

edTPA Tasks	EDUC 101	EDUC 200	EDUC 220	EDCO 201	EDCO 202	EDCO 305	EDCO 350	Example Implementation
Task #1: Planning								
Context for Learning		x				x	x	<ul style="list-style-type: none"> 200-TC provides a rich description of the learning environment for students in poverty through interaction with teachers, administration, and students in Title 1 schools.
Plan Lessons				x		x	x	<ul style="list-style-type: none"> 201 - TC provides enumerated steps of planned procedure for co-teaching event
Plan Assessments			x				x	
Planning Commentary								
<ul style="list-style-type: none"> Central Focus 			x			x		<ul style="list-style-type: none"> 220 – replacing the idea of “unit goal” with “central focus”
<ul style="list-style-type: none"> Knowledge of Students to Inform Teaching 		x		x	x	x	x	<ul style="list-style-type: none"> 200- TC analyzes student assessment information in order to conduct a series of developmentally appropriate activities related to the topic of the course. 201 - TC provides analysis of background data on assigned EL that must inform choice of language strategy in co-taught event; 202 - TC collects information to learn about the strengths and needs of their assigned student with a disability.
<ul style="list-style-type: none"> Supporting Students' Learning 		x		x	x	x	x	<ul style="list-style-type: none"> 202 - TC provides enumerated steps for implementing a research-based strategy within the context of an ongoing instructional routine or activity
<ul style="list-style-type: none"> Supporting Development Through Language 		x		x				
<ul style="list-style-type: none"> Monitoring Student Learning 			x		x		x	<ul style="list-style-type: none"> 202 - TC collects assessment information to determine the impact their strategy implementation had on their assigned student's learning.
Task #2: Instruction								
Video Clips						x	x	
Instruction Commentary								
<ul style="list-style-type: none"> Positive Learning Environments 	x	x			x		x	<ul style="list-style-type: none"> 200-TC provides mentorship for students living in poverty through one-on-one interactions. 202 - TC uses positive reinforcement in a classroom setting
<ul style="list-style-type: none"> Engaging Students 	x	x	x	x	x	x	x	<ul style="list-style-type: none"> 200-TC works individually with students on understanding their development and learning characteristics. 202 - TC implements research-based strategies with fidelity to enhance student engagement and learning

• Deepening Student Learning	x		x	x			x	• 201 - TC provides analysis of language strategy, which is expected to deepen learning by providing access to content and development of academic language
• Analyzing Teaching				x		x	x	• 201 - TC reflects on performance from at least two of three perspectives: instructor, collaborator (co-teacher), assessor
Task #3: Assessing								
Assessment Commentary								
• Analyze Student Work			x	x			x	• 201 - TC analyzes performance of EL in terms of content and (if applicable) language objective(s)
• Feedback to Guide Further Learning		x	x				x	• 201 - TC provides summary report (as if to Host Teacher or others) about EL performance, needs, and next steps (including specific strategy recommendations)
• Evidence of Language Understanding (student use of academic language)				x				• 201 - TC focuses on EL's language use in co-teaching event
• Using Assessments to Inform Instruction			x	x	x		x	• 201 - TC uses experience with the EL in co-teaching event to provide suggestions for future strategies to host teacher; 202 - Reflects on student data to determine next steps for supporting the learner using research-based practices
• Use of template to guide description, analysis, and reflection		x		x	x		x	• 201/202 - All aspects of Case Study (the key assessment) are submitted through templates
• Support for descriptive, analytic, and reflective writing	x	x		x	x		x	• 101 - key assessment involves analysis/reflection of a master teacher through video • 101 - analysis and reflection of own disposition • 201 - Part B of Case Study (Teach, Analyze, Reflect components) is supported with lists of possible sentence structures for each section to guide TCs to appropriate writing style; 202 - TC describes the selected strategies in detail. TC cites research when providing a rationale for selecting various research based strategies to support the learner with a disability