Candidate Support: Probing Questions by TASK


2018 MGC-v01

Directions for Use:

Teacher Candidates: Please use the questions to self-assess by TASK and to check your own work. University Supervisors: When reviewing candidates’ draft edTPA responses or video-recordings by TASK, you may ask any of the following probing questions. You may NOT provide direct edits of the candidate’s writing or provide candidates with specific answers to edTPA prompts. Additionally, you may NOT offer critique of candidates’ responses that provides specific, alternative responses, prior to submission for official scoring. Please refer to edTPA Guidelines for Acceptable Candidate Support Revised September 2016 provided by SCALE and a supplement to this document.

TASK 1: Planning for Instruction & Assessment

A. Planning for Alignment & Learning
   • Have you selected a central focus, content standards, learning objectives, learning tasks, and assessments that relate to an identifiable theme, essential questions, or topic within the curriculum?
   • When identifying the central focus, have you considered conceptual understandings as well as skills/facts/procedures that students will learn and apply?
   • Have you thought about how much content to address within your learning segment according to what students are expected to learn at their particular grade level?
   • Have you included the following components in your lesson plans: state-adopted and/or Common Core standards; lesson objectives associated with the standards, formal and informal assessments; instructional strategies and learning tasks; instructional resources and materials?
   • If you are required to use a prescribed curriculum, have you modified it for your students’ backgrounds and/or needs in mind?

B. Knowledge of Students
   • How have you conveyed your depth of knowledge of your students in relation to the learning segment?
   • Are your descriptions of your students based on your observations of them? What evidence can you provide in support?
   • When describing your students, did you consider information based on your knowledge of students or on assumptions or stereotypes associated with their age or ethnic, cultural, or socio-economic backgrounds? Did you include evidence to back up what you have learned about your students’ strengths and varied needs?
• How do you support, with concrete examples, the assertions (e.g., pertaining to their personal/community assets, prior academic learning) you made about your students and the decisions you made about their learning needs?
• What plans do you have to capitalize on your students’ strengths in order to address their varied needs to help them meet the objectives of the lesson? Have you supported your explanations by referring to the instructional materials and lesson plans you have included?
• Have you thoroughly explained theoretical concepts and lines of research that support/inform your instructional decisions? Did you provide justification that centers on instructional and support choices that move the learner forward in meeting the lesson objectives?

C. Language Demands
• Did your discussion of language demands of a learning task include the receptive language skills (i.e., listening, reading), productive language skills (i.e., speaking, writing), and/or representational language skills (e.g., symbols, notation) needed by the student to engage and to complete the learning task?
• What is the language function that your students need to use to communicate their understanding of the content?
• What additional language demands (including ALL students) have you addressed in the learning segment? For example:
  • What vocabulary is central to the outcomes of the learning segment that may pose a challenge for students?
  • What syntax (i.e., set of conventions for organizing words, phrases, symbols into structures – sentences, formulas, staffs) and discourse (i.e., how people talk and write) within your lessons pose additional language demands for your students?
• How do I plan instructional/language supports to help students use the identified language demands?

D. Assessments
• Do the assessments you chose measure how well students understand – not just remember – what they are learning?
• Have you incorporated both formal and informal assessments?
• How do you allow students with specific needs to demonstrate their learning?
TASK 2: Instructing and Engaging Students in Learning

A. Learning Environments
- Have you cited specific scenes from the video and noted the time-stamp to illustrate your respect and rapport with your students?
- How have you demonstrated a positive learning environment that supports and challenges students?
- Have you included prompts or opportunities for students to learn content or demonstrate learning beyond their current performance level?
- Have you demonstrated a positive learning environment that is designed to promote and support student learning as opposed to managing student behavior?
- Are your video formats acceptable?
- Does your video open in a horizontal format and in a timely manner?

B. Engaging Students
- How does your video clip reveal the subject-specific student thinking, analysis, and judgment required in your learning segment?
- How does your video clip feature instruction where there is student-teacher interaction and/or student-student interaction and where students have opportunities to engage in learning tasks that help them learn what you have planned?
- How does your video clip show you probing students’ thinking and/or facilitating students in probing each other’s thinking?
- Are students shown actively using some higher level thinking skills so that they are developing their conceptual understanding?
- In providing context for new learning, have you made connections in the clip(s) to prior academic learning?

C. Deepening Student Learning
- Have you highlighted in your video how you have prompted, listened to, and responded to students in such a way that you are supporting them to build on their new learning?
- How have you used strategies that allow you to engage in discussion or conversations with students to demonstrate that you are deepening student understanding?
- Is the subject-specific pedagogical focus required of your handbook (e.g. literacy, math, science, social studies) apparent in your video?

D. Analyzing Teaching Effectiveness
- How have you addressed changes that you would make if you were able to teach the lesson(s) again?
How have the changes you have identified primarily address how you would improve the actual instruction to address and support students’ individual and collective learning needs in relation to the central focus?

Have you cited examples of student confusion, misunderstanding, or need for greater challenge that informed your proposed changes?

Have you explained how principles of research and theory informed your decision-making about the changes?

**TASK 3: Assessing Student Learning**

**A. Analyzing Student Learning**

- Does the assessment that you designed and analyzed allow the students to demonstrate their thinking? For example, have you considered using open-ended questions, writing samples, performance tasks, projects, problem sets, lab reports, or other complex assessments? Note: Some handbooks permit video clips, audio files, photographs or other media for student work.

- Does the assessment that you chose result in evidence of student learning according to the evaluation criteria you describe?

- Is your evaluation criteria aligned with and measure the outcome of your learning segment (central focus) AND address the elements of the subject-specific emphasis as defined in your handbook?

- Does your analysis address all of your evaluation criteria and all of the bulleted items of the subject-specific elements in your handbook?

- Did you present a quantitative and qualitative analysis of how well all of your students performed, including an explanation of patterns of learning?

**B. Feedback**

- Have you provided evidence of feedback denoting areas where students did well AND where they need to improve as related to the specific learning objectives?

- Have you provided feedback to students beyond the percent or numbers they received right or wrong but with specific comments on what needs attention?

- Have you provided feedback by suggesting a strategy for students to improve and/or to extend learning, considering greater challenge?

- How have you explained how your focus students will understand and use the feedback you give?

**C. Analyzing Students’ Academic Language Understanding and Use**

- How have you identified evidence of students’ understanding/use of academic language (e.g., language function, vocabulary, additional demands – syntax, discourse)? Did you support your explanation by citing specific evidence from video clips(s) and/or student work samples?
Have you described how students met your identified academic language demands in ways that furthered their understanding of the content to be learned?

Does the evidence cited clearly demonstrate how students used language to develop content understandings beyond parroting back definitions of unfamiliar words?

**D. Use of Assessment to Inform Instruction**

- Following analysis of students’ performance, how have you identified “next steps” that detail the instructional moves you plan to make going forward, not only for the class in general but also for the three focus students?
- Have you referred to a variety of student learning needs and strengths in your commentary? What will next steps include? (e.g. additional feedback/instruction, a specific instructional activity/learning task, other forms of re-engagement that support or extend learning)

*Carla Tanguay developed questions from *Making Good Choices: A Support Guide for edTPA Candidates 2018 MGC (v01)* and used exact wording and phrasing in the majority of this document. Credit is given to SCALE: Stanford Center for Assessment, Learning, & Equity.

((Elementary Education Handbook only)

**TASK 4: Assessing Students’ Mathematics Learning**

**A. Emphasis**

- Does your lesson segment overview reflect a balance approach to mathematics that will allow students opportunities to demonstrate conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills?

**B. Analysis of Student Work**

- Have you designed and chosen an assessment that can be completed by all students in your class and that is aligned to the standards and learning objectives?
- Does the chosen assessment provide opportunities for students to demonstrate: (1) conceptual understanding, (2) procedural fluency, (3) mathematical reasoning/problem-solving skills?
- Have you defined *Evaluation Criteria* for the assessment that will be used to analyze learning of all the students in the class? Is it aligned with and measure the outcome of your learning segment (central focus) AND address: (1) conceptual understanding, (2) procedural fluency, (3) mathematical reasoning/problem-solving skills?
- Have you created a narrative or graphic that summarized student learning across the 3 areas of focus?
• Does your **Evaluation Criteria** clearly indicate the features or qualities that will be assessed in your students’ work (e.g. accuracy of responses, specific skills needed to solve problems, clarity of students’ explanations of how they solved the problems; and student’s understanding of a specific mathematical concept)?

• Have you conducted two different analyses of student learning: (1) whole class and (2) deeper analysis of the struggles of three focus learners?

• Have you identified and provided evidence of a specific mathematical focus area where students struggled (e.g. mathematical errors, confusions, partial understandings) and explained how their struggle was related to mathematical understanding?

• Have you described and provided specific examples of both **quantitative** (number of similar correct responses or errors) and **qualitative** (understandings and/or misunderstandings, partial understandings, and/or attempts at applying a strategy) patterns of learning?

C. **Re-engagement**

• Have you designed and described a re-engagement lesson addressing the common student struggle identified in your analysis of the three original student work samples?

• Does the re-engagement lesson give the three focus students opportunities to demonstrate their growth?

• After teaching the re-engagement lesson, have you provided evidence of the three students’ mathematical understanding in the area in which they were previously struggling?

• How effective was your re-engagement lesson based upon whether or not there was a change in learning?

• Using specific examples from the three focus students’ original work in comparison to their re-engagement work, what evidence have you provided for what they now know?

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