COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

An Overview of edTPA

Candidates are to use the appropriate handbook for specific instructions and requirements.

Task 1: Planning for Instruction and Assessment	
Rubric	**Area of Focus**
Planning for Content Understanding	How do your plans build and apply students' understanding and/or skills
Planning to Support Varied Student Learning Needs	How do you differentiate instruction based upon your knowledge of your student's learning needs?
Using Knowledge of Students to Inform Teaching and Learning	What are the contextual factors of your students, classroom, school, district, community and how does this inform your instructional plans?
Identifying and Supporting Language Demands	How do you plan to use multiple language demands (vocabulary, function, syntax, discourse) to support learning and understanding?
Planning Assessments to Monitor and Support Student Learning	How are you assessing student understanding formatively and summatively?
Task 2: Instructing and Engaging Students in Learning	
Rubric	**Area of Focus**
Learning Environment	How do you create a positive learning environment? (video)
Engaging Students in Learning	How do you actively engage students in learning to further their understanding of the content or skill? (video)
Deepening Student Learning	How do you draw and utilize student responses to promote deeper understanding? (video)
Subject Specific Pedagogy	What do you do to support learning, exploration and application of knowledge or skill? (video)
Analyzing Teaching Effectiveness	How do you use formative assessment support instructional decision making to support students' varied learning needs?
Task 3: Assessing Student Learning	
Rubric	**Area of Focus**
Analysis of Student Learning	How do you analyze evidence of student learning?
Providing Feedback to Guide Student Learning	What feedback do you provide students to support their learning and growth?
Student Use of Feedback	How do you engage students in applying your feedback?
Analyzing Students' Language Use and Content Learning	How do you analyze students' use of language to develop and demonstrate learning? (vocabulary, function, syntax, discourse)
Use of Assessments to Inform Instruction	How do you use the analysis of student learning to inform your future teaching?