Division of Education
Lesson Plan Descriptor

Lesson Plan Title

I. LESSON DATA:
   A. Teacher Candidate’s First & Last Name:
   B. Subject/Content Area:
   C. Grade Level (PK-12):
   D. Unit Topic
   E. Lesson Topic (indicate specifically what is being taught in the lesson):
   F. Duration of Lesson:
   G. Materials, including technology integration: Include a list of materials necessary for the effective planning, instruction and implementation of the entire lesson plan. Any item that is written in the lesson plan must be listed in the materials. Materials may include websites, text books, curriculum manuals, worksheets, visual aids, manipulatives, references, supplies, etc.

II. INSTRUCTIONAL PROCESS (This section of the lesson plan lists the steps of the entire instructional process.):
   A. Standards- NYS P-12 Common Core Learning Standards and/or New York State Learning Standards and Ontario Curriculum Expectations (NYS Standards/Common Core AND Canadian Expectations for Canadian Students only).

   Please Note 1: Writing the standards verbatim is not plagiarizing because you are specifically identifying the exact standard as approved by the Department/Ministry of Education. It is a professional expectation that teachers know and teach to the standards.

   Please Note 2: All students must include the appropriate New York State P-12 Common Core Learning Standards (CCLS) for their program (See Appendix A for detailed information):
   • NYS P-12 CCLS for Math; NYS P-12 CCLS for Social Studies; NYS P-12 CCLS for ELA & Literacy; NYS P-12 CCLS for ELA & Literacy in History, Social Studies, Science, Foreign Language and Technical Science & NYS PK Foundations for the Common Core.
   • All students must include the NYS Learning Standards for Foreign Language, and Science where appropriate.
   • Students from Canada must also include the Ontario Curriculum Expectations.

   Please Note 3: Early childhood lesson plans must include the NYS Prekindergarten Foundation for the Common Core Standards.

(IROA Revised Fall 2014)
Subject | NYS P-12 ELA Common Core Standards Literacy in History/Social Studies, Science, and Technical Subjects (all students) | NYS P-12 Math, Social Studies and ELA & Literacy Common Core Standards (all students) | NYS Learning Standards (all students) | Ontario Curriculum Expectations (Canadian Students only)
--- | --- | --- | --- | ---
English | X | | X | X
Foreign Language | X | | | 
Math | | | X | X
Science | X | | X | X
Social Studies/History | X | | X | X

**B. Central Focus:** Identify a central focus. The **central focus** is a description of the important understanding and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. See Appendix D of this descriptor and your program edTPA Handbook & Making Good Choices: A Support Guide for Candidate for central focus information.

**Students with Disabilities Program Please Note:** When writing lessons for Students with Disabilities, do not include the central focus. Rather, identify the primary learning target and supporting learning target for the learning segment (see Appendix E and your edTPA Handbook for details).


<table>
<thead>
<tr>
<th>OBJECTIVE EXAMPLES:</th>
<th>ASSESSMENT EXAMPLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students will identify at least 2 causes of the Civil War and explain their importance.</td>
<td>Reflection Paper</td>
</tr>
<tr>
<td>2. Given a paragraph, the student will circle every verb correctly.</td>
<td>Quiz</td>
</tr>
<tr>
<td>3. Students will compare the similarities and differences of the protagonist of two short stories.</td>
<td>Venn Diagram Graphic Organizer</td>
</tr>
<tr>
<td>4. Students will create an alternate ending to <em>The Giver</em> by Lois Lowry.</td>
<td>Journal Writing</td>
</tr>
<tr>
<td>5. Given the historical causes of World War I, students will analyze the allies’ policy of appeasement before World War II.</td>
<td>Document Based Question (DBQ)</td>
</tr>
<tr>
<td>6. Using base 10 blocks, students will be able to accurately construct an addition equation.</td>
<td>Discuss and Explain</td>
</tr>
</tbody>
</table>

(IRoA Revised Fall 2014)
D. **Assessment Plan:** The lesson plan includes assessment(s) that are directly tied to the objectives of the lesson. The assessment plan measures, analyzes, and guides student learning. **Use formative and/or summative assessments.** The assessment plan includes guided practice and reinforcement/independent work. **Examples:** graphic organizers, discussions, learning centers, experiments, tests/exams, quizzes, journal writing, portfolio, anecdotal records, observations, report writing, reflections, rubrics, rating scales, projects, document based questions (DBQ) etc.

**SAMPLE OBJECTIVES AND ASSESSMENTS:**

**SCIENCE:** The students will be able to design, build, and test a structure (ie: bridge to support a maximum load). The teacher will formatively assess the students’ ability to design, build, and test a structure through observation, questioning strategies, and testing a bridge.

**MATH:** The students will be able to calculate the area of a variety of rectangles. The teachers will summatively assess the students’ ability to calculate the area of 5 different rectangles by grading a short quiz.

**ENGLISH:** The students will be able to compare and contrast the characters, settings, themes, and conflicts of 2 Shakespearean dramas (ie: Othello and Macbeth). The teacher will formatively assess the student’s ability to compare and contrast by using checks for understanding during directed discussion about two plays.

**SOCIAL STUDIES:** The students will be able to define and discuss the causes for the Civil War. The teacher will summatively assess through grading a format essay about the causes of the Civil War.

**Assessment drives instruction and occurs throughout the entire lesson.**
**Assessment is any activity that generates information for the teacher about student learning.**

E. **Opening/Anticipatory Set:** The opening of lesson grabs the attention, motivates, and engages students in learning and builds on and/or activates background knowledge. It includes teacher and student interaction. Teacher Candidates/students will write a detailed description of how they will grab the attention, motivate, and engage students in learning and build on and/or activate their background knowledge and explain the objectives of the lesson.

F. **Main Body/Procedure:** This section includes all steps below that would be taken when teaching the lesson. In order to plan an effective lesson this section must include a **detailed sequential description** of every component of the lesson. The lesson plan should be clearly written such that a substitute/supply teacher is able to implement your lesson plan. Components include Instructional Strategies, Questioning Techniques, Teacher/Student Talk, Teacher Guided Practice, Checking for Understanding throughout the Lesson, Reinforcement/Student Practice, & Technology.

(IROA Revised Fall 2014)
1. Describe how the teacher will explicitly instruct and model the content, strategies, and skills in the lesson.
2. Describe how the students will apply this knowledge with guided practice from the teacher and/or independent practice.
3. Include opportunities where you check for student understanding.
4. Be sure your lesson accounts for culturally responsive teaching (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.)
5. Include in this plan ways in which you will accommodate for students with learning gaps (ELL, students with learning disabilities, special needs, gifted, remedial, IEP’s, 504’s, etc).

Be specific! Include all the materials you would use in class. There should be enough detail for another instructor to follow your directions & teach the lesson successfully.

G. Closure/Ending: The lesson plan includes closure that wraps up the lesson and helps students organize the information into a meaningful context (i.e., brief teacher’s summary, overview, engage students in a quick discussion about what exactly they learned and what it means to them now). These questions may be helpful examples: What did you learn today? Why did you learn it?

III. REFLECTION PROCESS:
Part of being a successful teacher includes the habitual practice of thoughtful reflection. As you reflect upon the process of designing this lesson answer the following questions:

1. Culturally Responsive Teaching (CRT): Describe how this lesson respects the cultures and various groups in the class and appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.).
2. Accommodations: Describe adaptations within the lesson demonstrating how the teacher will adapt the lesson to meet the needs of diverse learners (e.g. ELL, students with learning delays, special needs, gifted, remedial, IEP’s, etc).
3. Name 2-3 prerequisite skills that students would have to master to be successful in this lesson.
4. Discuss any anticipated misconceptions (e.g. Hitler started WW II) students may have and how you will overcome them. Provide a specific example(s).
5. What academic language (content vocabulary, language function, discourse, syntax) is central to the lesson?

Students With Disabilities Program Please Note: What communication demands (vocabulary, function/purpose, syntax, social use, concepts and meanings, and situational expectations for receptive and expressive language) are central to this lesson?

Please Note: If you are in class you are to apply a scenario as directed by your instructor to account for culturally responsive teaching AND Accommodations/Adaptations for Diverse Learners. In the field you are to take into account the children and adolescents in the classes you are instructing.

(IROA Revised Fall 2014)
Appendix A

Appendix A describes all of the Standards: NYS P-12 Common Core Learning Standards and/or NYS Learning Standards, and Ontario Curriculum Expectations.

**Description (Explanation of Standards)**

The CCR are common age appropriate standards that guide teachers in the planning and teaching for students in the P-12 environment.

The P-12 grade-specific standards define end of the year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school (NYSCCLS, p.2).

The NYSCCR Anchor Standards are the same throughout P-12.

By the time students complete high school and become college ready they must be able to read and comprehend independently and proficiently all kinds of complex texts commonly found in college careers (NYSCCLS, p. 2). There is a 3 part model for text complexity that includes qualitative dimensions of text complexity, quantitative dimensions of text complexity and reader and task considerations (NYSCCLS, p. 40). Students who are College and Career Ready (CCR) are proficient in Reading, Writing, Speaking and Listening, and Language Strands. Students must demonstrate independence. They build strong content knowledge. They respond to the varying demands of audiences, task, purpose, and discipline. They comprehend as well as critique. They value evidence. They use technology and digital media strategically and capably. They come to understand other perspectives and cultures (NYS CCLS, p. 5).

<table>
<thead>
<tr>
<th>Subject</th>
<th>NYS P-12 ELA Common Core Standards Literacy in History/Social Studies, Science, and Technical Subjects (all students)</th>
<th>NYS P-12 Math, Social Studies and ELA &amp; Literacy Common Core Standards (all students)</th>
<th>NYS Learning Standards (all students)</th>
<th>Ontario Curriculum Expectations (Canadian Students only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Math</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Science</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Studies/History</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Practical Application (What you need to write the standard.)**

**ENGLISH**

**English Language Arts (Pre K, K-5) and (6-12)**

(IROA Revised Fall 2014)
NYS P-12 Common Core Learning Standards English Language Arts & Literacy in History/Social Studies, science, and Technical Subjects (http://engageny.org) or (http://www.p12.nysed.gov/ciai/common_core_standards/)

Written Statements of the: College and Career Ready Anchor Standard Strand (Reading, Writing, Speaking and Listening, and Language Strands) and the Topic Standard. These anchor standards are broken out by grade specific standards and topics in grades Pre K, K-5 and 6-12.

Standard Strand: __________
Grade: __________
Topic: __________
Item Number and Statement: __________

Example from the Diagram on Page 9

<table>
<thead>
<tr>
<th>CCR’s</th>
<th>Reading Strand</th>
<th>Writing Stand</th>
<th>Speaking &amp; Listening Strand</th>
<th>Language Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>p.9</td>
<td>p. 12</td>
<td>p. 13</td>
<td>p. 14</td>
</tr>
<tr>
<td>K-5</td>
<td>p. 16</td>
<td>p. 26</td>
<td>p. 32</td>
<td>p. 36</td>
</tr>
<tr>
<td>6-12</td>
<td>p. 46</td>
<td>p. 55</td>
<td>p. 64</td>
<td>p. 68</td>
</tr>
<tr>
<td>6-12 (H/SS, S &amp; TS)</td>
<td>p. 76</td>
<td>p. 79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the specific topic standard. The topic standards are listed below:

Strand: Reading Standard Strand for Literature (RL) K-5 and 6-12

ELA Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Reading Standards for Literacy in History/Social Studies 6-12

Keys Ideas & Details, Craft & Structure, Integration of Knowledge & Ideas, Range of Reading & Level of Text Complexity

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

Text Types & Purposes, Production & Distribution of Writing, Research to Building & Present Knowledge, Range of Writing,

Please Note: ELA Standards for Literacy are attached to History/Social Studies (H/SS), Science (S), and Technical Subjects (TS) (IROA Revised Fall 2014)
The CCR Anchor Standards are the same throughout grades P-12.

RI.4.6 = Reading Standards for Informational Text (RI), Grade 4 Students, Anchor Standard - Craft and Structure, Specific Standard #6

<table>
<thead>
<tr>
<th>Reading Strand</th>
<th>Grade Level</th>
<th>Reading for Informational Text (RI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Standards for Informational Text K-5</td>
<td>Grade 3 students:</td>
<td>Grade 4 students:</td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>Grade 5 students:</td>
<td></td>
</tr>
<tr>
<td>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
</tr>
<tr>
<td>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
<td>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</td>
</tr>
<tr>
<td>3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</td>
<td>3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
<td>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
</tr>
</tbody>
</table>

Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>Grade 4 students:</th>
<th>Grade 5 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
</tr>
<tr>
<td>5. Use text features and search tools (e.g., key words, indexes, hyperlinks) to locate information relevant to a given topic efficiently.</td>
<td>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
</tr>
<tr>
<td>6. Distinguish their own point of view from that of the author of a text.</td>
<td>6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
</tr>
<tr>
<td>7. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
<td></td>
</tr>
</tbody>
</table>
The CCR Anchor Standards are the same throughout grades P-12.

WHST.11-12.7 = Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 (WHST), Grade 11-12

Students, Anchor Standard – Research to Build and Present Knowledge, Specific Standard #7.

<table>
<thead>
<tr>
<th>Writing Strand</th>
<th>Reading for Informational Text (WHST)</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12</td>
<td>[WHST]</td>
<td>Grades 11-12 students:</td>
</tr>
</tbody>
</table>

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### Writing Strand: Grades 11-12

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Topic Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
</tr>
</tbody>
</table>
MATH

Math (P-12)

NYS P-12 Common Core Learning Standards for Mathematics: - (http://engageny.org) or (http://www.p12.nysed.gov/ciai/common_core_standards/)

Write the Domain, Standard and Cluster Title.

Domain:___________
Grade:___________
Cluster Heading:__________
Standard Number(s) and Statement(s):________________

Example from the Diagram

Domain: Number and Operations in Base Ten - 3.NBT
Grade: 3
Cluster Heading: Use place value understanding and properties of operations to perform multi-digit arithmetic.”
Standard Number(s) and Statement(s): 1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Please Note: Math is formatted differently than the ELA Standards.

The domain and the overview item are abbreviated on the chart above in the top right corner. For example, PK.CC= Pre-Kindergarten Counting and Cardinality.

(IROA Revised Fall 2014)
SOCIAL STUDIES

Social Studies (P-12) NYS Social Studies Common Core Learning Standards (http://engageny.org) or (http://www.p12.nysed.gov/ciai/common_core_standards/).

Specific K-8 grade level Social Studies CCLS can be found at https://www.engageny.org/node/266/file/14656 and Grades 9-12 at https://www.engageny.org/file/14661/download/ss-framework-9-12.pdf?token=P8m3wOToDLHT3YScD6_1FrY-LkBOdU4wJEi56ex0k5g
SCIENCE

Science:


Written statements of Standards and Key Ideas

NYS P-12 Common Core Learning Standards English Language Arts & Literacy


Written Statements of the: College and Career Ready Anchor Standard Strand (Reading, Writing, Speaking, Listening, and Language) and the Topic Standard. These anchor standards are broken out by grade specific standards and topics in grades Pre K, K-5 and 6-12.

TECHNICAL SUBJECTS

Technical Subjects (Include all other subjects)

NYS Learning Standards @ [http://www.p12.nysed.gov/cte/technology/learn.html](http://www.p12.nysed.gov/cte/technology/learn.html);

Written statements of Standards and Key Ideas

NYS P-12 Common Core Learning Standards English Language Arts & Literacy


Written Statements of the: College and Career Ready Anchor Standard Strand (Reading, Writing, Speaking, Listening, and Language) and the Topic Standard. These anchor standards are broken out by grade specific standards and topics in grades Pre K, K-5 and 6-12.

Ontario Curriculum Expectations – Written statements of the Overall Expectations and Specific Expectations @ [http://www.ocup.org/](http://www.ocup.org/)
http://www.edu.gov.on.ca/eng-curriculum-elementary/

(IROA Revised Fall 2014)
## Appendix B: Accommodations and Modifications

<table>
<thead>
<tr>
<th>PACING:</th>
<th>ENVIRONMENT:</th>
<th>REINFORCEMENT AND FOLLOW THROUGH:</th>
<th>ASSIGNMENTS:</th>
<th>PRESENTATION OF SUBJECT MATERIAL:</th>
<th>MATERIALS:</th>
<th>TESTING ADAPTATIONS</th>
<th>GRADING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Extend time requirements ___ Assign preferential seating ___ Other:</td>
<td>___ Assign peer buddy ___ Other:</td>
<td>___ Use positive reinforcement ___ Use concrete reinforcement ___ Check often for understanding/revision ___ Arrange for peer tutoring ___ Plan cooperative learning experiences ___ Provide language experience ___ Give immediate feedback ___ Have student repeat directions ___ Make/use vocabulary files ___ Teach study skills ___ Use study guides to organize materials ___ Repeat/review/drill ___ Other:</td>
<td>___ Lower reading level ___ Give directions in small, distinct steps ___ Allow copying from paper/book ___ Use written backup for oral directions ___ Lower difficulty level ___ Shorten assignment ___ Read directions to students ___ Give oral clues or prompts ___ Record or type assignments ___ Adapt worksheets, packets ___ Use alternate assignments ___ Other:</td>
<td>___ Use individual/small group instruction ___ Use specialized curriculum ___ Simplify language ___ Tape lectures for playback ___ Demonstrate concepts ___ Use manipulatives ___ Emphasize critical information ___ Use graphic organizers ___ Pre-teach vocabulary ___ Other:</td>
<td>___ Provide taped textbooks ___ Highlight textbooks/study guides ___ Use supplementary materials ___ Give assistance in note taking ___ Type handwritten teacher materials ___ Use bilingual dictionaries, language learner dictionaries and electronic translators ___ Use adapted/modified textbooks ___ Allow use of computer/word processor ___ Other:</td>
<td>___ Allow students to answer orally ___ Use multiple-choice format ___ Read test to student ___ Modify format ___ Write a different test ___ Shorten test length ___ Require only selected test items ___ Create alternative assessment ___ Other:</td>
<td>Modify grading system: ___ Modify weights of course components ___ Modify course objectives/ outcomes</td>
</tr>
</tbody>
</table>

rpdc.truman.edu/mellpresentations/Mainstram%20AccommodationsB.pdf

http://www.google.com/search?q=regular+classroom+modifications+for+ell+students
Appendix C: Culturally Responsive Teaching

Culturally Responsive Teaching (CRT):

- CRT is respecting the cultures and experiences of various groups and then using these as resources for teaching and learning. It appreciates the existing strengths and accomplishments of all students and develops them further in instruction (race/ethnicity, gender, socio-economic status, religion, sexuality, age, weight, etc.) (Gay, 2000).

- CRT acknowledges the legitimacy of the cultural heritage(s) of culturally different groups, both as legacies that affect students’ attitudes and approaches to learning, and as content worthy to be taught in the formal, mandated curriculum.

- CRT builds bridges of relevance between home, community, and school experiences; the learning experience becomes seamless.

- CRT uses a range of instructional strategies that are connected to different learning styles, preferences, and needs.

- CRT teaches students to know, respect, and appreciate their own cultural heritage, and the heritage(s) of others; cultural pride is nurtured.

- CRT incorporates multicultural information, materials, and resources in all school subjects and activities (Gay, 2000, p. 29).
Appendix D: Central Focus Examples from the edTPA Handbooks (see the program edTPA for additional information)

Planning for Alignment and Learning:

How do I select the central focus, student content standards, and learning objectives?

The learning segment you develop and teach for edTPA is defined by a subject specific, central focus for student learning. The standards, learning objectives, learning tasks, and assessments should be related to an identifiable theme, essential question, or topic within the curriculum. The central focus should take into account prior assessment of your students and knowledge of your students’ development, backgrounds, interests, and learning levels that might further influence students’ thinking and learning. You are asked to identify the state content standards (and/or Common Core Standards) that you will address in the learning segment. Though you may find many student content standards that relate tangentially to your planned learning segment, only a few standards can be the focus of instruction. In your lesson plans and commentary, list only the standards that are central to the student learning which you expect to develop during the learning segment documented in your edTPA.

Each edTPA handbook provides subject-specific guidance for your planning for student learning, so review these guidelines carefully. For each subject area, these guidelines address both basic types of knowledge (e.g., facts, skills, conventions) and conceptual understandings and higher order thinking (such as strategies for interpreting/reasoning from facts or evidence, synthesizing ideas, strategies for evaluating work, etc.). When identifying the central focus of the learning segment, you should consider conceptual understandings as well as the skills/facts/procedures that students will learn and apply. If you focus only on teaching facts and/or skills, you will not fully address your subject specific learning focus for edTPA. Elementary Candidates Only – If you are completing edTPA tasks in Literacy, refer to Appendix A of Making Good Choices Support Guide as an additional support for identifying your edTPA central focus, the essential literacy strategy and requisite skills (Making Good Choices: A Support Guide for edTPA Candidates, August 2013, pp. 5-6).

Early Childhood Definition

Central Focus: A description of the important understandings and core concepts that you want children to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the developmental and subject-specific components in the learning segment. The subject-specific components for an Early Childhood central focus are: developmentally appropriate practices to promote language and literacy development in an interdisciplinary context that take into consideration the active and multimodal nature of young children’s learning. Within an Early Childhood context, the unit of instruction may center on a theme (e.g., birds or insects) or a particular aspect of language and literacy development (e.g., making how-to books, poetry, genre study).

However, the central focus of the learning segment might be rhyming sounds or poetry made up of 3–5 learning experiences that are developmentally appropriate, take into consideration the active and multimodal nature of young children’s learning, and take place in an interdisciplinary context.

(IROA Revised Fall 2014)
For example, a central focus on poetry might include developmentally appropriate, interdisciplinary, active, and multimodal learning experiences on a rhyming poem, haiku poem, and picture poem; or a learning segment on how-to books might include similar learning experiences on reading a how-to book, focusing on parts of the book—title, author, illustrator, table of contents. Or a central focus on learning to express “feelings” through words might include reading a book about feelings, making a chart about different feelings, and drawing a picture about feelings (edTPA Early Childhood Handbook, September 2014, pp.47-48).

**Elementary Education Definition**

**Central Focus:** A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. The subject-specific components for elementary literacy include an essential literacy strategy and the associated requisite skills for comprehending or composing text.

For example, the central focus for a primary grade literacy learning segment might be summarizing narratives. The learning segment would focus on the essential literacy strategy (summarizing) and requisite skills (e.g., decoding, recalling, sequencing). The central focus for an upper elementary learning segment might be persuasive writing. The learning segment would focus on the essential literacy strategy (using evidence to support an argument) and requisite skills (e.g., writing paragraphs, using correct verb tense, or other conventions). See the Making Good Choices resource for suggestions on selecting your central focus.

For example, the subject-specific components for elementary mathematics are: conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills. A central focus for an intermediate grade mathematics learning segment might be equivalent fractions or equivalencies. The learning segment would focus on conceptual understanding and the associated (edTPA Elementary Education Handbook, September 2014, pp. 62-63).

**Adolescent English Definition**

**Central Focus:** A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.

For example, the subject-specific components for Secondary English Language Arts include construction of explicit and inferred meaning from text and analysis of themes and ideas.

A central focus for the learning segment might be analyzing the author’s use of language to develop a theme within a complex text. The learning segment would focus on conceptual understanding of figurative language and characterization, citing evidence, and appropriate reasoning (edTPA Secondary English Handbook, September 2014, pp.45-46)

(IROA Revised Fall 2014)
Adolescent Math Definition

Central Focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and procedures, align with content standards and learning objectives, and address the subject-specific components in the learning segment.

- For example, the subject-specific components for secondary mathematics are: conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills.
- A central focus for the learning segment might be relationships between symbolic expressions and graphs of lines. The learning segment would focus on conceptual understanding of linear functions, slope, and intercepts, and the associated procedures and mathematical reasoning and/or problem-solving skills (edTPA Secondary Math Handbook, September 2014, p.45)

Adolescent Science Definition

Central Focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills or procedures, align with content standards and learning objectives, and address the subject-specific components in the learning segment.

- For example, the subject-specific components for secondary science are conceptual understanding, use of scientific practices during inquiry, and evidence-based argument about a scientific phenomenon.
- A central focus for the learning segment might be inheritance of traits. The learning segment would focus on understanding factors producing genotypes and phenotypes. The learning segment would focus on conceptual understandings of genotypes, phenotypes, dominant genes, and so on, an investigation of how relationships between genotypes are expressed in phenotypes, and an argument of how these relationships would affect distributions of phenotypes in a population (edTPA Secondary Math Handbook, September 2014, p.45)

Adolescent Social Studies Definition

Central Focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.

- For example, a central focus for a secondary history/social studies learning segment might be “the effects of British colonial rule in India” or “the role of political parties in the electoral process.” The learning segment would focus on facts, concepts, analyses, and interpretations of sources to build and support arguments about historical events, a topic/theme, or social studies phenomenon (edTPA Secondary Social Studies Handbook, September 2014, p.44)

(IROA Revised Fall 2014)
Adolescent French (World Languages) Definition

Central Focus: A description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment. The central focus of world language teaching is developing students’ communicative proficiency in the target language in meaningful cultural context(s).

- For example, the central focus for a world language learning segment might be talking about family and self by using adjectives, pronouns, vocabulary that relates to kinship, and verbs such as “to be” and “to have” in the target language. The whole segment can focus on the development of students’ communicative proficiency in the target language, developing their skills to be able to introduce and talk about self and family through the creation of family albums, biographical writing pieces, and posters/drawings of family trees with labels (edTPA World Language Handbook, August 2013, p.40)
Appendix E: Students with Disabilities (SWD) Program - Primary Learning Target

Students with Disabilities (SWD) Program – Identify a Primary Learning Target instead of a Central Focus

How do I select the two learning targets and the lesson objectives for those targets?

After identifying the content of the learning segment, you will need to select two learning targets: a primary learning target and a supporting learning target. This selection of learning targets is based on the work that your focus learner is doing. For a focus learner who has academic/functional academic learning needs on the IEP, the primary learning target should be an academic target or functional academic target. The supporting learning target should be from another curricular area that is needed to help the learner access instruction or demonstrate learning in relation to the primary learning target. At least one of the two learning targets must be related to an IEP goal. For a focus learner who is not working on academic or functional academic content, the two learning targets must be from different curricular areas, with one designated as primary and the other as secondary. For this focus learner, both learning targets must be related to a goal on the IEP. The lesson objectives are developed based on the learning targets, the baseline data collected for each learning target, and what might be achieved in 3-5 lessons. Some examples of primary and secondary learning targets in different curricular areas are shown in the tables below. The tables include the standard, IEP goal (if applicable), and lesson objectives that correspond to each learning target. The first set of examples is for a focus learner who is working on academic or functional academic content (edTPA Making Good Choices in Special Education: A support Guide for edTPA Candidates Handbook, October 2013 (v2), p.9)

**Learning Target:** A learner outcome that is achieved over time by meeting related lesson objectives.

- **Communication:** Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form and sequence; various communication modes or forms, including augmented communication, verbal and non-verbal communication, devices and other technology; expressive or receptive communication; and initiative or responsive communication. Curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content. These demands include vocabulary (words, symbols, signs, and behaviors), communication function/purpose, syntax, social use of communication, concepts and meanings, and situational expectations for both receptive and expressive language.

- **Communication Demands:** 22 Specific ways that communication is used by learners to understand what to do to participate in learning tasks, and/or to demonstrate their learning or perform appropriately in the context.

- **Communication Skill (function):** The purpose and focus of a communication. Common language functions include asking, responding, commenting, signaling, selecting, initiating, expressing, describing, comparing, sequencing, analyzing, and interpreting. The communication function is often represented by active verbs within lesson objectives and is referred to in this assessment as the communication skill (edTPA Special Education Assessment Handbook, September 2013, p.51).