

# Special Programs edTPA Step-by-Step for Candidates

## STEP 1 Do Your Homework

Read, in their entirety, the *Making Good Choices in Special Education* and the edTPA handbook. Know where you are going before you begin. Understand the big picture.

Talk with your cooperating teacher about your school video policy, resources available at the school, and their role in the edTPA process.

Become a detective about your school, your classroom, and your focus learner. Complete the *Context for Learning* document, but also consider information about your student: Who are they? What are their cultural, community, and personal assets? What are their prior learning experiences?

Choose a focus learner with a rich IEP. Get permission from the learner's guardians, then read the learner's IEP to determine the best learning goal for your 3-5 day learning segment.



## STEP 2 Plan

Based on your learner's IEP and the content they are learning, write a learning goal and determine the associated communication skills. Collect baseline data related to the learning goal.

Write daily objectives that build upon each other to reach the learning goal.

Design multiple assessments and their grading criteria to measure your daily objectives **directly**. It is not necessary to have a summative assessment in your learning segment. Determine how you will track the learner's progress in a daily record.

As you design your activities and lessons, use the information you learned about the focus learner in Step One to access their prior knowledge, build on their prior learning, and capitalize on their assets.

Communicate your plans, and get feedback from your cooperating teacher. Make sure you have permission to record your students.



## STEP 3 Teach Your Lessons

Obtain your recording equipment at least a week before your learning segment. Practice recording your students to get them used to the camera and make sure you can work the equipment.

Record **every day** of your learning segment. Take notes each day to help you determine which clips to use. You will record your learner in their normal classroom setting. You may discuss students other than the focus learner in Task 2.

Complete the Daily Assessment Record, and give good, quality feedback throughout the learning segment. You will choose one work sample with feedback to submit, which demonstrates the learner's patterns of learning throughout the segment.

Write your commentaries for Tasks 2 and 3.

**Throughout the process:** Refer to the evidence chart in the back of your handbook to ensure that you are saving the correct files in the correct format. Make sure you answer the actual questions asked of you and follow all instructions. Remember to focus on student learning above all else.

*\*This guide is for candidates who are completing the Special Programs handbook.*