Georgia Southern University
College of Education
edTPA - Task One Planning Checklist

What to Do	File Label	Check Off
1. Select **ONE** class as a focus for this assessment.		
2. Complete the **Context for Learning** on the appropriate template. • Submit in **1 file** • 3 page maximum including prompts • Use Arial 11-point font • Single space with 1" margins on all sides	Candidate last name_Task1_CL	
3. Plan a learning segment of **5 consecutive lessons** • Submit 5 lesson plans in **1 file** • Each Lesson plan limited **to 4 pages maximum** • Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.) • All rationale or explanation for plans should be written in the Planning Commentary and removed from lesson plans –**This is prompt 1 in Planning Commentary**	Candidate last name_Task1_LP	
5. Select and submit key instructional materials (KIT) needed to understand what you and the students are doing. • **No more than 5 pages** of KIT instructional materials per lesson plan • Submit materials **in 1 file** • **Within the file, label materials by corresponding lesson** (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.) • Order materials as they are used in the learning segment	Candidate last name_Task1_IM	
6. Submit copies or directions for all planned assessments from the learning segment. • **No page limit given** • Submit assessments **in 1 file** • **Within the file, label assessments by corresponding lesson** (Lesson 1 Assessments, Lesson 2 Assessments, etc.) • **Include copies or directions** of all planned assessments • Order assessments as they are used in the learning segment	Candidate last name_Task1_AS	
7. Respond to planning commentary prompts **prior to teaching** the learning segment on provided template. • Use Arial 11-point type • Single space with 1" margins on all sides • **9 page maximum** • Respond to prompts before teaching the learning segments • Choose **one language function** to analyze (content specific) language demands and identify a learning task where students use that language function. Identify both the language function that students will be expected to use to engage in the learning task and your instructional supports.	Candidate last name_Task1_PC	

Items to address during this stage for future tasks:	(Items will be addressed and turned in during Task #3)	Considerations:
1. **Determine which assessment from your learning segments you will use.** • Completed by the **entire class** • Reflects **work of individuals**, not groups, but may be individual work from a group task • Provides you with **opportunity to analyze your students' thinking and learning**…not just recall of facts. • **Aligned with central focus, content standards, and stated learning objectives**	For Task #3 realize that you will need to collect and analyze student work to identify quantitative and qualitative patterns of learning within, and across learners. * This will include copying student work samples from 3 identified focus students. (One student must have and IEP, be an ELL, struggling reader or writer, underperforming student or gifted student needing greater challenge.)	•Mask or remove students' names, your name, and the name of the school •On each sample, indicate the student number (Student 1 Work Sample, Student 2 Work Sample, etc) check back of handbook for clarification by content •If students' writing is illegible, write a transcription directly on the work sample
2. Document feedback given to each of the three focus students.	This feedback can be: on the work sample, as an audio clip, or as a video clip.	•Feedback should offer clear and specific information on student performance •At the very least they should be made aware of their errors and their strengths. For area of improvements, students need to know what it is that needs attention. •If feedback is a video or audio clip and your comments to focus students cannot be clearly heard, attach transcriptions of your comments to the end of the assessment commentary. If other students are in the video or audio clip, clearly identify which students are your focus students.