

Department of Teaching and Learning
Portrait of Teaching and Learning
Early Childhood Education
ECEL 412/502

Purpose of the Assessment

The triangulation of teaching, assessment, and reflection serves as a framework that informs your development as a teacher. During the 175-hour Clinical Practice I field experience, you are expected to engage in classroom instruction, assess for student learning, and reflect on theory with practice.

The Portrait of Teaching and Learning assessment is administered as you transition into the final semesters of your teacher preparation program. This assessment evaluates how you apply theory and coursework into planning, implementing, assessing and evaluating instruction and reflect on your strengths and areas to improve as a developing teacher.

Learning Objectives for this Assignment

1. Use knowledge of students to inform instruction (MSU 7,8; InTASC 2, 5, 7; NJPTS 2, 5, 7; CAEP 1.1)
2. Use research and theory to support and justify instructional decisions (MSU 29; InTASC9; NJPTS9; CAEP1.1,1.2)
3. Plan to support varied student learning needs (MSU 10; InTASC 5, 7; NJPTS 5, 7; CAEP 1.1)
4. Align appropriate learning objectives, central focus and assessment to standards (MSU1,2; InTASC 4; NJPTS 4; CAEP1.1, 1.4)
5. Plan instructional strategies to engage learners. (MSU 8; InTASC 5,8; NJPTS 5, 8; CAEP 1.1, 1.4)
6. Identify and align appropriate NJ Student Learning Standards for technology into instruction to facilitate digital learning. (MSU 1 2; InTASC 4; NJPTS 4; CAEP 1.1, 1.4, 1.5)
7. Use digital-learning device as part of a Universally Designed lesson to support student learning. (MSU 10; InTASC 5, 7; NJPTS 5, 7; CAEP 1.1, 1.4, 1.5)
8. Analyze student learning (MSU 20; InTASC6.8; NJPTS 6, 8; CAEP1.1, 1.2, 1.4)
9. Analyze teaching (MSU 20; InTASC6.8; NJPTS 6, 8; CAEP1.1, 1.2, 1.4)
10. Use research and theory to analyze assessment (MSU Standard 29; InTASC 9; NJPTS9; CAEP1.1,1.2)
11. Strengthen student competencies (MSU 17; InTASC5, 8; NJPTS 5, 8; CAEP1.1, 1.4)
12. Use of language and mechanics for a professional academic environment. (MSU 4; CAEP1.1)
13. Organize and meets the requirements for paper submission.

Task Description

For this assignment, you will develop a learning segment consisting of three (3) universally designed lessons with assessments. You will analyze the students' backgrounds, including prior knowledge, skills, interests and abilities, and funds of knowledge to create reasonable and appropriate strategies to inform a universally designed lesson plan and assessments. You will teach at least one of the lessons and administer an assessment. After you teach the lesson and administer the assessment, you will analyze the lesson and assessment outcomes and reflect upon the effectiveness of the lesson using learning outcome data.

The final product for this assignment will be a comprehensive response to specific questions that results in a well-documented study of **three focus students** from the same classroom and subject area. **Section I** below details the steps for planning, teaching and assessing the lessons. **Section II** outlines the questions to which you will respond for your final submission.

Save all documentation related to your preparation and instruction including lesson plans, assessments, work samples, research, and data analysis. This will serve as the evidence you will need to reflect on and respond to the questions in Section, and be submitted as appendices.

I. Lesson Planning, Instruction, and Assessment

A. Gather Background Information about your Students

1. Take the time to gather information about your students as learners.
2. Observe the classroom and complete the **edTPA Context for Learning** to understand how the classroom setting influences how the students thrive (or not) academically and socially in his/her classroom environment. Observations should include but are not limited to: materials and resources, classroom layout, teaching style and strategies, curriculum, class demographics. (**NOTE:** If you are in the same classroom with the same students for Clinical II, you can use the same Context for Learning for your edTPA.)
3. Observe the students during and after the lesson is taught. Record your observations in your journal.
4. Interact with your students and record detailed notes of your interactions to develop a detailed understanding of the students as a whole learner. Aim to learn about the students both inside and outside of school. Find out what the students' interests are, what do the students do with free time, how the students socialize or engage with family, friends, and community to develop an understanding of the children as individuals with lived experiences that inform who they are as learners.
5. Research readings, scholarly articles, theories and other resources that are relevant to your analysis.
6. Discuss your observations and the completed **Context for Learning** with your cooperating teacher (CT) to confirm your analysis of the students.

B. Lesson Planning

1. In consultation with your CT, plan a universally designed learning segment that consists of at least three (3) lessons using the MSU Lesson Plan Template.
2. Integrate the appropriate use of technology (digital learning device, program or platform that supports/enhances student learning) for at least one if not all three lessons.
3. Create and clearly align assessment(s) and scoring rubric(s) to the learning objectives and identified standards in the lesson plans. You should have a clear way to assess each learning objective.
4. Be prepared to justify how the assessments will be used to assess student learning as aligned to the learning objectives.

C. Instruction and Assessment

1. Teach at least one of the three lessons from the learning segment.
2. Organize the outcome assessment data into a table or chart and analyze the outcomes, drawing conclusions about the effectiveness of the lesson and student performance.
3. Based on your analysis of the lesson and assessment outcome data, identify three (3) focus students who struggled to meet the intended learning objectives.

II. Details of Your Final Submission

Follow the outline below and respond to each question using the evidence you gathered about your classroom and students, the *Context for Learning*, your lesson plans, your instruction, and assessment of student learning. Support your claims using this evidence and current research/scholarly articles from academic resources (blogs and Wikipedia do not count). Include the completed *Context for Learning*, lesson plans, work samples, assessments, rubrics, data analysis, and other artifacts in the Appendices. (The numbers in parenthesis represent the associated rubric item for this assignment).

A. Context for Learning (1)

Complete the edTPA *Context for Learning* template. This document allows you to describe your school setting along with the particular features of your classroom and the students. Be as detailed and descriptive as possible.

B. Central Focus (4)

1. Describe is the **central focus** of your learning segment. The central focus is a description of the important understandings and core concepts that you want students to learn and develop as the primary goal of the learning segment. The central focus should go beyond a list of facts and skills. It should align with content standards and learning objectives and address subject specific components in the learning segment. It is the theme, essential question(s), or topic that is the purpose of the instruction of the lessons that make up the learning segment.)
 - a. Describe the central focus and purpose of the content you will teach in the learning segment including:
 - i. active and multimodal nature of young children's learning AND

- ii. developmentally appropriate learning of language and literacy within an interdisciplinary context.
- b. Explain how your plans scaffold children's language and literacy development through active and multimodal learning.
- c. Describe how your classroom supports the active and multimodal nature of children's learning.

C. Knowledge of Students to Inform Teaching (1, 3)

1. Describe what you know about your focus students with respect to children's development and each of the following:
 - a. social and emotional development
 - b. cognitive and physical development
 - c. language development for communication
2. What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?
3. Describe your students' prior learning and prerequisite skills related to language and literacy development. What can they do and what are they learning to do related to language and literacy development? Cite evidence from your knowledge of this class/group of children.

D. Supporting Child Development (2, 3)

1. Justify how your learning segment aligns with your understanding of the children's development, prior learning, and personal, cultural, and community assets. Be explicit about these connections and support your justification with research/developmental theory.
2. Describe and justify how you plan to support the varied learning needs **of all the children in your class/group, including individuals with specific learning needs.**

E. Supporting Children's Vocabulary Development (1, 5)

1. Identify the key vocabulary (i.e., developmentally appropriate sounds, words, phrases, sentences, and paragraphs) essential for children to use during the learning segment.
2. Identify the learning experience that provides children with opportunities to develop, practice, and/or use the key vocabulary identified.
3. Describe how you plan to support the children (during and/or prior to the learning experience) to develop and use the key vocabulary.

F. Supporting Instruction with Technology (6, 7).

1. Describe the technology you used or plan to use to enhance instruction and support student learning.
2. Identify the appropriate NJ Student Learning Standards that align with the intended use of the technology.
3. Describe how the identified use of technology enhances the learning objective(s).

G. Analyze the Lesson 1 (1, 9)

1. Explain how your instruction engaged children in:
 - a. Language and literacy development, and
 - b. Active multimodal learning
2. Describe how your instruction linked children's development, prior learning, and personal, cultural, and community assets with new learning.
3. Based on your instruction and the learning outcomes, what changes would you make to your instruction or plan in terms of pacing, order, use of digital tools, clarity of instruction, objectives, assessments, etc.?
4. Why do you think these changes would improve student learning?

H. Analysis of Student Learning form Lesson 1. (8, 10)

1. Describe how the assessment(s) in the lesson plan provide direct evidence of students' learning. You should have a clear way to assess each learning objective.
2. What conclusions can you draw from the assessment data about student learning?
3. What does the assessment outcome data about tell you about the strengths and weaknesses of the lesson and how you implemented the lesson?
4. How will the feedback you provided to the focus students support and improve their learning?

*Check for use of academic language and writing mechanics for a professional Academic Environment.

Guidelines for paper submission:

- 12-point font, Times New Roman
- 1-inch margins on all sides.
- Double-spaced
- Include Reference list and appropriate citations - You are expected to know how to cite properly and create bibliographies in the proper format and use appropriate grammar and punctuation. See https://owl.purdue.edu/owl/purdue_owl.html or <https://www.montclair.edu/chss/first-year-writing/first-year-writing-program-faculty/first-year-writing-plagiarism-policy/> for support.

Evaluation of Performance

Instructors use the attached rubric to score the assessment.

- Use of a scoring rubric ensures all assessors use the same criteria to assess the performance of all candidates on the same task. This holds true not only across assessors and candidates assessed, but also across different semesters and years.
- Rubrics not only list criteria for assessment, they also provide guidance for assessors in determining their ratings. The scoring rubrics for all key assessments share the same development progression levels, which are aligned with the New Jersey Department of Education teacher Evaluation Score.
1 –Ineffective; 2- Partially Effective; 3-Effective; 4-Highly Effective

NOTE ON PLAGIARISM

If you are caught plagiarizing, you will FAIL the assignment and it will be REPORTED to the Dean of Students. Please review the institutional policy on academic dishonesty:

<https://www.montclair.edu/policies/academic/policies/academic-dishonesty-policy/>