

A partnership of learning



Agenda

1. Welcome & Purpose of Today Diane Wolf, ROE 17
 - a. To increase communication and collaboration with ISU and Cooperating teachers.
 - b. To compare components of edTPA to Danielson's Framework for Teaching.
 - c. To discuss ISU's performance (so far) on edTPA.
 - d. To discuss the importance of feedback to the teaching profession.

2. INFORMATION: Background Knowledge of ISU Elisa Palmer, Cecilia J. Lauby Teacher Education Center
 - a. To explain structure of student teaching across university and colleges
 - b. To inform about history of edTPA

3. TABLE TALK: edTPA and Danielson's Framework for Teaching

4. DISCUSSION: Feedback through numbers
 - a. To analyze edTPA data from across colleges
 - b. To identify strengths and areas of growth

5. DISCUSSION: How edTPA has impacted the student teaching experience
 - a. For ISU
 - b. For Student Teachers
 - c. For Cooperating Teachers
 - d. For Profession

6. ACTION PLAN: What's next?

7. QUESTIONS and ANSWERS

Spring 2015 ISU edTPA Scores

Portfolios Submitted: 462

Mean Composite Score: 43.3

Initial Pass Rate: 87%

Task 1: Planning

Rubric	Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5
Mean	3.13	3.02	3.00	2.97	3.00
Proficiency Rate	84%	75%	75%	75%	77%

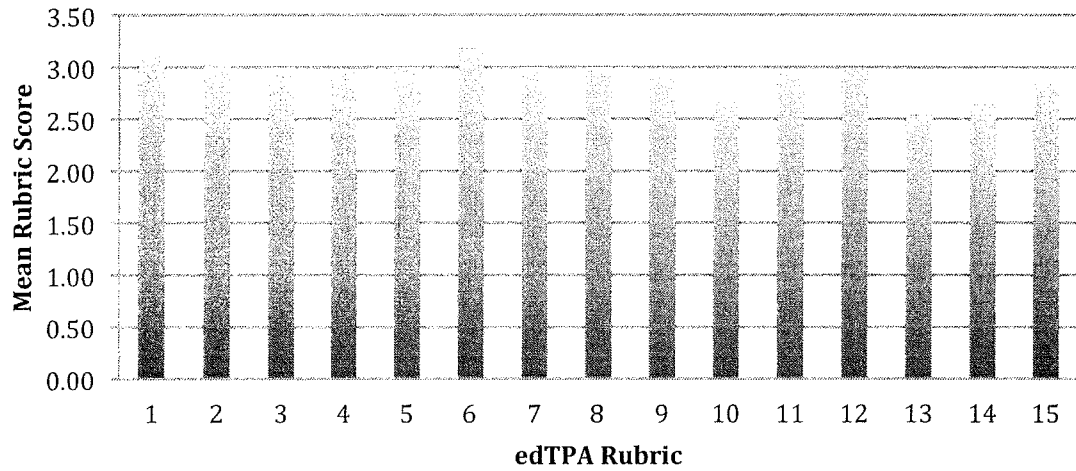
Task 2: instruction

Rubric	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10
Mean	3.18	3.00	3.00	2.90	2.70
Proficiency Rate	93%	77%	75%	71%	56%

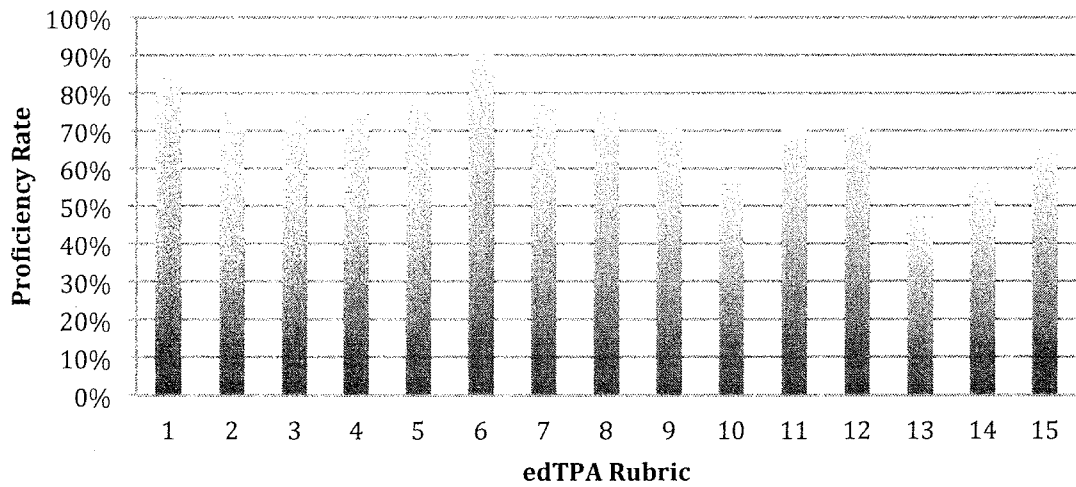
Task 3: Assessment

Rubric	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Mean	2.93	2.99	2.54	2.64	2.84
Proficiency Rate	71%	71%	47%	56%	65%

Spring 2015 ISU edTPA Mean Scores by Rubric



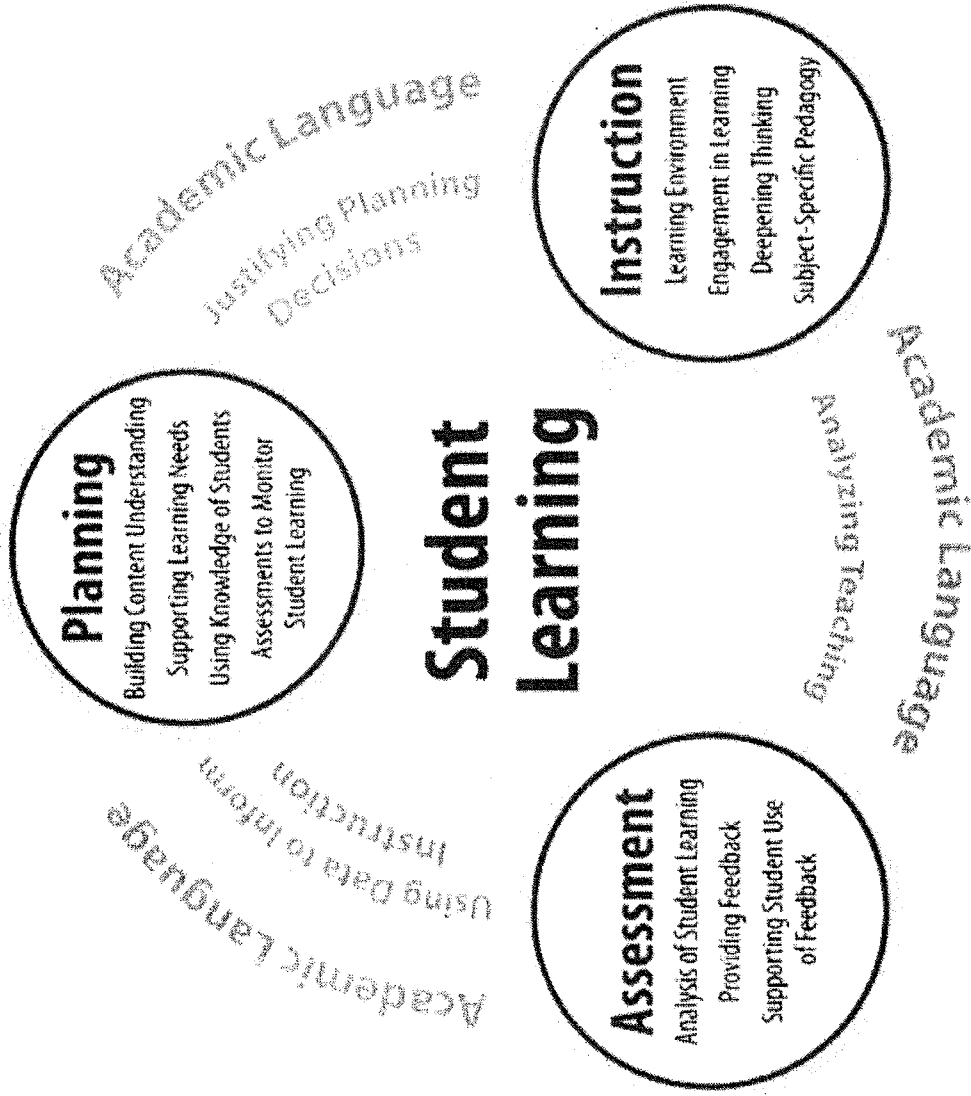
Spring 2015 ISU edTPA Proficiency by Rubric



Guide to the edTPA Rubrics

Rubric	Guiding Question
1: Planning for Understanding	How do the candidate's plans build on each other to develop students' understandings?
2: Planning to Support Varied Student Learning Needs	How does the candidate use knowledge of his/her students to target support for students' learning?
3: Using Knowledge of Students to Inform Teaching and Learning	How does the candidate use knowledge of his/her students to justify instructional plans?
4: Identifying and Supporting Language Demands	How does the candidate identify and support language demands associated with a key learning task?
5: Planning Assessments to Monitor and Support Student Learning	How are the informal and formal selected or designed to monitor students' progress toward the standards/objectives?
6: Learning Environment	How does the candidate demonstrate a safe and respectful learning environment that supports students' engagement in learning?
7: Engaging Student in Learning	How does the candidate actively engage students in learning?
8: Deepening Student Learning	How does the candidate elicit responses to promote students' thinking and understandings?
9: Subject-Specific Pedagogy	
10: Analyzing Teaching Effectiveness	How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?
11: Analysis of Student Learning	How does the candidate analyze evidence of student learning?
12: Providing Feedback to Guide Learning	What type of feedback does the candidate provide to focus students?
13: Student Use of Feedback	How does the candidate provide opportunities for focus students to use the feedback to guide their further learning?
14: Analyzing Students' Language Use and Learning	How does the candidate analyze student's use of language to develop content understanding?
15: Using Assessment to Inform Instruction	How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Structure of edTPA



Danielson's Framework for Teaching (2013) The Framework for Teaching, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Professional Responsibilities

- 3a Reflecting on Teaching
- 3b Maintaining Accurate Records
- 3c Communicating with Families
- 3d Participating in the Professional Community
- 3e Growing and Developing Professionally
- 3f Demonstrating Professionalism

Domain 4: Instructional Practices

- 4a Communicating With Students
- 4b Using Questioning and Discussion Techniques
- 4c Engaging Students in Learning
- 4d Using Assessment in Instruction
- 4e Demonstrating Flexibility and Responsiveness



edTPA Information Sheet for Cooperating Teachers

What is edTPA?

edTPA (educational Teacher Performance Assessment) is a national performance based assessment currently being implemented in 24 states and Washington DC. The edTPA was developed by faculty and staff at Stanford University in partnership with the American Association of Colleges of Teacher Education (AACTE).

What is the status of edTPA at ISU?

Completion of edTPA is a Gateway 3 requirement. Teacher candidates cannot be marked as completing student teaching without successfully completing and submitting (in Live Text) an edTPA portfolio. In Fall 2015, edTPA becomes a requirement for licensure in the state of Illinois as well as continuing to be an ISU Gateway 3 requirement.

What do candidates need to do?

To complete edTPA, teacher candidates must submit a portfolio that consists of 3 tasks*: Planning for Instruction and Assessment, Instructing and Engaging Students in Learning, and Assessing Student Learning. Within this portfolio, students are asked to submit artifacts (lesson plans, video clips, student work samples, etc.) to show evidence of their teaching and commentaries to describe the thinking behind their work. All of the artifacts and commentaries must come from the same learning segment (3-5 interconnected lessons).

**The Elementary Education handbook has four tasks.*

Why does the edTPA include a video component?

A performance-based assessment of a teacher candidate requires an examination of actual teaching. The video provides the teacher candidate the opportunity to examine teaching with regard to actual versus intended outcomes based on the lesson plans and learning objective(s).

Is permission required for video recording?

Teacher candidates must obtain parent/guardian permission* prior to recording students in the classroom. A permission form is provided to teacher candidate, with the candidate managing the permission process in accordance with school and district policies.

**student permission is acceptable in some cases where the student is 18 or older*

What if a parent/guardian does not grant permission?

The candidate will make accommodations for students without a signed consent form.

How is the confidentiality of the students protected?

Artifacts are submitted to a secure website with restricted access that is password protected. Candidates must agree to a statement of professional ethics regarding the privacy of students and the use of edTPA artifacts. Consequences for violating the privacy of the students may result in disciplinary action up to and including a recommendation to suspend licensure.

How are edTPA portfolios assessed?

edTPA portfolios are assessed based on 15 rubrics (5 per task), each of which looks at a different aspect of effective teaching. Official scoring is done by trained content experts who are hired, trained, and supervised by Pearson. ISU faculty and staff have also been trained in local evaluations, which allows them to assess edTPA portfolios for the purpose of program feedback and improvement.

What edTPA supports are in place for teacher candidates?

1. Handbooks, templates, and other needed materials provided in Live Text and Reggie Net.
2. Video assistance, including workshops, guide sheets, and one on one assistance.
3. ISU Program faculty/staff that are familiar with edTPA
4. Site visits by edTPA coordinator upon program request.
5. Introductory modules (pending).
6. Writing organizers (pending).

How do I know what kind of feedback I can give teacher candidates on their edTPA work?

The Stanford Center for Assessment, Learning, and Equity (SCALE) has a very specific set of guidelines when it comes to providing feedback to candidates about their edTPA work. These guidelines are outlined in the document "Guidelines for Supporting Candidates Completing edTPA". A copy of this document can be requested from the teacher candidate's ISU program director or coordinator.

How do I know what the edTPA is looking for?

The handbook (especially the rubrics) and the SCALE document "Making Good Choices" provide valuable information as to the edTPA performance expectations. Please encourage teacher candidates to read both of these documents thoroughly. If you would like access to these materials, please contact your student teacher's ISU teacher education program.



edTPA Guidelines for Acceptable Candidate Support
Revised April 2014

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning,¹ programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and cooperating teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

¹ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>

Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments²
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or videorecordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

² Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.

The American Association of Colleges for Teacher Education (AACTE); the Stanford Center for Assessment, Learning, and Equity (SCALE); and Pearson invite educators to become scorers for edTPA®.

edTPA Scorer Qualifications

- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

edTPA Scorer Benefits

- Promotes a deep understanding of edTPA rubrics that will enable you to better support teacher candidates
- Support informed discussions with teacher candidates and colleagues
- Support educator preparation programs curriculum mapping, multiple-measures, assessment-system design, alignment with supervisory observations/evaluation, articulation with P-12 partners, and formative learning opportunities for candidates

edTPA Scorer Commitment

- Scorers must complete a training curriculum that includes about 19 to 24 hours of online modules and scoring of practice and qualification portfolios.
- In addition to completing the training, scorers are expected to score a minimum of 1 to 2 portfolios per week for a multi-month scoring session, subject to the number of submissions. The total number of edTPA portfolios available to each scorer will vary based on the volume of candidate submissions.

- Scorers are also carefully monitored by trained scoring supervisors during scoring activities to maintain high quality.
- Portfolios are available for scorers to score at their convenience; the average time to score a portfolio is approximately 2 to 3 hours.
- Scorers are compensated for training time and for portfolios scored.

More Information

For more information on edTPA, visit <http://edtpa.aacte.org/>. To find out how to get involved in local evaluation or national scoring of edTPA, contact your partner university educator preparation program or visit <http://scoresedtpa.pearson.com/>.

edTPA®

Teachers Who Support Teacher Candidates

edTPA is a performance-based assessment that provides evidence that teachers beginning their careers are ready to teach.

SCALE

Stanford Center for Assessment, Learning, & Equity

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There is a nationwide effort to ensure that beginning teachers are truly prepared to teach effectively. In many states, this initiative includes the adoption of edTPA, which requires candidates to demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is not simply about theory as it requires teacher candidates to demonstrate what they can and will do on the job. Translating into practice what research has shown to improve learning, edTPA is intended to be used as a summative assessment at the end of an educator preparation program and to support state and national program accreditation by providing evidence for program completion or teacher licensure decisions.

If you are a P-12 teacher who supervises or supports teacher candidates in their clinical experiences, you will see how edTPA creates a rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school's standards and curricula. For the first time, however, all teacher candidates will document the five priority areas outlined below:

edTPA Focuses on Areas Critical to Effective Instruction

Teaching Area

Candidate Classroom Materials (Artifacts) Reviewed

Planning Lesson plans, instructional materials, student assignments, assessments, commentary justifying how plans meet student learning needs

Instruction Unedited video clips, commentary analyzing student engagement in learning

Assessment Samples of student work, feedback to focus students, commentary analyzing student learning and justifying next steps for teaching

Analysis of Teaching Planning, Instruction, and Assessment commentaries as noted above

Academic Language Unedited video clips and/or student work samples, Planning and Assessment commentaries

edTPA was developed under the leadership of the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE). The edTPA process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Since 2009, thousands of teacher educators and P-12 teachers have collaborated on edTPA to meet the need for a nationally available research- and standards-based assessment of candidate performance and more than 641 campuses in 35 states are now using the assessment.

Video recording requirement

Video recording may be a new requirement for teacher candidates and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only, unless additional permission is requested.

Teacher candidates are expected to follow their cooperating school's policies and protocols for obtaining the necessary parental/guardian permission, or to place those students without permission off-camera. Sample release forms are provided for reference at <http://www.edtpa.com/Content/Docs/SampleReleaseForm.pdf> and reflect the type of notification and permissions that must be obtained prior to video recording. Additionally, teacher candidates should consult their preparation program for other specific information that may be required to include in the release form.

The video submitted by each teacher candidate will not contain the candidate's name, the names of the cooperating teacher, school or district, or the last names of the students. Each teacher candidate must agree in advance that the video cannot be shared, posted publicly, or used for any other purpose without additional permission.

What you can expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates may need your input about the context and background of their students early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your teacher candidate. In return, edTPA will foster professional dialogue that will enhance the mutual benefits for both veteran teachers and teacher candidates. Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates readiness for an initial license. This document clarifies acceptable forms of support for candidates during the edTPA process and those that are unacceptable.

Acceptable Forms of Candidate Support within the edTPA Process

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Using rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- Asking probing questions about candidates' draft edTPA responses or video recordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support within the edTPA Process

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Instructing candidates on which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites

SCALE

Stanford Center for Assessment, Learning, & Equity



edTPA Points of Alignment with Common Core

The Stanford Center for Assessment, Learning and Equity (SCALE) provides affiliated teacher preparation programs with a variety of resources to support edTPA implementation, including crosswalks and alignment studies between edTPA and the [InTASC standards](#) and the [Charlotte Danielson Framework](#).

Included in this document are links to the latest “points of alignment” documents for the Common Core State Standards, edTPA and NCTE and NCTM pedagogical standards used by CAEP.

It is important to recognize that although edTPA and the standards for student learning and pedagogy share a common purpose – to provide guidance for student learning -- each set of standards/assessment is unique and serves a separate function:

- The CCSS define what all students are expected to know and be able to do. The CCSS do not; however define how teachers should teach.
- The NCTE and NCTM pedagogical standards used by CAEP represent candidate performance standards that focus directly on what teacher candidates should know and be able to do.
- edTPA is a performance-based assessment of readiness to teach for novices that is used as part of a multiple measures assessment system by programs and states. It is an assessment that focuses on student learning, principles from research and theory and high leverage practices that inform planning, instruction, assessment, academic language development and analyses of teaching.

SCALE has prepared three documents in each subject area to demonstrate points of alignment between standards for student learning, pedagogical standards and teaching practices assessed by edTPA. Each is described below and links are provided in the chart at the end of this description.

edTPA, CCSS and Subject Matter Pedagogy Detailed

This lengthy matrix (in excel) analyzes the content of edTPA to determine evidence of alignment with the Common Core State Standards in Mathematics or English Language Arts and the corresponding subject specific pedagogical standards. The matrix provides a basis for reporting what is common among the standards—the categories or topics, the content of each objective, and the degree of emphasis. The matrix maps each outcome of edTPA subject specific tasks and rubric elements to the most appropriate topic or content common to the Common Core State Standards and the corresponding pedagogical standards. The edTPA Tasks, Planning, Instruction and Assessment, are listed in the left column followed by edTPA prompts, and/or rubrics that align with the corresponding domains from the standards documents. The matrix, while not exhaustive, demonstrates how edTPA tasks and rubrics – provide candidates, preparation programs and licensure boards a measure of candidate readiness to teach to the CCSS using pedagogical best practices required by the national subject matter organizations.



edTPA, CCSS and Subject Matter Pedagogy in Brief

The purpose of this document is summarize the longer spreadsheet matrix and show the interconnection, or points of alignment between edTPA, Common Core State Standards and the corresponding pedagogical standards in that field. The document demonstrates that the goals and tasks of the edTPA and the expectations in the Common Core State Standards and pedagogical standards are substantially aligned.

edTPA and Subject Matter Pedagogy Summary Chart

The third document in each subject area provides a short version of the points of alignment between edTPA and the corresponding pedagogical standards (without reference to the Common Core). We provide this chart, not as a comprehensive description or exact matching of language, but a summary of the ways in which edTPA attends to features of the pedagogy expected in these fields. When an element or indicator is included in the chart, it may not be fully addressed by edTPA prompts/rubrics, but represents a degree of emphasis.

The chart presented here includes links to the subject specific versions of the three documents described above:

	edTPA, CCSS and Subject Matter Pedagogy Detailed	edTPA, CCSS and Subject Matter Pedagogy in Brief	edTPA and Subject Matter Pedagogy Summary Chart
Secondary English Language Arts	edTPA CCSS NCTElong	CCSS NCTE edTPAsummary	CAEP.NCTE.edTPAshort
Secondary Mathematics	edTPA CCSS NCTMlong	CCSS NCTM edTPAsummary	CAEP.NCTM.edTPAshort

**edTPA Secondary Mathematics
Points of Alignment with CCSS for Mathematics and NCTM CAEP Standards (2012) Secondary**

edTPA Task¹	edTPA Rubric	CCSS: Mathematics Standards	NCTM CAEP Standards Secondary
Planning:	1. <i>Planning for Mathematical Understandings</i>	1, 2, 3, 4, 7, 8	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 6c, 7c
	2. <i>Planning to Support Varied Student Needs</i>	1, 3, 4	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 6c, 7c
	3. <i>Using Knowledge of Students to Inform Teaching & Learning</i>	1, 2, 3, 4, 5, 6	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 6c, 7c
	4. <i>Identifying and Supporting Language Demands</i>	1, 2, 3, 6, 7	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 6c, 7c
	5. <i>Planning Assessments to Monitor and Support Student Learning</i>	1, 3, 4, 5, 6, 7	1a, 3c, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 6c, 7c
Instruction:	6. <i>Learning Environment</i>	3, 5	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 7c
	7. <i>Engaging Students in Learning</i>	1, 2, 3, 4, 5, 6, 8	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 7c
	8. <i>Deepening Student Learning</i>	2, 3, 4, 5, 6, 7, 8	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c
	9. <i>Subject Specific Pedagogy: Using Representations</i>	2, 4, 5,	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c
	10. <i>Analyzing Teacher Effectiveness</i>		1a, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 6b, 7c
Assessment:	11. <i>Analysis of Student Learning</i>	1, 2, 3, 4, 5, 7, 8	1a, 2b, 2c, 2d, 3d, 3e, 3f, 3g, 4b, 5a, 5b, 5c, 7c
	12. <i>Providing Feedback to Guide Learning</i>	1, 2, 3, 4, 5, 7, 8	2b, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c
	13. <i>Students' Use of Feedback</i>	1, 2, 3, 4, 5, 7, 8	3e, 3f, 3g, 4a, 4b, 5a, 5b, 5c
	14. <i>Analyzing Students' Language Use & Mathematics Learning</i>	6	1a, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 4a, 4b, 4c, 4d, 4e, 5a, 5b, 5c, 7c
	15. <i>Using Assessment to Inform Instruction</i>	1, 2, 3, 4, 5, 7, 8	4a, 4b, 5a, 5b, 5c, 6c, 7c

¹ edTPA Tasks and Rubrics focus predominately on teacher practice or performance. Given the scope of a learning segment, it is possible that specific expectations may be selected as a point of entry and it is probable that several standards may be addressed by a single task or within the learning segment.

**edTPA Secondary English Language Arts
Points of Alignment with CCSS and NCTE/CAEP**

edTPA Task¹	edTPA Rubric	CCSS: ELA and Literacy Anchor Standards (6-12)	NCTE CAEP Standards
Planning:	<i>1. Planning for English-Language Arts Understandings</i>	R.1 – R.10; W.1 – W.10 SL.1 – SL.6; L.1 – L.6 *	II.1; II.2; III.1; III.2; III.3; III.4; III.5; III.6; IV.1; IV.3; IV.4; V.1; V.2; V.3; V.4; VI.1; VI.2
	<i>2. Planning to Support Varied Student Needs</i>	R.1 – R.10; W.1 – W.10; SL.1 – SL.6; L.1 – L.6 *	II.1; II.2; III.1; III.2; III.3; III.4; III.5; III.6; IV.1; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4; VI.1; VI.2
	<i>3. Using Knowledge of Students to Inform Teaching & Learning</i>	R.10; W.4; W.5; W.9; W.10; SL.1; SL.3; SL.4; SL.6; L.3; L.4; L.6 **	II.1; II.2; III.1; III.2; III.3; III.4; III.5; III.6; IV.1; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4; VI.1; VI.2
	<i>4. Identifying and Supporting Language Demands</i>	R.4; R.5; R.6; W.1; W.2; W.3; SL.1; SL.2; S.3; SL.4; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6	II.1; II.2; III.1; III.2; III.3; III.4; III.5; III.6; IV.1; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4; VI.1; VI.2
	<i>5. Planning Assessments to Monitor and Support Student Learning</i>	R.10; W.10	III.1; III.2; III.3; III.4; III.5; III.6; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4
Instruction:	<i>6. Demonstrating a Positive and Engaging Learning Environment</i>	W.6; W.10; SL.1; SL.2; L.6	II.2; II.3; III.1; III.3; III.4; IV.1; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4; VI.1; VI.2
	<i>7. Engaging Students in Learning</i>	R.7; R.8; R.9; R.10; W.6; W.7; W.8; W.9; W.10; SL.1; SL.2; SL.4; SL.5; SL.6; L.3; L.4; L.6	II.2; II.3; III.1; III.3; III.6; IV.1; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4; VI.1; VI.2
	<i>8. Deepening Student Learning</i>	R.7; R.8; R.9; R.10; W.6; W.7; W.8; W.9; W.10; SL.1; SL.2; SL.3; SL.4; SL.5; SL.6 L.3; L.4; L.5; L.6	II.2; II.3; III.1; III.3; III.4; III.5; III.6; IV.1; IV.2; IV.3; V.2; V.3; V.4; VI.1
	<i>9. Subject Specific Pedagogy – Using Textual References to Construct Meaning</i>	R.1; R.4; R.5; R.6; R.7; R.8; R.9; W.1; W.8; W.9; SL.1; SL.2; SL.3; L.4 L.3; L.4; L.6	II.1; II.2; III.1; III.2; III.3; III.4; III.5; III.6; IV.1; IV.3; V.1; V.2; V.4
	<i>10. Analyzing Teacher Effectiveness</i>	**	III.2; IV.2; V.2; V.3; VII.1
Assessment:	<i>11. Analysis of Student Learning</i>	R.7; R.8; R.10; W.7; W.8; W.9; W.10; SL.1; SL.2; SL.4; SL.5; SL.6	II.2; II.3; III.1; III.2; III.3; III.4; III.5; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4
	<i>12. Providing Feedback to Guide Learning</i>	W.4; W.5; W.6; SL.1; SL.2; SL.4; SL.5; SL.6	II.2; II.3; III.3; IV.2; IV.3; V.1; V.2; V.3; V.4
	<i>13. Supporting Students' Use of Feedback</i>	W.8; SL.1	II.2; II.3; III.3; IV.2; IV.3; V.1; V.2; V.3; V.4
	<i>14. Analyzing Students' Language Use & English Language Arts Learning</i>	R.1; R.4; W.1; W.2; W.3; W.5; W.7; W.9; SL.1; SL.4; SL.5; SL.6; L.1; L.2; L.3; L.4; L.5; L.6	II.1; II.2; III.1; III.2; III.3; III.4; III.5; III.6; IV.1; IV.2; IV.3; IV.4; V.1; V.2; V.3; V.4
	<i>15. Using Assessment to Inform Instruction</i>	SL.1	II.2; II.3; III.2; IV.2; IV.3; V.2; V.3; V.4

¹ edTPA Task and Rubric focus predominately on teacher practice or performance. Given the scope of a learning segment, it is possible that specific expectations may be selected as a point of entry and it is probable that several standards may be addressed by a single task or within the learning segment.