

Practice EDTPA Elementary Educ

Literacy Planning Commentary

In Literacy Planning Task 1, you will write a commentary, responding to the prompts below.

Your commentary should be no more than 9 single-spaced pages, including the prompts.

1. Central Focus

a. Describe the central focus and the essential literacy strategy for comprehending OR composing text you will teach in the learning segment.

b. Given the central focus, describe how the standards and learning objectives within your learning segment address

the essential literacy strategy

related skills that support use of the strategy

reading/writing connections

c. Explain how your plans build on each other to help students make connections between the essential literacy strategy to comprehend OR compose text and related skills that support use of the strategy in meaningful contexts.

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

a. Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.

b. Personal, cultural, and community assets related to the central focus—What do

you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?

3. Supporting Students' Literacy Learning

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans you have included as part of Literacy Planning Task 1. In addition, use principles from research and/or theory to support your justifications.

a. Justify how your understanding of your students' prior academic learning and personal, cultural, and community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, their assets, and research/theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.

4. Supporting Literacy Development Through Language

As you respond to prompts 4a–d, consider the range of students' language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

a. Language Function. Using information about your students' language assets and needs, identify one language function essential for students to develop and practice the literacy strategy within your central focus. Listed below are some sample language functions. You may choose one of these or another more

appropriate for your learning segment.

Analyze Argue Categorize Compare/contrast Describe Explain

Interpret Predict Question Retell Summarize

b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function in ways that support the essential literacy strategy. Identify the lesson in which the learning task occurs.

(Give lesson day/number.)

c. Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:

Vocabulary or key phrases

Plus at least one of the following:

Syntax

Discourse

d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.

Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (function, vocabulary or key phrases, discourse, or syntax).

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Literacy Planning Task 1.

a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend OR compose text AND related skills throughout the learning segment.

b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider the variety of learners in your class who may require different

strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

Literacy Instruction Commentary

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

2. Promoting a Positive Learning Environment

Refer to scenes in the video clips where you provided a positive learning environment.

a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

3. Engaging Students in Learning

Refer to examples from the video clips in your responses to the prompts.

a. Explain how your instruction engaged students in developing an essential literacy strategy and related skills.

b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

a. Explain how you elicited and built on student responses to promote thinking and apply the essential literacy strategy using related skills to comprehend OR compose text.

b. Explain how you modeled the essential literacy strategy AND supported students as they practiced or applied the strategy to comprehend OR compose text in a meaningful context.

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Literacy Assessment Commentary

In Literacy Assessment Task 3, you will write a commentary, responding to the prompts below. Your commentary should be no more than 10 single-spaced pages, including the

1. Analyzing Student Learning

a. Identify the specific learning objectives measured by the assessment you chose for analysis.

b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Literacy Assessment Task 3, Part D.

c. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to the essential literacy strategy related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:

Written directly on work samples or in separate documents that were provided to the focus students

In audio files

In video clips from Literacy Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use from ONE, TWO, OR ALL THREE of the following sources:

1. Use video clips from Literacy Instruction Task 2 and provide time-stamp references for evidence of language use.

2. Submit an additional video file named "Language Use" of no more than 5

minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Literacy Assessment Task 3, Part B.

3. Use the student work samples analyzed in Literacy Assessment Task 3 and cite language use.

a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use selected language function, vocabulary or key phrases, AND discourse or syntax to develop content understandings.

4. Using Assessment to Inform Instruction

a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:

For the whole class

For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

b. Explain how these next steps follow from your analysis of student learning.

Support your explanation with principles from research and/or theory.