

Purpose

- ❑ Deep Dive into Descriptive Writing
- ❑ Application of Descriptive Writing
 - Where is it? What is required? valued?
- ❑ Introduction of Analysis

Some Norms and Expectations

Based on the survey results, some things you'd like to see:

Techniques and [grading examples](#). (?)

More tips and key things for me to be successful in EdTPA.

[What types of things we should be showcasing in our learning segment. What should we show in our video clips?](#)

Differentiated instruction... how to meet needs of weak students while challenging strong students.

[How to go through edtpa tasks. Commentary and video taping.](#)

[I'd love to go over the four parts of edTPA that I will be responsible for as an elementary educator \(particularly part 4\), as well as perhaps samples of what is expected for each written portion. I have an idea of what is necessary, but would love to go over this further. \(And I'm sure we will!\)](#)

[Permission slip wording](#)

More detail on unit writing.

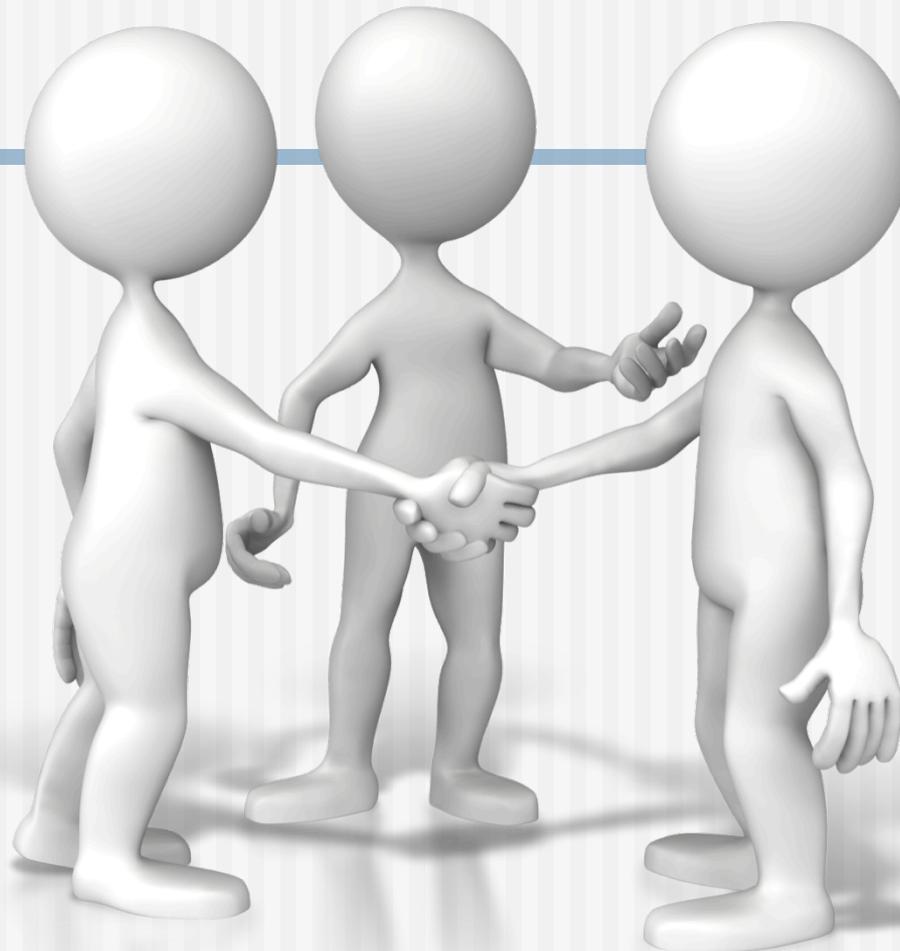
[Is it possible to review an authentically completed edTPA production by someone who has completed the process?](#)

Ideas on creating student learning goals for my target student

[I hope to see the write up pieces of the EDTPA. Examples of portfolios.](#)

[Examples of different EdTPA written sections](#)

Since we last met....



Since we last met, my classroom has been like what movie, book, or song title?



Descriptive Writing

- ◆ A retelling of what happened in the classroom.
- ◆ Required when the prompt uses verbs like “state,” “list,” or “describe”; or asks “what” or “which.”
- ◆ Tells but makes no judgments or justifications. A snapshot view.

Questions which prompt descriptive thinking

- Tell about
- Think about
- Describe
- Explain
- Using specific evidence...



Words which prompt descriptive thinking & writing



Adapt

Arrange

Examine

Adjust

Contrast

Find

Alter

Create

Identify

Analyze

List

Apply Display



Comparing Writing Samples



Sample 1

My 4th grade class is a class with special education students and regular students. It consists of 23 students. There are 12 boys and 11 girls who are 9 to 10 years old. The subject matter was Social Studies.

There are 9 students with Individual Educational Plans (IEP), 2 English Language Learners (ELL) and 4 students with 504 plans. 35% are African American, 49% are white, 4% Asian, 12% other. Most students receive free lunch. Most of this class is reading below grade level. 3 students scored at grade level on state tests last year for both math and ELA, 88% scored below on ELA and 79% were below on math. Some of my students need additional support.

Sample 2

In my class are 20 first grade students. They are all 6 or 7 years old. The subject matter for this entry is language arts. Our school is located in a rural area. The students are mostly Caucasian, with one African-American student. They are all English speaking students. My class is designated as an AIS (Academic Intervention Services) class. Forty percent of the students (8) were identified to need extra academic intervention which involves leaving the classroom for intensive small-group instruction in reading and/or math for 5 (30) minute classes per week. The students in the class are very active and learn best when they can move around during the lessons, or have an active break in between quieter lessons. One student is taking medication for ADHD. She finds it difficult to concentrate for pencil and paper tasks. Several other students find it challenging to sit still for any length of time. I have my own classroom and an hour of teacher aide time a week so most of my instruction must be carried out without other adult help. Except for the reading and math series, I provide most of my classroom resources because of very limited school funds.

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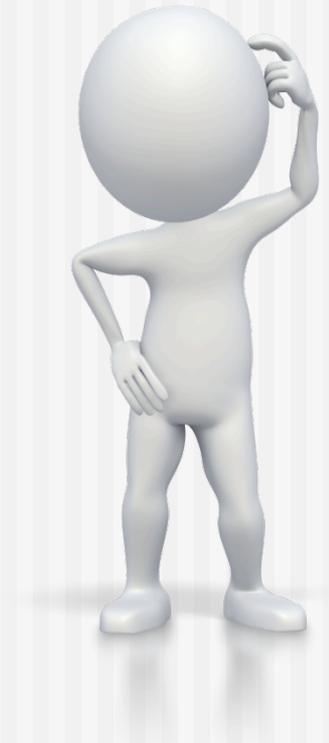
Remember....

- Specific information that is **relevant to instruction**.
- Helps the “assessor” or “scorer” see the class.
- Provides demographics and specific background information that students bring to the learning environment that influence professional decision making around planning and delivery which edTPA refers to as “assets” and will evidence student and community knowledge



Got it!

Need it!



Evidence

So what exactly are we looking for?

..



Evidence

NON-JUDGMENTAL

CAN BE CITED OR REFERENCED
CAN BE SEEN OR HEARD

Its all in the details.

Because assumptions and judgments are dangerous!



Architecture of Accomplished Teaching

Set new high and worthwhile goals that are appropriate for these students at this time

Evaluate student learning in light of the goals and the instruction

Set high, worthwhile goals appropriate for these students, at this time, in this setting



Your Students - Who are they?
Where are they now? What do they need and in what order do they need it? Where should I begin?

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

Implement instruction designed to attain those goals

Five Core Propositions

-  Teachers are committed to students and their learning
-  Teachers know the subjects they teach and how to teach those subjects to students
-  Teachers are responsible for managing and monitoring student learning
-  Teachers think systematically about their practice and learn from experience
-  Teachers are members of learning communities

edTPA Handbook

- Look at one of your tasks
 - Highlight terms that cause you to think descriptively
 - Turn and talk



The task

Need to Do

Valued

Analysis and Analytical Thinking

- Deals with reasons, motives, and interpretation.
- Required when an entry asks "why," "in what ways," or "how."
- Often the most difficult.



Journal Entry



- Review the Architecture of Accomplished Teaching
 - What might be some of the ways this relates to you?
 - an area of strength? a targeted area for improvement?
 - What might be some of the ways you will see this reflected in your edTPA?

Seminar 2 Survey



https://docs.google.com/forms/d/157Vw6zbysL5BiW91nSwDVHLBEuV8ympG1a-vyb4uN4g/viewform?usp=send_form

Please complete the survey.

**It will be emailed to you as well.
It will help us as we plan for Seminar 3.**

Resources

- Annette Romano
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 - 518.339-2285
- Colleen McDonald
 - cmcdteach@gmail.com
 - 518.573-6368



Our blog: <http://stateofthinking.blogspot.com/>

Our Wiggio:

https://wiggio.com/group_open_join.php?groupid=2482703&password=356489101507&ref=166677