**edTPA STUDENT TEACHING: Optional Activities & Reflection Prompts**

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| **WEEK** | **ACTIVITIES & REFLECTION PROMPTS** |
| **1** | Access the [**edTPA Student Resource Page**](https://multimedia.phoenix.edu/education/student-resources/)and download your content-specific edTPA Handbook. ***Complete*** the scavenger hunt below by next Monday. Look up the correct answer to all incorrect responses and enter the questions and answers, as your TK20 Week 1 reflection.   * [**Elementary Ed Scavenger Hunt: Getting To Know Your edTPA Handbook**](https://forms.office.com/r/N0gea2kZWk) * [**edTPA Scavenger Hunt: Getting To Know Your Handbook**](https://forms.office.com/r/fiRAB6zcj2) |
| **2** | Download and complete your edTPA Task 1 “Context for Learning” (see the [**edTPA Student Resource Page**](https://multimedia.phoenix.edu/education/student-resources/)). For this week’s reflection, respond to the following:   * What specific learning needs and accommodations were identified in your Context for Learning (e.g. IEPs, 504s, ELLs, struggling readers, gifted learners)? |
| **3** | See Task 1 of your ***edTPA and*** ***Making Good Choices handbooks.***  Every subject-specific version of edTPA has its own student learning and pedagogical emphasis. According to your content-specific edTPA handbook, what must be addressed in the central focus of your learning segment (unit)?   * Collaborate with your CT to identify the standard and learning objectives for the edTPA learning segment you will write by the due date provided in your edTPA Seminar Course. * **For this week’s weekly reflection**, identify the standard(s), learning objectives, and central focus for your edTPA learning segment |
| **4** | Access the [**edTPA Student Resource Page**](https://multimedia.phoenix.edu/education/student-resources/)and download your content-specific ***Academic Language Handout***. For this week’s reflection:   * Briefly describe the four (4) Academic Language Demands. * Based on the central focus of your learning segment, identify a language support you will use to teach and promote your students use of each academic language demands. So, you should identify at least four (4) language supports. |
| **5** | See your ***edTPA and*** ***Making Good Choices handbooks*** for details on accessing prior knowledge and tapping into students’ assets (strengths).   * Collaborate with your CT to determine what your students already know or can do, as it relates to the central focus of your learning segment. How will this information inform your planning? * How will you use at least one category of their assets to engage and motivate your students (personal, cultural, or community assets)? |
| **6** | See your ***edTPA and*** ***Making Good Choices handbooks*** for descriptions.   * What types of assessments will you use to check your students’ understanding and achievement of the learning objectives? * Effective evaluation criteria (e.g., rubric) provides qualitative and quantitative analysis of learning, and is based on varied levels of achievement. Describe the evaluation criteria you will use for the assessment you plan to analyze for Task 3. * How will your assessments **and** evaluation criteria (e.g., rubric) be differentiated or modified to allow students with specific learning needs to demonstrate there? |
| **7** | Read Task 2 of your ***edTPA and*** ***Making Good Choices handbooks***.   * What traits of a positive learning environment are evident in your classroom? * What types of discussions and questioning strategies will you use to deepen your students understanding of the subject-matter, during instruction? Provide at least two examples of questions you might ask your students while teaching your edTPA learning segment. ***Hint...reference the resources I shared with you via TK20.*** |
| **8** | Collaborate with your CT to decide how you will record your learning segment. You are encouraged to record the entire learning segment. This will provide more options as you determine which video clips you will submit.   * What technology will you use to record your learning segment? * How many video clips are you required to submit? * According to your ***edTPA and Making Good Choices handbooks***, what must be depicted in your video clip(s)? |
| **9** | See your ***edTPA and*** ***Making Good Choices handbooks*** for descriptions.   * Create a table or graph that depicts your students’ performance on the assessment you will analyze for Task 3. (**[Create a Graph - National Center for Education Statistics)](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiylbaRgsP5AhU8bzABHYCFAWUQFnoECAgQAQ&url=https%3A%2F%2Fnces.ed.gov%2Fnceskids%2Fcreateagraph%2F&usg=AOvVaw1qRzNAbeIABX7hQMQ8AtYi)** * Based on your graphical depiction and using the elements of your evaluation criteria, which learning objective concepts did your students master? * Based on your graphical depiction and using the elements of your evaluation criteria, describe any common errors or misunderstandings. |
| **10** | See your ***edTPA and*** ***Making Good Choices handbooks*** for descriptions.   * What are characteristics of effective student feedback? * Describe the feedback provided to one focus student, as it relates to mastery of the central focus? * How did you help the student understand and use the feedback you provided? |
| **11** | See your ***edTPA and*** ***Making Good Choices handbooks*** for descriptions.   * Describe specific instances during your instruction, in which your students used or demonstrated understanding of the academic language necessary to achieve the central focus. |
| **12** | See your ***edTPA and*** ***Making Good Choices handbooks*** for descriptions.   * Based on your analysis of student performance, what are your instructional next steps for the whole class? * Based on your analysis of student performance, what are your instructional next steps for your students with specific learning needs? |