

## TASK 1: PLANNING COMMENTARY

Respond to the prompts below [no more than 9 single-spaced pages, including prompts] by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

## 1. Central Focus

- a. Describe the central focus and purpose of the content you will teach in the learning segment.

[The central focus and purpose of these three lessons is for students to build knowledge about solving systems of linear equations using three different methods starting with the method of graphs, continuing with the method of elimination, and finally concluding with the method of substitution.]

- b. Given the central focus, describe how the standards and learning objectives within your learning segment address

- conceptual understanding,
- procedural fluency, **AND**
- mathematical reasoning and/or problem-solving skills.

[My standards and learning objectives are very similar across my three lesson plans and they help develop conceptual understanding through identifying the parts of the slope-intercept form and how the y-intercept and slope are interpreted and translated into a set of two lines resulting from each equation. Through the implementation of lesson 1, in which my learning objectives include "Students will be able to identify the solution of a system of equations by graphing", students will acquire conceptual understanding about how to represent these equations graphically. Next, to build procedural fluency, students will be introduced into the methods of Elimination and then Substitution. In these lessons, the learning objectives include "Students will be able to solve systems of linear equations by using the elimination method" and "Students will be able to solve systems of linear equations by using the substitution method." Procedural fluency is acquired through the introduction of the methods separately in two different lessons. Then, after students are guided through few examples in each lesson, they are required to work in their classwork within their small heterogeneous groups to provide each other with crucial feedback as well as to deepen their conceptual understanding by collaboratively working with each other. While doing so, students enhance their mathematical reasoning and continue to grow their problem-solving skills through the use of repetition, peer-to-peer instant feedback, and constant practice.]

- c. Explain how your plans build on each other to help students **make connections** between concepts, computations/procedures, **AND** mathematical reasoning or problem-solving strategies to build understanding of mathematics.

[By introducing the graphing method, elimination method, and substitution method in this particular order students make the connection that systems of linear equations can be solved in a variety of ways **which directly ties to the central focus**. First, when graphing, students visually see the intersection of the lines i.e. the solution of the system of equations by identifying the y-intercept and slope of the equations and how they are translated into the lines of their corresponding linear equations. Next, when students are introduced to the elimination method, they acquire a more abstract knowledge of solving the systems of equations algebraically **by**

# Edtpa Math Planning Commentary

**Fudge, Tamara Phillips, Ferebee,  
Susan Shepherd**



## **Edtpa Math Planning Commentary:**

**A Practical Guide for edTPA Implementation** Lisa Barron, 2019-09-01 edTPA is the most widely used performance assessment for pre service teachers in the United States and a requirement in many states for teaching licensure Through edTPA teacher candidates demonstrate their effectiveness in different aspects of teaching including planning instruction assessment analysis of teaching and use of academic language This book is a practical guide for anyone involved in edTPA implementation The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities who are in the field and involved in the work They represent diverse teacher preparation programs each with their own strengths and challenges This book addresses the challenges of edTPA while providing practical strategies for educative and thoughtful implementation Organized into four sections each section explores a different aspect of edTPA implementation and provides guidance for leading faculty and teacher candidates through edTPA

**What Counts as a Good Job in Teaching?** Colleen Gilrane, Kristin Rearden, 2015-06-18 Teacher evaluation in the U S is in flux as states increase and intensify their attention to it to qualify for Race to the Top Funds and as accountability for teacher quality becomes more focused This book describes a successful approach to preservice teacher education that is designed to help prospective teachers develop the habits of mind for teaching for deeper understanding even as their lived experiences as novice teachers conspire to encourage them to study for the test of the next day s evaluation rubric

**Implementing and Analyzing Performance Assessments in Teacher Education** Joyce E. Many, Ruchi Bhatnagar, 2017-12-01 Teacher education has long relied on locally developed assessments that lack reliability and validity Rigorous performance based assessments for preservice teachers have been advanced as one possible way to ensure that all students receive instruction from a high quality teacher Recently performance based assessments have been developed which focus on the application of knowledge of teaching and learning in a classroom setting Our book explores factors related to the implementation of teacher performance assessments in varying state and institutional contexts The contributors teacher educators from across the country focus on what was learned from inquiries conducted using diverse methodologies quantitative qualitative self studies and mixed methods Their research encompassed faculty supervisors cooperating teachers and students perceptions and concerns of teacher performance assessments case studies of curricular reform and or resistance analyses of experiences and needs as a result of the adoption of such assessments and examinations of the results of program alignment and reform The chapters showcase experiences which occurred during high stakes situations in implementation periods prior to high stakes adoption and in contexts where programs adopted performance assessments as an institutional policy rather than as a result of a state wide mandate Endorsements The chapters compiled for Implementing and Analyzing Performance Assessments in Teacher Education edited by Joyce E Many and Ruchi Bhatnagar present a thoughtful look at the challenges and solutions embedded in the adoption of teacher performance assessments for preservice teachers Most chapters feature

edTPA the most commonly used performance assessment now mandated in numerous states and used voluntarily by other programs across the country and reveal how such assessments shine a bright light on the problems of practice in teacher preparation stressful timelines faculty silos communication with P 12 partners etc when new requirements disrupt the status quo Each chapter tells a valuable story of performance assessment implementation and approaches that offset compliance in favor of inquiry and educative experiences for candidates and programs alike Andrea Whittaker Ph D edTPA National Director Stanford University Graduate School of Education UL SCALE Many and Bhatnagar launch the AAPE book series with a curated volume highlighting the contexts in which teacher educators implement and utilize performance assessments in educator preparation Together the chapters present research from various viewpoints from candidates faculty university supervisors and clinical partners using diverse methodologies and approaches The volume contributes significantly to the program assessment research landscape by providing examples of how performance assessments inform preparation at the intersection of praxis and research and campus and field These chapters provide a critical foundation for teacher educators eager to leverage performance assessments to improve their programs Diana B Lys EdD Assistant Dean of Educator Preparation and Accreditation School of Education University of North Carolina at Chapel Hill Curriculum Development and Online Instruction for the 21st Century Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it *Mathematics at Work(tm) Plan Book* Timothy Kanold, 2019 *Mathematics at Work Plan Book* Timothy D. Kanold, Sarah Schuhl, 2019-07-05 Mathematics at Work represents a series of activities for grade K 12 mathematics teachers *Planning for Instruction*, 1994

**O.P.T. IN! Optimal Planning Toolkit** ,2024-12 A tool designed to assist and encourage first year and veteran educators substitutes paraprofessionals instructional aides student teachers and tutors who teach basic math skills The goal is to utilize classroom data research statistics and personal experiences Educators will first identify and address their own math deficiencies and misconceptions Educators will use this knowledge to develop an Optimal Planning Toolkit designed to close the math gap By completing their own Optimal Planning Toolkit educators will be better equipped to teach and support all students including those with math deficiencies

**Elementary Mathematics 3-5 Curriculum Planning Guide**  
Henrico County Public Schools (Va.),2007      **Teacher's Commentary** School Mathematics Study Group,1965      CDA  
*Math : Lesson Planning Guide* Robert W. Wirtz,Curriculum Development Associates,1979

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