

Please write below questions you have about the edTPA:)

Name	Question(s)	Torrey's Response
Amanda	<p>1. Will we have a chance to practice and get feedback on everything expected of us on the edTPA before creating and submitting the artifacts?</p> <p>2. Are we going to be allotted time to work on it?</p> <p>3. Are class assignments going to build toward it, or will it be considered as additional work on top of our course work?</p>	<p>1. Our methods class has 10 hours of time allotted for this during the winter term. During this time, I will help you understand the concepts assessed in the edTPA (many of which we have been/will be studying during fall and winter terms) and can talk with you about your responses to the prompts in Task 1, 2, and 3. So in this sense our methods class is designed to help you understand and practice the concepts assessed and you have opportunities (in formal and informal ways) to get feedback on your work during our methods class and your field placement experience (although we do not have "practice assignments" per se for all parts of Tasks 1 and 2). Your Assessment class during winter term will have you practice doing Task 3. I see this as being the first time you are really pulling together all that you have learned in our program to date - so you have thought about/done these things in isolation and now are putting many things together (so it is a learning opportunity for you to apply all that you have learned).</p> <p>2. Our methods class has 10 hours of time allotted for this during the winter term. There is not additional time built into our program designated for this so I suggest you create a schedule next term that includes this time:)</p> <p>3. Our methods class is not structured based on edTPA but the content is well aligned with the concepts assessed in the edTPA (e.g., lesson planning, developing students conceptual</p>

		understanding and procedural fluency, methods to probe and elicit student thinking). I see this largely as work you do outside of/in addition to our methods class.
Awen		
Beck	<ol style="list-style-type: none"> 1. When do we start working on the EdTPA? When are each of the tasks due? (i.e., timeline) 2. To what extent (if at all) can we receive support/feedback from you (math methods teacher) about our EdTPA lesson plans or other artifacts before the lesson? 3. To what extent (if at all) can we receive support/feedback from you (math methods teacher) about our EdTPA submissions? 4. Can I use the lesson plan template that you provided for EdTPA lessons/submissions? Or is there a specific template that we use? 5. Will we learn how to integrate everything that the edTPA wants us to in our lessons/submissions? (e.g., demonstrate conceptual understanding, procedural fluency, etc.; research about teaching/learning; etc.) Will these be included in the lesson plan template? 6. What role(s) does my CT play in assisting me with EdTPA? 	<ol style="list-style-type: none"> 1. Our program provides suggested due dates (when most of our TCs submit) so you (and your CT) will decide which timeline works best for you. 2. My general approach is that I (your methods instructor) as well as your CT and supervisor will/can talk with you/verbally draft your responses to the prompts but I do not read or provide written feedback on what you have written. In these conversations I do highlight things that I think are appropriate for you include in your responses and things you might want to add or revise if I think they are unclear or incomplete. I suggest you talk with your CT about your lesson plans - and work with them think through (in particular) standards for each lesson and how the lessons (collectively) support students in developing conceptual understanding and procedural fluency of/for that content, an appropriate informal and formal assessment in each class lesson to assess students' conceptual understanding and/or procedural fluency, as well as how each lesson addresses/includes supports for each specific learner in your class. 3. See the first part of my response to #2 above:) 4. For lesson planning you can use the template I provided this term although I am going to suggest next term that you add more information based on the

		<p>topics we study next term (including such things as academic language AND specific teaching moves). There is a template for each task that you will use. The templates for each task are shared on the edTPA page on our course website.</p> <p>5. The template will remind you to attend to all of these things - you are the person who needs to integrate everything (this is part of what I feel you learn from doing this assessment). So this is a learning opportunity for you to integrate and synthesize all that you have learned this year (and you are ready to do it!).</p> <p>6. See my response to #2 above (I largely see them as helping you think through your responses to Task 1 in that they you generate ideas about your lessons and use them as a sounding board).</p>
Jaya		
Luke	What level of knowledge of teaching theories and modern pedagogy should I assume that EdTPA has for when I have to justify my teaching choices with research?	The type of instruction that we are learning about this year (and you have been learning about in our program in general) - in terms of culturally relevant math instruction:) It is based on “best practice” and “current research” in math ed (but also knows that TCs opportunity/ability to do this type of instruction varies by placement). We will talk more about this next term during our 10 hours of edTPA time:)
Michael		
Omar		
Sarah		
Savannah		

Xavier	Not necessarily a question, but I would like to see an example/overview of how a TC does their edTPA, from planning to video recording to publishing it.	I can show you examples of edTPAs that have passed - in terms of the overall process/timeline there are not examples of this per se other than documents describing/conversations about the assessment and process of completing this assessment. This is something you and I (and our entire group) can/will talk about as you are figuring this out next term:)
Zach	How can we leverage or utilize our CT's in the edTPA process? Any ideas?	See my response to Beck's questions #2 and #6 above:)