


Menu


This Menu gives you quick access to all the content for *Taking the Guesswork out of the edTPA® Assessment*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.

Module 1: The Big Picture View of the edTPA® Assessment

This topic is:

83% Complete

Topic A:
What is the edTPA® Assessment and why is it important? | Hide Content

- [VIEW](#) 1. An overview of this program | 02:19
- [VIEW](#) 2. Keep your edTPA® assessment handbook and rubrics handy | 01:01
- [VIEW](#) 3. Let's look at the process for the edTPA® assessment | 01:57
- [VIEW](#) 4. Why is the edTPA® assessment important? | 00:58
- [VIEW](#) 5. Creating your portfolio | 02:17
- [VIEW](#) 6. Additional resources for students | 04:10

This topic is:

0% Complete

Topic B:
FAQ's from Teacher Candidates on the edTPA® Assessment | 8 min | Hide Content

- [VIEW](#) 1. What is edTPA? | 01:03
- [VIEW](#) 2. Why do I need edTPA? | 01:07
- [VIEW](#) 3. What is edTPA based on? | 00:42
- [VIEW](#) 4. What is involved in edTPA? | 00:43
- [VIEW](#) 5. How will my edTPA portfolio be assessed? | 00:29
- [VIEW](#) 6. What do the scores mean? | 00:33
- [VIEW](#) 7. What score do I need to pass? | 00:35
- [VIEW](#) 8. Where do I find edTPA research and theories? | 00:28
- [VIEW](#) 9. Does edTPA take the place of faculty observation? | 00:32
- [VIEW](#) 10. How does edTPA align with other teaching standards? | 01:07

Module 2: Literacy – Tasks 1, 2 and 3 for Ms. Tuttle

This topic is:

36% Complete

Topic A:
Task 1: Planning for Literacy Instruction and Assessment | Hide Content

- [VIEW](#) 1. How will your planning skills be assessed? | 01:41
- [VIEW](#) 2. A - Providing context information | 01:12
- [VIEW](#) 3. B – Writing your lesson plan | 04:26
- [VIEW](#) 4. C - Selecting key instructional materials | 01:15
- [VIEW](#) 5. D - Submitting literacy assessments | 03:03
- [VIEW](#) 6. E – The Literacy Planning Commentary: Describing the central focus and essential literacy strategy | 01:45
- [VIEW](#) 7. E – The Literacy Planning Commentary: Showing your knowledge about your students | 02:12
- [VIEW](#) 8. E – The Literacy Planning Commentary: Supporting ELA learning | 01:39
- [VIEW](#) 9. E – The Literacy Planning Commentary: Developing academic language | 03:53

- VIEW 10. E – The Literacy Planning Commentary: Monitoring student learning | 01:37
- VIEW 11. How is Ms. Tuttle doing on Rubric 1? | 01:19
- VIEW 12. Experts use Rubrics 2 and 3 to analyze Ms. Tuttle's planning skills | 01:04
- VIEW 13. What does it take to do well on Rubric 4? | 01:22
- VIEW 14. How are Ms Tuttle's assessments evaluated using Rubric 5? | 03:11

This topic is:
0% Complete

Topic B:
Task 2: Presenting Instruction Using Video | Hide Content

- VIEW 1. Task 2: Showcasing your lesson | 01:31
- VIEW 2. Task 2: Ms. Tuttle's lesson with commentary | 05:46
- VIEW 3. Task 2: Ms Tuttle gives student feedback with commentary | 05:23
- VIEW 4. Task 2: Ms. Tuttle's written commentary | 02:29
- VIEW 5. Task 2: Tips for preparing your videos and written commentary | 01:52

This topic is:
0% Complete

Topic C:
Task 3: Assessing Students' Literacy Learning | 15 min | Hide Content

- VIEW 1. Task 3: Assessing Students' Lit. Learning (Rubrics 11-15) | 01:38
- VIEW 2. Task 3: Student Literacy Work Samples | 02:38
- VIEW 3. Task 3: Evidence of Feedback | 03:15
- VIEW 4. Task 3: Literacy Assessment Commentary | 06:56
- VIEW 5. Task 3: Summary | 00:27

Module 3: Looking at Real Math Classrooms: Rubrics 6-10

This topic is:
0% Complete

Topic A:
Mr. White's Elementary Class - Multiplication | Hide Content

- VIEW 1. Understanding Rubrics 6 and 7 | 00:44
- VIEW 2. Mr White engages his students and makes connections (Rubric 6-7) | 05:10
- VIEW 3. Mr White continues to challenge and engage his students (Rubric 6-7) | 06:52
- VIEW 4. Mr White develops mutual respect and rapport (Rubric 6) | 10:33
- VIEW 5. Mr White deepens student learning, uses representations (Rubrics 8 and 9) | 04:25
- VIEW 6. Mr. White uses formative assessment data to revise instruction and analyze teaching effectiveness (Rubric 10) | 09:49

This topic is:
0% Complete

Topic B:
Ms. Strunk's Intermediate Class - Pythagorean Theorem | Hide Content

- VIEW 1. Understanding Rubric 6 and 7 | 00:40
- VIEW 2. Observe Ms Strunk's learning environment and student engagement (Rubrics 6-7) | 09:15
- VIEW 3. Ms Strunk deepens student learning (Rubric 8) | 10:20

This topic is:
0% Complete

Topic C:
Mr. Adamson's Secondary Class - Calculus | Hide Content

- VIEW 1. Understanding Rubrics 7-8 | 00:31

- [VIEW](#) 2. Mr. Adamson engages students by activating prior knowledge and facilitating interactions (Rubric 7-8) | 06:01
- [VIEW](#) 3. Understanding Rubric 6: Learning Environment | 00:23
- [VIEW](#) 4. Mr. Adamson's students share varied perspectives on a challenging topic (Rubric 6) | 05:30
- [VIEW](#) 5. Mr Adamson deepens student learning, uses representations (Rubrics 8 and 9) | 07:40