The Effective Teaching Cycle is a required Signature Assessment for education majors. Completers will demonstrate how they facilitate students’ developing understanding of specific content area skills and strategies through student engagement, active learning, and analysis of video segments and assessments.

Embedded Signature Assessment: Effective Teaching Cycle -
Millikin University, School of Education
August 2014
The Cycle of Effective Teaching and edTPA Tasks*

The three edTPA tasks represent a cycle of effective teaching. The planning task documents your intended teaching, the instruction task documents your enacted teaching, and the assessment task documents the impact of your teaching on student learning.

These tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students’ learning needs.

*Citation: 2012. Stanford Center for Assessment, Learning and Equity (SCALE).

Note: Wording in this document is associated with the edTPA Handbooks, January 2013; Stanford Center for Assessment, Learning and Equity and Pearson, Inc.
**Effective Teaching Cycle** | **What to submit**
---|---
1. **Context for Learning** | □ Context Commentary
2. **Planning Instruction and Assessment** | □ Lesson Plan(s)  
□ All Instructional and Assessment Materials  
□ Planning Commentary
3. **Instructing Students and Supporting Learning** | □ Video Clip(s)  
□ Instruction Commentary
4. **Assessing Student Learning** | □ 3 Student Work Samples  
□ Evaluative Criteria or Rubric  
□ Assessment Commentary

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Task 1: Context for Learning

Purpose
The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students’ learning and the school environment. You’ll be referring to your description of students and the teaching context in your responses in subsequent tasks.

Directions:
- Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities to develop your students’ knowledge, skills, and strategies in the chosen content area.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

Context Commentary Prompts:
Write a commentary of 3 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Briefly describe the following:
   a. Type of school/program in which you teach, (e.g., elementary school, middle school, high school, themed magnet, charter school)
   b. Kind of class you are teaching (e.g., third grade self-contained, seventh grade core math, eleventh grade advanced biology)
   c. Organization of grade/subject in school (e.g., departmentalized, interdisciplinary teams)
   d. Degree of ability grouping or tracking, if any
2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

4. What is the instruction time available for the subject/topic (e.g., 50 minutes every day, 90 minutes every other day)?

5. Identify any textbook or instructional program you primarily use for instruction of this topic. If a textbook, please provide the title, publisher, and date of publication.

6. List other resources (e.g., electronic whiteboard, graphing calculators, on-line resources) you use for instruction in this class.

7. How many students are in the class you are documenting?

8. How many students have Individualized Education Plans (IEPs) or 504 plans?

9. How many students participate in a Gifted Education program?

10. How many students are Bilingual and/or English Language Learners?
Task 2: Planning for Instruction and Assessment

Purpose
The Planning Instruction & Assessment task describes and explains your plans for the learning segment. In task 2, you will demonstrate your ability to:
- Determine what your students know, what they can do, and what they are learning to do.
- Decide what core concepts you want students to develop or learn as a result of your teaching.
- Choose the instructional strategies, learning tasks, and assessments you will design to support student learning and academic language.

Directions:
- Select one class and one topic to teach (If you teach multiple classes, select one).
- Identify a learning segment to plan, teach, and analyze. Work with your cooperating teacher to select a 'learning segment', which is a section of instruction needed for a particular topic. For this particular Embedded Signature Assessment, your requirement is only one complete lesson.
- Within the lesson you will plan and teach, choose a central focus with associated Common Core or Illinois Learning Standards that is key to your content area.
- Analyze language demands by selecting a language function, or additional language demands (vocabulary, pronunciation, etc) required of students by your learning segment
- Write a lesson plan for your learning segment using the lesson plan template provided below.
- After your lesson plan is written, but before teaching your learning segment, complete the Planning Commentary prompts.

Planning Commentary Prompts:
Write a commentary of 4 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Describe the purpose of the instructional topic you are teaching in this learning segment; describe how the standards and objectives within your lesson address key skills and learning strategies within that content area.
2. Describe what you know already about your students in regards to your central topic of instruction for each of the two points below. (Consider the variety of learners in your class who may require different strategies/supports - IEP, ELL, struggling readers, gifted students, etc)
   a. Prior knowledge and skills related to the topic of your learning segment – what do students know, what can they do, and what are they learning to do?

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b. Personal/cultural/community assets related to the topic of your learning segment – what do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?

3. Refer to your instructional materials and lesson plan as needed to respond to the points below. Where possible, use principles from research and/or theory to support your explanations.
   a. Explain how your understanding of your students’ prior learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.
   b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.
   c. Describe common preconceptions (based on prior learning and experiences) within your content focus and how you will identify and address them.

4. Refer to the specific Academic Language Functions listed in your content area’s edTPA handbook to respond to the following prompts.
   a. Choose one language function essential for students to learn the objective(s) of your lesson.
   b. Identify a learning task from your lesson plan that provides students with the opportunity to practice using that function.
   c. Given the language function and task you just identified, describe the associated language demands students need to understand and use (Ex: vocabulary, key phrases, syntax, discourse)

5. Refer to your assessments of the learning segment to reply to the following prompts.
   a. Describe how your planned assessment will provide evidence of students’ understanding of your written objective(s).
   b. Explain how the design or the adaptation of your planned assessment allows students with specific needs to demonstrate their learning.
Lesson Plan Template

Name: _______________________________ Date: __________________
School/Care Center: __________________________ Grade Level: ___________
Content Areas: ___________________________ Lesson Duration: ___________

Common Core and/or Illinois Learning Standards:
(Use the Common Core Standards for Math and Language Arts K-12, Illinois Learning Standards for other subject areas 1-12, Kindergarten Learning Standards for Kindergarten, and Early Learning and Development Standards for children up to age 5.)

Learning objectives:
(Numbered list of statements telling what the children/students will be able to do or will know at the conclusion of this lesson.)

Assessment:
(How you will assess the children/students’ achievement of the learner objectives? Describe the assessment that you will use to determine if the children/students met the lesson objectives. Examples of lesson assessments include: observations, question/answer session, analysis of small group work, analysis of performance on specific work page, writing assignment. Attach a copy of any rubric or scoring key needed.)

Differentiation/Accommodations:
(Explicitly explain how you will meet the needs of all of the students in the classroom: academic [highly proficient, struggling learners, ELL], behavioral, and social.)

Procedures:
- Anticipatory Set:
  (Introduce the lesson in meaningful way to engage, motivate, and capture children/students’ attention; activate prior knowledge or relate content to children/students’ lives; set behavioral expectations for the lesson’s activities such as group work, whole class discussion, etc)

- Instructional Procedures and Interventions (RtI):
  (Outline of how you will instruct this lesson from beginning to the end and how learner participation will be required. A numbered or bulleted list of procedures will show fluency in the lesson while identifying at which step you move into Tier 2 and Tier 3 instruction will provide understanding of Response to Intervention)
  - Tier 1: How you will show, describe, and/or demonstrate the skill; Working through examples; Guided practice; Monitoring independent practice. Here might be a place for a co-teaching strategy.
  - Tier 2: Increased support for children/students who need additional instruction; How to identify students who need Tier 2 instruction; Rapid response, small group instruction, another co-teaching strategy
  - Tier 3: Intensive, individual intervention for children/students at most need of further instruction and assistance; One-on-one instruction, longer duration of instruction

- Closure:
  (Closing statements or questions allowing students to express that they have achieved understanding of the lesson’s main concepts)

Materials:
(List materials needed for the teacher and the children/students. Include page numbers where appropriate.)

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Task 3: Instructing and Engaging Students

Purpose
In the Instructing and Engaging Students task, you will provide evidence of student support and engagement during your instruction.

Directions:
- Obtain permission to video record. All students or adults who appear in the video must have permission to be recorded. Adjust the camera and the room setup to exclude from the video individuals for whom you do not have permission to film.
- Videorecord your classroom teaching.
- Select 1-2 video clips to submit that are continuous, unedited, with no interruption in events, can be seen and heard clearly, and do not exceed 10 minutes.
- Selected video clips should highlight:
  - Your interaction with students
  - A positive learning environment
  - Whole class or a targeted group of students
  - Evidence of your teaching the learning segment topic and student learning of the objective(s) taking place
- Complete the Instruction Commentary Prompts after viewing your selected video clip(s).

Instruction Commentary Prompts:
Write a commentary of 3 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

Referring to actual examples from your video clip(s):
1. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?
2. Explain how your instruction engaged students in developing the concept you taught?
3. Describe how your instruction linked students’ prior academic learning?
4. Explain how you elicited student responses to promote thinking and apply the concept/topic to develop further understanding.
5. How did your instruction support learning for the whole class and for students who need greater support or challenge?
6. What changes would you make to your instruction to better support student learning of the given concept/topic?
7. Why do you think these changes would improve student learning?

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Task 4: Assessing Students’ Learning

Purpose
Within task 4, you will analyze student learning and language use to:
- Determine what students have learned
- Provide meaningful feedback to your students
- Determine what students know and are able to do to plan what your next step in instruction would be
- Identify evidence and students’ use of content specific language

Directions:
- Collect and analyze the assessment and/or student work completed at the conclusion of your lesson.
- Select 3 work samples to illustrate your analysis of assessment. One of these samples must have specific learning needs.
- Document the feedback you gave to each of the 3 focus students either on the assessment itself, or in a dialogue commentary.
- Complete the Assessment Commentary Prompts after analyzing student work and/or assessments.

Assessment Commentary Prompts:
Write a commentary of 3 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Provide evaluation criteria you are using to analyze the student learning.
2. Provide a graphic (table or chart) or narrative summary of student learning for your whole class.
3. Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relating to the concept you taught.
4. In what form did you submit feedback to the students?
5. How would you support students to guide improvement based on your feedback?
6. Explain the extent to which your students were able to use the language function and specific language use of the concept?
7. Based on your analysis of student learning in this commentary section, describe what your next steps for instruction would be.

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### Context for Learning Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
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<tbody>
<tr>
<td>Demographical Information</td>
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<td>Academic Development</td>
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<td>Language Development</td>
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<td>Social Development</td>
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<td>Family and Community Contexts</td>
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### Planning for Instruction Rubric

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<td>Student Knowledge</td>
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<td>Focus and Theoretical Framework</td>
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<td>Instructional Knowledge</td>
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<td>Academic Language</td>
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<td>Assessments</td>
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### Instruction Students and Supporting Learning Rubric

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<tr>
<td>Video Clip(s) Length &amp; Clarity</td>
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<td>Student Engagement</td>
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<td>Strategies to further student understanding</td>
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### Instructional Support for differentiated learning

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**TOTAL**

### Assessing Student Learning Rubric

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<th>Criteria</th>
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<td>Provided Evaluation Criteria or Rubric</td>
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<td>Graph or Narrative of Assessment Summary</td>
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<td>Student Work Samples</td>
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<td>Written Feedback to Student Work Samples</td>
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<td>Standards used in Assessment</td>
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<td>Summary of Student Learning and Misunderstandings</td>
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<td>Use of Academic Language and Specific Language</td>
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<tr>
<td>Ideas for guiding student improvement</td>
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<td>Description of Next Steps</td>
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**TOTAL**

### Organization of ESA Submission

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<td>All Materials Submitted and Organized</td>
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**TOTAL**

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This Embedded Signature Assessment meets the following Illinois Professional Teaching Standards. Through completion of this ESA, the competent teacher:

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

1K) facilitates a learning community in which individual differences are respected; and

2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;

2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;

2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;

3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

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3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and

3I) creates short-term and long-term plans to achieve the expectations for student learning;

3P) works with others to adapt and modify instruction to meet individual student needs; and

5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

5J) monitors and adjusts strategies in response to feedback from the student;

5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;

5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking;

5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students;

5S) implements appropriate evidence-based instructional strategies.

6E) knows and models standard conventions of written and oral communications;

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

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7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

8A) understands schools as organizations within the larger community context;

8B) understands the collaborative process and the skills necessary to initiate and carry out that process;

8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;

8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;

8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;

8L) initiates collaboration with others to create opportunities that enhance student learning;

8M) uses digital tools and resources to promote collaborative interactions

9A) evaluates best practices and research-based materials against benchmarks within the disciplines;

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth.