CMP	edTPA
The CMP model has five points: <u>Music Selection/Analysis/Outcomes/Strategies/Assessment</u>. The selection of the <u>highest quality repertoire</u> is the basis for this framework- repertoire that is challenging, interesting and stands the test of time is critical.	The edTPA is divided into three tasks<mark>: Task 1-Planning, Task 2-Instruction, and Task 3-Assessment.</mark> There is an expectation that the edTPA will include a focus on required <mark>academic language.</mark> Students will videotape their instruction in Task 2.
Students develop a focused <u>unit of instruction</u>, most often based on the teaching of a piece of music to be performed. Number of lessons is up to the teacher.	Students develop their project around a cohesive <mark>central focus</mark> and create a <mark>learning segment</mark> of three-five lessons, which can be part of a larger unit of instruction.
Clear goals in the form of <u>outcomes</u> are required for the unit and for each individual lesson. Outcomes reference <u>Skills, Knowledge and Affective</u> domains. Outcomes are designed to reflect the needs of the students.	Clear goals in the form of <mark>standards based objectives</mark> are required for the learning segment and each individual lesson.
The CMP model is based on creative and <u>intentional teaching strategies tied to stated outcomes</u>, and primarily <u>focuses on the comprehensive musical and extra-musical elements of the music being taught</u>. Prior to teaching, significant time is spent <u>analyzing the music</u>.	The edTPA is based heavily on designing a learning segment appropriate for the teacher's <u>individual students</u>, and needs to be centered on <mark>the impact on student learning.</mark> Prior to teaching, significant time is spent on <u>getting to know students and learning what the needs of your class will be in relation to your teaching of the learning segment</u>. A demographic analysis of students in the form of a <mark>Context for Learning</mark> is a critical component.
<u>Attention to different learning styles</u> and incorporating <u>creative and varied learning activities</u> are present in the CMP model. <u>Student centered learning</u> is promoted throughout.	<u>Attention to the different learning needs of the class</u> is a required component of the edTPA. <mark>Modifications for students with exceptional learning needs</mark> are expected throughout each task.
Assessment of student learning is an important part of the model, and both formative and summative assessments are used. As this model was designed for performing ensembles, <u>the performance is the summative assessment.</u>	Assessment of a teacher's <mark>impact on student learning</mark> is a critical component, and <u>students are expected</u> <mark>to collect, analyze and reflect on hard data</mark> to promote improvements in future learning experiences.
The <u>analysis and outline of the unit plan is formal</u>, with <u>required components</u> clearly identified; but the <u>content and format of content is not prescribed and can be written in a way that makes sense to the teacher</u>. The document will not be shared formally with students or colleagues unless the teacher chooses to share it.	Students have to follow <mark>prompts</mark> and the exact order of the handbook. Written responses to the prompts (<mark>commentary</mark>) should be very <u>specific to the language</u> of the prompt and include <mark>evidence</mark> from the planning, instruction or assessment tasks.
<u>Reflection</u> on teaching is expected throughout, but is <u>not part of the written plan</u>.	Reflection in the form of <mark>commentary</mark> is required throughout the written document.