**EDMS 314 Signature Assignment: Mini-edTPA**

**Purpose:**

As of July 2008, California statute (Chap. 517, Stats. 2006) requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their teaching performance with K-12 public school students as part of the requirements for earning a teaching credential. Our credential program has decided to use the edTPA for this requirement.

The purpose of this assignment is to provide an experience that will dovetail with the edTPA. While edTPA is 3 to 5 days of teaching, this assignment parallels the edTPA but deals with writing and teaching only one lesson. The assignment for the course is a miniature version of edTPA. You will complete parts of the Planning and Instruction tasks.

You must plan a lesson within a central focus that supports students in building conceptual understanding, computational/procedural fluency, and mathematical reasoning skills.  The planning portion of the assignment will demonstrate your ability to organize curriculum, instruction, and assessment to help students meet the standards for the curriculum content.  You will also video record your teaching and address the prompts.

As you prepare your work here, you should look at the actual edTPA Handbook and other documents (Making Good Choice, Understanding Rubric Level Progressions, and Academic Language). They can be download at <https://www.taskstream.com/ts/manager230/edTPAResources> Password: edTPA2017

The handbook has a glossary of terms and very explicit prompts. The rubric focuses on how the edTPA is graded. It stresses nuances that are important in achieving a high score. You should also go to the edTPA website, <http://www.edtpa.com>, and examine their more complete edTPA materials.

In the mini-edTPA, you want to

* show the strategies you use to make mathematics accessible to your students
* explain the thinking underlying your teaching decisions
* give particular attention to students with diverse cultural, language, and socio-economic backgrounds and learning needs.

**Final Product**

You will need to plan and teach a balanced mathematics lesson. You will submit the items below to the TaskStream.

* One lesson plan (please use the CSUS multiple subjects credential program lesson plan template),
* Up to 7 minute video clip of you teaching the lesson,
* Responses to the prompts (see below for the prompts).
* Copy of the blank assessment for the lesson

**Evaluation**

The signature assignment will be evaluated in TaskStream with a five-point edTPA rubric with descriptors for each level.

**Task 1. Planning (Scored with edTPA rubrics 1 and 5):** For this task you will demonstrate your skills associated with planning the instruction for your learning segment. The lesson plan should support students in building 1) conceptual understanding, 2) computational/procedural fluency, and 3) mathematical reasoning skills. It is important that you address all three areas in an interconnected approach in your planning.

\* For this task you will submit one lesson plan using the CSUS multiple subjects lesson plan template and the blank assessment for the lesson.

**Task 2. Instruction (Scored with edTPA rubrics 7, 8, and 9)**:This task enables you to show your instruction in action through teaching a lesson at your student teaching placement. During teaching, you need to engage students in mathematical concepts and elicit responses to promote thinking and to develop conceptual understanding, procedural fluency, and mathematical reasoning and /or problem solving skills. You will also respond to a series of prompts to explain how you facilitated students’ learning and engaged them in understanding mathematical concepts and in mathematical discourse.

\* For this task you will video record your teaching of the lesson. You will make the appropriate cuts and submit the video clip to the TaskStream.

**Address the following prompts** (These are identical to the edTPA prompts. Please include these prompts with your responses. Please write your responses between [ ] only and do not change any formatting.)

# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 9 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Central Focus

a. Describe the central focus and purpose of the content you will teach in the learning segment.

[ ]

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

* conceptual understanding,
* procedural fluency, **AND**
* mathematical reasoning or problem-solving skills.

 [ ]

c. Explain how your plans build on each other to help students make connections between

* + - concepts,
		- computations/procedures, **AND**
		- mathematical reasoning or problem-solving strategies

to build understanding of mathematics.

 [ ]

## 5. Monitoring Student Learning

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

a. Describe how your planned formal and informal assessments will provide direct evidence of students’ conceptual understanding, computational/procedural fluency, **AND** mathematical reasoning or problem-solving skills **throughout** the learning segment.

[ ]

* 1. Explain how the design or adaptation of your planned assessment allows students to with specific needs to demonstrate their learning

[ ]

# TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than** 6 **single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

## 3. Engaging Students in Learning

Refer to examples from the video clip(s) in your responses to the prompts.

a. Explain how your instruction engaged students in developing understanding of mathematical concepts.

[ ]

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 clip(s) in your explanations.

a. Explain how you **elicited and built on student responses** to promote thinking and develop understandings of mathematical concepts.

[ ]

b. Explain how you used representations (manipulatives, models, tools, diagrams, charts) to support students’ understanding and use of mathematical concepts.

[ ]

**Your assignments will be evaluated in five edTPA Rubrics below**

Rubric 1

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| --- |
| **How do the candidate’s plans build students’ conceptual understanding, procedural fluency, AND mathematical reasoning or problem-solving skills? (TPE 3.1, 3.3, and 3.4)** |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Candidate’s plans for instruct on focus solely on facts and/or procedures with no connections to* concepts OR
* mathematical reasoning and/or problem-solving skills
 | Candidate’s plans for instruction support student learning of facts and procedures with vague connections to* concepts OR
* mathematical reasoning and/or problem-solving skills
 | Candidate’s plans for instruction build on each other tosupport learning of facts and procedures with dear connections to* concepts or
* mathematical reasoning and/or problem-solving skills.
 | Candidate’s plans for instruction build on each other to support learning of facts and procedures with clear and consistent connections to* concepts AND
* mathematical reasoning and/or problem-solving skills.
 | Level 4 plus:Candidate explains how s/he will use learning tasks and materials to lead students to make clear and consistent connections. |

Rubric 5

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| --- |
| **How are the informal and formal assessments selected or designed to monitor students’ conceptual understanding, procedural fluency, AND mathematical reasoning or problem-solving skills? (TPE 1.8, 3.3, 3.4, 5.1, and 5.8)** |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| The assessments only provide evidence of students’ procedural skills or factual knowledge. OR Candidate does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.  | The assessments provide limited evidence to monitor students’ * conceptual understanding,
* procedural fluency, OR
* mathematical reasoning or problem-solving skills
* during the learning segment.
 | The assessments provide evidence to monitor students’ * conceptual understanding,
* procedural fluency, AND
* mathematical reasoning or problem-solving skills

during the learning segment.  | The assessments provide multiple forms of evidence to monitor students’ progress toward developing * conceptual understanding,
* procedural fluency, AND
* mathematical reasoning or problem-solving skills
* throughout the learning segment.
 | Level 4 plus: The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.  |

Rubric 7

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| --- |
| **How does the candidate actively engage students in developing understanding of mathematical concepts? (TPE 1.1, 1.3, 2.5, 2.6, 3.4, and 4.7)** |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Students are participating in tasks that are vaguely or superficially related to the central focus.  | Students are participating in learning tasks focusing primarily on mathematical skills or procedures with little attention to developing understanding of mathematical concepts. | Students are engaged in learning tasks that address understanding of mathematical concepts.  | Students are engaged in learning tasks that develop understanding of mathematical concepts.  | Students are engaged in learning tasks that deepen and extend their understanding of mathematical concepts.  |
| There is little or no evidence that the candidate links students’ prior academic learning or personal, cultural, or community assets with new learning. | Candidate makes vague or superficial links between prior academic learning and new learning.  | Candidate links prior academic learning to new learning. | Candidate links prior academic learning AND personal, cultural, or community assets to new learning. | Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning. |

Rubric 8

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| --- |
| **How does the candidate elicit responses to promote thinking and develop understanding of mathematical concepts? (TPE. 1.5, 1.8, 2.5, and 3.3)** |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Candidate does most of the talking and students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstandings.  | Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect. | Candidate elicits student responses related to mathematical reasoning or problem solving to develop understanding of a mathematical concept.  | Candidate elicits and builds on students’ mathematical reasoning or problem solving to explicitly portray, extend, or clarify a mathematical concept.  | Level 4 plus: Candidate facilitates interactions among students to develop understanding of a mathematical concept.  |

Rubric 9

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| --- |
| **How does the candidate use representations to develop students’ understanding of mathematical concepts? (TPE 1.4 and 3.4)** |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Candidate stays focused on facts or procedures with little or no attention to mathematical concepts. OR Materials used in the clips include significant content inaccuracies that will lead to student misunderstandings. | Candidate makes vague or superficial use of representations to help students understand mathematical concepts. | Candidate uses representations in ways that help students understand mathematical concepts.  | Candidate provides opportunities for students to use representations in ways that deepen student understanding of mathematical concepts.  | Level 4 plus: Candidate facilitates interactions among students so they develop or apply representations in ways that deepen and extend their understanding of mathematical concepts. |