**Connecting Courses and Program Expectations to edTPA – PETE Program**

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| **Course** | **FMGD** | **PEP 15011****PEP 15015****PEP 15016****PEP 25026** | **PEP 25025***Field Observations* | **APE***Field Experience* | **ECM***Field Experience* | **SCM***Field Experience* | **ST & Seminar** |
| **Context for Learning** | **Work on in spring for Fall 2014** | **Work on in spring for fall 2014** | Develop task based on observation in field |  | Portfolio; reflections | Portfolio; reflections | Formal edTPA |
| **Task 1: Planning** |
| **Rubric 1:** Meaningful learning tasks across learning domains |  |  |  |  | Lesson plans | Lesson plans; Mini TPA | Formal edTPA |
| **Rubric 2:** Support varied student learning needs; attends to IEPs and 504 plans |  | Bring into competency assignments? Differentiate practice / learning tasks? | What tasks / content are aligned with edTPA? | What tasks / content are aligned with edTPA? | Lesson plans | Lesson plans; Mini TPA | Formal edTPA |
| **Rubric 3:** Knowledge of students; makes connections to research and/or theory | Any tasks that can connect to research / theory? | Any tasks that can connect to research / theory? | Develop task based on observation in field | Develop task based on observation in field | Lesson plans | Lesson plans; Min TPA | Formal edTPA |
| **Rubric 4:** Language demands/academic language | Academic Language – content knowledge | Academic Language – content knowledge | Academic LanguageLanguage Demands  | Academic LanguageLanguage Demands  | Lesson plans | Lesson plans; Mini TPA | Formal edTPA |
| **Rubric 5:** Assessments to monitor & support student learning; adaptations provided for IEP or 504 plans |  |  |  | Is this possible in this class, Taka? | Lesson plans | Lesson plans; Mini TPA | Formal edTPA |
| **Task 2: Instruction (Rubrics 6-10)** |
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| **Rubric 6:** Learning environment - emotionally and physically |  |  |  | Based on field observation (lesson plan?) | Video-taped lessons; portfolio | Mini TPA | Formal edTPA |
| **Rubric 7:** Actively engaging students in developing competencies across learning domains |  |  |  | Based on field observation (lesson plan?) | Video-taped lessons; portfolio | Mini TPA | Formal edTPA |
| **Rubric 8:** Active monitoring – group and individual differentiated responses to improve competencies |  |  |  | Based on field observation (lesson plan?) | Video-taped lessons; portfolio | Mini TPA | Formal edTPA |
| **Rubric 9:** Subject specific pedagogy – adapt tasks to the abilities of students |  |  |  |  | Video-taped lessons; portfolio | Mini TPA  | Formal edTPA |
| **Rubric 10:** Analyzing teacher effectiveness – propose changes in teaching practice addressing individual and collective learning needs. Makes connections to research and/or theory. |  |  |  |  | Portfolio; reflections |  Mini TPA | Formal edTPA |
| **Videotaping Student Performance** |  | Competency assignments; portfolio | Analyze student performance |  | Field experience lessons; portfolio | Field experience lessons; Mini TPA | Formal edTPA |
| **Task 3: Assessment** |
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| **Rubric 11:** Analysis of student learning includes specific examples from documented student data related to work samples across domains | Do they analyze each other’s performance? | Competency assignments; portfolio |  |  | Field experience lessons; portfolio | Mini TPA | Formal edTPA |
| **Rubric 12:** Providing feedback to students – strengths and weaknesses |  |  |  |  | Field experience lessons; portfolio | Field experience lessons | Formal edTPA |
| **Rubric 13:** Student uses feedback – candidates describes how to support students to use feedback to deepen understanding of PE content |  |  |  |  | Field experience lessons; portfolio | Field experience lessons | Formal edTPA |
| **Rubric 14:** Students’ language use – students use language function and language demands that develop content understandings |  |  |  |  |  |  | Formal edTPA |
| **Rubric 15:** Using assessment to inform instruction and plans next steps – provides targeted support to individuals and groups. Connect with research and/or theory. |  |  |  | Taka, do the students do this at all in this course? | Portfolio, reflections | Mini TPA | Formal edTPA |

**Other courses to consider:**

Outdoor Pursuits – don’t see the connection, but academic language?

Reading & Writing in the Content Area – will look into

Ed Psych – might be willing to get on board; Ed Tech is completely on board

Intro to Exceptionalities – Lori said ‘a disability a week course’; willing to assist with integrating in other courses