




# **Integrating Research & Theory in edTPA**

Jennifer D Olson, PhD

College of Education

University of Illinois at Chicago

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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?**

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- 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?**

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

## **Identifying What we Know**

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<b>Author/ Theory</b>	<b>Summary</b>	<b>Connection to Practice</b>
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

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- 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

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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?**

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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**

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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**

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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**

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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**

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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**

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**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**

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[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**

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**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**

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[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**

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**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**

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Questions?  
Evaluations

**Thank you!**

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