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Planning commentary edtpa early childhood

Since 2014, more and more states have required teachers to pass edTPA, a thematic performance assessment, for first certification. The evaluation includes several long written components and requires the submission of an instructional video and self-analysis. It can take months, and this can seem overwhelming to some teachers. Fortunately, when all is said and done, most will find that the overall experience was valuable and helped them prepare for their new careers. Before approaching any daunting task, it may be useful to look at an example of a finished product. We contacted our candidates and asked for sample samples, and thanks to five amazing teachers, we have samples from TESOL K-12, Comprehensive Education K-6, Special Education 7-12 secondary education, Secondary mathematics 7-12 and early childhood education B-2. All these candidates passed EDTPA and are currently certified. We recommend browsing the sample that most resembles the certification you want and discover what others hope to feel before taking edTPA. We hope that looking at the samples will give you a better idea of what is expected. Enjoy - and good luck! Task 1: Lesson planning overview Teachers give an overview of their student population and the content they intend to teach. Part A: Context of learning In this task, teachers are asked to provide information about the current needs of the students they intend to teach, current teaching practices, services and structures that are already in use for students, as well as a description of how their content fits into the population they intend to teach. Part B: Lesson plans Lesson plans are created according to students' needs, and these lesson plans form the basis of the entire assessment. Part C: Materials Teachers send all lessons-related handouts, charts, texts, and other learning materials. Part D: Assessment documents related to student evaluation, including spreadsheets, rubrics and checklists. This section can be up to nine pages one page and requires a significant amount of input from teachers. Teachers are asked to: Describe the key focus of student learning Intance on how they follow students' learning Through learning Students' knowledge to inform teaching Enlist language supports the conceptual understanding of Deepen students Address students with special learning needs Exploring students' misconceptions Clearly, how plans are based on each other, including research and/or theory that support their arguments Samples Teachers analyze their videos and explain how they support and engage students in learning. The essential elements of Rubric are the creation of a positive environment, the use of prior information, analysis, deepening student learning and using evidence to plan the stages of teaching. Task Task Student learning teacher evaluation gathers evidence of learning and uses it to plan subsequent steps, provide feedback and define learning patterns. Task 4: (Basic mathematics only) This teacher analyzes students' work samples to identify a targeted learning goal and uses this information to plan re-education. Basic education 1-6 Mathematics Thoughtfulness, certified teachers! Have you taken edTPA recently and passed? Help an aspiring teacher by allowing us to submit your tests as an example! We show our appreciation with an Amazon gift card. You can liz@getselected.com more information by email. About Selected Selected helps teachers find work in the schools they love. We offer teachers a free school reconciliation and career support platform that connects them to more than 1,200 PK-12 public and independent schools in urban metro areas northeast and west coasts, including New York City, NJ, CT, Philadelphia, Washington DC, Boston and Los Angeles. Create a FREE profile and start talking to hiring schools immediately! Early Childhood Task 1: Planning Commentary Task 1: The © 2015 Leland Stanford Junior University Board of Trustees. 1/9 | Up to 9 pages All rights reserved. V4_0915 EdTPA trademarks are owned by the Board of Directors of Leland Stanford Junior University. The use of EdTPA trademarks is permitted only in accordance with the terms of the written licensing agreement. TASK 1: PLANNING COMMENTIng Respond to the prompts below (up to 9 single spaces pages, including prompts) by typing replies to square brackets. Do not delete or change the prompt. Pages above the maximum value are not scored. 1. Center alignment a. Describe the central focus and purpose of the content you teach in the learning segment. [During my learning segment, I focus centrally on the mathematical standards of illinois early learning standards. The three most important standards I focus on are: 6.A.ECa Count understands and recognizes how many in small series up to 5:21 a.m., 6.A.ECe Separate numbers from letters and identify some single-digit typed numbers.25 and 6.D.ECb Describe comparisons with the appropriate vocabulary, such as more, less, greater than, less, equal to, or equal to. In addition, I reinforce literacy concepts based on Laura Numeroff's authorship research. The standard for language art, which I reinforce in all learning segments, is as follows: 1.B.ECb With the assistance of a teacher, participate in cooperation with various partners (e.g. peers and adult groups, both small and large) on age-appropriate topics and works. For my lessons, I've narrowed my focus to his book If you give a cat a cupcak. The purpose of this lesson is to engage children with mathematical concepts such as: study literary numbers and familiarize yourself with the understanding of mathematical vocabulary and demonstrate its understanding. Developing learning segments around the theme If You Give a Cat a Cupcake is to promote literacy skills and combine their learning. During mathematics activities, students are given the opportunity to demonstrate their knowledge of the story, to reminisce about events and to participate in discussions in support of language use and literacy connections. In addition, each of my learning segments is designed with a multimodal approach. The students in my class are very different in their learning habits, and with the multimodal framework, the mathematical and literacy concepts of my concentration best reach every student.] b. Describe how the standards and learning goals of your learning segment support children! active and multimodal learning! development of language and literacy in an interdisciplinological context [I chose these three specific math standards to help children show their mathematical knowledge in many different ways. For example, they can calculate to indicate a numeric value, enter and/or identify a number that displays a knowledge of numbers, and use language and vocabulary to describe the amount. In each lesson, I included the ability to express the amount in at least one of these three methods. Standards and learning goals help support an active and multimodal learning experience in many different ways. Although I aim for standards in mathematics and language art, I have also added both great and disgusting movement and art to my learning experiences. The learning experiences I have designed are based on very activeness. All three of my learning experiences include movement. As part of my first learning experience, students participate in rolling a large dieleg and dyeing a similar amount of cupcakes. Against my second learning experience, students can write large amounts in the sand and then smaller ones on paper that offers a great motor workout. My third learning experience allows students to stand up and physically search for numbers in a real I Spy game. All these lessons consistently play a role in the lesson. Whether it's waiting for a shift, running paperwork between twists and turns, or discussing, early childhood task 1: Planning your commentary Task 1: Planning comments Copyright © 2015 Leland Stanford Junior University Board of Trustees. 2/9 | Up to 9 pages All rights reserved. V4_0915 EdTPA trademarks are owned by the Board of Directors of Leland Stanford Junior University. The use of EdTPA trademarks is permitted only in accordance with the terms of the written licensing agreement. students are engaged all the time. My two lessons are completed in a large group and the third is learning, will be in a small group. I include the literacy theme If you give a cat a cupcad, I'll open a dialogue to discuss the story in a conversational environment. In a large group environment, children must take turns listening to thoughts about the story or the action. In a small group environment, children talk to both peers and teachers. Choosing math standards with the literacy unit really formed an interdisciplinary context. One of the standards tends to use a mathematical vocabulary that strongly promotes language, not only through literacy, but integrated into mathematics. During each learning experience, I included the goal of discussing elements of a targeted story. My math-focused lessons are our literacy experiences. For example, there's an event in the story where Cat went to the beach. One of my lessons is writing numbers in the sand. During this lesson, I urge students to remember what happened on Cat and the beach. Another example is my I Spy lesson. Although my main goals are math-related, the whole game includes Laura Numeroff's books, images and concepts. Children are actively involved in finding numbers, but they also have the resources and environment to comment on the story. The nature of the activity enables different communication moments with the help of the intended vocabulary. c. Explain how your plans are based on each other to support the development of children's language and literacy through active and multimodal learning. [Each of my plans focuses on the theme If you give a cat a cupcad and have the same goal standards that keep my focus consistent. However, each learning plan includes different additions that offer multimodal learning and the opportunity to expand growth from the first learning experience to the third. For example, my first lesson includes a large group setting, a large dilze, and coloring. This lesson focuses primarily on objectives, which include calculating and identifying the quantity. During this lesson, I will introduce vocabulary words like equal, more, less, etc. This is also their first time hearing the story. Students have a large group where they talk to all peers and learn about each other's dialogue. Children are given their hands, which represent the number of dice, so that they understand the numbers without relying only on knowing the written numbers. For my second lesson, students are in a small group environment (2-3 students) primarily using fine motor skills. The student selects a number card from the bag with the corresponding amount of petty theft behind it. To broaden this concept in the first lesson, students write a number with their finger on the sand as well as on the story. One bag with numerical cards contains numbers and the other contains the numbers 0-15. After completing the first learning experience, the teacher can challenge students who seemed to have a solid understanding of numbers with numbers 0-15. Students who need confirmation with numbers can continue to study numbers 1 through 10. The sand and beach theme of this lesson is based on the original story by analyzing and reminiscing about events from a familiar story, especially the beach scene. Children are also given the opportunity, prompted by teachers and peers, to compare the numbers they write in the sand with a suitable vocabulary. Chatting in a small group environment can help you connect with each child and figure out their strengths and challenges in terms of selected standards. This lesson primarily emphasizes the vocabulary's goal of using words such as equal, more, less, etc., as well as numerical information. The third learning experience includes number recognition, and previous Laura Numeroff books in interactive I Spy. This is based on past experience because children need to identify numbers and discuss their value without pretty being a resource. This learning experience starts with children circling numbers on a page that also contains images and letters that run independently or with peer assistance. Next, I created the actual I Spy game on the carpet, which includes Laura Numeroff materials, number cards (1-10) and letters (A-E). Once students have circled the letters on their sheet, we play I Spy as a large group, where the goal is for students to find the numbers. This learning activity collects all concepts implemented in previous learning early childhood task 1: Commentary planning Task 1: Commentary Planning Copyright © 2015 Leland Stanford Junior University Board of Trustees. 3/9 | Up to 9 pages All rights reserved. V4_0915 EdTPA trademarks are owned by the Board of Directors of Leland Stanford Junior University. The use of EdTPA trademarks is permitted only in accordance with the terms of the written licensing agreement. Experiences. Students not only compare numbers with targeted vocabulary, but are also able to compare the story If you give the cat a cupcal to the entire Laura Numeroff unit. This allows students to prove their knowledge by identifying numbers on a sheet, discussing their data orally through an appropriate vocabulary, and identifying a written number. In addition, after this major group activity, I will be doing small group evaluations. Students are asked about the numbers using all the accumulated vocabulary and documented their answers. Next, they write numbers to see what they learned in creating and identifying numbers. Finally, I advise them to draw a picture of their favorite scene from the book and write what they. To say it. This activity includes all the standards we have been working on so that the teacher can see the growth of each child.] d. Describe how the physical environment

in which you teach supports the active and multimodal nature of children's learning. (If you think the physical environment in which you teach does not adequately support the active and multimodal nature of children's learning, describe the changes you would make.) [The physical environment in my classroom strongly supports an active and multimodal learning environment. The areas of the room provide sufficient space for both large movement and seating areas. This supports my plans to teach students in both large and small groups in a focused environment. All materials are available to children and suitable for the level of development. Colors, images, and displays are used efficiently. This helps keep children motivated through my lesson and stimulate their brains. Displays help promote learning and growth. For example, number walls, letters, bulletin boards with student work, etc. In addition, to help children stay connected to my central focus of maths and Laura Numeroff books, I have created an environment with plenty of images of the story, as well as screens with numbers so students can access the resource. For example, I took pictures of students who independently read his books and presented them on the wall to encourage his literature. I also created a big picture of the cupcake, and I add sprinkles to it every day that the kids and I count together. This combined both story and mathematics. Although it's something small, it's a good visual to be in its physical environment every day.] 2. Information about children who inform about teaching For each prompt below (2a-c), describe what you know about children in your class/group regarding the key focus of the learning segment. Consider the different learners in your class/group who may need different strategies/support (e.g. children with IEP or 504 plans, English language learners, children at different stages of the developmental continuum, struggling readers, underperforming children, or those with gaps in academic knowledge, and/or talented children). A. Children's development — What do you know about theirs! social and emotional development ! cognitive and physical development! language development in communication [Social and emotional development in my class is incorporated into everyday experiences. Many children have complex family life, living situations and events that occur in their young lives. Many of the children in my class have been in the same class for two years now, and they have a solid bond with their fellow friends and also act as leaders in problem solving with younger children. This the relationship is very useful in terms of the central focus of mathematics, since many of them have already worked on concepts such as counting and numbers together, and can use the knowledge of their peers to expand it. At cognitive level

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