



Integrating Research & Theory in edTPA

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What are the most influential readings, books, and/or authors that have influenced your thinking about curriculum, instruction, & assessment?

What do we already know?

- Identify research, theory, readings, books, and authors who have informed our thinking about curriculum, instruction, and assessment.
- Organize research/theory by topic.
- Summarize important research & theory.
- Construct sentence stems to use in edTPA planning commentaries.
- Examine the prompts and models to understand expectations.

How can we prepare to integrate research/theory in the edTPA?

- Place your post it notes on the corresponding posters:
 - Curriculum & Planning
 - Instruction
 - Assessment

Identifying What we Know

Author/ Theory	Summary	Connection to Practice
Gardner (1983) Multiple Intelligence Theory	Multiple Intelligences Theory (MI) contends that different people have different ways of thinking and processing.	As a teacher, I recognize that there is not a single way for students to learn and need to provide a wide variety of visual, auditory and tactile learning materials.
Lave & Wenger (1990) Situated Learning Theory	The Theory of Situated Learning asserts that the acquisition of knowledge is a result of the activity, the context and the culture in which it occurs.	Make sure that learning materials have engaging content, are relevant to students' lives, and reflect students' cultures

Organizing What we Know

- Read ‘Research-Supported Methods to Engage Students’ by Todd Finley
- With a partner, use the template to summarize the reading and write a short reflection about how it connects to your practice.

Let's Practice

Draw upon educational philosophy and specific theories of development, learning, group work, and motivation, as well as conceptions and research-based practices of the discipline you are teaching. **Formal citations are not required.**

The theoretical concepts and lines of research included in your edTPA should support/inform your instructional decisions. Do not merely cite a textbook author, name-drop (e.g., Vygotsky or Bloom said), or describe a concept without making **an explicit and well-developed connection between the theory/research and your plans** for instruction and knowledge of your students.

Be sure your justification centers on instructional and support choices that **move the learner toward meeting the lesson objectives.**

How specific do your references to research & theory have to be?

Phrase: [] *says....this influenced how I.....*

Example: Vygotsky said that when scaffolding is used effectively in instructional situations, students develop new understandings and build upon their prior knowledge to formulate new ideas. This influenced how I incorporated instructional scaffolding to connect new content to my students' prior academic learning.

Phrases to Use in Your Writing

Phrase: *Research by [_____] suggests...., with this in mind....*

Example: Research by Marzano (2011) suggests that teachers carefully plan and execute instructional strategies that engage students in cognitive complex tasks to stimulate a connection of real world applications to help students make a link between instructional goals and personal goals. With this in mind, when designing this lesson, I incorporated Marzano's strategies to appropriately use learning tasks that fit the needs of my students.

Phrases to Use in Your Writing

Phrase: *This decision was informed by....*

Example: My decision to begin the lesson with this activity was informed by Constructivist theory, which suggests that students should be given time to explore materials and make discoveries on their own.

Phrases to Use in Your Writing

Phrase: *Research Says...*

Example: The student groups were purposefully organized to have a variety of learning levels within each group. Research says that cooperative learning works better than many other types of learning (Pressley & McCormick, 2007).

Phrases to Use in Your Writing

Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students prior academic learning, assets, and research/theory.

Task 1: Planning

How does the student make an explicit and well-developed connection between the theory/research and their plans for instruction and knowledge of students?

How does the justification center on instructional and support choices that move the learner toward meeting the lesson objectives?

Are there alternative theories or research that you would suggest for this example?

Examining Task 1

[What changes would you make to your instruction—for the whole class and/or for students who greater support or challenge—to better support student learning of the central focus?]

Why do you think these changes would improve student learning? Support your explanation with evidence of student learning AND principles from theory and/or research.

Task 2: Instruction

How does the student make an explicit and well-developed connection between the theory/research and their plans for instruction and knowledge of students?

How does the justification center on instructional and support choices that move the learner toward meeting the lesson objectives?

Are there alternative theories or research that you would suggest for this example?

Examining Task 2

[Based on your analysis of student learning, describe your next steps for instruction for the whole class/three focus students/other students with specific needs.]

Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Task 3: Assessment

How does the student make an explicit and well-developed connection between the theory/research and their plans for instruction and knowledge of students?

How does the justification center on instructional and support choices that move the learner toward meeting the lesson objectives?

Are there alternative theories or research that you would suggest for this example?

Examining Task 3

Questions?
Evaluations

Thank you!
