagiarism is generally avoided. 	<ul style="list-style-type: none"> • Evidence represents a partially accurate synthesis and analysis of information and may be drawn from only one source. • The claim is partially supported with some relevant facts, definitions, details, quotations, and/or other information from the sources. • Use of relevant, varied, and accurate evidence is partially sustained. • The core reasoning of the argument is flawed and tangential with respect to the evidence. • Sources may not be cited, and some plagiarism may be present. 	<ul style="list-style-type: none"> • If evidence is present, it represents little or no accurate synthesis and analysis of information from the sources. • The claim is minimally supported with few or no facts, definitions, details, quotations, and/or other information from the sources. • Use of evidence is not sustained. What is provided is irrelevant. • The core reasoning of the argument is not valid. • Sources are not cited and significant plagiarism is present.

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of argumentative writing skills.	The "3" response demonstrates a satisfactory command of argumentative writing skills.	The "2" response demonstrates limited argumentative writing skills.	The "1" response demonstrates a lack of argumentative writing skills.
COHERENCE, ORGANIZATION, and STYLE: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	<ul style="list-style-type: none"> The organizational strategies are especially effective for the nature of the argumentation, content, and purpose. The introduction clearly establishes a context for argument, as well as interest and relevance; the conclusion effectively supports the information presented and provides a sense of resolution. The argument progresses logically and smoothly from paragraph to paragraph. The skillful use of appropriate and varied transitions enhances coherence and meaning. Successful and consistent stylistic choices enhance persuasiveness. The response consistently uses appropriate, stylistically sophisticated language and precise and domain-specific vocabulary, with a notable sense of voice. 	<ul style="list-style-type: none"> The organizational strategies are generally effective for the nature of the argumentation, content, and purpose. The introduction generally establishes a context for argument, as well as relevance; the conclusion generally supports the information presented and restates the claim. The argument progresses logically from paragraph to paragraph. The use of appropriate transitions generally promotes coherence and meaning. Stylistic choices generally aid persuasiveness. The response generally uses appropriate language and some precise and domain-specific vocabulary, with an appropriate sense of voice. 	<ul style="list-style-type: none"> The organizational strategies are partially effective for the nature of the argumentation, content, and purpose. The introduction and conclusion, if present, are statements of literal ideas that do not establish context. The argument progresses from paragraph to paragraph, but the limited use of appropriate transitions undermines coherence and meaning. Stylistic choices are limited and only partially aid persuasiveness. The response uses language that may be inappropriate at times. Vocabulary may be imprecise, repetitive, or incorrectly used, and domain-specific vocabulary may be misused or absent. A sense of voice may be inconsistent. 	<ul style="list-style-type: none"> Organizational strategies are not effective. Introduction and conclusion are rudimentary or are not present. The response contains discrete paragraphs, but the relationships among them is unclear. A sense of progression and coherence is absent. A lack of organization within paragraphs impedes meaning. There is little or no evidence of stylistic choice. The response uses language that is inappropriate. Vocabulary is often incorrect, and domain-specific vocabulary is absent.

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of argumentative writing skills.	The "3" response demonstrates a satisfactory command of argumentative writing skills.	The "2" response demonstrates limited argumentative writing skills.	The "1" response demonstrates a lack of argumentative writing skills.
CONTROL OF CONVENTIONS: the extent to which the response demonstrates command of the conventions of standard written English grammar, usage, capitalization, punctuation, and spelling	<ul style="list-style-type: none"> The response illustrates consistent command of standard writing conventions (capitalization, punctuation, grammar, and spelling). Sentence structure is clear, varied, and effective. Errors, when present, do not disrupt understanding or the force of the writing. 	<ul style="list-style-type: none"> The response illustrates general command of standard writing conventions (capitalization, punctuation, grammar, and spelling). Sentence structure is generally clear, varied, and effective. Errors do not disrupt understanding, but may reduce the force of the writing. 	<ul style="list-style-type: none"> The response includes partial command of standard writing conventions (capitalization, punctuation, grammar, and spelling). Some errors may be significant. Sentence structure is only partially effective. Sentences are sometimes unclear, repetitive, simplistic or incorrect. Errors sometimes disrupt understanding and undermine the force of the writing. 	<ul style="list-style-type: none"> The response illustrates little or no command of standard writing conventions (capitalization, punctuation, grammar, and spelling). Sentence structure is ineffective. Sentences are often unclear, repetitive, simplistic or incorrect. Errors often disrupt understanding.
UNSCORABLE	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.			
BLANK	No response.			

ACADEMIC LITERACY SKILLS TEST (ALST) RUBRIC FOR FOCUSED-RESPONSE ITEMS

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of relevant skills.	The "3" response demonstrates a satisfactory command of relevant skills.	The "2" response demonstrates limited relevant skills.	The "1" response demonstrates a lack of relevant skills.
CONTENT: the extent to which the response meets the requirements of the assignment	<ul style="list-style-type: none"> The response demonstrates strong understanding of the assignment and clearly and completely addresses all requirements. 	<ul style="list-style-type: none"> The response demonstrates satisfactory understanding of the assignment and addresses all requirements. 	<ul style="list-style-type: none"> The response demonstrates limited understanding of the assignment; some requirements are not addressed. 	<ul style="list-style-type: none"> The response demonstrates little or no understanding of the assignment and may not address requirements.
ANALYSIS, EVALUATION, AND INTEGRATION: the extent to which the response demonstrates understanding of and engagement with the provided sources	<ul style="list-style-type: none"> The response demonstrates accurate and insightful delineation, analysis, and evaluation of the relevant sources. The response demonstrates accurate and insightful comparison and integration of information. 	<ul style="list-style-type: none"> The response demonstrates generally accurate delineation, analysis, and evaluation of the relevant sources. The response demonstrates generally accurate comparison and integration of information. 	<ul style="list-style-type: none"> The response demonstrates limited accuracy and some attempt at delineation, analysis, and evaluation of sources. The response demonstrates partially accurate comparison and integration of information. 	<ul style="list-style-type: none"> The response demonstrates little or no accuracy or no delineation, analysis, or evaluation of sources. The assignment demonstrates little or no comparison or integration of information.
COMMAND OF EVIDENCE: the extent to which the response presents evidence from the provided sources to support analysis, evaluation, and integration	<ul style="list-style-type: none"> The response is well-supported by relevant facts, details, examples, and/or quotations from the sources. Reasoning is consistently valid. Sources are consistently and correctly cited, avoiding plagiarism. 	<ul style="list-style-type: none"> The response is generally supported by some facts, details, examples, and/or quotations from the sources. Reasoning is generally valid. Sources are generally cited, and plagiarism is generally avoided. 	<ul style="list-style-type: none"> The response is only partially supported by limited references to the sources. Reasoning is partially valid. Sources may not be cited, and some plagiarism may be present. 	<ul style="list-style-type: none"> The response includes little or no supporting evidence from the sources, and may include un-sourced information. Reasoning is not valid. Sources are not cited and significant plagiarism is present.

	4	3	2	1
Performance Characteristic	The "4" response demonstrates a strong command of relevant skills.	The "3" response demonstrates a satisfactory command of relevant skills.	The "2" response demonstrates limited relevant skills.	The "1" response demonstrates a lack of relevant skills.
COHERENCE AND CLARITY: the extent to which the response is focused and clear	<ul style="list-style-type: none"> The response is clearly and consistently focused on the assignment. Errors in conventions do not disrupt understanding. 	<ul style="list-style-type: none"> The response is generally focused on the assignment, with little irrelevant material. Errors in conventions may cause minor disruptions in understanding. 	<ul style="list-style-type: none"> The response is partially focused on the assignment, but irrelevant material is included. Errors in conventions disrupt understanding. 	<ul style="list-style-type: none"> The response is not focused and may be irrelevant to the assignment. Errors in conventions may significantly disrupt meaning.
UNSCORABLE	The response is unscorable because it is unrelated to the assigned topic or off-task, unreadable, written in a language other than English or contains an insufficient amount of original work to score.			
BLANK	No response.			

New York State Teacher Certification Examinations™ Field 202: Academic Literacy Skills Test (ALST): Compendium of resources aligned to performance indicators for the purpose of test preparation. Prepared by Danene Stevens, Niagara University, October 10, 2013.

Competency 001: Reading

Website	Description	Performance Indicator
http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_SRI_202.htm	Practice questions for reading section	All
http://www.majortests.com/sat/reading-comprehension.php	Reading comprehension practice tests	All
http://sat.collegeboard.org/practice/sat-practice-questions/reading-tips	Tips for how to successfully manage reading comprehension exams	All
http://sat.collegeboard.org/practice/sat-practice-questions/passage-based-reading	Reading comprehension practice questions	All
http://www.youtube.com/watch?v=Hs5Hd6jwW94 (<i>SAT Foundations #7: Reading Passage Strategies</i>)	Gives suggestions and information on how to read the passages effectively in order to analyze the passage	All
http://www.readtheory.org/	Vocabulary and critical thinking activities	All

Competency 002: Writing

Website	Description	Performance Indicator
http://www.nystce.nesinc.com/STUDYGUIDE/NY_SG_CRI_202.htm	Sample writing questions with examples and rubric	All
https://owl.english.purdue.edu/owl/resource/685/01/	A guide on how to write different essay formats, including comparative which is the format used for this test	E, F, G, H, I, J
http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing	A guide for essay writing	All
http://www.writing.utoronto.ca/advice	Essay writing information	All
http://www.niagara.edu/writing-center-student-resources/	Essay writing information	All
http://www.quickanddirtytips.com/grammar-girl	Grammar tips including common mistakes	K, L, O

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Select from the following links to view or print test preparation information for the NYSTCE English Language Arts test.

TEST CONTENT - USE FOR TESTS SCHEDULED THROUGH AUGUST 24, 2014

Test framework 

PREPARATION GUIDE - USE FOR TESTS SCHEDULED THROUGH AUGUST 24, 2014

Preparation Guide 

STUDY GUIDE - USE FOR TESTS SCHEDULED FOR SEPTEMBER 22, 2014 AND ON

1. Introduction
2. Sample selected-response questions
3. Sample constructed-response assignments

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NYSTCE Literacy Preparation Materials

Select from the following links to view or print test preparation information for the NYSTCE Literacy test.

TEST CONTENT - USE FOR TESTS SCHEDULED THROUGH JULY 19, 2014

Test framework 

PREPARATION GUIDE - USE FOR TESTS SCHEDULED THROUGH JULY 19, 2014

Preparation Guide 

STUDY GUIDE - USE FOR TESTS SCHEDULED FOR SEPTEMBER 22, 2014 AND ON

1. Introduction
2. Sample selected-response questions
3. Sample constructed-response assignments

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NYSTCE Mathematics Preparation Materials

Select from the following links to view or print test preparation information for the NYSTCE Mathematics test.

TEST CONTENT - USE FOR TESTS SCHEDULED THROUGH JULY 19, 2014

Test framework 

PREPARATION GUIDE - USE FOR TESTS SCHEDULED THROUGH JULY 19, 2014

Preparation Guide 

STUDY GUIDE - USE FOR TESTS SCHEDULED FOR SEPTEMBER 22, 2014 AND ON

1. Introduction
2. Sample selected-response questions
3. Sample constructed-response assignments

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NYSTCE Business and Marketing Preparation Materials

Select from the following links to view or print test preparation information for the NYSTCE Business and Marketing test.

TEST CONTENT - USE FOR TESTS SCHEDULED THROUGH JULY 19, 2014

Test framework 

PREPARATION GUIDE - USE FOR TESTS SCHEDULED THROUGH JULY 19, 2014

Preparation Guide 

STUDY GUIDE - USE FOR TESTS SCHEDULED FOR SEPTEMBER 22, 2014 AND ON

1. Introduction
2. Sample selected-response questions
3. Sample constructed-response assignments

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NYSTCE Students with Disabilities Preparation Materials

Select from the following links to view or print test preparation information for the NYSTCE Students with Disabilities test.

TEST CONTENT - USE FOR TESTS SCHEDULED THROUGH AUGUST 24, 2014

Test framework 

PREPARATION GUIDE - USE FOR TESTS SCHEDULED THROUGH AUGUST 24, 2014

Preparation Guide 

STUDY GUIDE - USE FOR TESTS SCHEDULED FOR SEPTEMBER 22, 2014 AND ON

1. Introduction
2. Sample selected-response questions
3. Sample constructed-response assignments

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NYSTCE Multi-Subject (Birth–Grade 2) Preparation Materials

Use for tests scheduled for September 22, 2014 and on

Select from the following links to view or print test preparation information for the NYSTCE Multi-Subject (Birth–Grade 2) test.

TEST CONTENT

[Test framework](#) 

STUDY GUIDE

Parts One and Two

1. [Introduction](#)
2. [Part One: Sample selected-response questions](#)
3. [Part Two: Sample selected-response questions](#)
4. [Part One: Sample constructed-response item](#)
5. [Part Two: Sample constructed-response item](#)

Part Three

Part Three of this test is shared by all four Multi-Subject tests.

If you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

[Part Three: Arts and Sciences](#)

VIDEOS AND TUTORIALS

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NYSTCE Multi-Subject (Grades 1–6) Preparation Materials

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Select from the following links to view or print test preparation information for the NYSTCE Multi-Subject (Grades 1–6) test.

TEST CONTENT

[Test framework](#) 

STUDY GUIDE

Parts One and Two

1. [Introduction](#)
2. [Part One: Sample selected-response questions](#)
3. [Part Two: Sample selected-response questions](#)
4. [Part One: Sample constructed-response item](#)
5. [Part Two: Sample constructed-response item](#)

Part Three

Part Three of this test is shared by all four Multi-Subject tests.

If you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

[Part Three: Arts and Sciences](#)

VIDEOS AND TUTORIALS

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NYSTCE Multi-Subject (Grades 5–9) Preparation Materials

Use for tests scheduled for September 22, 2014 and on

Select from the following links to view or print test preparation information for the NYSTCE Multi-Subject (Grades 5–9) test.

TEST CONTENT

[Test framework](#) 

STUDY GUIDE

Parts One and Two

1. [Introduction](#)
2. [Part One: Sample selected-response questions](#)
3. [Part Two: Sample selected-response questions](#)
4. [Part One: Sample constructed-response item](#)
5. [Part Two: Sample constructed-response item](#)

Part Three

Part Three of this test is shared by all four Multi-Subject tests.

If you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

[Part Three: Arts and Sciences](#)

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NYSTCE Multi-Subject (Grades 7–12) Preparation Materials

Use for tests scheduled for September 22, 2014 and on

Select from the following links to view or print test preparation information for the NYSTCE Multi-Subject (Grades 7–12) test.

TEST CONTENT

[Test framework](#) 

STUDY GUIDE

Parts One and Two

1. [Introduction](#)
2. [Part One: Sample selected-response questions](#)
3. [Part Two: Sample selected-response questions](#)
4. [Part One: Sample constructed-response item](#)
5. [Part Two: Sample constructed-response item](#)

Part Three

Part Three of this test is shared by all four Multi-Subject tests.

If you are seeking more than one Multi-Subject certificate, you need to pass Part Three only once.

[Part Three: Arts and Sciences](#)

VIDEOS AND TUTORIALS

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New York State Teacher Certification Exam Registration

To register for a test go to: <http://www.nystce.nesinc.com/>

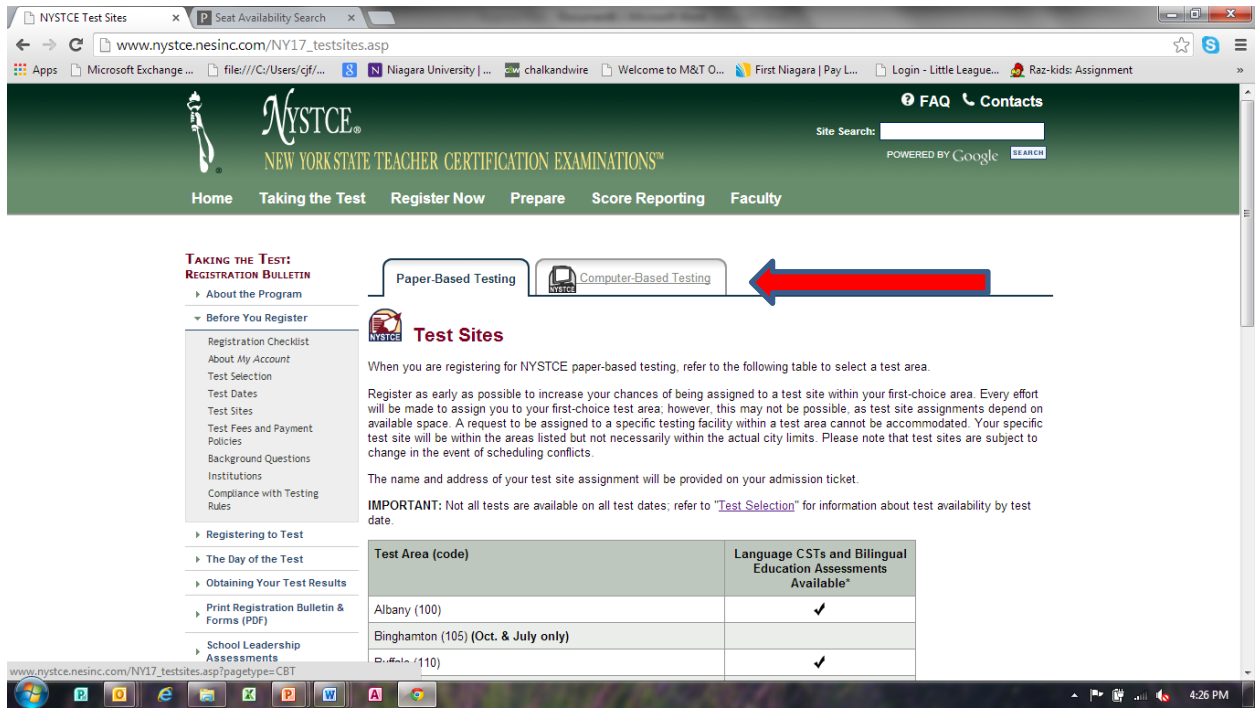
Click on “Before you Register”:

The screenshot shows the NYSTCE website home page. At the top, there is a navigation bar with links for Home, Taking the Test, Register Now, Prepare, Score Reporting, and Faculty. Below this is a banner image of a man talking on a phone. To the right of the banner is an 'Important News' section with four items: Oct 3 (NYSTCE field test opportunities), Sep 19 (ALST study guide), Sep 18 (edTPA registration), and Aug 16 (School Building Leader Assessment). Below the banner are four yellow boxes: 'TAKING THE TEST! REGISTRATION BULLETIN' (with a red arrow pointing to 'Before You Register'), 'NYSTCE PROGRAM UPDATES', 'PREPARE FOR YOUR TEST', and 'ALREADY REGISTERED?'. The 'ALREADY REGISTERED?' section includes links for My Account, My Admission Ticket, and Confirm or Modify Registration. The 'RELATED LINKS' section points to the New York State Education Department. The 'YOUR FEEDBACK' section asks users to take a survey.

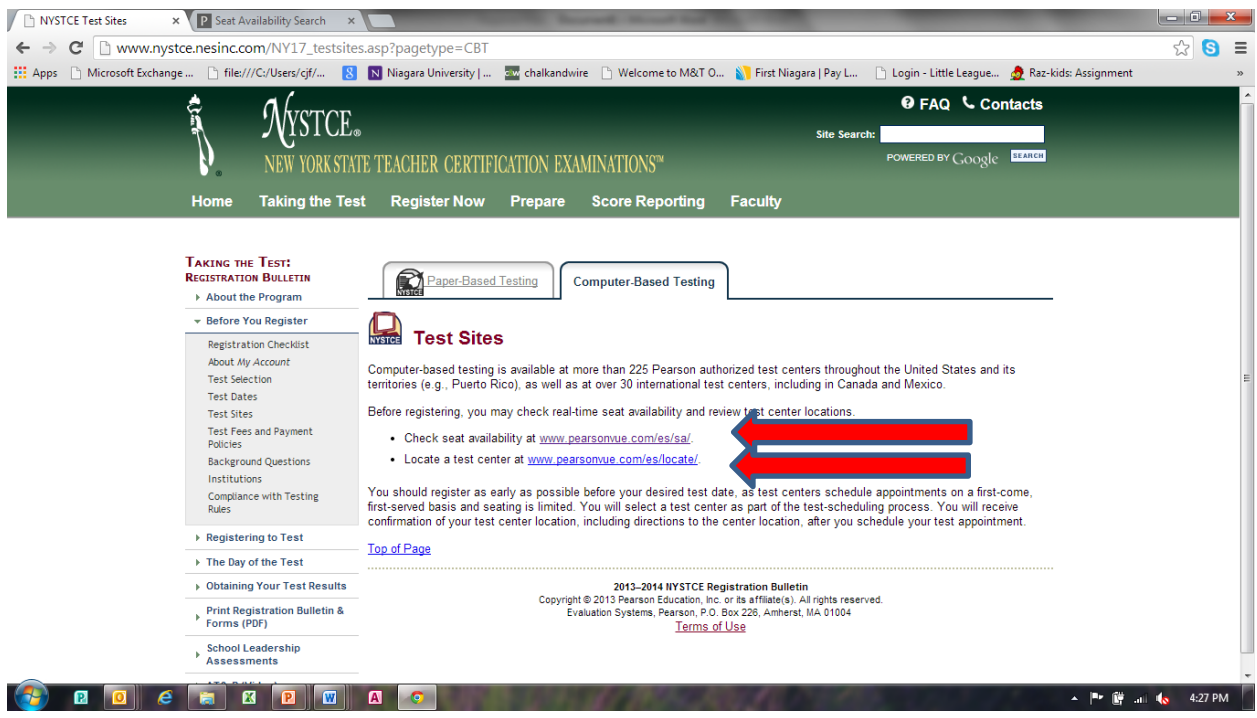
Next Select “Test Site”:

This screenshot shows the same NYSTCE website, but with the 'Before You Register' dropdown menu expanded. A red arrow points to the 'Test Sites' option within this menu. The menu also includes options for Registration Checklist, About My Account, Test Selection, Test Dates, Test Fees and Payment, Policies, Background Questions, Institutions, Compliance with Testing Rules, Registering to Test, and The Day of the Test. The rest of the page content remains the same as in the previous screenshot.

Since there are many more “Computer-Based” testing dates and options you should select the “Computer-Based” tab.



You can then determine where your closest center is or determine seat availability for a given test at centers in your area:



Select the test you would like to take:

PEARSON VUE

Seat Search: Select Exam(s)

Exam > Test Center > Appointment > Close

1. Select the exams that you wish to schedule.
To change the way the list is sorted, click the column heading.

<input type="checkbox"/>	NY001**	NYSTCE Liberal Arts and Sciences Test (LAST)	i
<input type="checkbox"/>	NY002**	NYSTCE Multi-Subject	i
<input type="checkbox"/>	NY003**	NYSTCE English Language Arts CST	i
<input type="checkbox"/>	NY005**	NYSTCE Social Studies CST	i
<input type="checkbox"/>	NY060**	NYSTCE Students with Disabilities CST	i
<input type="checkbox"/>	NY090**	NYSTCE Elementary Assessment of Teaching Skills-Written	i
<input type="checkbox"/>	NY091**	NYSTCE Secondary Assessment of Teaching Skills-Written	i
<input type="checkbox"/>	NY095**	NYSTCE Assessment of Teaching Assistant Skills	i
<input type="checkbox"/>	NY201**	NYSTCE Educating All Students	i

**Authorized exam

2. Next you will need to select a language for all the exams listed below.

Language	Exam Code	Exam Name

Click Next:

PEARSON VUE

Seat Search: Select Exam(s)

Exam > Test Center > Appointment > Close

Language	Exam Code	Exam Name
English	NY201	NYSTCE Educating All Students

Prices do not include any local taxes which may be applicable.

Next >>

Fill in an address near where you would like to test and click search:

PEARSON VUE

Seat Search: Find a Test Center

Exam > Test Center > Appointment > Close

1. Locate a test center near you by defining the search criteria below and then click Search. [View Search Tips](#)

Find the closest: 5 centers

* Country: United States

Address:

City:

State/Province: Select...

ZIP/Postal Code:

2. Select up to four (4) test centers to search for appointment dates and times. Once you choose a test center, its name will be displayed in the Selected Test Center list below. When you have completed your selection(s), click Next.

Test Center	Information	**Distance	City	State/Province	Country	Map
Enter your search criteria above, then click Search.						

Select the site where you would like to go and click next:

PEARSON VUE

Seat Search: Find a Test Center

Exam > Test Center > Appointment > Close

2. Select up to four (4) test centers to search for appointment dates and times. Once you choose a test center, its name will be displayed in the Selected Test Center list below. When you have completed your selection(s), click Next.

Test Center	Information	**Distance	City	State/Province	Country	Map
<input checked="" type="checkbox"/> Campus Linc Inc		14.1	Amherst	New York	United States	
<input type="checkbox"/> SUNY Buffalo State		16.0	Buffalo	New York	United States	
<input type="checkbox"/> Pearson Professional Centers-Williamsville (Buff)		19.3	Williamsville	New York	United States	
<input type="checkbox"/> Pearson Professional Centres-Toronto, Canada		42.5	Toronto	Ontario	Canada	
<input type="checkbox"/> Pearson Professional Centres-Toronto (West) ON		43.9	Toronto	Ontario	Canada	

**Distance is a straight line calculated from the center point of your search criteria and does not reflect driving distance.

To remove a test center from the list, click .

Selected Test Center Remove

Select the date you would like to test to view available appointments:

PEARSON VUE

Seat Search: View Availability Close X

Exam > Test Center > Appointment >

Find an appointment for the exam selected below. Display time format: 12 hour ▾

Exam	Information
NY201 NYSTCE Educating All Students	i

Appointment Search
You may search by specific date, day of the week, or entire week.

- 1. Choose test center.**
Campus Linc Inc, Amherst, NY, United States
- 2. Click on calendar to select date.** Oct 2013 ▾

S	M	T	W	T	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
- 3. View available appointments.**

Mon 7 Oct at 8:30 AM
Mon 7 Oct at 8:45 AM
Mon 7 Oct at 9:00 AM
Mon 7 Oct at 11:00 AM
Mon 7 Oct at 11:15 AM
Mon 7 Oct at 11:30 AM
Mon 7 Oct at 1:30 PM

Appointments displayed are in real-time and are not guaranteed to be available until actually booked.

Find all available appointment times in a week by clicking .
Find all available appointments on a specific day by clicking the day's letter on the calendar. Example: To see all Monday appointments click the **M** on the calendar. Close X

To Register select the Registering to Test tab:

New York State Teacher C x Seat Availability Search x

www.nystce.nesinc.com

Home Taking the Test **Register Now** Prepare Score Reporting Faculty

Register Now
Ready to test? Start the online registration process now.

Important News

- Oct 3 Check here for the latest NYSTCE field test opportunities... [read more](#)
- Sep 19 ALST study guide now available... [read more](#)
- Sep 18 Registration for edTPA is now available... [read more](#)
- Aug 16 Additional test dates for School Building Leader Assessment

TAKING THE TEST? REGISTRATION BULLETIN

- About the Program
- Before You Register
- Registering to Test
- The Day of the Test
- Obtaining Your Test Results
- Print Registration Bulletin & Forms (PDF)

NYSTCE PROGRAM UPDATES

- New NYSTCE assessments and testing information
- edTPA assessment and resource information

PREPARE FOR YOUR TEST

Access preparation materials

- Test Frameworks
- Preparation Guides
- Practice Tests
- CBT Tutorials and more...

ALREADY REGISTERED?

- My Account
- My Admission Ticket
- Confirm or Modify Registration

RELATED LINKS

New York State Education Department

YOUR FEEDBACK

Please take our survey

Select Internet Registration and Computer-Based Testing:

The screenshot shows the NYSTCE Test Sites page. At the top, there is a navigation bar with links for Home, Taking the Test, Register Now, Prepare, Score Reporting, and Faculty. Below this is a search bar and a Google logo. The main content area is titled "Computer-Based Testing" and includes a "Test Sites" section. A red arrow points to the "Computer-Based Testing" tab, and another red arrow points to the "Test Sites" link in the left sidebar. The "Test Sites" section contains text about computer-based testing availability and a list of links for checking seat availability and locating test centers. At the bottom, there is a copyright notice for Pearson Education, Inc. and a link to the Terms of Use.

Follow the steps to "Register Now":

The screenshot shows the NYSTCE Internet Registration page. The left sidebar has a red arrow pointing to the "Confirming Your Registration" link. The main content area is titled "Internet Registration" and includes a "How to register" section. The "How to register" section contains two numbered steps: 1. Registering and 2. Scheduling your test. A red arrow points to the "1. Registering" step. The "1. Registering" step includes instructions on how to create an account and what information is required. The "2. Scheduling your test" step includes instructions on how to schedule a test appointment. At the bottom, there is a "Top of Page" link.



NYSTCE Computer-Based Testing Tutorials

These tutorials can give you a sense of what you will see when you begin your test at a Pearson Professional Center.

CBT Test Features

Review NYSTCE CBT test features  to see features designed to help you navigate through your computer-based test.

CBT Tutorial

Preview the on-screen tutorial you'll see before you begin your test. Includes information about how to navigate through a test, select your answers, and end the test.

- [CBT Tutorial](#) 

Downloadable Interactive CBT Tutorial

This tutorial demonstrates how to navigate through the test, how to indicate answers, and how to use the features of a computer-based test. You will have opportunities to try out typing in an essay box, using the on-screen calculator, and entering special characters.

Note: This tutorial must be downloaded to a PC-compatible computer.

Downloading the Interactive Tutorial

1. Click the following link and select "Save" in the pop-up dialog box:
 - [Download the CBT Tutorial](#)
2. Choose a location to save the file. This is the installation file that will enable you to download and save the tutorial.

The download process takes approximately 2 minutes, depending on the connection speed.

3. When the download is complete, navigate to the location where you've chosen to save the file, and double-click on the zip file to open it.
4. Inside the zip file, you will see "Evaluation Systems Tutorial.msi". Double-click to open, and select "Run" in the pop-up dialog box to run the installer.
5. You will now see a "wizard" that will walk you through the process of installing the tutorial.
6. When the wizard is complete, you will see the following icon on your desktop, which you can double-click to access the tutorial:





On-Screen Calculator Preview

An on-screen scientific calculator is available for candidates taking Chemistry (007) and Physics (009).

[Click here for more information about how to use the on-screen calculator.](#)

Scanning Instructions

The Physics (009) CST allows you to handwrite or draw written responses, and then scan them into the computer using a scanner provided at your workstation. Click the links below to review the scanning process.

- Scanning Instructions  - These instructions will also be available during testing.
- Hand-draw tutorial video 

For information on which tests use the hand-draw feature, see "Test Selection for Computer-Based Testing."

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NYSTCE Practice Tests

Online practice tests are available for some NYSTCE test fields. These practice tests are designed to simulate the experience of taking a full-length NYSTCE test. As official NYSTCE test preparation materials, all components of the NYSTCE practice tests, including test questions, constructed-response assignments, and test directions, are similar to those that appear on actual NYSTCE test forms.

Each Practice Test Includes:

- Access from any computer connected to the Internet
- Full-length test simulation
- Immediate feedback on your performance for the multiple-choice questions
- Sample written responses for the constructed-response assignments
- A realistic online experience similar to an actual computer-based testing environment



The fee for each online practice test is \$29.95.

How Do I Take an Online Practice Test?

1. Visit the NYSTCE Practice Tests page. A free sample practice test is available for review before purchasing a test.
2. Purchase the practice test of your choice by following the instructions. You may also purchase practice tests for others to access.
3. Take the practice test at your convenience. You may do so immediately after purchasing the test, or return to the NYSTCE Practice Tests page at a later time to take the test.

After you have purchased a practice test, you will have 30 days to access and complete it.

While you are testing, you may pause the test and return to it later if you wish; you do not have to finish the test in a single session. Once completed, the practice test is scored, offering instant results. The immediate score reporting includes results to the multiple-choice questions at the subarea and objective/competency levels, and enables you to review each test question along with the correct response.

Practice tests with a written assignment also include a sample response(s) to the assignment. You can compare your response to the sample response(s) to gauge your performance.

The practice tests have been made available based on candidate request. Candidates who want additional practice beyond the sample items in the preparation/study guides may wish to purchase a practice test.

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CORRELATION OF edTPA AND ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)		
edTPA	NYS Teaching Standards/ NYSUT	Danielson Assessment Model
Context for Learning Evidence	1. Knowledge of Students and Student Learning	1. Planning and Preparation 1b Knowledge of Students
1. Planning 4. Analyzing Teaching 5. Academic Language Evidence	2. Knowledge of Content and Instructional Planning	1. Planning and Preparation 1a Knowledge of Content and Pedagogy 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction
2. Instructing and Engaging Students in Learning 4. Analyzing Teaching 5. Academic Language Evidence	3. Instructional Practice	3. Instruction 3a Communicating with Students 3b Questioning and Discussion Techniques 3c Engaging Students in Learning 3e Demonstrating Flexibility and Responsiveness
Context for Learning Evidence	4. Learning Environment	2 The Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
3. Assessing Student Learning Evidence	5. Assessment for Student Learning	1f Designing Student Assessments 3d Using Assessment in Instruction
4. Analyzing Teaching Professional Responsibilities Evidence	6. Professional Responsibilities and Collaboration	4 Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4f Showing Professionalism
Commentary	7. Professional Growth	4e Growing and Developing Professionally

Dr. Nancy Casey, Program Chair for Elementary Education
 Dr. Paula Kenneson, Program Director for Adolescence Education
 St. Bonaventure University

Purpose of edTPA ...

- edTPA is a nationally available performance-based assessment to measure novice teachers' readiness to teach both literacy and mathematics in elementary grades and literacy at the secondary level.
- The assessment is designed with a focus on student learning and principles from research and theory.

Overview of the edTPA Assessment ...

Elementary

- edTPA Elementary Education Assessment is composed of four tasks:
 1. Planning for Literacy Instruction and Assessment.
 2. Instructing and Engaging Students in Literacy Learning.
 3. Assessing Student's Literacy Learning.
 4. Assessing Students' Mathematic Learning.

Secondary

- Secondary Education Assessment is composed of three tasks:
 1. Planning for Instruction and Assessment.
 2. Instructing and Engaging Students in Learning.
 3. Assessing Student's Learning.

edTPA is based on findings that successful teachers ...

- Develop knowledge of subject matter, content standards, and subject-specific pedagogy.
- Develop and apply knowledge of varied students' needs.
- Consider research and theory about how students learn.
- Reflect on and analyze evidence of the effects of instruction on student learning.

Role of Cooperating Teacher with edTPA

- Teacher candidates may consult with their cooperating teachers about the lesson plans for the Literacy and content specific learning segment they will create for the edTPA, but feedback should be limited to the lesson plans, not the commentaries.
- Recognize that Elementary Mathematics Task 4 is a stand alone task and is very different from Tasks 1, 2, and 3: Literacy
- The learning segment for Task 4 may be planned and taught by the cooperating teacher.
- The context for learning template for Task 4 may be completed with input from the cooperating teacher
- The re-engagement lesson must be planned and taught by the student teacher but the cooperating teacher can help by providing the time for the student teacher to complete the lesson.

edTPA Structure ...

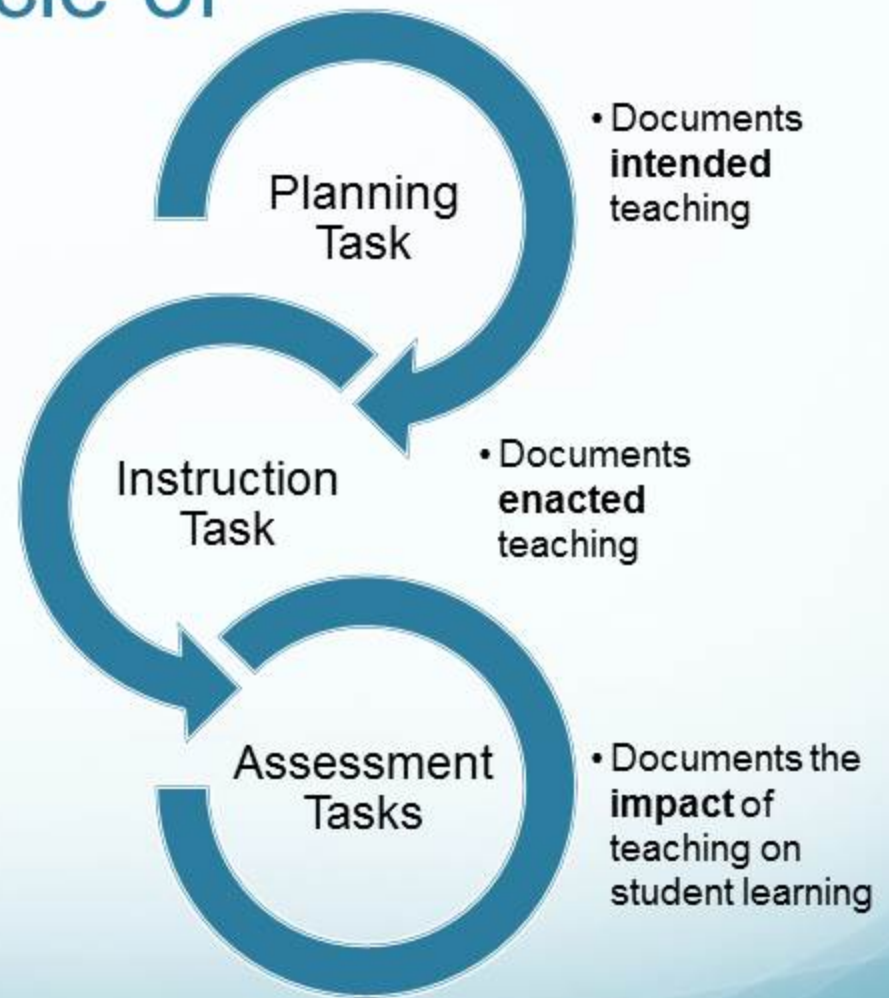
Elementary

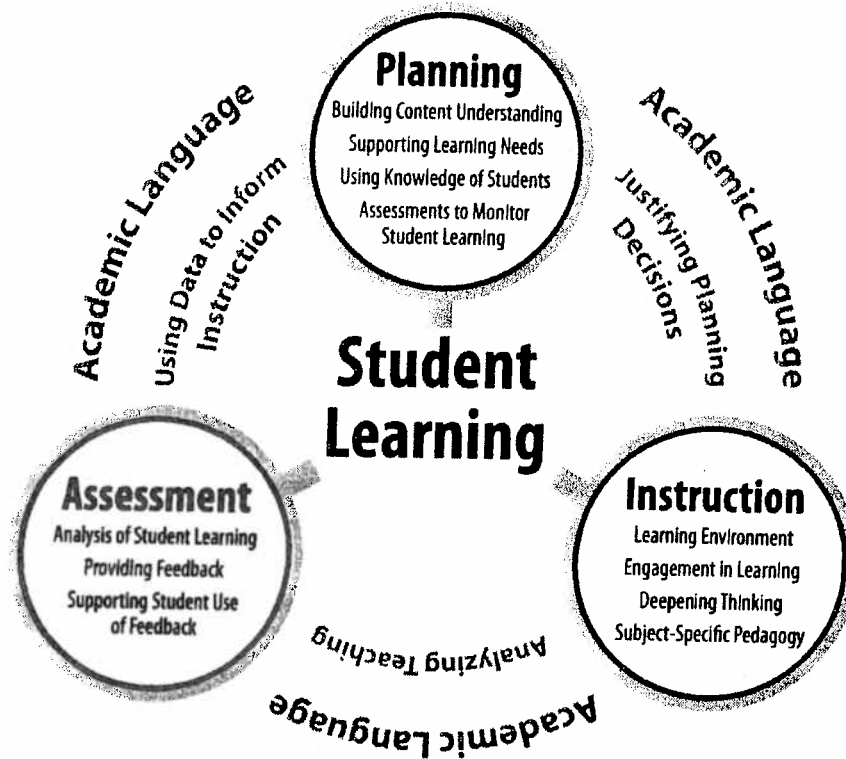
- Four tasks
- 5 Rubrics in Tasks 1, 2, 3
- 3 rubrics in Task 4 (Mathematics)
- 5 levels of scoring on each rubric

Secondary

- Three tasks
- 5 Rubrics in each task
- 5 levels of scoring on each rubric

edTPA Tasks and Cycle of Effective Teaching





Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of the assessment is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in literacy and mathematics. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

Evidence of Teaching Practice: Artifacts...

- Artifacts that represent authentic work completed by student teacher and classroom students.
 - 3-5 lesson learning segment
 - Copies of instructional materials and assessment
 - Video clips of student teacher's teaching
 - Student work samples
 - Context for learning
 - Planning, Instruction and Assessment Commentaries

edTPA Evaluation Criteria...

- Evidence will be judged on five components of teaching practice.
 - Planning
 - Instruction
 - Assessment
 - Analyzing Teaching
 - Academic Language

PassedTPA™

Strategies for Passing edTPA

TAG ARCHIVES: ACADEMIC LANGUAGE

Academic Language

What is Academic Language?

According to the edTPA handbooks, Academic Language is the language of the discipline that students need to know and be able to use in order to engage in meaningful ways within a particular content area. Academic Language includes the oral and written language used within a discipline.

For further reading:

This link provides a webinar on Academic Language:

<http://www.youtube.com/watch?v=hhwi005Ty3g>

This link provides specific examples of Academic Language in different content areas:

<http://scale.stanford.edu/teaching/pact/supporting-documents/single-subjects/academic-language>

This link provides a webcast on strategies to support English Language Learners with Academic Language:

<http://www.colorincolorado.org/webcasts/academiclanguage/>

Academic language is one of the more confusing elements of edTPA, because it applies unfamiliar and vague terminology to basic elements of grammar and language instruction.

One way to manage Academic Language in edTPA is to sort it into three elements, and then define each element and show how it can be incorporated into the learning target.

Definitions

1. **Language function** means the verb used in the learning target, such as *identify, analyze, summarize, define, explain, conclude, justify, compare*, sort, and so on.
2. **Language demand** means the assignment or product the student makes, such as *essay, paragraph, sentence, speech, lab report, reflection, play, poem, comic strip, magazine article, poster*, and the like.
3. **Vocabulary**, which includes any words the student should be able to define in order to comprehend the content of the lesson. These words may be specific to the discipline (*artifact* in social studies) or just general words used in school (*list, characteristics, infer, analyze*).

Function	Demand
Define	Write definitions to vocabulary words
Assess	Write a 1 paragraph self-reflection
Compare	Draw a Venn diagram and fill sections with terms
Debate	Participate in a class debate
Construct	Draw a comic strip with characters explaining the concept
Apply	Solve word problems involving one variable
Describe	Speak aloud for 30 seconds describing the characteristics of a sculpture

Academic language includes two additional parts, discourse and syntax. Discourse means talking. Student teachers completing edTPA don't conduct *class discussions*, they conduct *class discourse*. Syntax is defined as grammar conventions, symbols, tables, and graphs (traditionally, most people define syntax simply as the way words are organized in sentences). Using the word syntax only matters if your students are using symbols or making tables and graphs to represent information (e.g. in science and math).

One of the most efficient ways for including Academic Language elements is to incorporate them into your Learning Targets.

For example, consider the following Learning Target for secondary social studies:

Students define artifact and list three characteristics of an artifact.

The Language Function is to *define*. The Language Demand is to *list* (on a piece of paper). Vocabulary includes artifact (social studies specific) and characteristics (general). Adding adjectives such as *three* enable efficient assessment of whether students have achieved the learning target.

Writing Learning Targets with 1) a verb to show language function, 2) a product to show language demand, and 3) with a few vocabulary words is an efficient way to show inclusion of Academic Language.

EdTPA emphasizes speaking and writing over other forms of communication. This emphasis means that student teachers endorsing in elective disciplines (visual arts, physical education, and music) will need lesson activities, assessments, and work samples that include written or spoken elements.

Supporting Literacy Development Through Language

- Student teachers must identify one language function essential for students to learn literacy strategy within the central focus.

Analyze	Argue	Categorize	Compare/ contrast	Describe	Explain
Interpret	Predict	Question	Retell	Summarize	

PassedTPA™

Strategies for Passing edTPA

TAG ARCHIVES: CENTRAL FOCUS

Central Focus: What is it?

The central focus is the long-term goal that unites the learning targets. It does not have to be accomplished within the learning segment. The central focus can be described in terms of student behavior, or it can be presented as a concept (originally, edTPA began as PACT [Performance Assessment for California Teachers] and the central focus was defined as a concept).

Nevertheless, probably as a result of standardizing edTPA, concept was renamed as central focus to appeal to a wider audience, but the important characteristic of the central focus is to use it to unite the learning targets across the learning segment.

For example, the following Central Focus in secondary social studies serves to unite these three learning targets.

Central Focus

Students apply reasoning skills to conduct evidence-based research. (In this case, the goal is to apply reasoning skills, and the concept could be reasoning skills or evidence-based research).

Related Learning Targets

1. *Students define artifact and list three characteristics of an artifact.*
2. *Students define inference and describe three steps to take to make an inference about a historical artifact.*
3. *Students make inferences about artifacts and write two inferences about the people that made the artifact.*

You can either begin planning with a State standard in mind or not. It is just as easy to write your learning targets, pick the central focus, and then locate a State standard that aligns with your plans. Alternatively, you can begin with a State standard, and then write your central focus and learning targets. The order doesn't matter as much as showing that your learning targets build on one another and are united under the central focus.



edTPA for New York State

Candidates applying for their first certification in New York on or after May 1, 2014, or those candidates that applied for their first certification prior to May 1 and will not meet requirements for certification prior to May 1, 2014, are required to take and pass edTPA.



Resources

For more information about edTPA in New York State, visit the [New York State Teacher Certification Examinations \(NYSTCE\) website](#) or visit NYSED's [edTPA-Central News and Updates](#).

Passing Scores for New York

Refer to the NYSED Office of Higher Education announcement "[New York State edTPA Pass Scores](#)" for information about edTPA passing requirements in New York.

Assessment Areas for New York

edTPA is offered in the following assessment areas for New York. Select the assessment that corresponds to your certification area. Candidates should confirm assessment selection with their faculty advisor before registering.

Certification Area	edTPA Handbook
Agriculture	Agricultural Education
Blind and Visually Impaired	Special Education
Business and Marketing	Business
Childhood Education—Grades 1–6	Elementary Education
Deaf and Hard of Hearing	Special Education
Early Childhood Education—Birth–Grade 2	Early Childhood
Educational Technology Specialist	These candidates will not take edTPA.
English Language Arts—Grades 5–9	Middle Childhood English-Language Arts
English Language Arts—Grades 7–12	Secondary English-Language Arts
English to Speakers of Other Languages	English as an Additional Language
Family & Consumer Science	Family and Consumer Sciences
Generalist in Middle Childhood Education—Grades 5–9	Elementary Education
Health Education	Health Education
Library Media Specialist	Library Specialist
Literacy Birth–Grade 6	Literacy Specialist*
Literacy Grades 5–12	Literacy Specialist
Mathematics Grades 5–9	Middle Childhood Mathematics
Mathematics Grades 7–12	Secondary Mathematics
Physical Education	K–12 Physical Education
Biology—Grades 5–9 Chemistry—Grades 5–9 Earth Science—Grades 5–9 Physics—Grades 5–9	Middle Childhood Science
Biology—Grades 7–12 Chemistry—Grades 7–12 Physics—Grades 7–12 Earth Science—Grades 7–12	Secondary Science
Social Studies—Grades 5–9	Middle Childhood History/Social Studies
Social Studies—Grades 7–12	Secondary History/Social Studies

Elementary Literacy Handbook	Secondary History/Social Studies
Speech & Language Disabilities	These candidates will not take edTPA.
Students with Disabilities Birth–Grade 2	Special Education
Students with Disabilities Grades 1–6	Special Education
Students with Disabilities Adolescent Grades 7–12	Special Education
<i>For additional Students with Disabilities titles, please see the information below**</i>	
American Sign Language Grades 5–9 American Sign Language Grades 7–12 Cantonese Grades 5–9, Cantonese Grades 7–12 French Grades 5–9, French Grades 7–12 German Grades 5–9, German Grades 7–12 Greek Grades 5–9, Greek Grades 7–12 Hebrew Grades 5–9, Hebrew Grades 7–12 Hindi Grades 7–12 Italian Grades 5–9, Italian Grades 7–12 Japanese Grades 5–9, Japanese Grades 7–12 Mandarin Grades 5–9, Mandarin Grades 7–12 Polish Grades 7–12 Russian Grades 5–9, Russian Grades 7–12 Spanish Grades 5–9, Spanish Grades 7–12 Urdu Grades 5–9, Urdu Grades 7–12	World Language
Latin Grades 5–9, Latin Grades 7–12	Classical Languages
Technology Education	Technology and Engineering Education
Music Theatre Dance	K–12 Performing Arts
Visual Arts	Visual Arts

*The Elementary Literacy handbook was listed as the appropriate handbook for the Literacy B–Grade 6 until July 14, 2014. If you completed this handbook based on the information provided prior to July 14, 2014, this exam will be acceptable, only for those candidates, for the Literacy B–Grade 6 certification.

**The following certificate titles are only available if you are a student in a NYS Teacher Education program for the title listed below, and you will complete the program by September 1, 2016 or if you have an application and fee on file with the NYS Office of Teaching for the title listed below and you will complete the requirements for certification by September 1, 2014

Certification Area	edTPA Handbook
Students with Disabilities English Language Arts Grades 5–9	Special Education
Students with Disabilities English Language Arts Grades 7–12	Special Education
Students with Disabilities Mathematics Grades 5–9	Special Education
Students with Disabilities Mathematics Grades 7–12	Special Education
Students with Disabilities Biology Grades 5–9 Students with Disabilities Chemistry Grades 5–9 Students with Disabilities Earth Science Grades 5–9 Students with Disabilities Physics Grades 5–9	Special Education
Students with Disabilities Biology Grades 7–12 Students with Disabilities Chemistry Grades 7–12 Students with Disabilities Earth Science Grades 7–12 Students with Disabilities Physics Grades 7–12	Special Education
Students with Disabilities Social Studies Grades 5–9	Special Education
Students with Disabilities Social Studies Grades 7–12	Special Education

Students with Disabilities ASL Grades 5–9 Students with Disabilities ASL Grades 7–12 Students with Disabilities Cantonese Grades 5–9 Students with Disabilities Cantonese Grades 7–12 Students with Disabilities French Grades 5–9 Students with Disabilities French Grades 7–12 Students with Disabilities German Grades 5–9 Students with Disabilities German Grades 7–12 Students with Disabilities Greek Grades 5–9 Students with Disabilities Greek Grades 7–12 Students with Disabilities Hebrew Grades 5–9 Students with Disabilities Hebrew Grades 7–12 Students with Disabilities Italian Grades 5–9 Students with Disabilities Italian Grades 7–12 Students with Disabilities Japanese Grades 5–9 Students with Disabilities Japanese Grades 7–12 Students with Disabilities Mandarin Grades 5–9 Students with Disabilities Mandarin Grades 7–12 Students with Disabilities Russian Grades 5–9 Students with Disabilities Russian Grades 7–12 Students with Disabilities Spanish Grades 5–9 Students with Disabilities Spanish Grades 7–12 Students with Disabilities Urdu Grades 5–9 Students with Disabilities Urdu Grades 7–12	Special Education
Students with Disabilities Latin Grades 5–9 Students with Disabilities Latin Grades 7–12	Special Education

The following certificate titles are only available if you are a student in a NYS Teacher Education program for the title listed below, and you will complete the program by September 1, 2016 or if you have an application and fee on file with the NYS Office of Teaching for the title listed below and you will complete the requirements for certification by September 1, 2014

CAREER AND TECHNICAL SUBJECTS—These candidates will not take an edTPA.

- Agri Eng and Mechanics
- Agri Prod, Sci and Bus
- Airframe Maint & Repair
- Animal Science
- Building Maint & Remod
- Carpentry
- Commercial Art
- Computer Aided Drafting
- Computer Technology
- Cosmetology/Barbering
- Culinary Careers
- Dental Assisting
- Dental Lab Technology
- Drafting
- Electric/Electron Occ
- Electric/Electron Tech
- Electrical
- Electro-Mech Equip Occ
- Emergency Med Services
- Food and Nutrition
- Graphic Img (Prnt/Lith)
- Ground Support Operator

- Heat, Vent, AC & Ref
- Hum Service & Family St Cluster
- Machine Tool Operator
- Masonry
- Mechanical Technology
- Media Communications

- Medical Assisting
- Medical Lab Assisting
- Motorcycle, Mar & Power Equipment
- Natural Resources & Eco
- Nurse's Assisting
- Plant Science
- Plumbing
- Power Plant Maintenance & Rep
- Practical Nursing
- Prof Photography
- Security Operations
- Textile & Design Cluster
- Vehicle Body Rep & Paint
- Vehicle Mechanical Repair
- Welding

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Assessment Areas

edTPA is offered in the following assessment areas:

State Requirements

Start here to review the requirements and assessments for your state:

Select a state... ▼

edTPA Assessment Areas
Agricultural Education
Business Education
Classical Languages
Early Childhood
Educational Technology Specialist
Elementary Education (contains both Elementary Literacy and Elementary Mathematics components)
Elementary Literacy
Elementary Mathematics
English as an Additional Language
Family and Consumer Sciences
Health Education
K–12 Performing Arts
K–12 Physical Education
Library Specialist
Literacy Specialist
Middle Childhood English-Language Arts
Middle Childhood History/Social Studies
Middle Childhood Mathematics
Middle Childhood Science
Secondary English-Language Arts
Secondary History/Social Studies
Secondary Mathematics
Secondary Science
Special Education
Technology and Engineering Education
Visual Arts
World Language

Accessing Handbooks and Templates

Handbooks and templates are available for edTPA members. Learn more at <http://edtpa.aacte.org>



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edTPA Registration Overview

This guide provides an overview of the edTPA registration process.

1. [Getting Started](#)
2. [Create an Account](#)
3. [Register](#)
 - a. [Choose Your Assessment](#)
 - b. [Answer the Background Questions](#)
 - c. [Answer the Score Reporting Options Questions](#)
 - d. [Review Your Registration](#)
4. [Check Out and Provide Payment](#)
5. [Select Your Portfolio System](#)
6. [Start Building Your Portfolio](#)

1. Getting Started

Register for edTPA at www.edTPA.com. Click Candidates in the top navigation.

edTPA™

View Cart | My Account | Contact Us

Find answers to FAQs. Find Info

Home About **Candidates** Faculty FAQs

Faculty
Learn more about edTPA and review your candidates' work.

Important Announcements

May 23 Additional submission and reporting dates for the 2014–2015 academic year are now available.

Apr 10 Institution and State Reports now separate WA Student Voice rubric scores.

Mar 20 New submission and reporting date added for English as an Additional

Returning visitors: sign in to access your account. **Sign In Now**

Candidates

- Register now
- Manage your portfolio
- Get your authorization key
- Access online training

Faculty

- Review submission & reporting dates
- Review voucher purchase information
- Access system guides and tips
- Become an edTPA Scorer

Visit edtpa.aacte.org

Institutions/Faculty: Visit edtpa.aacte.org to join edTPA and obtain access to handbooks, the Resource Library, and Online Community.

Then, on the Candidates page, click Register.

Candidates

Getting Started
edTPA overview and where to begin

Candidate Policies
Requirements for participation in edTPA

Prepare
Online training for the Pearson ePortfolio system

Requesting Alternative Arrangements
Policies for alternative arrangements

Register
Register for edTPA

Your Authorization Key
Get your authorization key

Already registered?

- Manage your portfolio
- Get your authorization key

Candidates

- Getting Started
- Candidate Policies
- Prepare
- Requesting Alternative Arrangements
- Register
- Your Authorization Key
- Scores


Before registering, review the resources available on the Getting Started page to prepare for edTPA, read the program policies including the Submission Requirements, review online training available, identify your portfolio system, and check submission and reporting dates.

Register



Voucher codes must be entered into the system during the registration process. Vouchers cannot be applied retroactively to existing registrations.

Before You Register

1. Review [Getting Started](#), which includes resources to prepare for edTPA, read program policies and online training, identify your portfolio system, and review submission and reporting dates.
2. Read the [candidate policies](#) for participation in edTPA.
3. Review the [edTPA Registration Overview](#) , which describes the registration process and details the information you will be asked to provide when you register.

Privacy Policy

Pearson takes reasonable precautions to protect the integrity of your personal information provided in connection with the registration process, as well as any information generated internally that is specifically pertinent to you, and to keep this information secure.

Your private information will not be made available to anyone but you; Pearson and the relevant state agency responsible for educator certification, if applicable (including the employees, agents, contractors, or professional advisors thereof); the institution(s) you indicate in your registration; and any institution, entity, or person required or authorized by law to receive this information.

Next

When you are ready to register, click Next.

Select the link to review the instructions for the portfolio system that you will use to build your portfolio.

Register

Register to Take or Retake the Full Assessment

System	Instructions
Pearson ePortfolio System	Review instructions and register
Integrated edTPA Platform Provider System	Review instructions and register
Other Platform Provider System	Review instructions and register

Which portfolio system should I use ?

Register to Retake a Single Task

System	Instructions
Pearson ePortfolio System	Review instructions and register

Note: If you are unsure of which portfolio system you will be using, select “Which portfolio system should I use?” for help, or ask your faculty advisor before you register.

After reviewing the instructions for the system you will be using, click Register Now.

Register

Candidates Using an Integrated edTPA Platform Provider System

If you will be using Chalk & Wire, Data180, Digication, Foliotek, iWebfolio, LiveText, PASS-PORT, TaskStream, or Tk20, please follow these instructions:

1. Register for edTPA on this site.

Follow the system instructions to select your content and specialty areas, indicate your institution, and answer the background questions.

2. Get your authorization key.

Immediately after you register, indicate your portfolio system. Select "Integrated Platform Provider." An authorization key will be generated and emailed to you.

3. Complete your portfolio.

Complete your work in your institution's system.

4. Use your authorization key to transfer your portfolio to the Pearson system.

From your institution's system, transfer your portfolio to the Pearson system. Enter your authorization key when prompted.

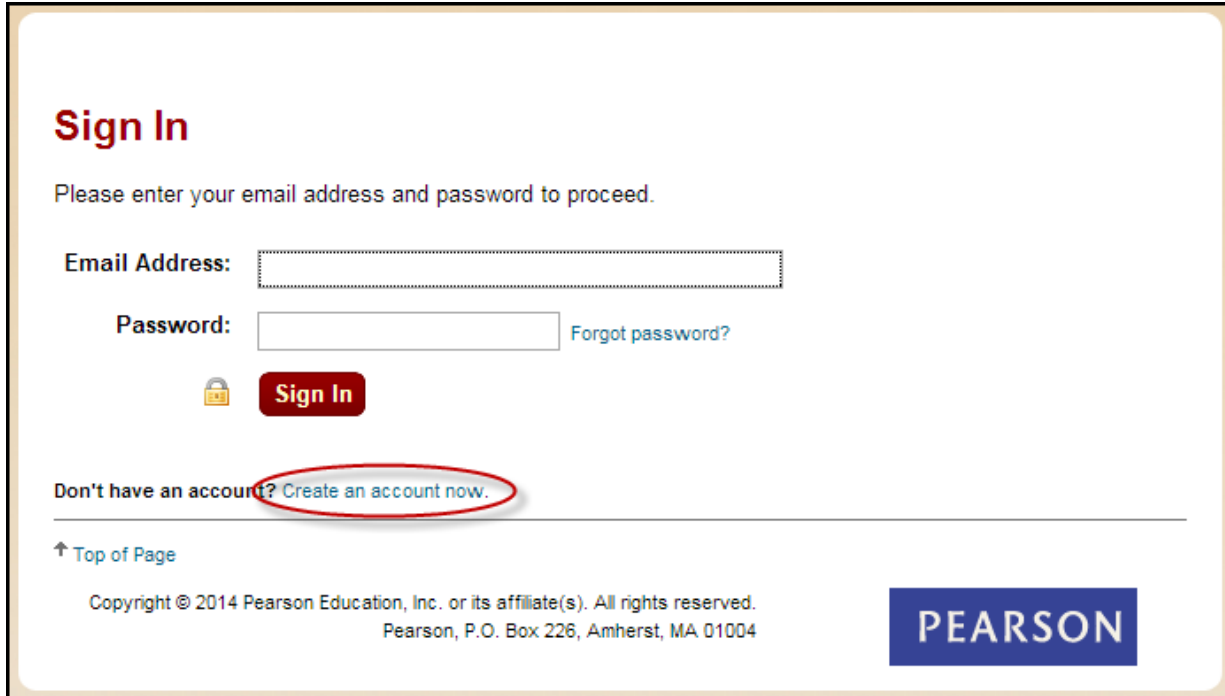
5. Review and submit your portfolio.

In the Pearson system (on this site), review your portfolio and submit it for scoring.

Register Now

2. Create an Account

On the sign-in screen, click the link to “Create an account now.”




Sign In

Please enter your email address and password to proceed.

Email Address:

Password: [Forgot password?](#)

 **Sign In**

Don't have an account? [Create an account now.](#)

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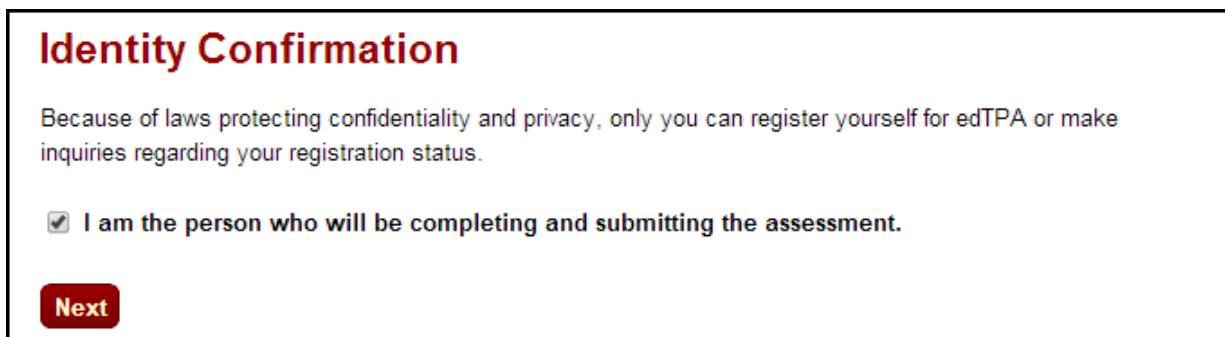
PEARSON

The system will take you through the account-creation process, where you will select a password and provide information about yourself, including your full name and address.

If you have previously created an account, you may sign in using your email address and the password you established when you created the account.

3. Register

To continue, you are required to confirm your identity.



Identity Confirmation

Because of laws protecting confidentiality and privacy, only you can register yourself for edTPA or make inquiries regarding your registration status.

I am the person who will be completing and submitting the assessment.

Next

A. Choose Your Assessment

Step 1: Be sure to review the assessment-selection guidelines for your state, if provided. If you are unsure which assessment area to select, consult your faculty advisor.

Assessment Selection

Step 1
Review your state's guidelines before selecting an assessment:
[Illinois](#) | [Minnesota](#) | [New York](#) | [Ohio](#) | [Tennessee](#) | [Washington](#) | [All other states](#)

Step 2
Select your assessment. *If you are not sure which assessment to select, please ask your faculty advisor before registering. If you select an incorrect assessment, contact Customer Support to re-register. This may cause a delay in your anticipated submission date.*

Select the assessment you would like to take.

Previous **Next**

Assessment Areas for New York

edTPA is offered in the following assessment areas for New York. Select the assessment that corresponds to your certification area. Candidates should confirm assessment selection with their faculty advisor before registering.

Certification Area	edTPA Handbook
Agriculture	Agricultural Education
Blind and Visually Impaired	Special Education
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English Language Arts—Grades 7–12	Secondary English-Language Arts
English to Speakers of Other Languages	English as an Additional Language
Family & Consumer Science	Family and Consumer Sciences
Generalist in Middle Childhood Education—Grades 5–9	Elementary Education
Health Education	Health Education
Library Media Specialist	Library Specialist

Close Window

Step 2: Select your assessment from the dropdown menu. Be sure to choose the correct assessment version if the assessment has both National and Washington options.

Step 2
Select your assessment. *If you are not sure which assessment to select, please ask your faculty advisor before registering. If you select an incorrect assessment, contact Customer Support to re-register. This may cause a delay in your anticipated submission date.*

Assessment	Options
Select the assessment you would like to take.	
Select the assessment you would like to take.	
Agricultural Education (National)	
Agricultural Education (Washington)	
Business Education (National)	
Business Education (Washington)	
Classical Languages (National)	
Classical Languages (Washington)	
Early Childhood (National)	
Early Childhood (Washington)	
Educational Technology Specialist (National)	
Educational Technology Specialist (Washington)	

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B. Answer the Background Questions

You will be asked to answer the following series of questions. When you are registering, answer these questions as best you can. You will be able to update your answers after you register, at any time up until you submit your portfolio.

Question	Instruction
Educator Preparation Program	<p>Indicate the educator preparation program in which you are currently enrolled. If your program is not listed, identify the state where your preparation is taking place.</p> <p>If you are not affiliated with an institution, select "Unaffiliated."</p>
edTPA Field/Specialty Area	<p>If you are registering for the Special Education assessment area: Select the option that most closely describes the focus learner's primary disability as identified in the IEP. For this assessment area, you will develop an in-depth case of one learner, your focus learner.</p> <p>Available options are:</p> <ul style="list-style-type: none"> • Autism and developmental disorders • Career development and transition • Early childhood special education • Emotional or Behavioral • Deaf and hearing impaired • Learning disabilities • Mild/moderate • Moderate/severe • Physical, health, and multiple disabilities • Blind and visually impaired <p>If you are registering for any other assessment area: Select the specialty area of the lessons that you will be teaching in your classroom. Note that some assessment areas, such as Secondary Mathematics, may have multiple specialty areas from which to choose:</p> <ul style="list-style-type: none"> • General mathematics—Secondary • Algebra—Secondary • Geometry and Analytic Geometry—Secondary • Trigonometry—Secondary • Calculus—Secondary <p>Other assessment areas, such as Health Education, list just one option to choose – Health Education.</p> <p><i>If you do not see your field/specialty area listed on this screen, check your assessment selection to ensure it is the one you intended. To do this, click the Previous button until you return to the Assessment Selection screen and verify your selection. You may update your selection now, if necessary.</i></p> <p><i>If you have questions about your assessment selection and edTPA field/specialty area, you should consult with your faculty advisor before continuing to register, or contact Pearson Customer Support at (866) 565-4872.</i></p>

Question	Instruction
Classroom Grade Level	From the list of choices, select the one grade level that best describes your edTPA classroom context. If your classroom is a mixed-grade setting, select the grade level that most closely corresponds to the majority of students or to the group of students with whom you are working.
School Context	<p>Select the one option that best describes the school context for your edTPA classroom. The options are:</p> <ul style="list-style-type: none"> • Rural • Rural/suburban • Suburban • Urban
edTPA Language	<p>Respond by indicating whether you will be submitting materials (documents and/or videos) that were written or recorded in a language other than English.</p> <p>If you answer "Yes" and the assessment area/specialty area for which you are registering is one of the following, you do not have to provide translations:</p> <ul style="list-style-type: none"> • any World Language • any Classical Language • Elementary Literacy—Spanish • Elementary Mathematics—Spanish • Elementary Education—Spanish • Special Education—Deaf and hearing impaired (for ASL only) <p>If you answer "Yes" and the assessment/specialty area for which you are registering is NOT one of the areas listed above, you are required to provide translations/transcripts for any files (documents, videos, etc.) that are written or recorded in a language other than English. Contact Pearson Customer Support at (866) 565-4872 for detailed instructions.</p>
English Language Proficiency	<p>If English is your primary language, answer Yes. Otherwise, answer No.</p> <p><i>You may decline to answer this question.</i></p>
Ethnicity	<p>Select the option that best describes yourself.</p> <p><i>You may answer this question "Undeclared."</i></p>

Question	Instruction
Reason for Assessment	<p>Select the option that best describes your reason(s) for taking this assessment.</p> <p>Options are:</p> <ul style="list-style-type: none"> • Educator preparation program requirement • State educator licensure/certification requirement • Both of the above
Highest Educational Level	<p>Select the highest educational level you have attained prior to this assessment.</p>
Use of Materials	<p>You have the option to consent to have your submission used in support of continued edTPA program improvement activities conducted by Stanford University and Pearson, such as future validity and reliability studies of edTPA. If you give your consent, your materials would be used without your name or other identifying information and would remain secure.</p> <p>If you do not give consent of if you are a New York State candidate, your materials will not be used in this manner.</p>

C. Answer the Score Reporting Options Questions

Scores via email: You may elect to have your edTPA Score Profile sent to your email address as a PDF attachment. Your edTPA Score Profile will also be available to you in your account on www.edTPA.com for a period of 12 months following the score report date.

Additional States to Receive Scores: Note that your scores will automatically be sent to the following entities:

- If applicable, the Educator Preparation Program you indicated earlier in your registration.
- If required by state policy, the state associated with your Educator Preparation Program selection.

If you wish to send your scores to an additional state or states that accept edTPA scores, you may select one or more of those states at this point in your registration.

D. Review Your Registration

Take a moment to review your registration selections. You may use the Change links on the right side of this screen to revise any of your selections.

Review Registration		
Assessment(s)	Elementary Education (National)	Change
Background Questions	Educator Preparation Program: <ul style="list-style-type: none"> • Unaffiliated edTPA Field/Specialty Area: <ul style="list-style-type: none"> • Elementary Education Classroom Grade Level: <ul style="list-style-type: none"> • 5 School Context: <ul style="list-style-type: none"> • Suburban/urban edTPA Language: <ul style="list-style-type: none"> • No English Language Proficiency: <ul style="list-style-type: none"> • Decline to answer Ethnicity: <ul style="list-style-type: none"> • Undeclared Reason for Assessment: <ul style="list-style-type: none"> • Educator preparation program requirement Highest Educational Level: <ul style="list-style-type: none"> • Bachelor's degree Use of Materials: <ul style="list-style-type: none"> • Yes, I give my permission to use my edTPA submission to support continued program improvement activities. 	Change
Score Reporting Options	Scores via Email: <ul style="list-style-type: none"> • Yes, send my score report via email. Additional States to Receive Scores: <ul style="list-style-type: none"> • No Response 	Change

Add to Cart


When you are satisfied with your selections, click Add to Cart.

4. Check Out and Provide Payment

Your registration is now in your cart. Click Check Out.

View Cart

Description	Actions	Price
Registration	Remove	
Elementary Education (National)		\$300.00
Total:		\$300.00



You must now acknowledge your agreement to the edTPA Rules of Assessment Participation. They are presented at this point in the registration system for your review.

Agreement

In order to register for edTPA, you must acknowledge that you have had adequate opportunity to review the rules and policies that apply to edTPA registration and testing and agree to abide by them. These rules and policies are contained on the current edTPA website and in the applicable edTPA Rules of Assessment Participation, which are presented below for your review.

edTPA Rules of Assessment Participation


COMPLIANCE WITH ASSESSMENT RULES

By registering for edTPA, you are agreeing to abide by the current Rules of Assessment Participation for edTPA and all rules, procedures, and policies contained on the current edTPA.com website and/or in the current edTPA Handbook for the content area for which you have registered.

For the purpose of these Rules of Assessment Participation, the following definitions apply:

- "Evaluation Systems." Evaluation Systems, a business of NCS Pearson, Inc. (referred to throughout as Evaluation Systems).

I acknowledge that I have had adequate opportunity to review, to my satisfaction, the instructions, rules, policies, and other terms and conditions that apply to edTPA registration and testing, which are contained on the current edTPA website and in the applicable edTPA Rules of Assessment Participation provided above for my review, and I agree to abide by the conditions set forth on the current edTPA website, including the edTPA Rules of Assessment Participation.



On the Payment screen, enter your payment.

- If you have an edTPA voucher, enter the voucher code in the table at the top of the screen.
- If you are providing payment by credit card, enter your credit card information where indicated below.
- If you have an edTPA voucher that does not cover the total cost, then you will enter both your voucher number and credit card information.

Payment

Description	Price
Registration	
Elementary Education (National)	\$300.00
Enter a voucher	
Total:	\$300.00

Withdrawal/Refund Policy

If you have registered for edTPA, have not yet submitted your assessment for scoring, and would like to withdraw your registration, you may do so by logging in, going to My Registrations, then Withdraw, and following the instructions.



If you withdraw your registration within 18 months of your assessment, you will receive a partial refund, up to \$100 for a full assessment or \$30 for a single-task assessment. If you do not withdraw before the 18-month window has expired, you will not receive a refund or credit of any kind. If you applied a voucher toward your fee when you registered, you will receive no refund or credit of the voucher amount.

Once you withdraw your registration, you will no longer be able to view or edit your portfolio in the Pearson system. If you want to retain a copy of your portfolio, be sure to save your files prior to withdrawing your registration.

I acknowledge that I have had adequate opportunity to review, to my satisfaction, the policies related to withdrawals stated above.

ABOUT SSL CERTIFICATES

Cardholder Name

CC Number  

Exp Date Month Year

Address

Address Line 2

City/Town

State/Province

Zip/Postal Code

Country

Be sure to review the Withdrawal/Refund Policy carefully, and acknowledge that you have done so.

You will then be asked to review and submit your order.

Note: Once you submit your order, you will **not** be able to change your assessment selection online. Please confirm that your assessment selection is accurate. If you need assistance, please contact Pearson Customer Support at (866) 565-4872.

You will, however, be able to revise your answers to the background questions and score reporting questions through your account online up until the time you submit your portfolio.

5. Select Your Portfolio System


On the last screen of the registration process, click Next to proceed to indicate your portfolio system.


Next Steps


Dear

Thank you for your order. Your order details are listed below and have also been added to your account.

You're Almost Finished...

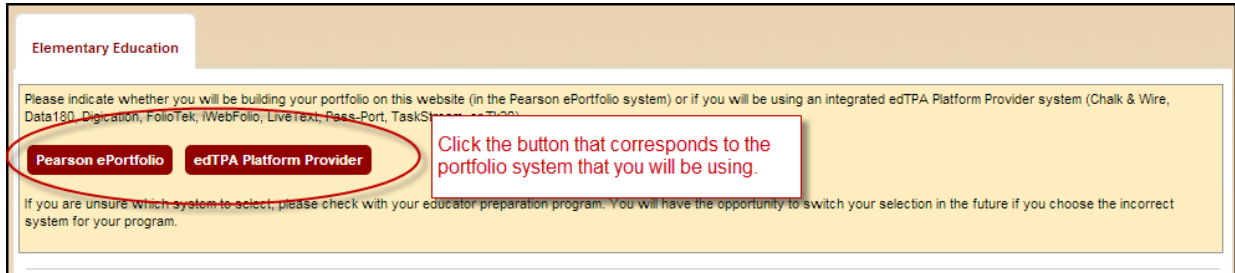
-  **Candidates Using an Integrated edTPA Platform Provider System:** Select "Next" and follow the instructions to generate your authorization key.
- Candidates Using the Pearson ePortfolio System:** Select "Next" to begin building your portfolio.



 **Print Your Receipt**
Your transaction details, including any access codes, if applicable, have been emailed to you and have also been added to your account. You may wish to print this page as your receipt for this order.

Order Number: 9905000148814

Indicate whether you will be using the Pearson ePortfolio system or an integrated edTPA platform provider system.



Elementary Education

Please indicate whether you will be building your portfolio on this website (in the Pearson ePortfolio system) or if you will be using an integrated edTPA Platform Provider system (Chalk & Wire, Data180, Digication, FolioTek, iWebFolio, LiveText, Pass-Port, TaskStream, etc.).

Pearson ePortfolio edTPA Platform Provider

Click the button that corresponds to the portfolio system that you will be using.

If you are unsure which system to select, please check with your educator preparation program. You will have the opportunity to switch your selection in the future if you choose the incorrect system for your program.

Candidates using the Pearson ePortfolio system: You may now start building your portfolio in the Pearson system.

Candidates using an integrated edTPA platform provider system: After clicking the edTPA Platform Provider button, you are provided with an Authorization Key to facilitate your portfolio transfer. You will need to enter this key in your platform provider system when you are ready to transfer your portfolio to Pearson.

You will be prompted to review and agree to the terms associated with your Authorization Key. The key will then be emailed to the address you provided during registration. You will also be able to obtain your Authorization Key at any time by logging into your account at www.edTPA.com.


Please contact Pearson Customer Support at (866) 565-4872 if you have any questions about the registration process or about which portfolio system to select.

6. Start Building Your Portfolio

Candidates using the Pearson ePortfolio system: Begin building your portfolio in the Pearson system, available through your account on www.edTPA.com. Candidates are encouraged to review the [online training available](#) on the edTPA website, which include tips, guides, and video tutorials about building and submitting your portfolio.

Candidates using an integrated edTPA platform provider system: Build your portfolio in the system used by your institution. Review the guide "[Transferring Your Portfolio From an Integrated System](#)" when you have completed your portfolio and are ready to transfer it to the Pearson system for submission and scoring.

Completing the Assessment

Which portfolio system should I use 

Candidates Using the Pearson ePortfolio System

The Pearson ePortfolio system is designed specifically to support edTPA administration, from providing access to handbooks and templates through to the final submission of the candidate's portfolio.

Your institution may or may not opt to use the faculty feedback feature in the Pearson ePortfolio system.

1. [Register for edTPA](#) on this site.
2. Complete the assessment and upload your documents and video clips per the system instructions.
3. Follow system instructions to [submit your portfolio for scoring](#).

Candidates Using an Integrated edTPA Platform Provider System

Note: The integrated platforms are Chalk & Wire, Data180, Digication, Foliotek, iWebfolio, LiveText, PASS-PORT, TaskStream, and Tk20.

1. [Register for edTPA](#) on this site. Immediately after you register you will be asked to indicate your portfolio system; select "Integrated Platform Provider." An authorization key will be generated and emailed to you.
2. Complete the assessment and upload your documents and video clips per the system instructions provided by your platform provider.
3. Transfer your assessment to the Pearson system, using your authorization key. Your authorization key was emailed to you and is also available [in your account on this site](#).
4. [Sign in to the Pearson ePortfolio system](#) and review each file in your portfolio within the Pearson system.
5. Follow system instructions to [submit your portfolio for scoring](#).

Candidates Using Other Portfolio Systems

Candidates who will not be using the Pearson ePortfolio system or one of the integrated platform provider systems noted above will build their portfolio in the system used by their institution, and then upload their finished work to the Pearson system, on this site, and submit for scoring.

1. [Register for edTPA](#) on this site.
2. Complete the assessment and upload your documents and video clips per the system instructions provided by your platform provider.
3. [Sign in to the Pearson ePortfolio system](#) and upload your files to this system.
4. Follow system instructions to [submit your portfolio for scoring](#).

Next: [Preparing Videos](#)

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Submitting the Assessment

Which portfolio system should I use 

Be sure to allow yourself adequate time before your planned submission date to upload and review your files in the Pearson system and to complete the submission process for scoring.

Candidates Using the Pearson ePortfolio System

1. Confirm that you have stored a copy of your work in a secure local location before submitting your assessment for scoring. Submitted edTPA materials will not be returned after scoring.
2. [Sign in to the Pearson ePortfolio system](#) and review each of your files within the system. When you have determined your work is complete, mark each part "Ready to Submit."
3. When you have confirmed that all parts of your assessment are ready for submission, submit your assessment. You will receive an email notification confirming that your assessment has been submitted. Once the submission has been completed, your assessment is ready to be scored. No additional actions are required.

Candidates Using an Integrated edTPA Platform Provider System

Note: The integrated platforms are Chalk & Wire, Data180, Digication, Foliotek, iWebfolio, LiveText, PASS-PORT, TaskStream, and Tk20.

1. Confirm that you have stored a copy of your work in a secure local location before submitting your assessment for scoring. Submitted materials will not be returned after scoring.
2. Sign in to your institution's platform provider system.
3. When you have finalized your assessment, transfer it to the Pearson system. Use the authorization key you were given when you registered on this site.
4. [Sign in to the Pearson ePortfolio system](#) and review your assessment to ensure the transfer was successful. Indicate that your assessment is ready for submission by marking each part "Ready to Submit."
5. When you have confirmed that all parts of your assessment are ready for submission, submit your assessment. You will receive an email notification confirming that your assessment has been submitted. Once the submission has been completed, your assessment is ready to be scored. No additional actions are required.

Candidates Using Other Portfolio Systems

1. Confirm that you have stored a copy of your work in a secure local location before submitting your assessment for scoring. Submitted edTPA materials will not be returned after scoring.
2. [Sign in to the Pearson ePortfolio system](#) and review each of your files within the system. When you have determined your work is complete, mark each part "Ready to Submit."
 - Please be sure to allow adequate time to upload your complete assessment so you can review and submit your portfolio by your planned submission date.
3. When you have confirmed that all parts of your assessment are ready for submission, submit your assessment. You will receive an email notification confirming that your assessment has been submitted. Once the submission has been completed, your assessment is ready to be scored. No additional actions are required.

Next: [Score Reporting](#)

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edTPA Submission and Reporting Dates for Single-Task Retakes

Scores are released according to the following schedule for candidates who submit a single-task retake.

Note: Candidates submitting an initial submission or full-assessment retake should review the [initial submission and full-assessment retake schedule](#).


For scores reported July 31 or earlier

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time On:
December 19, 2013	November 28, 2013
January 6, 2014	December 13, 2013
January 16, 2014	December 26, 2013
January 30, 2014	January 9, 2014
February 13, 2014	January 23, 2014
February 27, 2014	February 6, 2014
March 13, 2014	February 20, 2014
March 27, 2014	March 6, 2014
April 10, 2014	March 20, 2014
April 24, 2014	April 3, 2014
May 8, 2014	April 17, 2014
May 22, 2014	May 1, 2014
June 5, 2014	May 15, 2014
June 19, 2014	May 29, 2014
July 3, 2014	June 12, 2014
July 17, 2014	June 26, 2014
July 31, 2014	July 10, 2014

For scores reported after July 31

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time On:
August 14, 2014	July 24, 2014
August 28, 2014	August 7, 2014
September 11, 2014	August 21, 2014
September 25, 2014	September 4, 2014
October 9, 2014	September 18, 2014
October 23, 2014	October 2, 2014
November 6, 2014	October 16, 2014
November 20, 2014	October 30, 2014
December 4, 2014	November 13, 2014
December 18, 2014	November 27, 2014
January 2, 2015	December 11, 2014
January 15, 2015	December 25, 2014
January 29, 2015	January 8, 2015

February 12, 2015	January 22, 2015
February 26, 2015	February 5, 2015
March 12, 2015	February 19, 2015
March 26, 2015	March 5, 2015
April 9, 2015	March 19, 2015
April 23, 2015	April 2, 2015
May 7, 2015	April 16, 2015
May 21, 2015	April 30, 2015
June 4, 2015	May 14, 2015
June 18, 2015	May 28, 2015
July 2, 2015	June 11, 2015
July 16, 2015	June 25, 2015
July 30, 2015	July 9, 2015

 [View as PDF: Reporting on or before Jul 31 | Reporting after Jul 31](#)

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Guidelines for edTPA™ Retake Decision-making and Support

Purpose: As programs begin to use edTPA consequentially with candidates, there may be some candidates who are not successful in their first attempt to pass edTPA. The edTPA Score Profile information issued to candidates provides scores in reference to the recommended professional performance standard. If they do not pass, candidates should consult with a designated program faculty member to determine whether to retake the whole edTPA or retake only one edTPA task to meet the state requirement. Just as P–12 teachers are committed to meeting the needs of all learners, programs have a professional obligation to guide candidates to make good decisions when retaking edTPA, and to support candidates in the retake process.

This document provides teacher preparation program leaders and faculty with suggestions for supporting candidates who will retake edTPA. Preparation program faculty should engage candidates in examining their original edTPA performance and to use the retake process as an opportunity to strengthen their understandings of planning, instruction, and assessment in support of student learning.

This document provides a brief overview of the retake policy, processes for reviewing a candidate’s original edTPA performance (using score profiles and guiding questions), and suggested roles for supporting candidates’ continued development of effective teaching practice.

edTPA Retake Design¹

Candidates whose performance does not meet the performance standard² for edTPA will be able to choose to retake either the entire edTPA OR retake edTPA by submitting only one task. (Retaking two tasks is not an option). **All artifacts and commentaries included in a retake must reflect new planning, instructing and/or assessing for student learning, and must not have been previously submitted for edTPA.** Revised or edited versions of previously submitted artifacts and commentaries may not be submitted with one exception – when retaking any portion of edTPA, if the candidate can teach the same group of students, the same context information about that group of students may be resubmitted.

The following table identifies the artifacts and commentaries required for retake of either an entire edTPA or an individual task.

¹ Candidates and programs will find additional details on procedures for submitting their retake materials at edtpa.com.

² Performance standard or cut score will vary by state. Consult your state policy before guiding candidates on retakes.

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edTPA Retake Specifications

See the handbook Evidence Chart for supported file types, response length, and other information.

Retake	What to Submit	
Entire edTPA Retake	Submit all artifacts and commentaries required for all Tasks as described in the edTPA handbook.	
Single-task Retakes	To Retake This Task:	Submit the Following:
	Task 1	<ul style="list-style-type: none"> Task 1 – All Parts per your edTPA handbook
	Task 2	<ul style="list-style-type: none"> Task 1 – Part A: Context for Learning Information³ Task 1 – Part B: Lesson Plans for Learning Segment <ul style="list-style-type: none"> Lesson plan(s) associated with the video clip(s) in Task 2 Task 1 – Part C: Instructional Materials <ul style="list-style-type: none"> Instructional materials associated with the lesson plan(s) featured in the video clips Task 1 – Part E: Planning Commentary <ul style="list-style-type: none"> Prompt 1 (all fields) Prompts 1 and 3 (Special Education) Task 2 – All Parts (artifacts and commentary) per your edTPA handbook
	Task 3	<ul style="list-style-type: none"> Task 1 – Part A: Context for Learning Information (for Special Education only) Task 1 – Part E: Planning Commentary <ul style="list-style-type: none"> For Special Education, Prompts 3 and 5 For World Language and Classical Languages, Planning Commentary is not required For all other fields, Prompt 4 Task 3 – All Parts (artifacts and commentary) per your edTPA handbook
Task 4 (Elementary Education only)	<ul style="list-style-type: none"> Task 4 – All Parts (artifacts and commentary) per your edTPA handbook 	

³ This may be the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.

Reviewing Score Profiles to Determine Retake Options

In this section we offer guidance for reviewing candidate score profiles from their original edTPA submission to determine patterns of performance that suggest retake options for a single task or whole edTPA assessment. Review of score patterns should be followed by reflective conversation between a candidate and a faculty member to determine opportunities to develop, practice or demonstrate identified areas of weakness, and to prepare new edTPA materials for submission and scoring.

Programs should always consider the performance standard required by state or local policy when offering retake guidance and help the candidate identify a retake option that allows him/her to demonstrate effective teaching in areas of identified weakness. Faculty should examine a candidate’s overall total score and its distance from the performance standard, as well as patterns of scores within and across tasks to identify patterns of strength and weakness and to determine if a whole edTPA or single-task retake is in the best interest of the candidate. Candidates develop at different rates in different areas, and some may show a pattern of weakness in a particular set of rubrics or within a single task. In those cases when overall performance is generally strong, then a single-task retake is suggested. However, when the overall performance is very low, or there are a number of rubrics across tasks that show weaknesses, then a whole edTPA retake is required.

The profiles presented here are intended as examples that illuminate retake options rather than predetermined rules.

Whole edTPA Retake Examples

Example 1: If the total score is far below the performance standard and scores reveal a pattern of a candidate struggling across all edTPA Tasks, then a whole edTPA retake is needed. In the score profile shown below, the candidate scores below Level 3 in every task and almost every rubric, and has a total score of 30, indicating a need for additional opportunities to learn how to plan, instruct and assess.

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
3	3	2	2	1	3	2	2	2	1	2	2	1	2	2	30

Example 2: If the total score is below the performance standard and individual rubric scores demonstrate that the candidate struggles in core areas that span multiple Tasks, then a whole portfolio retake is needed. In the score profile shown below, Task 3 contains a clear pattern of weak scores (scores at Level 1 and 2). However, the profile also demonstrates that the candidate struggles with academic language (rubrics 4 and 14) and being able to reflect on knowledge of students (rubric 3), and using evidence/data to inform teaching (rubrics 10 and 15).

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	2	1	3	4	3	3	2	2	2	2	2	1	1	35

Programs may also determine that while scores are clearly grouped within a single task, based on other performance indicators (supervisory evaluations, struggles with coursework, etc.), it would be of greater benefit to the candidate’s professional preparation and readiness to teach if s/he were to retake the entire edTPA rather than a single task.

Single edTPA Task Retake Example

If the total score is below the performance standard and the individual rubric scores clearly demonstrate that a candidate struggles in one particular task focus (planning, instruction, **OR** assessment), then a single task retake is suggested. In these cases, the candidate demonstrates consistent skills indicative of a beginning teacher of record for two tasks, but demonstrates significant weakness in one task. For example, the score profile shown below demonstrates a weak pattern of scores related to assessment practices.

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	3	3	2	3	3	3	2	2	2	2	1	2	2	37

Because the candidate has shown strong performance for most of edTPA, but has weaknesses in the area of assessment (rubrics 5 and 11–15), a retake of Task 3 is suggested. An improved retake task performance based on new evidence for those rubrics could raise the total score above the performance standard and allow the candidate to go forward ready to plan, teach and assess effectively.

edTPA™



Making Good Choices

A Support Guide for edTPA Candidates

October 2013 (v2)

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edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. The edTPA handbooks have been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. The edTPA is built for the profession by the profession. All contributions are recognized and appreciated.

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Introduction¹

This support guide will help you make good choices as you develop artifacts and commentaries for your edTPA assessment. By reading and reflecting on the questions and suggestions in *Making Good Choices*, you will develop a deeper understanding of the assessment and have many of your questions addressed. This document will help you think about how to plan, instruct, assess, and reflect on student learning, not only for completing edTPA, but also for effective teaching well into the future.

As indicated in the subject-specific edTPA handbooks, you can and should discuss with your teacher preparation instructors how the various aspects of edTPA connect with each other and to your preparation coursework and field experiences. However, the specific choices that go into the planning, instruction, and assessment tasks that are part of edTPA should solely reflect your thinking, based upon your knowledge of pedagogy and your students' needs. Knowledge about your students and how you will support their learning should be your major focus.

Making Good Choices examines the three tasks of edTPA within an interactive cycle of planning, instruction, and assessment. On the pages that follow, each section of this document addresses **key decision points** that you will encounter as you complete your edTPA. Use the live links from the questions in the Key Decisions chart to locate answers that inform your decisions. **Bold text in the answers provides specific directions to guide your choices.**

Finally, this documents contains two appendices. Appendix A is intended as additional support for choosing a learning segment for Elementary Literacy, Elementary Education, and Literacy Specialist edTPA handbooks only. Appendix B provides descriptions of the **subject-specific pedagogical focus for each subject area of edTPA.**

¹ This version of *Making Good Choices* has been developed for all edTPA fields. However, candidates completing edTPA in Special Education are provided with another version of *Making Good Choices*, which addresses requirements in Special Education separately. Contact your faculty advisor for a copy of the *Making Good Choices in Special Education*.

Task 1: Planning for Instruction and Assessment

Key Decisions	
Planning Ahead	<p><u>How do I get started with my edTPA preparation?</u></p> <p><u>How do I represent my thinking and teaching in writing?</u></p>
Planning For Alignment and Learning	<p><u>How do I select the central focus, student content standards, and student learning objectives?</u></p> <p><u>What is my subject area emphasis?</u></p> <p><u>How do I select a learning segment?</u></p> <p><u>What should I include in my lesson plans?</u></p> <p><u>What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum?</u></p>
Knowledge of Students	<p><u>What information should I convey about my students when describing my class?</u></p> <p><u>How do I support the assertions I make about my students and decisions I make regarding their learning needs?</u></p> <p><u>How specific do my references to research and theory have to be?</u></p>
Language Demands	<p><u>How do I identify the language demands of a learning task?</u></p>
Planning Assessments	<p><u>What kinds of assessments should I choose for my edTPA learning segment?</u></p>

Planning Ahead

How do I get started with my edTPA preparation?

Time management is critical to the successful completion of edTPA. Begin planning for your edTPA assessment as soon as possible. Do not procrastinate. Since it is important to understand the whole edTPA assessment before you begin, read through all of the materials in the edTPA handbook for your subject area, including the rubrics and any other support materials you may have been given by your preparation program, before you begin the first task.

[Back to Planning Task Key Decisions Chart](#)

How do I represent my thinking and teaching in writing?

While the scoring rubrics do not address the quality of your writing (nor will you be penalized for errors in spelling, grammar, or syntax), you should be mindful that your written work reflects your thinking and your professionalism. Try to let your own voice come through in your writing. Writing errors may change or cloud the meaning of your commentaries, so proofreading is essential. **When writing your edTPA commentaries, consider the following guidelines:**

- **Read each prompt carefully and be sure to respond to all parts of the questions using simple straightforward prose.** Incomplete, superficial, and unelaborated responses are not sufficient. Although there may be a few exceptions, one or two sentences for an answer to a prompt will not contain enough information for a reviewer to understand your intentions, what or how you have taught, or what your students have learned.
- **Move beyond summarizing your classroom practice.** Write your commentaries in a way that shows you are able to understand how your students learn and are able to identify and analyze the evidence of their learning.
- **Provide specific, concrete examples to support your assertions.** Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. For example, if you state in a response to a prompt that most of the students were able to understand a concept, you should provide specific, concrete examples from your students' written or oral work that demonstrate and support your assertions. You might point to a specific aspect of a student's response on an essay, project, or other assessment that supports your statement that students understand a particular concept. It is important that you always back up your assertions about what students understand with specific evidence.

[Back to Planning Task Key Decisions Chart](#)

Planning for Alignment and Learning

How do I select the central focus, student content standards, and student learning objectives?

The learning segment you develop and teach for edTPA is defined by a subject-specific, central focus for student learning. **The standards, learning objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic within the curriculum.** The central focus should take into account prior assessment of your students and knowledge of your students' development, backgrounds, interests, and learning levels that might further influence students' thinking and learning.

You are asked to identify the **state content standards** (and/or Common Core Standards) that you will address in the learning segment. Though you may find many student content standards that relate tangentially to your planned learning segment, only a few standards should be the focus of instruction. In your lesson plans and commentary, **list only the standards that are central to the student learning** that you expect to develop during the learning segment documented in your edTPA.

Each edTPA handbook provides subject-specific guidance for your planning for student learning, so review these guidelines carefully. For each subject area, these guidelines address both basic types of knowledge (e.g., facts, skills, conventions) and conceptual understandings and higher order thinking skills (such as strategies for interpreting/reasoning from facts or evidence, synthesizing ideas, strategies for evaluating work, etc.). When identifying the central focus of the learning segment, **you should consider conceptual understandings** as well as the skills/facts/procedures that students will learn and apply. **If you focus only on teaching facts and/or skills, you will not fully address your subject-specific learning focus for edTPA.**

Elementary Candidates Only – If you are completing edTPA tasks in Literacy, refer to [Appendix A](#) as an additional support for identifying your edTPA central focus, the essential literacy strategy, and requisite skills.

[Back to Planning Task Key Decisions Chart](#)

What is my subject area emphasis?

Every subject-specific version of edTPA, has its own student learning and pedagogical focus that is the foundation of the assessment. The focus for each subject area is stated throughout your edTPA handbook (refer to the introduction) and the rubrics. Please see [Appendix B](#) for a complete list of subject-specific components for edTPA.

[Back to Planning Task Key Decisions Chart](#)

How do I select a learning segment?

When selecting a learning segment for your edTPA, identify a central focus for teaching and learning, as well as the corresponding standard(s). **As with any learning segment, decisions about what to teach should be driven by what students are expected to learn at their particular grade level. You will want to think carefully about how much content to address in your edTPA learning segment.** This is a significant decision about manageability, not only for the scope of your edTPA assessment, but also for the capacity of your students to learn within the allotted time. **District guidelines, school goals, grade-level expectations, and student interests must be considered as well. While your cooperating teacher must not choose a learning segment for you, his/her input can be useful in guiding you to consider all of the relevant factors in your selection.**

[Back to Planning Task Key Decisions Chart](#)

What should I include in my lesson plans?

You will submit lesson plans for every lesson taught and documented in your edTPA learning segment. Using your preparation program's lesson plan format as a guide, your lesson plans should provide enough detail so that educators reading your edTPA can determine the sequence of the learning objectives, the plan for assessment, and what you and the students will be doing during each lesson. **Be sure to address all lesson plan components described in your edTPA handbook**, while making sure that each submitted lesson plan is **no more than 4 pages in length**. If you are using a lesson plan model that extends beyond that page limit, you will need to condense your lesson plans or excerpt from them the following necessary components:

- State-adopted and/or Common Core standards
- Lesson objectives associated with the standards
- Formal and informal assessments
- Instructional strategies and learning tasks
- Instructional resources and materials

Note: Do not put explanations and rationale in your lessons plans. Scorers will not search your lesson plans for explanations and rationale. Use the commentary prompts to explain your thinking and justification for your plans.

[Back to Planning Task Key Decisions Chart](#)

What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum?

Many teachers teach lessons that are from published or prescriptive curriculum guides that are required in a particular district, school, or department. In some cases, pedagogy is prescribed by the curriculum you are required to teach. If this is the case for you, **your lesson plans and commentary should address how you modified these lesson plans with your students' backgrounds and/or needs in**

mind. You might describe how you selected or modified curriculum materials to meet your students' needs, how you adapted a lesson to meet your students' needs, and/or how you made accommodations for particular students' needs (e.g., providing alternative examples, asking additional questions, using supplementary activities). When following highly prescriptive curricula or district/school/department mandates, these changes may be modest.

[Back to Planning Task Key Decisions Chart](#)

Knowledge of Students

What information should I convey about my students when describing my class?

The Planning Task (Task 1) requires you to demonstrate **your depth of knowledge of your students** in relation to the learning segment you plan to teach. **Making casual references or surface level connections to students' backgrounds, interests, and learning needs is not enough.**

In Task 1, when describing your class and how your knowledge of your students affects your teaching, **your responses to the Context for Learning Information prompts and the relevant Task 1 commentary prompts should provide detail** on the class demographics, significant subgroups of students with similar characteristics, and students' varied strengths (including personal, cultural, and community assets) and learning needs. **Your written commentary and lesson plans should reveal what you plan to do in the learning segment to capitalize on their strengths and to meet their varied needs.**

Be sure that your descriptions are based on your observations of your students and not based on assumptions or stereotypes associated with their age or ethnic, cultural, or socio-economic backgrounds. **A good way to ensure you are avoiding stereotypes or assumptions is to ask yourself if you would be able to back up your assertions with evidence, and then be sure to include that evidence in your responses.**

[Back to Planning Task Key Decisions Chart](#)

How do I support the assertions I make about my students and the decisions I make about their learning needs?

Provide specific, concrete examples to support your assertions. It is vital that you use **concrete examples** to support your assertions. When describing your students' personal/cultural/community assets or their prior academic learning, specifically describe what the asset or prior learning encompasses and how it is related to your learning segment. In order to support your explanations, refer to the instructional materials and lesson plans you have included as part of Task 1.

Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. For example, if you suggest that most of the students still need to learn a concept or skill, you need to provide specific and concrete example(s) from your students' written or oral work or prior academic learning that demonstrate and support your claim. A Secondary Science candidate, for example, might describe his students' prior academic learning as follows:

Previous to this lesson the students have not demonstrated that they know enough on biochemical pathways such as photosynthesis or cellular respiration in order to fully complete the planned lab experiment. In previous years they learned that mitochondria are responsible for cellular respiration, but they have not learned how the process converts food into usable energy, which is an important fact to know for this particular demonstration.

[Back to Planning Task Key Decisions Chart](#)

How specific do my references to research and theory have to be?

When justifying your instructional choices in your plans, reference the principles of research and theory you have learned in courses in your preparation program or elsewhere. Draw upon educational philosophy and **specific** theories of development, learning, group work, and motivation, as well as conceptions and research-based practices of the discipline you are teaching. **You do not need to use formal citations, but you should explain the theoretical concepts and lines of research that support/inform your instructional decisions. Do not merely name-drop (e.g., Vygotsky or Bloom said), cite a textbook author, or describe a concept without making an explicit and well-developed connection between the theory or research finding and your plans for instruction and knowledge of your students. Be sure your justification centers on instructional and support choices that move the learner toward meeting the lesson objectives.**

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Language Demands

How do I identify the language demands of a learning task?

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 meaningful ways in the content area. **Your discussion of academic language development in edTPA should address your whole class, including English Learners, speakers of varieties of English, and native English speakers.**

Language demands of a learning task include the receptive language skills (i.e., listening, reading), productive language skills (i.e., speaking, writing), and/or representational language skills (e.g., symbols, notation) needed by the student in order to engage in and complete the learning task successfully. Academic language demands are so embedded in instructional activities that you may take many for granted, especially when you are a subject matter expert.

edTPA requires you to identify certain academic language demands within your learning segment. These include a language function and essential academic vocabulary and/or symbols, as well as syntax and/or discourse. **The language function is basically the PURPOSE or reason for using language in a learning task. In other words, what communication function (skill) do the students need to use to communicate their understanding of content? Often, the standards and/or objectives for the learning segment will include language functions embedded in the content to be learned in the form of verbs (e.g., explain, infer, compare, argue, justify). You will identify ONE major language function that all students will need to develop in order to deepen learning of the content in your learning segment.**

You are also asked to identify additional language demands involving **vocabulary and/or symbols, and syntax and/or discourse. You will need to identify vocabulary central to the outcomes of the learning segment that may pose a challenge for students. Examine all your instructional materials (texts, assessments, and other resources) to document which content-specific vocabulary you will need to teach to ensure that your students are engaged and develop understanding during your learning segment.**

Syntax and discourse within your lessons pose additional language demands for your students. Syntax is the set of conventions for organizing words, phrases, and symbols together into structures (e.g., sentences, formulas, staves in music). For example, syntax refers to the structure of a sentence—its length, word order, grammar, arrangement of phrases, active or passive voice, etc. If the syntax of a sentence is challenging its reader, then it is clouding the sentence's meaning. After carefully examining the texts of your lessons, the ways you explain key ideas, and your expectations for what you want the students to write, determine which sentence patterns, grammatical structures, or symbolic conventions might be unfamiliar or difficult for your students.

Discourse refers to how people who are members of a discipline talk and write. It is how they create and share knowledge. Each discipline or subject area has particular ways of communicating what they know and how they know it. 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.

For example, scientists and historians both write texts to justify a position based on evidence or data. In both disciplines, they use the same language function—i.e., justify—but the way they organize that text and present supporting evidence follows a different structure or discourse pattern. Are there discourse structures that you expect your students to understand or produce in your learning segment? If so, these discourse structures should be described.

The language demands you identify should be essential to understanding the central focus of the learning segment and should be embedded in the learning tasks in which students will be engaged. All students, not only English Learners, have language development needs (reading, writing, speaking, and listening) and need to be taught how to demonstrate these skills in your subject area.

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Planning Assessments

What kinds of assessments should I choose for my edTPA learning segment?

The assessments and evaluation criteria for your selected learning segment should be aligned with both your subject-specific central focus and the targeted academic content standards/learning objectives. In addition, they should provide opportunities for students to show their understanding of the **full range of learning objectives** you will teach. **Avoid assessments that only require students to parrot back information. Choose/design assessments that measure how well students understand—not just remember—what they are learning. You are encouraged to use both formal and informal assessments throughout the learning segment.**

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Planning Task Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none"> • Rationale for your instructional choices (all rationale should be written in your commentary, not your lesson plans) • Explicit justification of why your instructional strategies, materials, and planned supports are appropriate for YOUR students • Up to 9 pages of commentary • Lesson plans that are a maximum of 4 pages each 	<ul style="list-style-type: none"> • 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) • Deficit or stereotypic descriptions of students • Lack of alignment between standards, objectives, learning tasks, and/or assessments

Task 2: Instructing and Engaging Students in Learning

Key Decisions	
Videorecording	<p><u>What are my professional responsibilities for maintaining confidentiality?</u></p> <p><u>What are the features of a quality edTPA video?</u></p> <p><u>How do I prepare my edTPA videorecordings for my learning segment?</u></p> <p><u>What resources do I need to consider (software, equipment, and tutorials)?</u></p> <p><u>Which video formats are acceptable?</u></p>
Learning Environment	<p><u>What do I look for when selecting clips that demonstrate respect and rapport?</u></p> <p><u>How do I demonstrate a positive learning environment that supports and challenges students?</u></p>
Engaging Students	<p><u>How do I select my video clip(s) to show active engagement of students in their own understanding of the concepts, skills, and/or processes related to the learning objectives?</u></p>
Deepening Student Learning	<p><u>How do I show that I am deepening student understanding?</u></p>
Subject-Specific Pedagogy	<p><u>What is meant by subject-specific pedagogy?</u></p>
Analyzing Teaching Effectiveness	<p><u>What is important to remember as I identify changes I would make to the learning segment?</u></p>

Videorecording

What are my professional responsibilities for maintaining confidentiality?

You are required to collect consent forms from students and other adults who appear in the video clip(s) for your edTPA. This is a professional responsibility that should not be ignored. Respecting students' privacy and protecting yourself and your cooperating teacher are important concerns. Your program will provide you with a consent form to use. It is also vitally important that you only use the video for the purpose of completing your edTPA and that you do not share it with others publicly. **Video of your teaching should NEVER be posted in public venues like YouTube, Facebook, etc., or shared with people not involved with the edTPA assessment, as this violates the confidentiality of the children you teach and their families.**

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What are the features of a quality edTPA video?

There is no requirement or expectation for you to create a professional-quality production. The use of titles, opening and closing credits, a musical soundtrack, or special effects must be left to Hollywood, as reviewers will be examining only what the video shows you and your students doing within the learning segment. However, while it is not necessary to be technically perfect, it is important that **the quality of the video (i.e., clarity of picture and sound) be sufficient for scorers to understand what happened in your classroom. Read your edTPA handbook carefully to be sure your clips are the appropriate length and that they feature the teaching and learning emphasis for your subject area.**

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How do I prepare my edTPA videorecordings for my learning segment?

- **Advise your cooperating/master teacher and the principal at your school of your need to video record lessons for your learning segment.** Although it is often unnecessary, discuss with them any arrangements for a camera operator. If you use a camera operator, look to people who already have approval to be in classrooms (e.g., your cooperating teacher or your university supervisor).
- **Collect the necessary consent forms from a parent/guardian of your students (or, if eligible, from the students themselves) and from adults who might appear in the video.** Respecting students' privacy as well as protecting yourself and your cooperating teacher are professional responsibilities that should not be ignored.
- **Make arrangements for the necessary video/audio equipment well in advance.** If you do not have ready access to video equipment, reach out to peers, family members, your cooperating/master teacher, university supervisor, or technology staff.

- **Location. Location. Location.** Think about where you and your students will be located in the classroom during the activities to be shown in the video. What evidence do the rubrics call for that the camera will need to capture? Where will the camera/microphones need to be placed in order to optimize sound quality? Try to plan ahead and minimize the need for a camera operator by scouting locations in advance. In particular, think about where to place any learner who does not have permission to be filmed, so that s/he can participate in the lesson off-camera. If you do need a camera operator, meet in advance to share the lesson plan and video needs.
- **Practice videorecording BEFORE teaching the learning segment.** This will provide a chance to test the equipment for sound and video quality, as well as give your students an opportunity to become accustomed to the camera in the room.
- **Try to record the ENTIRE set of lessons in your learning segment.** This will provide you with plenty of footage from which to choose the clip(s) that best provide the evidence called for in the commentaries and rubrics.
- **Be natural.** While recording, try to forget the camera is there (this is good to explain to your students as well), and teach like you normally do. If possible, record other lessons prior to the learning segment so that the camera is not a novel item in the classroom. If using a camera operator, advise him or her not to interject into the lesson in any way.
- **Be sure that the video clip(s) you select and submit have quality audio** so that those viewing the clip(s) can hear individual voices of students as they are working on a task or with each other. It is often helpful to watch the video each day, so you can check for audio quality and note, with time stamps, possible examples of evidence for later consideration in choosing the clip(s) you submit.

For a video tutorial that highlights what to consider for successful recording in the classroom, go to this link: <https://www.teachingchannel.org/videos/videotaping-tips-for-teachers>

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What resources do I need to consider (equipment, software, and tutorials)?

edTPA does not specify the use of any particular equipment, software, tutorials, etc., although there are formatting requirements outlined in the Evidence Chart in the edTPA handbooks. An expensive camera is not necessary for the demands of this assessment. Many low-end cameras are capable of producing a picture and sound quality that is suitable for your video needs. However, certain situations (e.g., groupings where the students are not facing the camera microphone, lots of ambient noise) may necessitate the use of some kind of external microphone. **The only way to know for sure is to test the equipment while teaching.**

Video equipment and editing tutorials. Since the clip(s) you submit for your edTPA must consist of a continuous scene without any edits, you will need to use editing tools to extract a clip from the longer video you record. **If you are new to videorecording or to the camera you are using, be sure to read the instruction manual that comes with the camera. Even if the manual has been lost, most manuals are available online at the manufacturer’s website. Manufacturers may also have online tutorials to help you learn how to use the camera.** YouTube has a plethora of videos that demonstrate how to set up and operate a camera.

As soon as the videorecording is finished, make a backup copy of the video on a hard drive, a USB drive, or a CD/DVD.

The free video editing software that comes with most computers is perfectly adequate for preparing and saving the clip(s) in the format required in your edTPA handbook. PCs have the program Windows Movie Maker (found in the START menu under PROGRAMS), while Macs provide you with iMovie. There are many online tutorials that will support you in learning how to use these programs.

[Tutorials for using Windows Movie Maker to edit your video \(click here\)](#)

[Tutorials for using iMovie to edit your video \(click here\)](#)

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Which video formats are acceptable?

Saving your video in an acceptable format is necessary for a successful upload when you submit your edTPA. There are a number of formats that are acceptable: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v. Each of these formats will upload successfully to the edTPA submission platform and scoring system if your video has been properly saved. If a video clip is not in the correct format, you will receive an error message and be asked to resubmit the video clip properly. When you are preparing a video clip for your edTPA, follow the directions provided with the editing software you are using to save it in the proper format. Your editing software may give you a few choices or perhaps just one. For example, Windows Movie Maker saves in only one format (.wmv), but it is a format that is widely used and is acceptable for an edTPA submission. Other software programs may save in a different format, and that format is usually explained in the help files that accompany any software. If you want to be sure your video clip is saved correctly, simply right click to look at the file properties (or use the “Get info” command on a Mac) and check to see if one of the file suffixes listed above is present at the end of the filename.

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Learning Environment

What do I look for when selecting clips that demonstrate respect and rapport?

Establishing respect and rapport among and with students is critical for developing a mutually supportive and safe learning environment. Respect is the positive feeling of esteem or deference toward a person and the specific actions and conduct representative of that esteem. Rapport is a close and harmonious relationship in which members of a group understand each others' ideas, respectively collaborate and communicate, and consider one another's feelings. Both respect and rapport are demonstrated by how you treat students and how they treat each other, and you should work to make respect and rapport evident in your video. As you go through your footage, you will want to find clips that not only feature respectful interactions between you and your students, but also among your students. **In your commentary responses, cite specific scenes from the video clip(s) you select for submission (time stamps are very helpful) that illustrate the respect and rapport you have established with your students.**

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How do I demonstrate a positive learning environment that supports and challenges students?

One of the important characteristics that must be included in your video is evidence that you have created a learning environment that challenges students. You will want to choose clips that provide evidence that the learning environment you created not only supports students in learning but also challenges them to learn at a deeper level. **Challenge can be demonstrated by including prompts or opportunities for students to learn content or demonstrate learning beyond their current performance level.** It should be apparent from your students' and your actions in the video that the **learning environment is primarily designed to promote and support student learning as opposed to managing student behavior.** While it is important that students stay focused, the atmosphere should be challenging in a way that keeps students engaged and learning.

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Engaging Students

How do I select my video clip(s) to show active engagement of students in their own understanding of the concepts, skills, and/or processes related to the learning objectives?

The evidence you need to collect for edTPA Task 2 should demonstrate how you engage students while teaching. **Your video clip(s) should reveal the subject-specific student thinking, analysis, and judgment required in your learning segment. The video clip(s) should feature instruction where there is student-teacher interaction and/or student-student interaction and where students have opportunities to engage in learning tasks that help them learn what you have planned. Both goals can be achieved through lessons in which you probe students' thinking and/or facilitate students in probing each other's thinking so that they can display their depth of understanding of the content you are teaching. Lessons that require students to only focus on recall of facts or to practice a set of narrow skills are *not* appropriate choices for an edTPA learning segment or video.**

In addition, your video clip(s) should provide evidence of how you engaged students in an activity (an assignment, a discussion, etc.) that requires the students to do more than just participate. In other words, **the students should be shown actively using some higher level thinking skills so that they are developing their conceptual understanding of the content.** In order to provide context for the new learning, you will need to make connections in the clip(s) to their prior academic learning.

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Deepening Student Learning

How do I show that I am deepening student understanding?

The video clip(s) should show how you elicit and build upon student responses during instruction related to your central focus for student learning. You can draw upon any of the interactions in the video to **highlight how you prompt, listen to, and respond to students in such a way that you are supporting them to build on their new learning.**

Your ability to show that you are deepening student understanding in the video selection will depend upon the strategies you have chosen. **Strategies that do not allow you to engage in discussion or conversation with students may limit your ability to demonstrate that you are deepening student understanding.** For example, if you deliver a mini-lecture followed by a discussion during which you check for student understanding, you should focus the video clip on the discussion rather than on the mini-lecture (which can be described in writing). How you conduct that discussion is also important. **A**

video clip filled with students answering yes/no questions, reciting information, reading aloud without conversation, writing silently, etc. will not reveal how you deepened their understanding of the content to be learned. Rather, the videorecorded discussion should represent an opportunity for students to display or further their depth of understanding.

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What is meant by Subject-Specific Pedagogy?

[Appendix B](#) of this document provides a description, for each subject area, of the **subject-specific pedagogical focus that needs to be apparent in your video clip(s)**. The edTPA handbooks also describe the focus for each subject area (in the Planning Task and Instruction Task chapters), and present the criteria for measuring your ability to demonstrate the pedagogy of that subject area (in Rubric 9, or Rubric 8 for World and Classical Language edTPA versions).

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Analyzing Teaching Effectiveness

What is important to remember as I identify changes I would make to the learning segment?

You should describe what you have learned about teaching the central focus of the learning segment based on your observations of how your students responded to the instructional strategies and materials you provided shown in the video clip(s) submitted. **Be specific about any changes you would make if you were able to teach the lesson(s) again.** The changes may address some logistical issues (time management, giving directions, etc.), but **should mainly focus on how you would improve the actual instruction to address and support students' individual and collective learning needs in relation to the central focus.** You will also need to cite evidence that explains why you think these changes will work. **Cite specific examples of student confusion, misunderstanding, or need for greater challenge that informed your proposed changes.** Lastly, **explain how principles of research and theory informed your decision-making about the changes.** ([Click here to return to the Planning Task explanation of citing research.](#))

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Instruction Task Key Points

What to Include	What to Avoid
<ul style="list-style-type: none">• Video evidence that explicitly depicts you addressing the subject-specific criteria required in your handbook• References in your commentary responses to specific examples found in your video clip(s)• Time stamps identifying evidence from the video clip(s)	<ul style="list-style-type: none">• Sharing your video PUBLICLY on YouTube, Facebook or any other website (please respect the privacy of students)• Choosing a video clip that shows you making significant content errors• Showing disrespect to students or allowing students to be disrespectful to each other• Choosing a video clip that reveals a mismatch between instruction choices and students' readiness to learn• Choosing a video clip that does not reflect your subject-specific focus

Task 3: Assessing Student Learning

Key Decisions

Analyzing Student Learning

[What kind of student work should I analyze for my edTPA?](#)

Feedback

[What types of student feedback should I include in my edTPA?](#)

Analyzing Students' Academic Language Understanding and Use

[How do I identify evidence that my students understand and use academic language?](#)

Use of Assessment to Inform Instruction

[What do I need to think about when determining “next steps” for my teaching?](#)

Analyzing Student Learning

What kind of student work should I analyze for my edTPA?

In edTPA Task 3, you are expected to analyze your students' thinking and learning—not just whether they know a set of important facts or essential vocabulary terms. **The assessment you design and analyze should allow the students to demonstrate their thinking in some way.** Keep in mind that you learn less about what your students are thinking and learning from multiple-choice questions or single-word response questions than from open-ended questions, writing samples, performance tasks, projects, problem sets, lab reports, or other more complex assessments. (Note: Some fields such as Early Childhood, Performing Arts, Visual Arts, and Physical Education allow for documentation of student learning through video clips, audio files, photographs, or other media. Check your handbook for details about requirements and options in your subject area.)

The assessment you choose to analyze for edTPA should be aligned with the central focus, content standards, and stated learning objectives of your learning segment, and should provide students with an

opportunity to demonstrate an understanding of those standards/objectives. **The assessment you choose 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 evaluation criteria you use should make clear to you (and ideally to your students) what features or qualities of the students' work will be assessed: for example, the accuracy of students' responses; the quality of their communication; the depth, originality, or creativity of their ideas; where the students are in their conceptual development for a particular idea; or the mechanics of doing a task. Your **evaluative criteria should align with and measure the outcomes of your learning segment (central focus) AND address the elements of the subject-specific emphasis as defined in your edTPA handbook.**

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Feedback

What types of student feedback should I include in my edTPA?

The feedback to students that you document for your edTPA should offer students clear and specific information on their performance related to the lesson objectives/standards and should align with the evaluation criteria for your analyzed assessment. At the very least, your feedback should make students aware of their errors and their strengths. **Effective feedback will denote areas where they did well and where they need to improve related to the specific learning objectives.** Marking the percent correct and providing non-specific comments such as “Good job” are not sufficient, as students will have little idea of what exactly they did well. In contrast, specific comments such as “Effective word choice” or “Well-supported conclusion” direct attention to the details of their performance related to the central focus, thereby deepening their understanding of the qualities of their work.

The same goes for feedback that focuses on areas that need improvement. **Just citing the number of problems a student got wrong is not sufficient. In order to identify an area for improvement, students need to know specifically what it is that needs attention.** For example, comments such as “Your topic sentence needs more focus” or “Let’s review the relationship between slope and the y-intercept, because I see you are making the same error in several problems (items 2, 7, and 12)” give students information necessary for targeting their improvement.

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Analyzing Students' Academic Language Understanding and Use

How do I identify evidence of students' understanding/use of academic language?

In your Assessment commentary, you will respond to a prompt asking for evidence that your students were able to use academic language (identified language function, vocabulary, and additional identified demands) to develop content understandings. In your analysis, you need to explain how your students used academic language, and **you must support your explanation by citing specific evidence from video clip(s) and/or student work samples**. When referencing specific evidence from the video clip(s) or the work samples, describe how students met your identified academic language demands in ways that furthered their understanding of the content to be learned. That is, your examples need to go beyond students just parroting back definitions of unfamiliar words. Instead, the examples should reveal students' **understanding of vocabulary** and their ability to **demonstrate the key language function** identified in your Planning task commentary. **The evidence cited must clearly demonstrate how students used language to develop content understandings.**

It is possible that academic language use may not be apparent in the video clip or may be a minor part of the clip; therefore, you have a choice to provide evidence from student work samples in addition to or instead of video clips. **When choosing your work samples, select those in which students are demonstrating their ability to perform the language function (e.g., explain, infer, analyze), produce the discourse, and/or display their understanding of key vocabulary. If you choose to use evidence from the work samples, it needs to exemplify the language use described above.**

Provide specific, concrete examples to support your assertions. Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. For example, a Secondary Math candidate might describe his students' performance on a formative assessment by stating:

Work samples 1 and 3 demonstrate that the students have some misconceptions on graphing lines and understanding slope, y-intercept, and the concept of graphing an equation. Student responses on the student work samples show that many understand how to construct the graphs algorithmically, but being able to explain it conceptually eludes them as their narrative responses do not fully explain what the graph represents.

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Use of Assessment to Inform Instruction

What do I need to think about when determining “next steps” for my teaching?

Informed by your analysis of the students' performance in the learning segment, "next steps" should detail the instructional moves you plan to make going forward, not only for the class in general but also for the three focus students in particular. Be sure to reference a variety of

student learning needs and strengths in your commentary. For example, if you discover that some students struggle with one of the skills you taught, apply only a portion of a strategy you have taught, or make consistent errors, what will you do in order to help those students meet the learning objectives they were unable to meet? **These next steps may include additional feedback/instruction, a specific instructional activity/learning task, or other forms of re-engagement that support or extend learning of the targeted objectives/standards.**

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Assessment Task Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none"> • A copy of the actual assessment used (if not shown in the work samples) • A graphic (table or chart) or narrative that summarizes the class performance • 3 student work samples (i.e., one work sample from each focus student) • Evidence of the feedback that you provided for each focus student • Specific references to student work to support your responses to commentary prompts • Concrete evidence of academic language use (video clip and/or student work samples). 	<ul style="list-style-type: none"> • Superficial analysis of student learning (e.g., there is no citation of evidence from student work samples) • Misalignment between evaluation criteria, learning objectives, and/or analysis • Feedback that is developmentally inappropriate or disrespectful to students, or contains significant content inaccuracies • Identifying next steps for learning that are not related to your analysis of student learning

THE FOLLOWING SECTION ADDRESSES THE ELEMENTARY EDUCATION HANDBOOK’S MATHEMATICS TASK (TASK 4). CANDIDATES USING THE ELEMENTARY LITERACY HANDBOOK OR THE ELEMENTARY MATHEMATICS HANDBOOK SHOULD DISREGARD THIS SECTION.

Task 4: Elementary Education Mathematics Task Assessing Students’ Mathematics Learning

For the **Mathematics Assessment Task**, you will develop or adapt a relevant formative assessment of student learning, analyze student work samples, and design and teach a re-engagement lesson focused on student needs. This task is only completed by candidates using the Elementary Education Handbook.

Key Decisions

Task 4 Emphasis	<p><u>What is the subject-specific emphasis for the elementary mathematics assessment task?</u></p> <p><u>How detailed does my lesson segment overview need to be?</u></p>
Analysis of Student Work	<p><u>What kind of student work should I analyze for the elementary mathematics assessment task?</u></p> <p><u>What are the two different analyses that I will be doing?</u></p> <p><u>What is meant by patterns of student learning?</u></p>
Re-engagement	<p><u>What does it mean to re-engage students?</u></p> <p><u>How do I determine the effectiveness of my re-engagement lesson?</u></p>

Task 4 Emphasis

What is the subject-specific emphasis for the elementary mathematics assessment task?

The elementary mathematics assessment task asks you to describe a learning segment and select a formative assessment on a specific mathematics topic addressed in that learning segment. **Your planning should reflect a balanced approach to mathematics that will allow students opportunities to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.**

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How detailed does my lesson segment overview need to be?

In contrast to the lesson plans you created for the literacy segment (Tasks 1-3), your overview of the lesson segment should be **brief**, with just enough details so the scorer can understand what the segment entails. You do not submit lesson plans for this task. However, you will need to submit a Context of Learning Information form along with the Lesson Planning Overview template provided in your handbook. **Be sure to address all sections of the overview template**, while making sure that your completed overview is no longer than **2 pages in length**. It is best to **keep your overview simple**, and only elaborate your thinking and justification in your commentary responses. It is important to put all pertinent information in your commentary. **Scorers will not search your overview for explanations and rationale**. Use the commentary prompts to explain your thinking.

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Analysis of Student Work

What kind of student work should I analyze for the elementary mathematics assessment task?

When developing or adapting a formative assessment for the mathematics assessment task, you should choose an assessment that can be completed by all the students in your class. In addition, the assessment you choose should be both related specifically to the standards and learning objectives of your learning segment and provide opportunities for students to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. You should also be able to define evaluation criteria for the assessment that will be used to **analyze learning of all the students in the class**. From this analysis, you will need to be able to create a narrative or graphic that summarizes student learning

Your evaluation criteria should clearly indicate the features or qualities that will be assessed in your students' work. For example, evaluation criteria might focus on the accuracy of student responses; specific skills that students need to solve problems; the clarity of students' explanations of how they solved a problem; and/or students' understanding of a specific mathematical concept. **As noted above, evaluation criteria should align with and measure the outcomes of your learning segment (central focus) AND address conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills.**

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What are the two different analyses that I will be doing?

You will analyze student learning in two ways: a whole class analysis and a deeper analysis of the struggles of three focus learners. You will analyze and summarize the whole class performance using the evaluation criteria. You will create either a narrative or a graphic summary for the whole class assessment to identify patterns of learning within and across the class (i.e., areas where students were successful and areas where students struggled in terms of the evaluation criteria).

From the analysis of the whole class assessment, you will **identity a specific mathematical focus area where students struggled** (this can be a whole class struggle or a small group struggle). You will then select three student work samples that provide evidence of this struggle (e.g., mathematical errors, confusions, partial understandings), and these three students will be your focus students. You will analyze the three focus student work samples, **specifically looking at evidence of their struggle, and explain how their struggle is related to mathematical understanding.** For example, if the identified struggle is with ordering fractions, you might look at work samples to see what the students' errors tell you about their understanding of fractional size. If an assessment item asks students to order, from largest to smallest, the fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$, and the student's response is $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, it shows that the student has a misunderstanding about fractional value. The student likely used whole number concepts (4 is larger than 3, and 3 is larger than 2) to order the fractions, indicating a lack of knowledge about fractions and fractional size.

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What is meant by patterns of student learning?

When describing student work, you will need to go deeper than just identifying what your students got right or wrong on an assessment. Instead, **you will need to look at their work both for evidence of what they have learned and understand and evidence of any mathematical errors, confusions, and partial understandings.** You are looking for patterns in the evidence—that is, consistencies among student responses both in terms of what students got right and what they got wrong. You are also looking for patterns within students' errors (e.g., the same types of mistakes being made).. There are two types of patterns that you should look for: qualitative patterns and quantitative patterns. Quantitative patterns of

learning are patterns (consistencies) in the the number of similar correct responses or errors across or within student assessments. Qualitative patterns of learning include patterns (consistencies) in students' understandings and/or misunderstandings, partial understandings, and/or attempts at applying a strategy (i.e., the basis for the quantitative patterns).

When discussing patterns of learning across the whole class, be sure to provide specific, concrete examples to support your assertions. Do not merely cite frequencies of student responses or describe general understandings/misunderstandings in their responses—you must always include examples and evidence from the students' work or your whole class data analysis.

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Re-engagement

What does it mean to re-engage students?

A key aspect of effective teaching involves responding to student needs that surface during instruction. Teachers may respond by building upon what students already learned in order to extend/deepen their knowledge or by revisiting a topic taught in the lesson (or a previous lesson) that may not yet be fully understood by the students. When revisiting a topic, effective teachers **take on a different approach** with the assumption that the first approach did not work for all of the students. Teachers of mathematics implement different instructional strategies, using different representations while either deepening understandings or correcting misconceptions.

For the edTPA Mathematics Task 4, you will **use the student struggles (e.g., misunderstandings, partial understandings) that you identified in your analysis of the three student work samples and design a re-engagement lesson**, as described in the handbook, to address those struggles. You will teach the re-engagement lesson to the three students (your focus students) one-on-one, in a small group, or with the whole class. You will then collect work samples from the three students to submit as artifacts (i.e., evidence) that supports your analysis of the the effectiveness of the re-engagement lesson. **Your instruction during the re-engagement portion of the task must specifically respond to the student needs that surfaced in the original work samples. As you plan your re-engagement lesson, keep in mind how you will demonstrate the focus students' growth as well as explain how your instruction impacted their learning.**

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How do I determine the effectiveness of my re-engagement lesson?

After teaching the re-engagement lesson, you will collect the three focus students' work samples from the re-engagement lesson for analysis. These samples should **provide new evidence of the three students' mathematical understanding in the area in which they were previously struggling.**

You will then evaluate the effectiveness of the re-engagement lesson and consider its impact on the three focus students' learning. **There are a number of approaches for re-engagement, but whatever approach is chosen should be driven by the analysis of student learning depicted in specific examples in the three focus students' original work samples.** Depending on whether or not there is a change in student learning, you will be able to determine if the re-engagement lesson was successful or not. In your analysis of the three students' work samples from the re-engagement lesson, determine what the students currently understand in comparison to their demonstrated understanding from the original lesson. Use specific examples from their original work as well as their re-engagement work as evidence of what they now know.

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Mathematics Assessment Task Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none">• A copy of the actual assessment• A graphic (table or chart) or narrative that summarizes the performance of the class on the assessment• 3 student work samples from the original learning segment and 3 work samples from the same students from the re-engagement lesson• Specific evidence from student work to support your responses	<ul style="list-style-type: none">• Significant content inaccuracies in your analysis• Targeted learning objective/goal is not aligned with the identified area of struggle• Citation of evidence of student learning is not aligned with student work samples• Reteaching, without any changes, the original lesson as your re-engagement lesson

Appendix A

ELEMENTARY LITERACY edTPA LEARNING SEGMENT CENTRAL FOCUS CONSIDERATIONS

It is vital to remember your edTPA should focus on literacy elements. While literacy instruction is sometimes integrated with content area instruction in the elementary classroom, only the teaching and learning related to students' literacy development will be documented for your edTPA materials.

Choose either comprehension or composition as the central focus.	Comprehension	Composition
<p>Identify ONE strategy for student learning across the 3-5 lessons.</p> <p>Keep it simple! The lists at right provide examples and are not inclusive.</p> <p>See Common Core Standards for additional ideas.</p>	<p>For Example: Analyze characters or arguments Analyze text structures Summarize plot or main ideas Compare characters or versions of stories Compare points of view Argue/persuade using evidence Infer meaning from evidence Describe a process or topic Sequence events or processes Support predictions based on evidence Interpret a character's actions or feelings Draw conclusions Retell a story Identify story elements, character traits, or themes Identify characteristics of informational texts</p>	<p>For Example: Brainstorming or other ways to gather and organize information for writing Note taking from informational text to support writing topic Using graphic organizers for prewriting Revising a draft Using a rubric to revise</p>
<p>Choose one or more requisite skills that directly support your students to develop or refine the learning strategy.</p> <p>The skills should be appropriate to grade-level student readiness and scope</p>	<p>For Example: Print concepts Decoding/Phonics Phonological awareness Word recognition Fluency Miscue self-correction Language conventions Word analysis Syllabic, structural, or morphological analysis (affixes and roots)</p>	<p>For Example: Language conventions (spelling, grammar, punctuation) Applying text structure features Editing/Revising Sentence fluency Organization (topic sentences, transitions, paragraph structure, etc.) Attributes of genre</p>

of lessons in the learning segment.	Vocabulary meaning in context Text structure features	Using descriptive language Word choice Using active voice
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Make Reading/Writing Connections

Literacy naturally explores the relationship of reading and writing. Supporting students in making reading and writing connections is critical for developing strong literacy skills. For example, many of the skills that are taught in reading instruction also are beneficial to young writers. Students should understand through explicit connections that the processes of reading and writing are interdependent and mutually beneficial. In working under this umbrella of a reading-writing interdependence, students are better able to construct meaning from what they read or in what they write.

Through writing about their reading, students have opportunities to develop and demonstrate academic language. They practice the vocabulary associated with literacy skills and strategies and express their understandings about reading through writing. Students demonstrate understandings of syntax and grammar, text structure, and genre, as well as other features of “author’s craft.”

Examples of activities that promote Reading-Writing Connections

- Reading and researching informational text to inform an essay
- Writing interpretations or analysis of informational text
- Journal writing: making predictions, making personal or text-text connections
- Note taking
- Writing book reviews
- Writing from the perspective of a character
- Writing alternative endings for a story
- Writing in a style that emulates a model
- Writing responses to persuasive essays

Appendix B

SUBJECT-SPECIFIC STUDENT LEARNING and SUBJECT-SPECIFIC PEDAGOGY All edTPA HANDBOOKS

edTPA Handbook	From Task 1 Planning: Subject-Specific Learning	From Task 2 Instruction: Subject-Specific Pedagogy
Early Childhood		
1. Early Childhood	Promote children’s <ul style="list-style-type: none"> • active and multimodal nature of learning • language and literacy development in an interdisciplinary context 	Use interdisciplinary learning experiences to promote children’s development of language and literacy
Elementary		
2. Elementary Education The Elementary Education edTPA assesses teaching in both literacy and mathematics with three tasks in literacy (planning, instruction, and assessment) and one task in mathematics that focuses on analyzing student learning.	LITERACY Address <ul style="list-style-type: none"> • an essential literacy strategy • requisite skills • reading/writing connections 	LITERACY Support students to learn, practice, and apply an essential literacy strategy in a meaning-based context
	MATHEMATICS Address <ul style="list-style-type: none"> • conceptual understanding • procedural fluency • mathematical reasoning OR problem-solving skills 	MATHEMATICS Following an analysis of student learning, <ul style="list-style-type: none"> • use strategies and learning tasks to re-engage students • use representations and other instructional resources/materials to re-engage students in learning
3. Elementary Literacy	Address <ul style="list-style-type: none"> • an essential literacy strategy • requisite skills • reading/writing connections 	Support students to learn, practice, and apply an essential literacy strategy in a meaning-based context
4. Elementary Mathematics	Address <ul style="list-style-type: none"> • conceptual understanding • procedural fluency • mathematical reasoning OR problem-solving skills 	Use representations to develop students’ mathematical concepts

Middle Childhood		
5. Middle Childhood English-Language Arts	Address young adolescents' abilities to <ul style="list-style-type: none"> • construct meaning from and interpret complex text • create a written product interpreting or responding to complex features of a text 	Use textual references to help young adolescents understand how to construct meaning from and interpret a complex text
6. Middle Childhood History/Social Studies	Address <ul style="list-style-type: none"> • facts and concepts • interpretation and analysis skills • building and supporting arguments 	Support young adolescents to use evidence from history/social studies sources to develop young adolescents' abilities to defend arguments
7. Middle Childhood Mathematics	Address <ul style="list-style-type: none"> • conceptual understanding • procedural fluency • mathematical reasoning and/or problem-solving skills 	Use representations to develop young adolescents' understanding of mathematical concepts and procedures
8. Middle Childhood Science	Address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon	Facilitate young adolescents' analysis of data based on scientific inquiry
Secondary Education		
9. Secondary English Language Arts	Address students' abilities to <ul style="list-style-type: none"> • construct meaning from and interpret complex text • create a written product interpreting or responding to complex features of a text 	Use textual references to help students understand how to construct meaning from and interpret a complex text
10. Secondary History/Social Studies	Address <ul style="list-style-type: none"> • facts and concepts • interpretation and analysis skills • building and supporting arguments 	Support students in using evidence from history/social studies sources to interpret or analyze and build and support arguments
11. Secondary Mathematics	Address <ul style="list-style-type: none"> • conceptual understanding • procedural fluency • mathematical reasoning and/or problem-solving skills 	Use representations to develop students' understanding of mathematical concepts and procedures
12. Secondary Science	Address the use of science concepts and the ability to apply scientific practices	Facilitate students' analysis of data based on scientific inquiry

	through inquiry to develop evidence-based explanations for a real-world phenomenon	
K-12		
13. K-12 Performing Arts	<p>Address creating, performing, or responding to music/dance/theater by applying</p> <ul style="list-style-type: none"> • artistic skills (e.g., self expression, creativity, exploration/improvisation) • knowledge (e.g., tools/instruments, technical proficiencies, processes, elements, organizational principles) • contextual understandings (e.g., social, cultural, historical, global, personal reflection). 	Use modeling, demonstrations, and content examples to develop students' artistic skills, knowledge, and/or contextual understandings for creating, performing, or responding to music/dance/theater
14. K-12 Physical Education	<p>Address the development of student competencies in the psychomotor, cognitive, and/or affective learning domains related to</p> <ul style="list-style-type: none"> • movement patterns • performance concepts and/or • health-enhancing fitness 	Use pedagogical content knowledge to develop students' competencies in psychomotor, cognitive, and/or affective learning domains
15. Special Ed	<p>Address two learning targets for one focus learner, chosen as follows:</p> <ul style="list-style-type: none"> • If the focus learner is working on academic content, one academic (primary) learning target and a supporting target representing a skill needed by the focus learner to access instruction and/or demonstrate learning for the primary learning target. At least one of the two learning targets must be related to a goal in the learner's iep. • For a focus learner who is not working on any academic content, a primary learning target and a secondary learning target in two different curricular areas. Both learning targets must be associated with iep goals. • Curricular areas include academic (including functional academics and early literacy or numeracy), 	Support learning for the primary learning target

	communication, expanded core curriculum (for a learner with a visual impairment), independence (functional/adaptive), learning strategies, social skills, and vocational knowledge and skills.	
16. Visual Arts	Address the development of students' abilities to create and respond to visual art concepts incorporating <ul style="list-style-type: none"> • form and structure • production • art context and • personal perspective 	Deepen students' understanding of creating/responding to visual art
17. World Language	Address students' development of communicative proficiency in the target language <ul style="list-style-type: none"> • in meaningful cultural context(s) • with a focus on all three modes of communication: <ul style="list-style-type: none"> • Interpretive • Interpersonal • Presentational 	Promote comparisons between students' personal, cultural, and/or community assets and the cultural perspectives, practices, and/or products of the target language
Low Incidence		
18. Agricultural Education	Address agricultural-related <ul style="list-style-type: none"> • conceptual understanding • skills • problem-solving strategies 	Use representations to support students' ability to understand agricultural concepts and procedures
19. Business Education	Address business-related <ul style="list-style-type: none"> • conceptual understanding • technical skills • problem-solving strategies 	Use instructional strategies and materials to help students develop business-related conceptual understanding, technical skills, and/or problem-solving strategies
20. Classical languages	Address students' development of communicative proficiency in the target language within meaningful cultural context(s) focusing on <ul style="list-style-type: none"> • reading, understanding, and interpreting classical texts in Latin or Greek • using oral skills, listening, and/or writing as tools to improve 	Promote comparisons between students' personal, cultural, and/or community assets and the cultural perspectives, practices, and/or products of the target language

	students' reading of classical texts	
21. Educational Technology Specialist	Address students' use of digital tools and resources to design/develop a product that demonstrates <ul style="list-style-type: none"> • content knowledge • creativity • the application of problem-solving skills 	Use digital tools and resources to help students design and develop products to demonstrate content learning
22. English as an Additional Language	Address ELPD (English Language Proficiency Development) and content for all of the following that apply: <ul style="list-style-type: none"> • grammatical competence (vocabulary and structure) • pragmatic competence (appropriate use of communication strategies) • discourse competence (cohesion and coherence) • metalinguistic competence (language learning strategies) 	Promote comparisons and connections between students' cultural and linguistic backgrounds and the cultural and linguistic demands of the content being taught
23. Family and Consumer Sciences	Address family and consumer sciences-related <ul style="list-style-type: none"> • conceptual understanding • career and technical skills • problem-solving strategies 	Use instructional strategies/methods and materials to help students develop an understanding of family and consumer sciences-related concepts, career and technical skills, and/or problem-solving strategies
24. Health Education	Address <ul style="list-style-type: none"> • use of functional health knowledge • demonstration of health-related skills • development of beliefs and norms that help students adopt and maintain healthy behaviors 	Use appropriate health education instructional strategies to support student use of functional health knowledge, demonstration of health-related skills, and development of beliefs and norms to help them adopt and maintain healthy behaviors
25. Library Specialist	Address the development of students' abilities to become any or all of the following: <ul style="list-style-type: none"> • critical thinkers • enthusiastic readers • skillful researchers • ethical users of information 	Use resources or tools to help students understand how to think critically, read enthusiastically, research skillfully, and/or use information ethically
26. Literacy Specialist	Address <ul style="list-style-type: none"> • a specific literacy strategy • requisite skills 	Support students to apply a specific literacy strategy and related literacy skills to comprehend and/or compose text

	<ul style="list-style-type: none"> • reading/writing connections 	
27. Technology and Engineering Education	Address technology-related <ul style="list-style-type: none"> • conceptual understanding • skills • engineering design or other problem-solving strategies 	Use artifact(s) to support students' understanding and use of the engineering design or other problem-solving process

edTPA™



Making Good Choices In Special Education

A Support Guide for edTPA Candidates

October 2013 (v2)

SCALE

Stanford Center for Assessment, Learning, & Equity

edTPA™

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. The edTPA handbooks have been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. The edTPA is built for the profession by the profession. All contributions are recognized and appreciated.

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Introduction

This support guide will help you make good choices as you develop artifacts and commentaries for the edTPA assessment. By reading and reflecting on the questions and suggestions in *Making Good Choices in Special Education* you will develop a deeper understanding of the assessment and have many of your questions addressed. This document will help you think about how to plan, instruct, assess, and reflect on student learning, not only for completing edTPA, but also for effective teaching well into the future.

As indicated in the subject-specific edTPA handbooks, you can and should discuss with your teacher preparation instructors how the various aspects of edTPA connect with each other and to your preparation coursework and field experiences. However, the specific choices that go into the planning, instruction, and assessment tasks that are part of edTPA should solely reflect your thinking, based upon your knowledge of pedagogy and your students' needs. Knowledge about your students and how you will support their learning should be your major focus.

Making Good Choices examines the three tasks of edTPA within an interactive cycle of planning, instruction, and assessment. On the pages that follow, each section of this document addresses **key decision points** that you will encounter as you complete your edTPA. Use the live links from the questions in the Key Decisions chart to locate answers that inform your decisions. **Bold text in the answers provides specific directions to guide your choices.**

Task 1: Planning for Instruction and Assessment

Key Decisions	
Planning Ahead	<p><u>How do I get started with my edTPA preparation?</u></p> <p><u>How do I represent my thinking and teaching in writing?</u></p>
Planning For Alignment and Learning	<p><u>How do I select a focus learner?</u></p> <p><u>How do I select a learning segment?</u></p> <p><u>How do I select the two learning targets and the lesson objectives for the targets?</u></p> <p><u>What do I do after I select my learning targets?</u></p> <p><u>What else should I think about when planning lessons?</u></p> <p><u>What should I include in my lesson plans?</u></p> <p><u>What if I have particular lessons that I am required to teach in a prescribed way? What if my school or grade level has a standard curriculum I must follow?</u></p>
Knowledge of the Focus Learner	<p><u>What do I need to include as baseline data?</u></p> <p><u>What information should I convey about my focus learner?</u></p> <p><u>How do I support the assertions I make about my focus learner and the decisions I make regarding his/her learning needs and strengths?</u></p> <p><u>How specific do my references to research and theory have to be?</u></p>
Communication Skill (Function)/ Demands	<p><u>How do I identify the communication skill (function) and other communication demands for the primary learning target?</u></p>
Planning Assessments	<p><u>What kinds of assessments should I choose for my edTPA learning segment?</u></p>

Planning Ahead

How do I get started with my edTPA preparation?

Time management is critical to the successful completion of edTPA. Begin planning for your edTPA assessment as soon as possible. Do not procrastinate. Since it is important to understand the whole edTPA assessment before you begin, read through all of the materials in the edTPA handbook for your subject area, including the rubrics and any other support materials you may have been given by your preparation program, before you begin the first task.

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How do I represent my thinking and teaching in writing?

While the scoring rubrics do not address the quality of your writing (nor will you be penalized for errors in spelling, grammar, or syntax), you should be mindful that your written work reflects your thinking and your professionalism. Try to let your own voice come through in your writing. Writing errors may change or cloud the meaning of your commentaries, so proofreading is essential. **When writing your edTPA commentaries, consider the following guidelines:**

- **Read each prompt carefully and be sure to respond to all parts of the questions using simple straightforward prose.** Incomplete, superficial, and unelaborated responses are not sufficient. Although there may be a few exceptions, one or two sentences for an answer to a prompt will not contain enough information for a reviewer to understand your intentions, what or how you have taught, or what your focus learner has learned.
- **Move beyond summarizing your classroom practice.** Write your commentaries in a way that shows you are able to understand how to support your focus learner's development of knowledge and skills, as well as to identify and analyze the evidence of his/her learning.
- **Provide specific, concrete examples to support your assertions.** Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching. If you make assertions about your focus learner in your responses to commentary prompts, always include examples and evidence of the support your assertions. For example, if you suggest that your focus learner was able to understand a concept, then you should provide concrete examples from the focus learner's written or oral work that demonstrate and support your claim. You might point to a specific aspect of the focus learner's response or behavior on an assessment that supports your statement. Your assertion that the focus learner understands what you have taught must be backed up with evidence that you specify.

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Planning for Alignment and Learning

How do I select a focus learner?

The focus learner you select for the Special Education edTPA **must have an exceptionality identified on his/her individualized educational program/plan**. You should identify a learner with varied challenges that will provide opportunities for you to demonstrate your skill in planning, instruction, and assessment. **When selecting a learner, do not choose a learner who has few needs.** Doing so will create difficulties for you in providing complete responses to commentary prompts. Instead, select a learner who represents the variety/range of learner needs in your caseload or class. **The focus learner you select must have iep goals in two or more curricular areas. The table below provides examples of curricular areas and iep goals.** (See your edTPA handbook for more descriptions of curricular areas.) Finally, because you are required to document your focus learner’s learning over a number of days, you will want to choose a focus learner who typically has good attendance.

Examples of curricular areas	Examples of iep goals in each area
Academics	By May 2014, the student will independently make accurate predictions about what will happen next in stories, movies, or cartoon strips 3 out of 4 trials for 3 consecutive class sessions
Functional academics	By May 2014, the student will independently purchase single items by using “next dollar up strategy” 100% of the time for 5 consecutive purchases.
Independence	<p>By May 2014, without prompting, the student will identify and request disability-related accommodations in academic settings 100% of opportunities for one semester.</p> <p>By May 2014, the student will use the appropriate eating utensil for various foods 80% of the time for 3 days.</p> <p>By May 2014, the student will make progress towards participating in collaborative conversations by maintaining proper care of her hearing aids as evidenced by independently storing them and cleaning them properly at the end of the day with less than 2 reminders per week for 8 consecutive weeks</p>
Communication	<p>By May 2014, the student will participate in small group discussions, taking turns and staying on topic with no more than 2 verbal prompts 2 out of 3 group discussions for four school days.</p> <p>By May 2014, the student will use his communication device to express activity preference 3 out of 4 opportunities for 5 days.</p> <p>By May 2014, the student will make progress towards answering questions about what a speaker says by attending to the interpreter in a general education classroom as evidenced by keeping eyes on the interpreter with less than 2 reminders per session, 3 out 5 sessions per</p>

	week for 6 consecutive weeks.
Learning strategies	By May 2014, when reading assigned text selection, the student will independently use SQ3R procedure (survey, question, read, recite, review) to improve comprehension 80% of time for 5 consecutive days as recorded on self-monitoring checklist. By May 2014, when completing a writing assignment, the student will independently self-correct work using a writing-mechanics-checklist with 90% accuracy, 2 out of 3 assignments for 5 days.
Expanded core curriculum	By May 14, the student will demonstrate correct placement of fingers on braillewriter, with 75% accuracy for 5 class sessions.
Vocational/Career	By May 2014, the student will independently complete all work tasks using a picture prompt system 100% of work shifts for 5 consecutive work shifts.
Other: motor, social skills, community, etc.	By May 2014, using a finger-thumb pincer grasp, the student will pick up small objects in 4 out of 5 trials for 3 days. By May 2014, the student will appropriately acknowledge peer-initiated interactions, with no more than one prompt, 100% of initiations for 5 free-time activities. By May 2014, when disagreeing with a peer, the student will remain calm, state his position, and utilize a conflict resolution strategy 90% of opportunities for 3 consecutive days, as measured by teacher observation.

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How do I select a learning segment?

When selecting a learning segment for your edTPA, identify your focus learner’s curricular areas for instruction. The learning segment you choose should be consistent with your normal teaching responsibilities. The learning segment itself will likely be part of a larger unit of instruction. In addition, the learning segment should provide opportunities for instruction and assessment of both a primary and secondary/supporting learning target for your focus learner. **As with any learning segment, decisions about what to teach should be driven by what the focus learner is expected to learn at his/her particular grade level and/or as reflected in the learner’s individualized education program/plan. You will want to think carefully about how much content to address in your edTPA learning segment.** This is a significant decision about manageability, not only for the scope of your edTPA assessment, but also for the capacity of your focus learner to learn within the allotted time. **District guidelines, school goals, and student interests must be considered as well. While your cooperating teacher must not choose a learning segment for you, his/her input can be useful in guiding you to consider all of the relevant factors in your selection.**

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How do I select the two learning targets and the lesson objectives for those targets?

After identifying the content of the learning segment, you will need to select two learning targets: a primary learning target and a supporting learning target. This selection of learning targets is based on the work that your focus learner is doing.

For a focus learner who has academic/functional academic learning needs on the iep, the primary learning target should be an academic target or functional academic target. The supporting learning target should be from another curricular area that is needed to help the learner access instruction or demonstrate learning in relation to the primary learning target. **At least one of the two learning targets must be related to an iep goal.**

For a focus learner who is not working on academic or functional academic content, the two learning targets must be from different curricular areas, with one designated as primary and the other as secondary. For this focus learner, both learning targets must be related to a goal on the iep.

The lesson objectives are developed based on the learning targets, the baseline data collected for each learning target, and what might be achieved in 3-5 lessons.

Some examples of primary and secondary learning targets in different curricular areas are shown in the tables below. The tables include the standard, iep goal (if applicable), and lesson objectives that correspond to each learning target. The first set of examples are for a focus learner who is working on academic or functional academic content.

Example 1 -- Academic Primary Learning Target: Retell 3-part story.	
Academic Standard	CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
iep Goal	Student will recall main ideas and supporting details of a story 100% of time, 4 out of 5 stories.
Lesson Objectives	<p>Responding to model & verbal prompts (beginning, middle, end), student will accurately sequence 3 pictures of story events as a short story is being read out loud, 2 out of 3 short stories. (lesson 1)</p> <p>Responding to model and verbal prompts (beginning, middle, end), student will accurately sequence 3 pictures of story events after a short story has been read out loud, 2 out of 3 short stories. (lesson 2)</p> <p>Responding to verbal prompts (beginning, middle, end), student will accurately sequence 3 pictures of story events after a short story has been read out-loud, 2 out of 3 short stories. (lesson 3)</p>
Supporting learning target: Use verbal rehearsal to follow instructions	
Academic Standard	CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
iep Goal	Not required
Lesson Objectives	Student will accurately repeat 3-step instructions 2 out of 3 times, with no more than one teacher repetition. (lesson 1)

	<p>Student will accurately repeat 3-step instructions 2 out of 3 times, with no more than one prompt. (lesson 2)</p> <p>Student will accurately repeat 3-step instructions 2 out of 3 times (Lesson 3).</p>
<p>Example 2 -- Functional Academic Primary Learning Target: Read men and women's bathroom door signage by matching and naming sign pictures to door signage</p>	
Alternate Standard	<p>[State] Language Arts A. 4.1 Use effective reading strategies to achieve their purposes in reading:</p> <p>Use a variety of strategies and word recognition skills, including rereading, finding context clues, applying knowledge of letter-sound relationships, and analyzing word structures</p>
iep Goal	<p>Student will increase reading skills by reading 10 new community words/symbols in 2 different community contexts, 3 consecutive opportunities for each word.</p>
Lesson Objectives	<p>From an array of sign pictures, student will accurately select and name Women's bathroom sign 4 out of 5 times. (lesson 1)</p> <p>From an array of sign pictures, student will accurately select and name Women and Men's bathroom signs 4 out of 5 times. (lesson 2)</p> <p>When in front of bathroom doors in 2 different settings, student will accurately match and name sign picture to door signage, with no more than one prompt, 2 out of 4 times. (lesson 3)</p>
<p>Supporting learning target: Maintain focus on current task</p>	
Academic Standard	<p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
iep Goal	<p>Not required</p>
Lesson Objectives	<p>When presented with instructional materials and a request, student will look at materials and comply with request within 5 seconds, with no more than 2 prompts (verbal and/or pointing), 2 out of 3 times. (lessons 1, 2, and 3).</p>

The next set of examples are for a focus learner with primary learning needs related to non-academic areas (e.g., vocational, social, motor, communication, expanded core curriculum):

<p>Example 3 -- Non-Academic Primary Learning Target: Use a checklist to independently complete all tasks at job site</p>	
Career and Technical Education Standard	<p>[State] Standard 3a: Universal Foundation Skills</p> <p>Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>
iep Goal	<p>Student will independently identify and complete job tasks during a given work day/shift 100% of the time for 5 consecutive work shifts.</p>

Lesson Objectives	<p>While performing job duties as instructed by job coach, for each work task, student will dictate work tasks and steps to his job coach. (lesson 1)</p> <p>While performing job duties, student will use the checklist and job coach prompts to complete each task, dictating changes that need to be made to the checklist. (lesson 2)</p> <p>Student will independently use the checklist to complete all work tasks with no more than 3 prompts during the work shift. (lesson 3)</p>
Secondary Learning Target -- Communicate work-related needs	
Career and Technical Education Standard	[State] Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
iep Goal	Student will appropriately communicate work-related needs to coworkers or supervisor 90% of the time.
Lesson Objectives	<p>During practice activities, student will identify the need for more work materials for 3 consecutive trials. (lesson 1)</p> <p>During practice activities, with no more than 2 prompts, student will verbally identify missing/empty work materials for 3 consecutive trials. (lesson 2)</p> <p>During practice activities, student will accurately request needed materials for 3 consecutive trials. (lesson 3)</p>
Example 4 -- Non-Academic Primary Learning Target: Use scissors to cut lines	
Early Learning Standard	[State] B.EL. 2 Exhibits eye-hand coordination, strength, control, and object manipulation
iep/IFSP Goal	Student will use scissors to independently cut out basic shapes, 4 out of 5 trials for 3 days.
Lesson Objectives	<p>With no more than 2 prompts, student will hold paper and scissors in a “thumbs-up” position and cut along short, straight lines, 5 consecutive times. (lesson 1)</p> <p>With no more than 2 prompts, student will hold paper and scissors in a “thumbs up” position and cut along straight and curved lines, deviating no more than ¼” from the lines 5 consecutive times. (lesson 2)</p> <p>Student will independently hold paper and scissors in a “thumbs up” position and cut along straight and curved lines, deviating no more than ¼” from the lines 5 consecutive times. (lesson 3)</p>
Secondary Learning Target: Maintain eye contact with scissors	
Early Learning Standard	[State]: C.EL. 1 Uses senses to take in, experience, integrate, and regulate responses to the environment

iep/IFSP goal	Student will improve safe use of objects by directing and maintaining eye gaze when reaching for and manipulating objects 100% of time for 5 days.
Lesson Objectives	<p>With no more than 1 prompt, student will look at scissors when reaching for scissors, 3 out of 4 times. (lesson 1)</p> <p>With no more than 2 prompts, student will look at scissors when she picks them up and the entire time she is cutting, 3 out of 4 times. (lesson 2)</p> <p>When no more than 1 prompt, student will look at scissors when she picks them up, during the entire time she is cutting, and when she puts them down, 3 out of 4 times. (lesson 3)</p>

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What do I do after I select my learning targets?

After determining the learning targets for the learning segment, you will create a daily measurable objective related to each learning target and identify the objectives on the lesson plans. **Daily objectives must be measurable, describing what you expect your learner to exhibit by the end of the lesson.** You are asked to identify the standard(s) (e.g., early childhood, academic content, modified, alternative) that you will address in the learning segment. Though you may find many standards that relate tangentially to your planned learning segment, **choose only one standard for each learning target.** In your commentary, **list the standard(s) you have selected as central to the primary and supporting/secondary learning targets. You may include the standard(s) on your lessons plans, but that is not required for this assessment.** If your state does not have early childhood, modified, or alternative standards, there may not be a relevant standard related to some learning targets. In that case, you should state that there are no relevant standards for the selected curricular area.

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What else should I think about when planning lessons?

You will be asked to **describe the strategies used to foster greater independence for your focus learner – maintenance, generalization, self-determination, self-directed learning, self-instruction, etc. Think about what you can be doing to support the focus learner to move toward greater independence, even if the learner has not yet mastered the targeted knowledge/skills.** For example, you can model or prompt the learner to focus on cues to help shape a response or direct the learner to engage in verbal rehearsal to set the stage for him/her being able to act independently.

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What should I include in my lesson plans?

You will submit lesson plans for every lesson taught and documented in your edTPA learning segment. Using your preparation program's lesson plan format as a guide, the plans should provide enough detail so that educators scoring your edTPA can determine the sequence of the lesson objectives, the plan for assessment, and a description of what you and the focus learner will be doing during each lesson. If you are teaching a group, including working as a co-teacher, write the plans for the group lesson. In your plans, you may have specific strategies and adaptations for learners other than the focus learner. If, however, you are over the lesson-plan page limit (i.e., 4 pages per lesson plan) **you may remove the strategies or adaptations that apply solely to other learners** and include only those that apply to the focus learner. Make sure that the specific strategies and adaptations for the focus learner are clearly delineated in the group plan.

Be sure to address all lesson plan components described in your edTPA handbook, while making sure that each submitted plan is **no more than 4 pages in length**. If you are using a lesson plan model that extends beyond that limit, you will need to condense your plans or excerpt the necessary components listed below. As noted in the Evidence Chart found in your edTPA handbook, planned assessments/data collection forms should be submitted as separate artifacts.

Each day's lesson plan should include:

- **Two lesson objectives (one for each learning target) with measurable criteria**
- **A list of assessment tools and data collection procedures to monitor progress toward both lesson objectives**
- **Instructional strategies and learning tasks (including any modifications and adaptations for the focus learner)**
- **A list of instructional resources and materials (including modifications or adaptations for the focus learner)**

Note: Do not put explanations and rationales in your lessons plans. Scorers will not search your lesson plans for explanations and rationales. Explain your thinking and justification for plans in your responses to the commentary prompts.

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**What if I have particular lessons that I am required to teach in a prescribed way?
What if my school or grade level has a standard curriculum I must follow?**

Many teachers teach lessons that are from published or prescriptive curriculum guides that are required in a particular district, school, or department. In some cases, pedagogy is prescribed by the curriculum or iep. If this is the case for you, **your plans and commentary should describe the requirements and also address both how you selected or modified curriculum materials with your focus learner's background, strengths, and needs in mind and how you adapted a lesson to meet your focus**

learner's learning needs (e.g., provided alternative examples, asked additional questions, offered supplementary activities).

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Knowledge of the Focus Learner

What do I need to include as baseline data?

You need to have baseline data of your focus student's knowledge and/or skills related to both the primary and the secondary/supporting learning targets. **Baseline data is crucial to show learner progress as well as to justify strategies and supports. You can either collect the data yourself prior to planning the learning segment or you can obtain information from your cooperating or master teacher or relevant records. When possible, collect baseline data that will mirror that which will be collected in the assessment at the end of the learning segment.** Academic and functional academic learning targets should have baseline data from a test, performance assessment, or assignment. Baseline data for other learning targets is likely to come from a performance assessment or record of performance.

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What information should I convey about my focus learner?

In addition to the baseline data you collect about your focus learner, you need to provide other information about your focus learner. The Planning Task requires you to demonstrate your **depth of knowledge of your focus learner in relation to the two learning targets you plan to teach. Making casual references or surface level connections to the learner's background, interests, strengths, and learning needs is not enough.** When describing how your knowledge of the focus learner affects your instructional and support decisions for Task 1, **your response should provide detail about your focus learner's prior learning/experiences, development, and strengths (including personal, cultural, and community assets) in addition to his/her learning needs. Your written commentary and lesson plans should reveal what you plan to do in the learning segment to capitalize on your focus learner's strengths and to meet his/her varied needs.**

Be sure that your descriptions are based on your observations of your focus learner and not on assumptions or stereotypes associated with his/her age or ethnic, cultural, or socio-economic background. A good way to ensure you are avoiding stereotypes or assumptions is to ask yourself if you can back up your assertions with evidence, and then be sure to include that evidence in your responses.

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How do I support the assertions I make about my focus learner and the decisions I make regarding his/her learning needs and strengths?

Provide specific, concrete examples to support your assertions. It is vital that you use **concrete examples** to support your assertions. When describing your focus learner's strengths, personal/cultural/community assets or their prior academic/functional academic learning, specifically describe what the asset or prior learning encompasses and how it is related to your learning segment. In order to support your explanations, refer to the baseline data and the instructional materials and lesson plans you have included as part of Task 1.

Do not merely repeat prompt or rubric language as your responses to commentary prompts—you must always include examples and evidence of YOUR teaching.

Provide specific and concrete examples of strengths and needs from your focus learner's' prior written, oral, or demonstrated work that demonstrate and support your assertion. Two examples in different curricular areas are as follows:

***Academic:** When tested at the beginning of the year, Terry could read 24 simple CVC words independently. By January, he was reading 62 words correctly with several self-corrects. He is now working on CVCe words to reach his iep goal of 75 CVC and CVCe words read correctly by the end of the year.*

***Vocational:** Sonya is good about using her checklist to complete regular tasks in her work placement. However, if she completes these tasks early, she does not check to see if there are additional tasks that could be done. She also did not notify her supervisor last week when she was sick. She gets very upset when she makes mistakes, and shuts down. Therefore, I am working with her on communication in the workplace, identifying different scenarios and using role-play and error prevention to help her learn what she might say.*

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How specific do my references to research and theory have to be?

When justifying your instructional choices in your plans, reference the theories and research you have learned in courses in your preparation program or elsewhere. Draw upon educational philosophy and **specific** theories of development, learning, group work, and motivation, as well as conceptions and research-based practices of the discipline you are teaching. **You do not need to use formal citations, but you should explain the theoretical concepts and lines of research that support/inform your instructional decisions. Do not merely name-drop (e.g., Vygotsky or Bloom said), cite a textbook author, or describe a concept without making an explicit and well-developed connection between the theory or research finding and your plans for instruction and knowledge of your focus learner. Be sure your justification centers on instructional and support choices that move the learner toward meeting the lesson objectives.**

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Communication Skill (Function)/Demands

How do I identify the communication skill (function) and other communication demands for the primary learning target?

Communication demands of a learning task include the receptive communication skills (i.e., listening; reading text, pictures, or signs), expressive communication skills (i.e., speaking, writing, demonstrating), and/or representational communication skills (e.g., symbols, notation, gestures, facial expressions) needed by the focus learner in order to engage in and complete the learning task successfully.

Communication demands are so embedded in instructional activities that you may take many for granted.

The communication skill (function) is basically the PURPOSE or reason for communicating in a learning task. In other words, what major communication skill does the focus learner need to use to participate in the learning tasks and communicate his/her understanding of content? Often, the standards and/or objectives for the learning segment will include communication skills embedded in the lesson objectives for the content to be learned in the form of verbs (i.e., explain, signal, compare, argue, request, select). Choose one communication skill (function) that the focus learner will need to develop in order to deepen learning across the learning segment for the primary learning target. If the primary learning target is academic/functional academic, the selected communication skill (function) should reflect the receptive and expressive language of the discipline represented in the academic learning target.

You are also asked to identify additional communication demands involving **vocabulary, as well as syntax, social use, and/or situational expectations, that the focus learner needs to develop in order to effectively use the targeted communication skill (function) during the learning segment.** **Vocabulary** refers to words/symbols/signs/behaviors that represent information, concepts, meanings, and feelings.

Syntax is the set of conventions for organizing words, phrases, and symbols together into structures (e.g., sentences, formulas, staves in music). For example, syntax refers to the set of conventions for organizing symbols, words, and phrases together into structures (e.g., words composed of letters or braille symbols, sentences, tables, formulas, sequenced pictures on a picture board). Syntax for the structure of a sentence refers to its length, word order, grammar, arrangement of phrases, active or passive voice, etc.

Social use of communication is using communication for different purposes (e.g., establishing relationships, communicating intent or emotion, participating in activities) and changing communication to meet the needs of the listener/receiver. Social use includes the verbal and nonverbal aspects of expressive and receptive communication. Appropriately decoding and responding to nonverbal signals that communicate when it is a learner's turn in a game or class discussion reflects a social use demand.

Situational expectations are rules and conventions associated with communication in specific situations. In an academic context, this is referred to as discourse, and carries expectations of the use of particular, often subject-specific, terms and formats (e.g., using complete sentences when writing reports, following particular formats for science lab reports or for showing solutions to mathematical problems). In other types of situations, it means that learners must adjust various aspects of their communication (choice of words; expressive behavior; tone, intensity, or volume of voice; timing, etc.) to meet the situational demands. For example, a focus learner must learn how to adjust her/his tone of voice or vocabulary when talking with an employer as compared to talking with friends.

Examine your instructional materials (texts, assessments, and other resources), instructional setting, and learning tasks. Identify the specific vocabulary, syntax, social use of communication, and/or situational expectations related to the targeted communication skill (function) that you will need to teach to ensure that your focus learner can engage in learning tasks and demonstrate understanding during your learning segment.

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Planning Assessments

What kinds of assessments should I choose for my edTPA learning segment?

The assessments and daily assessment records for your selected learning segment should be aligned with both learning targets for your focus learner. They should provide opportunities for students to show their understanding of content or skills related to all the lesson objectives you will teach. **You must include both formal and informal assessments throughout the learning segment.**

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Planning Task Key Points

What to Include	What to Avoid
<ul style="list-style-type: none"> • A focus learner who has learning needs in two different areas • TWO learning targets (primary academic/functional academic and supporting OR non-academic/non-functional academic primary and secondary) • Standards and iep goal(s) for the learning targets, as directed • One lesson objective for each learning target, in the daily lesson plans • Rationale for your instructional choices (all rationale should be written in your commentary, not in your lesson plans) • Explicit justification of why your instructional strategies, materials, and planned supports are appropriate for YOUR focus learner • Up to 11 pages of commentary • Lesson plans that are a maximum of 4 pages each 	<ul style="list-style-type: none"> • Deficit or stereotypic description of the focus learner • Content inaccuracies • Lack of alignment between iep goals, standards, learning targets, lesson objectives, learning tasks, and/or assessments

Task 2: Instructing and Engaging the Focus Learner

Key Decisions	
Videorecording	<p><u>What if videotaping is not allowed in my placement?</u></p> <p><u>What are my professional responsibilities for maintaining confidentiality?</u></p> <p><u>What are the features of a quality edTPA video?</u></p> <p><u>How do I prepare my edTPA videorecording for my learning segment?</u></p> <p><u>What resources do I need to consider (equipment, software, and tutorials)?</u></p> <p><u>Which video formats are acceptable?</u></p>
Learning Environment	<p><u>What do I look for when selecting clips that demonstrate respect and rapport?</u></p> <p><u>How do I demonstrate a positive learning environment that supports and challenges the focus learner?</u></p>
Engaging the Focus Learner	<p><u>How do I select my video clip(s) to show active engagement of the focus learner in developing knowledge and skills related to the primary learning target?</u></p>
Deepening Learning	<p><u>How do I show that I am deepening the focus learner's understanding of knowledge and skills related to the primary learning target?</u></p>
Analyzing Teaching Effectiveness	<p><u>What is important to remember as I identify changes I would make to the learning segment?</u></p>

Videorecording

What if videorecording is not allowed in my placement?

Some placement settings (e.g., psychiatric facilities, juvenile correctional institutions, hospitals) do not allow videorecording for safety or security reasons. If you are placed in one of these settings with such a policy, then contact your edTPA coordinator for guidance in developing alternative evidence. **Candidates are expected to provide videotape evidence of instruction for all other placement settings. If**

videorecording is not allowed by a district, school, or institutional policy in a setting not listed above, then contact your edTPA coordinator immediately to gain assistance in securing permission or to find another placement.

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What are my professional responsibilities for maintaining confidentiality?

You are required to collect consent forms for **all** learners - not just the focus learner (unless there are no other learners in the video) – and from any adults who appear in your edTPA video clip(s). Unless the learner is over 18 and able to provide consent, a parent or legal guardian should sign consent forms for learners. This is a professional responsibility that should not be ignored. Your program will provide you with a consent form to use. It is also vitally important that you only use the video for the purpose of completing your edTPA and not share it with others publicly. This includes job interviews and sharing with your family (unless you get additional permission **specifically** allowing this). **Video of your teaching should NEVER be posted in public venues like YouTube, Facebook, etc., or shared with people not involved with the edTPA assessment, as this violates the confidentiality of the learner(s) you teach and their families.**

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What are the features of a quality edTPA video?

There is **no** requirement or expectation for you to create a professional-quality production. The use of titles, opening and closing credits, a musical soundtrack, or special effects must be left to Hollywood, as reviewers will be examining only what the video shows you and your learner(s) doing within the learning segment. However, while it is not necessary to be technically perfect, it is important that **the quality of the video (i.e., clarity of picture and sound) be sufficient for scorers to understand what happened in your classroom.** In most cases, the sound quality will be most important, but if the learning task demands skills or communication that are best understood through viewing (e.g., ASL), then the video quality will be important. If communication that is important to understand is not audible or, in the case of sign, visible, in the video clip(s), you may provide a transcript as described in in the Task 2 Evidence Chart of your handbook. **Read your edTPA handbook carefully to be sure your video clip(s) are the appropriate length.**

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How do I prepare my edTPA videorecording for my learning segment?

- **Advise your cooperating/master teacher and the principal at your school of your need to video record** lessons for your learning segment. If necessary, discuss with them any arrangements that need to be made for a camera operator (use of a camera operator is optional).

If you do need a camera operator, considering using people who already have approval to be in classrooms, such as your cooperating teacher, your university supervisor, or a teaching assistant.

- **Collect the necessary consent forms from a parent/guardian of your learner(s) and from adults who might appear in the video.** Respecting students' privacy as well as protecting yourself and your cooperating teacher are professional responsibilities that should not be ignored.
- **Make arrangements for the necessary video/audio equipment well in advance.** If you do not have ready access to video equipment, reach out to peers, family members, your cooperating/master teacher, university supervisor, or technology staff.
- **Location. Location. Location.** Think about where you and your learner(s) will be located in the classroom/setting during the activities to be portrayed in the video. What evidence do the rubrics call for that the camera will need to capture? Where will the camera/microphones need to be placed in order to optimize sound quality? Try to plan ahead and minimize the need for a camera operator by thinking in advance about the placement of the camera and the learner(s). In particular, think about where to place any learner who does not have permission to be filmed so that s/he can participate in a group lesson off-camera. If you do need a camera operator, meet in advance to share the lesson plan and video needs.
- **Practice videorecording BEFORE teaching the learning segment.** This will provide a chance to test the equipment for sound and video quality as well as give your learner(s) an opportunity to become accustomed to the camera in the room.
- ***Try to record the ENTIRE set of lessons in your learning segment.** This will provide you with plenty of footage from which to choose the clip(s) that best provide the evidence called for in the commentaries and rubrics.
- **Be natural.** While recording, try to forget the camera is there (this is good to explain to your focus learner as well) and teach like you normally do. If possible, record other lessons prior to the learning segment so that the camera is not a novel item in the classroom. If using a camera operator, advise him or her not to interject into the lesson in any way and to minimize camera movement.
- **Be sure that the video clip(s) you select and submit have quality audio** so that those viewing the clip(s) can hear the focus learner as well as you and any relevant discussion the focus learner may have with other students. It is often helpful to watch the video each day, so you can check for audio quality and note, with time stamps, possible examples of evidence for later consideration in choosing the clip(s) you submit.

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What resources do I need to consider (equipment, software, and tutorials)?

The edTPA assessment does not specify the use of any particular equipment, software, tutorials, etc., although there are formatting requirements outlined in the Evidence Chart in the edTPA handbook. An expensive camera is not necessary for the demands of this assessment. Many low-end cameras are capable of producing a picture and sound quality that is suitable for your video needs. However, certain situations (e.g., groupings where the students are not facing the camera microphone, lots of ambient noise) may necessitate the use of some kind of external microphone. **The only way to know for sure is to test the equipment while teaching.**

Videorecording and editing tutorials. As soon as the videorecording is finished, make a backup copy of the video by copying it onto a hard drive, a USB drive, or a CD/DVD. Since the clip(s) you submit for your edTPA must consist of a continuous scene without any edits, you will need to use editing tools to extract a clip from the longer video you record. **If you are new to videorecording or to the camera you are using, be sure to read the instruction manual that comes with the camera. Even if the manual has been lost, most manuals are available online at the manufacturer's website. Manufacturers may also have online tutorials to help you learn how to use the camera.** YouTube has a plethora of videos that demonstrate how to set up and operate a camera.

The free video editing software that comes with most computers is perfectly adequate for preparing and saving the clip(s) in the format required in your edTPA handbook. PCs have the program Windows Movie Maker (found in the START menu under PROGRAMS), while Macs provide you with iMovie. There are many online tutorials that will support you in learning how to use these programs.

[Tutorials for using Windows Movie Maker to edit your video \(click here\)](#)

[Tutorials for using iMovie to edit your video \(click here\)](#)

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Which video formats are acceptable?

Saving your video in an acceptable format is necessary for a successful upload when you submit your edTPA. There are a number of formats that are acceptable: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v. Each of these formats will upload successfully to the edTPA submission platform and scoring system if your video has been properly saved. If a video clip is not in the correct format, you will receive an error message and be asked to resubmit the video clip properly. When you are preparing a video clip for your edTPA, follow the directions provided with the editing software you are using to save it in the proper format. Your editing software may give you a few choices or perhaps just one. For example, Windows Movie Maker saves in only one format (.wmv), but it is a format that is widely used and is acceptable for an edTPA submission. Other software programs may save in a different format, and that format is usually explained in the help files that accompany any software. If you want to be sure your

video clip is saved correctly, simply right click to look at the file properties (or use the “Get info” command on a Mac) and check to see if one of the file suffixes listed above is present at the end of the filename.

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Learning Environment

What do I look for when selecting clips that demonstrate respect and rapport?

Establishing respect and rapport with your focus learner and all other learners is critical for developing a mutually supportive and safe learning environment. Respect is the positive feeling of esteem or deference toward a person and the specific actions and conduct representative of that esteem. Rapport is a close and harmonious relationship in which members of a group understand each other’s ideas, respectfully collaborate and communicate, and consider one another’s feelings. Both respect and rapport are demonstrated by how you treat students and how they treat each other. You should work to make respect and rapport evident in your video clip(s). While you may be working with a learner or learners who face challenges in these areas, your video should show you are actively working to create an environment of respect and rapport within the context of your learner(s)’ disability-related characteristics.

In your commentaries, cite specific scenes (time stamps are very helpful) from the video clip(s) you select for submission that illustrate the respect and rapport you have established with your learner(s).

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How do I demonstrate a positive learning environment that supports and challenges the focus learner?

Examples of support and challenge should be related to the primary learning target. Choose a video clip that shows you using supports that are consistent with the focus learner’s needs and prior learning experiences. These do not have to be unique to the focus learner if s/he has common needs with other learners in the video. **Challenge can be demonstrated by including prompts or opportunities for the focus learner to learn content or demonstrate learning beyond his/her current performance level.**

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Engaging the Focus Learner

How do I select my video clip(s) to show active engagement of the focus learner in developing knowledge and skills related to the primary learning target?

The evidence you need to collect for edTPA Task 2 should demonstrate how you engage the focus learner while teaching. **The video should feature instruction where there is focus on focus learner-teacher interaction and/or focus learner-other learner interaction and you have an opportunity to engage in learning tasks that increase the focus learner’s understanding related to the primary learning target. In addition, the video clip(s) should provide evidence of how you link prior learning to new learning to engage and motivate the focus learner.**

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Deepening Learning

How do I show that I am deepening the focus learner’s understanding of knowledge and skills related to the primary learning target?

The video clip(s) should show how you elicit responses from the focus learner during instruction related to the primary learning target and how you respond to the focus learner’s performance and application of learning. You can draw upon any of the interactions in the video to **highlight how you prompt, listen to, or observe the focus learner and respond in such a way that you are supporting him/her to develop and/or apply new learning.** Your feedback can be verbal or non-verbal (such as pointing) and should be more specific than “yes” or “no” or other general comments. In group instruction, relevant feedback is likely to be provided to the group or to another learner as well as directly to the focus learner. At a minimum, **the video clip(s) should also show you eliciting responses, closely monitoring learner progress, and providing feedback relevant to the focus learner, some of which is individualized. The clip(s) should also show opportunities for the focus learner to apply the feedback.**

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Analyzing Teaching Effectiveness

What is important to remember as I identify changes I would make to the learning segment?

You should analyze and describe what you have learned about teaching the primary learning target to your focus learner based on your observations of how s/he responded to the instructional strategies and materials you provided shown in the video clip(s) submitted. **Be specific about any changes you would make if you were able to teach the lesson(s) again.** The changes may address some logistical issues (time management, giving directions, etc.), but **should mainly focus on how you would improve the actual instruction to both draw upon the focus learner's strengths and address and support the focus learner's needs in relation to the primary learning target.** You will also need to cite evidence that explains why you think these changes will work. **Cite specific examples of what the focus learner understood/could do and did not understand/could not do (as well as any other strengths and needs) that informed your proposed changes.** Lastly, explain how principles of research and theory informed your decision-making about the changes. ([Click here to return to the Planning Task explanation of citing research.](#))

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Instruction Task Key Points	
What to Include	What to Avoid
<ul style="list-style-type: none">References in your commentary responses to specific examples found in your video clip(s)Video evidence that addresses each criterion in the rubricsTime stamps identifying evidence in the video clip(s)	<ul style="list-style-type: none">Sharing your video PUBLICLY on YouTube, Facebook, or any other website (please respect the privacy of learners)Choosing a video clip that shows you making significant content errorsShowing disrespect to any student or allowing students to be disrespectful to each otherChoosing a video clip that reveals a mismatch between your instruction and support choices and the needs and strengths of your focus learner

Task 3: Assessing Learning

Key Decisions

Analyzing the Focus Learner's Performance

[What kind of assessment data should I analyze for my edTPA?](#)

Feedback

[What types of feedback to the focus learner should I include in my edTPA?](#)

Analyzing the Focus Learner's Use of Communication

[How do I identify evidence of the focus learner's use of the targeted communication?](#)

Using Assessment to Inform Instruction

[What do I need to think about when determining "next steps" for my teaching?](#)

Analyzing the Focus Learner's Performance

What kind of assessment data should I analyze for my edTPA?

You will use the baseline data, daily assessment records, final assessments and work sample to inform your analysis of your focus learner's performance as it relates to both learning targets. **There is more than one option for the format of your submitted work sample (e.g., a document, a video clip with a time-stamp), so read the handbook specifications closely.** The different options make a work sample possible for any type of learning target.

[Back to Assessment Task Key Decisions Chart](#)

Feedback

What types of feedback to the focus learner should I include in my edTPA?

The feedback given to the focus learner should be related to the primary learning target. Feedback should offer the focus learner clear and specific information on his/her performance around the lesson objectives and also reflect the analysis of learning for the primary learning target. At the very least, your feedback should make the focus learner aware of his/her strengths and errors. **Effective feedback will denote areas where the focus learner did well and where he/she needs to improve related to the specific learning objectives.** Marking the percent correct and providing non-specific comments such as “Good job” are not sufficient, as the focus learner will have little idea of what exactly s/he did well. In contrast, comments such as “Great job for recognizing that ‘who’ questions refer to people” [academic learning target] and “You are doing much better waiting for [name of BOSS/SUPERVISOR] to finish talking before you start talking” [vocational or communication learning target] direct attention to the details of performance, deepening the focus learner’s understanding of the learning target.

The same expectation applies to feedback on how the focus learner can improve. For example, citing the number of problems the focus learner completed incorrectly is not sufficient. **In order to identify an area for improvement, the focus learner needs to know what skill, understanding, or behavior needs correction.** Some examples of feedback that give a focus learner appropriate information for improving the target area are as follows:

- “Your topic sentence needs more focus.” (academic)
- “Watch what I do. See how my thumb is on the top of the paper and pointed up when I hold it? Make your thumb look like mine.” (motor)
- [Teacher demonstrates sign and points to the way his/her thumb is placed on the fingers, and motions for the focus learner to do the same, moving the focus learner’s thumb, if needed] (communication)
- [point to picture on a communication device] “This is ‘my turn.’ When you want a turn, touch this picture [model pointing to the picture]. Listen to what it says when I touch the picture [touch “my turn” picture]. It says, ‘My turn.’ Now you try it.” (communication and social)
- “Listen. What do you hear? Yes, you hear the clock. So, where are you? [by the office] Listen for the sounds that tell you where you are.” (expanded core curriculum)
- “What happened when you yelled at Darrin? How did that make Darrin feel? Did you get what you wanted by yelling? What could you have done differently?”(social)

[Back to Assessment Task Key Decisions Chart](#)

Analyzing the Focus Learner's Use of Communication

How do I identify evidence of the focus learner's' use of communication?

You will explain in your analysis and provide evidence that your focus learner used or attempted to use the targeted expressive and/or receptive communication skill related to the primary learning target. The communication skill (function) and other communication demands (vocabulary, syntax, social use, situational expectations) were defined, with examples, in Task 1. **You must support your explanations by citing specific evidence from your video clip(s), using a time stamp, and/or from the focus learner's work sample. The evidence cited must clearly demonstrate how the focus learner used or attempted to use the targeted communication skill (function) and other communication demands.**

[Back to Assessment Task Key Decisions Chart](#)

Using Assessment to Inform Instruction

What do I need to think about when determining "next steps" for my teaching?

Informed by your analysis of the focus learner's performance related to both learning targets of the learning segment, "next steps" should detail the instructional moves you plan to make going forward for the focus learner in relation to **both** learning targets. These next steps may include additional feedback to the focus learner, a specific instructional activity/learning task, or other strategies. The next steps should aim to maintain, support, or extend learning of the learning targets. You will also need to support your next steps with principles from research and/or theory. ([Click here to return to the Planning Task explanation of citing references to research and theory.](#))

[Back to Assessment Task Key Decisions Chart](#)

Assessment Task Key Points

What to Include	What to Avoid
<ul style="list-style-type: none"> • Completed daily assessment records (and baseline assessment data, if not evident in a daily assessment record) • A graphic (table or chart) or narrative that summarizes the focus learner's progress toward EACH learning target • Description of patterns of focus learner performance in relation to supports used • A work sample from the final assessment of the primary learning target (the work sample of the focus learner only) • Evidence of the feedback that you provided to the focus learner related to the primary learning target • Specific references to the focus learner's work sample and assessments to support your commentary responses • Concrete evidence of targeted communication use (video clip or work sample) 	<ul style="list-style-type: none"> • Superficial analysis of the focus learner's performance (i.e., there is no citation of evidence from the baseline data, daily assessment records, final assessments, or the work sample) • Misalignment between the daily assessment records, learning targets, learning objectives, and/or analysis • Feedback that is developmentally inappropriate or age-inappropriate, or which contains significant inaccuracies • Identifying next steps for learning that are not related to your analysis of the focus learner's progress toward both learning targets

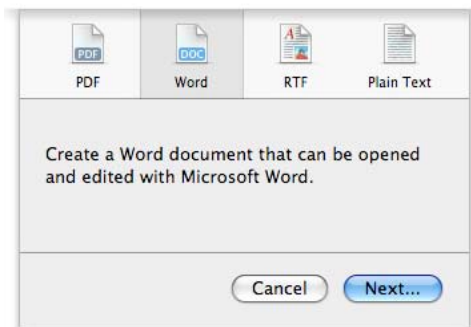
Tips for Mac Users

This assessment requires candidates to work with Microsoft® Word™ files, Adobe portable document format (PDF) files, and Adobe Flash video files. The information below provides strategies for Mac users when working with these file types.

Working with Microsoft Word Files in Mac® Pages®

To complete the assessment, candidates are asked to download several response templates and type responses into the template files. These templates are provided as Microsoft Word files. For Mac users, after downloading a template, you can open the Word file in Pages, and then enter your response in the area provided. When you have finished working and are ready to upload your response to the Pearson ePortfolio system, you will need to first export your file as a PDF or Word document.

1. Choose Export from the File menu.
2. Click the Word or PDF icon in the resulting dialog box; then click Next.



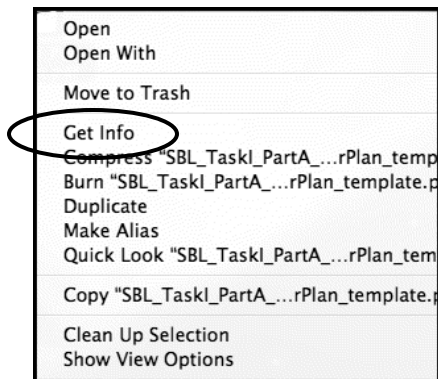
3. Name the Word or PDF document, indicate where you want it saved, and click Export.
4. In the Pearson ePortfolio system, click Upload File and follow the instructions to locate your file and upload it to the system.

Optional: Changing Your Default PDF Reader

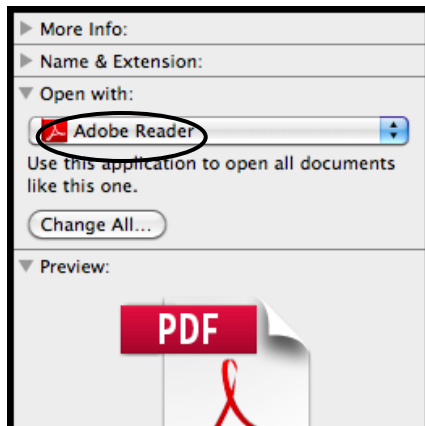
If you are working on your own computer and wish to change your default PDF reader setting to Adobe Reader, follow these steps:

1. Right-click (or CTRL+click) any PDF file. Do not open the file.

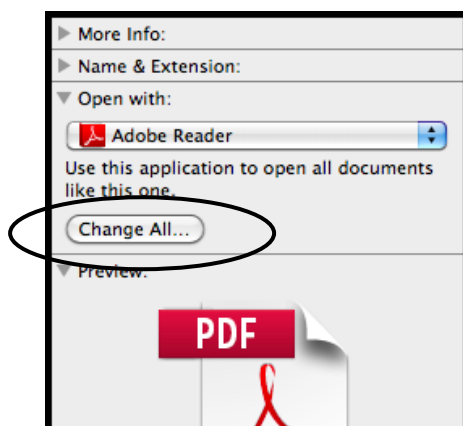
2. On the new menu, click Get Info.



3. Under Open With, select Adobe Reader.



4. Click the Change All button.



Now all PDFs should open in Adobe Reader automatically.

If You Are Using a 2008 (without Service Pack 1) or Earlier Version of MS-Office for the Mac

You may encounter a transcode error message during upload. To prevent this, install a newer version of MS-Office for the Mac and save your files in the newer version before uploading.

If You Used Drag-and-Drop or Copy/Paste to Insert an Image into Your Word Document

You may encounter a transcode error message during upload. To address this, save a local copy of the image to your computer, then re-insert the image into your document by using the Insert menu option and selecting the local image file. When you have finished re-inserting all images in this manner, save the file and try uploading again.

For Additional Support

Please visit www.edTPA.com to review additional support materials, including video tutorials and a Frequently Asked Questions (FAQs) document.

For additional assistance, contact Customer Support (see Contact Us on www.edTPA.com)



New York State Board of Regents
Dr. John B. King, Jr.
Commissioner of Education
The State Education Department
The University of the State of New York / Albany, NY 12234
Office of Communications



NEWS FOR IMMEDIATE RELEASE November 22, 2013

For More Information, Contact:
Tom Dunn, Jonathan Burman or Antonia Valentine
(518) 474-1201
www.nysed.gov

Commissioner King Announces Scores Needed to Pass New edTPA Exam

State Education Commissioner John B. King, Jr. today announced the scores needed to pass the new edTPA teacher certification exam required of certain teacher candidates.

“This year, for the first time, teacher preparation candidates were required to take this new performance assessment which has been adopted by more than 30 states,” King said. “The edTPA is designed to measure a candidate’s readiness to teach by assessing critical teaching practices designed to foster student learning – practices like the ability to demonstrate effective planning, instruction, and assessment.”

The New York State Education Department has completed the process of standard setting for the edTPA. For this exam, a standard setting panel made up of certified teachers, school building leaders and higher education faculty were charged with recommending to the Commissioner the minimum level of knowledge, skills and abilities a teacher needs in order to be competent in the classroom and positively contribute to student learning. This “cut score”, or *standard*, serves as the minimum threshold needed to pass the examination for certification purposes. Panelists were asked to recommend a cut score within a ½ Standard Error of Measurement of the maximum passing score of 42 set by the edTPA national panel.

Panelists were also asked to recommend a standard that represents mastery of the skills, knowledge and abilities necessary for effective teaching. This “mastery cut score” will not be used in determining whether or not a candidate has passed the edTPA. Rather, the mastery cut score will provide a rigorous, aspirational goal for programs and candidates – a high benchmark to strive towards. Identifying this mastery standard provides a common point of reference across programs to inform practice, guide professional development, and evaluate needs and strengths.

In October, the Board of Regents was informed of the standards setting process for the edTPA and provided with the national range for the cut scores established by SCALE. In November, the Board of Regents was presented with the recommendations from the New York State standards setting panel. Based on those conversations with the Board of Regents, the Commissioner has accepted the recommended cut scores from the New York State standards setting panel and technical advisors. The final minimum and mastery cut scores for the operational examination are as follows:

Minimum Cut Scores

Field	Total Score	Average Rubric Score
Elementary Education	49	2.73
All other handbook areas	41	2.73
World Languages, Classical Languages	35	2.73

Mastery

Field	Total Score	Average Rubric Score
Elementary Education	57	3.20
All other handbook areas	48	3.20
World Languages, Classical Languages	42	3.20

Confidentiality and Security of edTPA Candidate Materials and Assessment Data

This information, prepared by Pearson and the Stanford Center for Assessment, Learning and Equity (SCALE), describes the policies and procedures related to the confidentiality and security of candidate edTPA submissions and assessment data for each phase of the process:

- Pre-Submission of Assessment Materials for Scoring
- Transfer, Upload, and Storage of the Assessment Materials
- Post-Submission and Scoring

This information applies to Pearson and SCALE handling of materials and data for candidates who register for edTPA at edTPA.com and submit their assessment for official scoring.

Teacher candidates own the content they create and submit for each edTPA portfolio. Neither Stanford University nor Pearson owns the candidates' edTPA portfolios.

The use of the portfolio video by candidates is restricted by the parameters of the release forms obtained for children and/or adults who appear in the video. Because parents/guardians and/or adults have not typically granted permission for public use of the videos in which they or their children appear, videos should not be displayed publicly (i.e., personal websites, YouTube, Facebook) without expressed permission for this purpose from those featured in the video.

Because of laws protecting confidentiality and privacy, only candidates can register themselves for edTPA, or make inquiries about their registration, registration status or submission status. Given the consequential nature of operational edTPA and associated program policies, programs and candidates will bear responsibility for reviewing program information and ensuring candidates meet appropriate timelines established by their institutions. Candidates also will be responsible for informing their supervising faculty and other institutional stakeholders of their registration and submission status as required by their institution. To support their own recordkeeping, campuses may wish to require candidates to email the edTPA coordinator or some other administrator when their edTPA submission is final.

Pre-Submission of Assessment Materials for Scoring

Prior to candidate submission of edTPA assessment materials for scoring, the Pearson edTPA website provides information for candidates and faculty reviewers related to the creation, review and handling of candidate assessment materials, including video recordings. These include:

- [Guidelines for Video Confidentiality for Candidates](#)
- [Guidelines for Video Confidentiality for Faculty](#)

These guidelines address the need to maintain confidentiality of video participants and direct candidates to obtain appropriate permission from parents/guardians for students who

appear in video recordings and from adults who appear in video recordings. In order to assist candidates in obtaining the appropriate releases, the Pearson edTPA website and edTPA membership platform (edtpa.aacte.org) include information describing the nature of the assessment and how assessment materials may be used. A sample release form is also provided for reference. Candidates should consult with their program for other specific information that may be required to include in the release form.

Authorized Access

Prior to submitting assessment materials for scoring, candidates may request authorized faculty reviewers at their institution to provide feedback on their edTPA materials (including video recordings) prior to submission. Faculty at institutions that are using the Pearson ePortfolio system's feedback feature may provide feedback directly within this system. Some institutions may use other platforms or systems to support edTPA on their campus. Candidates should follow their campus directions for receiving feedback. In the Pearson ePortfolio system faculty do not have access to candidate edTPA materials unless authorized by a candidate. While candidates own the content they create and submit for the edTPA portfolio, once the candidate submits the assessment materials to Pearson for scoring, neither the candidate nor authorized faculty have access to the candidate's submitted materials in the Pearson ePortfolio system. If a candidate wants to retain a copy of their submission, the files should be saved outside the Pearson ePortfolio system prior to submission.

Authorized faculty are required to abide by Guidelines for Video Confidentiality for Faculty, which prohibit the sharing, copying, or posting of candidate assessment materials, including video recordings in any public way.

Attestations

When candidates are ready to submit their assessment materials to Pearson for scoring, they are presented with candidate attestations, which include requiring confirmation that they have obtained the necessary video releases and that they have not posted and will not post video recordings in any location other than the Pearson ePortfolio system, an approved integrated edTPA Platform Provider system, or another secure system designated by the candidate's institution to support edTPA. Candidates must keep their edTPA video recordings under secure conditions and share with programs only when appropriate permissions are granted.

Transfer, Upload, and Storage of the Assessment Materials

Candidate assessment materials, including video recordings, enter the Pearson ePortfolio system in one of two ways:

- Transfer from an approved, integrated edTPA Platform Provider system. Candidates who have registered on the Pearson edTPA website and are working in one of the approved integrated edTPA Platform Provider systems authorize the transfer of their assessment materials to the Pearson ePortfolio system.
- Uploading by the candidate directly into the Pearson ePortfolio system.

Transmission of assessment materials via these methods is protected using industry standard encryption practices.

Once materials have been transferred from an approved, integrated edTPA Platform Provider system or uploaded directly into the Pearson ePortfolio system, they must be reviewed by the candidate in the Pearson ePortfolio system and submitted for official scoring.

Storage

The assessment materials are stored by Pearson in secure repositories and areas accessible only to authorized users via unique, secure log-in credentials for specific actions and for limited periods of time.

Access

By using industry-standard security software (encrypted protocols and encrypted and expiring tokens), the system ensures that access to view the stored assessment materials/videos is granted only to authorized users.

- Authorized Pearson users may include scorers, scorer supervisors, scorer trainers, scoring support personnel, and personnel required to conduct quality control.
- Authorized SCALE personnel associated with assessment development may view candidates' edTPA materials for the purposes of selection of scorer training materials and scorer training activities.

Post-Submission and Scoring

Access

- Authorized Pearson users may include scorers, scorer supervisors, scorer trainers, scoring support personnel, and personnel required to conduct quality control.
- Authorized SCALE personnel associated with assessment development may view candidates' edTPA materials for the purposes of selection of scorer training materials and scorer training activities.
- Authorized individuals at the institution in which a candidate is enrolled, as indicated at the time of registration, and/or the relevant state agency responsible for educator certification may be provided access to submitted assessment materials or a portion thereof as part of an investigation associated with compliance with the Rules of Assessment Participation, as needed.

Authorized scorers access the candidate assessment materials, including video recordings, through Pearson's password-protected secure Scoring System. Candidate assessment materials are available only for the period in which scoring occurs. Scorer access to the Pearson Scoring System is disabled after the scorer's activities are completed.

Access to edTPA Data

Candidate scores will be reported to candidate and to the institution designated by the candidate during registration for edTPA. Candidate scores will also be reported to the state education agency for the state identified by the candidate at the time of registration, depending on state policy (e.g., the state requires successful completion of edTPA for certification or licensure).

- Participating states will receive aggregated score information and may also receive individual and institution-level information, depending on state policy. Summary statistics by state and nation will be made available to participating states. Candidate and campus identities are not disclosed in aggregated or summary data reports.
- Data will be available to the authorized edTPA reporting contact at institutions and states via Pearson's secure reporting site that requires unique username and password access.

SCALE does not receive individual candidate information or scores. SCALE will receive edTPA results without candidate name or other identifying information.

Other Uses of Candidate Materials

- edTPA assessment materials, without candidate or other identifying information, may be used for edTPA program development and implementation, including scorer training.
- Prior to submitting their assessment materials to Pearson for scoring, edTPA candidates will be asked to consent to or opt out of use of their assessment materials to support continued program improvement activities conducted by SCALE and Pearson, such as future validity and reliability studies of the edTPA.
- Candidate video recordings, will not be shown in any public venue nor made available in a non-secure way.
- Candidate materials, including video recordings, will not be used for marketing purposes or as exemplars for marketing purposes.

Frequently Asked Questions for Candidates

[Expand All](#) | [Collapse All](#)

Registration Information

What edTPA assessment should I register for?

If you are unsure what assessment you should select during registration, please review [specific information about your state's participation in edTPA](#) or contact the edTPA Coordinator at your educator preparation program.

Where can I find registration and submission deadlines?

Candidates complete the assessment based on due dates established by their preparation program or licensure requirement.

What is the fee for edTPA?

\$300 for full assessment or full retake
\$100 for single-task retake

How do I register for edTPA?

All candidates must register on this website, www.edtpa.com. Select **Candidates** from the top navigation, then select **Register**.

What will I need to do if I need to withdraw from the edTPA after I have registered?

edTPA registrations are valid for 18 months. If after registering for edTPA you wish to withdraw your registration, you may do so by logging in to your account on this website, selecting Current Registrations, then Withdraw, and following the instructions provided.

Read the full [Withdrawal/Refund Policy](#) for more information.

My institution is using another system (not Pearson's) for the edTPA. Do I need to register with Pearson too?

Yes. [Read more about the registration and submission process](#).

Completing edTPA

Where do I find my assessment handbook and templates?

You will be able to access handbooks and templates in one of these ways:

1. Through your educator preparation program
2. Through the Pearson ePortfolio system, if you plan to use this system to build and submit your portfolio for scoring
3. Through an integrated edTPA Platform Provider system, if you plan to use this system to build your portfolio on your campus's integrated edTPA

Platform Provider system

Which portfolio system should I use?

If you are unsure which [system](#) to use, please check with your edTPA Coordinator or faculty advisor at your college or university.

If I am not affiliated with an institution, what is the process for completing edTPA?

1. Start on this website, www.edTPA.com.
2. Review the information on this site for candidates, including resources such as Making Good Choices, video tutorials, policies, submission deadlines, FAQs, and Customer Support contact information.
3. Register for edTPA. During registration you may complete an optional field to direct your score report to a specific state for licensure purposes.
4. After registering, you have access (through your account on this site) to the Pearson ePortfolio platform.
5. Within the Pearson ePortfolio platform, download the handbook and templates for the registered assessment.
6. Complete your portfolio, upload your files, and submit for scoring.
7. You will then receive an edTPA score report, and the licensure state you indicated during registration also receives your scores, if applicable.

Some of my edTPA files are in a language other than English. Am I required to submit translations?

For World Language and Classical Languages, no translation is required.

For Elementary Literacy, Elementary Mathematics, and Elementary Education (combined Literacy and Mathematics tasks), no translation is required if the language of instruction is Spanish.

For Special Education with a specialty area of Deaf and Hearing Impaired, no translation is required if the language of instruction is American Sign Language.

For all other subject area edTPA submissions, the use of a language other than English requires a translation for video, instructional materials, etc.

For questions, please contact [Pearson Customer Support](#).

Submission

What is the deadline for submitting my portfolio?

Candidates complete the assessment based on due dates established by their preparation program or licensure requirement. Check with your institution's edTPA Coordinator or your faculty advisor for information on specific submission deadlines. You can review submission and reporting dates [here](#).

Be sure to allow yourself adequate time before your planned submission date to upload and review your files in the Pearson system and to complete the submission process for scoring.

I don't have one of the required documents or video files. Can I still submit my portfolio for scoring?

No. In order to submit your portfolio, you must include the specified number, type,

and content of files. The system will not allow you to submit for scoring until you have uploaded the required amount of files. Additionally, you will want to confirm that you have met all of the [submission requirements](#) prior to submitting for scoring.

I submitted my edTPA for scoring but realized one of my documents was incorrect/I forgot a document/I need to submit my portfolio for feedback. How can I do this?

The "Final Submission Agreement" screen during the submission of an edTPA portfolio states, "If you have participated in the formative feedback process with faculty reviewers, your faculty reviewers will no longer be able to send feedback through the Message Center."

Additionally, in order to submit your edTPA portfolio materials for scoring, you must acknowledge the following statement: "I understand that by submitting my portfolio to Pearson, my submission is final and I will no longer have access to my files through the Pearson ePortfolio system for any edits or reviews."

As stated, once your materials have been submitted for scoring, you will be unable to make any revisions, replace any files, or request feedback on your files through the Pearson ePortfolio system.

Before submitting, be sure to verify that your portfolio meets the [submission requirements](#).

Will I be able to view my files after I submit them for scoring?

No. Candidates will not be able to access their files in the Pearson ePortfolio system after submitting them for scoring.

When submitting your portfolio for scoring, you must acknowledge the following statement: "I understand that by submitting my portfolio to Pearson, my submission is final and I will no longer have access to my files through the Pearson ePortfolio system for any edits or reviews." Candidates should always save copies of their own work.

How do I confirm my portfolio has been submitted for scoring?

After you have agreed to the Submission attestations, a confirmation box will display stating "Your portfolio has been submitted for scoring." You will need to click 'Okay' in order to close this box.

Once your portfolio has been submitted, an email confirmation will be generated and sent to the email you indicated when creating your account on the edTPA website.

You may also confirm your portfolio has been submitted at any time by logging into your account and navigating to your View Scores and Testing History page. Successfully submitted portfolios will be listed there.

Please see the *Using the Pearson ePortfolio System* document, or the *Submitting your Assessment* video overview, available in the [Preparation section of the this website](#), for more information and visual instructions.

Pearson ePortfolio System Technical Assistance

What are the Pearson ePortfolio system requirements?


Windows users:

- Windows XP or later

- High-speed Internet connection
- Browser: Internet Explorer 8.0 and 9.0, Firefox 23 or later
- Adobe Flash 10.1 or higher, [available free of charge](#)
- Adobe Reader 10.1.3 or later, [available free of charge](#)
- Microsoft Word 1997–2003 or later, or OpenOffice 3

Mac users:

- OS X v10.6 or later
- High-speed Internet connection
- Browser: Safari 5 or later (Google Chrome and Firefox users may experience known browser issues)
- Adobe Flash 10.1 or higher, [available free of charge](#)
- Adobe Reader 10.1.3 or later, [available free of charge](#)
- Microsoft Word 1997–2003 or later, or OpenOffice 3

For additional system help, see the [Troubleshooting Tips](#)  and the [additional helpful resources available on this site](#).

Is there a size limit on file uploads?

We recommend file sizes between 200 and 300 MB; the maximum size that the system accepts is 500 MB. There is no limit on the number of megabytes (MB) uploaded for an entire portfolio. A 500 MB limit was set to encourage the compression of large videos before candidates attempt an upload. The success of an upload through any application depends heavily on the type of network, the file size, and the network capacity at upload time.

For additional system help, see the [additional tips and guides on using the Pearson ePortfolio system](#).

I'm unable to upload a video file/document/any file at all. What should I do?

It is important to understand various aspects of the Pearson ePortfolio system will not work as intended if any of your system components are not up-to-date. Please refer to the minimum requirements provided in the previous FAQ. If you continue to experience an error when uploading files it is recommended you update your internet browser, as well as your Adobe Reader and Adobe Flash plug-ins, to ensure you are running the latest version of all components.

Please note many errors experienced when uploading a document may be resolved by saving the document as a PDF file before uploading. There are various ways to save a document as a PDF. Additional instructions can be found in the [preparation resources available on this site](#).

If you are a Mac user and are encountering transcode errors, please refer to Tips for Mac Users for additional information.

Frequently asked questions about video uploads, as well as additional troubleshooting tips for questions experienced when using the Pearson ePortfolio system, can be found in [candidate preparation](#) section of this website.

Candidates Using Integrated Platform Providers

I am using a portfolio system other than Pearson's, and I have a question. How do I get help?

Refer to [Contact Us](#) to find information for all of the integrated platform providers. If you don't find contact information for the system you are using on this page, please contact your institution's edTPA Coordinator.

Where can I find handbooks, templates, and instructions?

Candidates may obtain edTPA handbooks and templates from their faculty adviser or edTPA Coordinator, or they can download them directly from the platform provider system they are using to build their portfolio.

How do I get my authorization key?

- **If you have already registered** on this website, www.edTPA.com: [Get your authorization key in your account](#).
- **If you have not yet registered** on this website, www.edTPA.com: [Register now](#). You will get your authorization key after you register.

Why is my authorization key not working in the platform provider system?

An authorization key may only be used if you have a valid registration in the Pearson system for the portfolio that you are building. The authorization key may become invalid for a variety of reasons. For example, if you registered for the Elementary Literacy assessment in the Pearson System and are attempting to transfer a portfolio for Elementary Education, the authorization key will not be valid. Please review the error messages displayed by the system and contact [Pearson Customer Support](#) for additional assistance.

How do I confirm my portfolio has been submitted for scoring?

The official submission status for an edTPA assessment can only be provided by Pearson.

After you have agreed to the Submission attestations in the Pearson ePortfolio System, a confirmation box will display stating "Your portfolio has been submitted for scoring." You will need to click 'Okay' in order to close this box.

Once your portfolio has been submitted, an email confirmation will be generated and sent to the email address you indicated when creating your account on the edTPA website when you first registered.

You may also [log in to the Pearson ePortfolio system](#) to check your status.

How do I submit my portfolio for official scoring by Pearson?

In order for your portfolio to be officially scored by Pearson, you must:

- Register for the edTPA assessment on this website, www.edTPA.com.
- Transfer your portfolio from your Integrated Platform Provider System to Pearson using a valid authorization key.
- Log in to the Pearson ePortfolio System.
- On the Pearson ePortfolio system, open and view your transferred files and labels to confirm they transferred accurately.
- Submit your portfolio for scoring and agree to all Submission attestations.

For more information about this process, please review [Completing the Assessment](#).

Scoring

When will I receive my score report?

Score report dates depend on your assessment selection and submission dates. Review the [edTPA submission and reporting dates](#) for more information.

Your scores are reported to you and to any institution that you indicated as a score recipient when you registered. If applicable, your scores are also reported directly to the relevant state agency responsible for educator licensure.

Who will receive my scores?

Your edTPA score report will be reported to you and to any institution that was indicated as a score recipient during the registration process. If applicable, scores are also reported directly to the relevant state agency responsible for educator licensure.

Please refer to the [scoring information for candidates](#) section of this website for complete information regarding edTPA score release.

What is the edTPA passing score?

edTPA passing scores, as determined by individual states and/or programs, will be provided on this site once determined.

How can I appeal my score?

A Score Confirmation request is the process for appealing a score.

If you believe that a score (not a condition code) on one or more rubrics was reported in error, you may submit a request for a score confirmation in writing. The fee is \$200. Information about the [score confirmation service](#) is available on [edtpa.com](#).

If you have questions about a condition code assigned to one or more rubrics in your score profile, you should submit a request in writing to Customer Support to determine if there is any additional information about the assignment of that condition code. Please refer to the [Contact Us](#) page for contact information.

What if I need to retake all or a portion of my assessment?

Candidates who do not meet their institution or state requirement may retake the assessment. Candidates who wish to retake edTPA must complete the registration process again. If a candidate wishes to retake a single task, a single-task retake is possible for \$100. Otherwise, candidates may retake the complete assessment and pay the full \$300 assessment fee. Refer to [Retaking edTPA](#) for more information.

How do I get information about why condition codes were assigned to my portfolio?

Please [contact Pearson Customer Support](#) to initiate a request for information.

How soon can I resubmit a retake?

You must wait to receive scores from your last submission before you are able to register for a retake of the same assessment. Please review the [submission/reporting dates](#) found on this website.

Video Series

edTPA

Academic Language and edTPA

<http://vimeo.com/96117479>

Academic Language and the edTPA going beyond Vocabulary

<http://vimeo.com/99100095>

Academic Language

<http://vimeo.com/80920351>

An Informational Video for p-12 Educators on the edTPA Feb 29-2014

<http://vimeo.com/89616743>

edTPA Best Practices

<http://vimeo.com/96760265>

Nicole Merino on Academic Language

https://secure.aacte.org/apps/rl/res_get.php?fid=941&ref=edtpa

NYSED edTPA and New NYS Teacher Certification Exams

<http://vimeo.com/68843545>

Providing feedback on documents

<http://www.edtpa.com/content/CAP/FacDocFeedback.htm>

Providing feedback on video and audio files

<http://www.edtpa.com/content/CAP/FacVidFeedback.htm>

Using Video to Improve Practice: Video 101

<https://www.teachingchannel.org/videos/videotaping-tips-for-teachers>

NYS Teacher Certification Exams

ALST Webinar Niagara University 2014-03-24

<http://vimeo.com/91442552>

Collaborative & Proactive Solutions- Effective Teaching and Community-Building with Challenging Students

<http://vimeo.com/98646333>

Computer-Based Testing Tutorials

http://www.nystce.nesinc.com/NY_CBTTutorial.asp

Fostering Candidate Success in EAS and ALST

<http://vimeo.com/91294473>