
4B

Action

Professional Services Committee

Potential Approval of an Additional Teaching Performance Assessment

Executive Summary: This agenda item provides recommendations concerning the potential approval of an additional teaching performance assessment known as the “edTPA,” pursuant to the Commission’s responsibilities under EC Section 44320.2(d). Policy issues relating to statewide implementation of teaching performance assessments may also be discussed.

Policy Questions: Do the recommendations as presented in this agenda item respond appropriately to the Commission’s statutory responsibility to review and potentially approve additional teaching performance assessments that meet the Commission’s adopted Assessment Design Standards?

Recommended Action: That the Commission consider authorizing the use of edTPA for an expanded pilot and standard setting study during 2013-14 within recommended conditions and parameters.

Presenter: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal:

I. Educator Quality

- Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

September 2013

Potential Approval of an Additional Teaching Performance Assessment

Introduction

This agenda item provides an overview of a teaching performance assessment (TPA) model submitted for approval to the Commission and presents recommendations concerning the potential adoption of this model, known as the “edTPA.” In addition, the item presents several policy issues relating to the implementation of the teaching performance assessment for California candidates that arose within the edTPA review process for the Commission’s discussion and potential direction.

Background: The Teaching Performance Assessment Requirement

The Education Code (EC) specifies in section 44320.2(b) that beginning July 1, 2008 all multiple and single subject candidates must pass a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and congruent with state content and performance standards for pupils. Section §44320.2(d) specifies the Commission’s responsibilities with respect to the implementation of the teaching performance assessment requirement, including, under subsection (d)(3) the duty to “establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the commission and advise the commission regarding approval of each assessment system.” The Commission also has the statutory duty under subsection (b)(1) to adopt assessment quality standards for the purpose of approval of any locally developed assessment. The full text of EC §44320.2 is provided in Appendix A; the Commission’s adopted Assessment Design Standards are provided in Appendix B.

Currently there are three teaching performance assessment models approved for use in California teacher preparation programs. The first TPA to be developed was the CalTPA. The CalTPA was developed by the Educational Testing Service under contract with the Commission pursuant to EC §44320.2(b)(2) and (d)(2) which requires the Commission to develop a teaching performance assessment and make a training program for assessors available to any program choosing to use the Commission-developed assessment. Subsequently the Commission reviewed and approved two additional teaching performance assessments under EC § 44320.2(b)(1) and (d)(3): the Performance Assessment for California Teachers (PACT) in 2007 (<http://www.ctc.ca.gov/commission/agendas/2007-10/2007-10-3C.pdf>) and the Fresno Assessment of California Teachers (FAST) in 2008 (<http://www.ctc.ca.gov/commission/agendas/2008-06/2008-06-3G-insert.pdf>). Programs may use any of the three approved TPA models. In 2010-11, approximately 66% of teacher candidates took the CalTPA (55 institutions); approximately 31% of candidates took the PACT (34 institutions); and approximately 3% of candidates took the FAST (1 institution).

On July 30, 2013, the Commission received a fourth teaching performance assessment model for review and potential approval, the edTPA.

Overview of the edTPA

The edTPA is owned by Stanford University, through the Stanford Center for Assessment, Learning and Equity (SCALE). The application was submitted jointly by SCALE and Evaluation Systems (group of Pearson), a national testing contractor that administers and manages the scoring of the assessment. The application indicates that the edTPA was developed collaboratively by teachers and teacher educators under the leadership of SCALE and the American Association of Colleges for Teacher Education (AACTE). The edTPA is a national model of teaching performance assessment usable by multiple states. According to the AACTE website (<http://edtpa.aacte.org/faq#17>), the following states are participating in the edTPA: Colorado, Connecticut, Delaware, District of Columbia, Georgia, Hawaii, Idaho, Illinois, Iowa, Indiana, Maryland, Massachusetts, Minnesota, New York, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Virginia, Washington, Wisconsin, and Wyoming.

The edTPA assessment model provides three key tasks for candidates: Planning, Instruction, and Assessment, all three of which include aspects of academic language and analyzing teaching. Candidates are provided with instructions and prompts that guide their reflections, responses, artifacts and other portfolio evidence, including several video clips of the candidate's instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. Candidate responses are scored according to a total of 15 rubrics (5 per task) except for the Elementary Education task, which is scored according to a total of 18 rubrics (15 rubrics addressing the English Language Arts tasks and 3 addressing the mathematics assessment task). All rubrics are on a five point scale, which the developers of the edTPA regard as a developmental scale indicating increasing candidate performance across the scale range.

The table below indicates the correlation suggested by edTPA between the statutory multiple subject and 13 single subject California credential areas and the related edTPA assessments.

California Credential Area	edTPA Assessment (as suggested by SCALE)
Multiple Subject	Elementary Education
Science	Secondary Science
English Language Arts	Secondary English Language Arts
History/Social Science	Secondary History/Social Studies
Business	Business Education
Health	Health Education
Home Economics	Family and Consumer Science
Industrial and Technology Education	Technology and Engineering Education
Agriculture	Agriculture Education
World Languages	Classical Languages (e.g., Latin, Greek) World Languages* (all other languages)
Art	Visual Arts
Physical Education	Physical Education
Music	Performing Arts

* *American Sign Language is contained within the edTPA Special Education task*

An excerpt from the draft candidate Secondary Mathematics edTPA Handbook is provided in Appendix C. Although the focus and candidate directions provided in the draft Math Handbook

are essentially the same across all content areas, the rubrics vary according to the content area focus.

The edTPA is unique in the history of the implementation of California's teaching performance assessment requirement in that it is the first national assessment to be submitted for review and potential approval. All prior approved TPA models have been developed wholly for use in California and are scored at the campus level by faculty and practitioners recruited by the campus and trained to score. The edTPA was developed in California by the designers of the PACT assessment in collaboration with a variety of national organizations and with educators from multiple states, including California. The edTPA was developed in alignment with InTASC (Interstate New Teacher Assessment and Support Consortium) standards (<http://intascstandards.net/>), which are well aligned with the California Standards for the Teaching Profession, which serve as the basis for the Commission's Teaching Performance Expectations. The edTPA application included a "crosswalk" to demonstrate the alignment between the edTPA tasks and rubrics, the national standards and the California TPEs (Appendix D).

Scorers of the edTPA are drawn from a national "academy" of trained, calibrated assessors. Scorer training and calibration is provided by SCALE; the implementation of candidate registration, portfolio submission, and scoring processes are provided by Evaluation Systems. The fee for the edTPA is \$300 per candidate.

The edTPA is an assessment that is still under final development in terms of tasks, candidate materials, and passing standards. States participating in the edTPA are typically conducting their own standard-setting studies with their teacher candidate populations. This topic will be addressed further in the Recommendations section of this agenda item.

Pilot of the edTPA in California, 2012-13

In September 2012, the Commission approved a one-year pilot of the edTPA by three California teacher preparation programs: University of Southern California, University of California, Santa Barbara, and San Diego State University (<http://www.ctc.ca.gov/commission/agendas/2012-09/2012-09-2F.pdf>). These three institutions had previously been using the PACT. An update on the implementation of the pilot of the edTPA will be provided within the presentation of this agenda item at the September 2013 Commission meeting.

The edTPA Review Process

Consistent with the Commission's statutory duty to review and approve as appropriate any additional teaching performance assessment model that meets the Commission's standards, an expert psychometric review panel of five members was established to review the materials initially submitted by SCALE and Evaluation Systems. The review panel members included IHE faculty (three members) one K-12 assessment expert, and one out of state teacher licensure assessment expert. The initial edTPA materials were received electronically on July 29, 2013 from Evaluation Systems. The expert review panel met on August 7, 2013 at the Commission office for an orientation to the Education Code related to the TPA requirement, the Commission's adopted Assessment Design Standards, and the other approved TPA models. The panel was then provided with copies of the edTPA materials that had been received from

Evaluation Systems and used the remainder of the day for protected review time. The panel was instructed to review the submitted materials against the Commission's Assessment Design Standards and to provide a professional judgment, with supporting rationale and/or evidence, as to whether each standard was met, based on the information provided by Evaluation Systems on behalf of edTPA, or whether the panel needed additional information in order to determine if the standard was met.

After a two-week review period, the panel met for a second time at the Commission office on August 21, 2013 to discuss its findings. The Secondary Mathematics Handbook, which contained all materials related to the tasks, instructions and rubrics, was included in the original submission. On August 21, the panel was provided by the assessment sponsor with access to the other Handbooks for the edTPA tasks. The panel had a robust discussion concerning its findings, and came to consensus on which standards the panel felt had been met based on the initial submission by edTPA and which standards needed additional information and/or clarification. A consensus report was provided electronically on August 23, 2013 to Evaluation Systems, with a deadline of August 30 for providing the additional information and/or clarifications requested by the panel. Panel members were asked to review each of the Handbooks while awaiting the next edTPA response, since the material in the Handbooks was pertinent to several of the standards that had been deemed initially by the panel to require additional information.

A response from Evaluation Systems was received electronically on August 30, 2013, and was immediately forwarded to the members of the expert review panel. The panel then met via conference call on September 5, 2013 to discuss all of the submitted materials and come to a final consensus on their findings, presented below in this agenda item.

Expert Review Panel Findings

The edTPA Review Panel indicated that the edTPA submission had met most of the Commission's Assessment Design Standards, as documented in Appendix E. The panel found the edTPA to be a comprehensive performance assessment potentially approvable for full use in California, but identified for the Commission several issues that needed to be addressed before the panel felt a recommendation for full approval could be made. The panel emphasized, however, that overall the edTPA was a robust assessment consistent with the majority of requirements of the Commission's Assessment Design Standards.

In response to these findings, staff held additional discussions with the edTPA developers to determine whether the identified concerns could be addressed so that the use of the edTPA could move forward expeditiously in California. Commission staff participated in a meeting organized and facilitated by one of the current edTPA pilot institutions at the University of California Office of the President on September 6, 2013, to discuss issues and questions that had arisen for the piloting institutions during the pilot year. The meeting focused primarily on questions that these institutions had for the potential of edTPA implementation on a statewide basis. At the meeting the edTPA developer provided further details about the edTPA in response to questions from the participants.

Based on these and subsequent discussions with the edTPA developer, staff has summarized the unresolved issues identified by the Review Panel and identified areas where clarification from

the edTPA developer has been provided. Potential actions that would address these concerns are indicated in italics below.

Discussion of Key Issues Identified by the Expert Review Panel

Key Issue: English Learners

The panel found that the coverage of certain TPEs within the edTPA tasks and scoring scales was not sufficient for California purposes. In particular were two primary concerns: TPE 7 and TPE 1 (for multiple subjects). With respect to TPE 7, regarding the teaching of English learners, the panel noted that all models of the TPA need to assess adequately all candidates' demonstrated ability to appropriately instruct English learners, regardless of the particular content area of the candidate's credential. Within the edTPA, addressing English learners is optional for all tasks and all content areas. Thus, it would be possible for California candidates to complete the entire edTPA without addressing any English learners. By contrast, the edTPA does require all candidates regardless of content area to address students who are either identified as Special Education or on a 504 plan. The review panel indicated that this lack of requirements for demonstrating the ability to appropriately address the needs of English learners was a significant issue for the use of the edTPA with California candidates.

In subsequent discussions with the edTPA developer, staff was informed that the edTPA would be adapted to address the area of English learners as a requirement within the edTPA for use with California candidates. Standard 1a is considered by the Expert Review Panel and staff to be partially met, pending this adaptation.

Key Issue: Addressing the Four Core Content Areas for Multiple Subject Candidates

Regarding TPE 1 for multiple subjects, the review panel noted that the Elementary Education task of the edTPA primarily assessed English Language Arts, with three of the four tasks and 15 rubrics in this area. The review panel questioned whether the elementary Math task provided adequate coverage to determine that multiple subject candidates had demonstrated sufficient knowledge, skills and abilities in the area of teaching elementary mathematics to all students. It should be noted, however, that the panel members were primarily psychometric experts and not content experts. The edTPA does not include any provisions for assessing candidate performance in the other elementary core content areas of History/Social Science and Science. The other approved TPA models address the range of multiple subject core content areas either within the TPA tasks themselves (CalTPA and FAST) or through Content Area Tests (CATs) that are locally-developed (PACT). Thus, the panel concluded that the edTPA did not sufficiently address the assessment of multiple subject candidates with respect to TPE 1.

In subsequent discussions with the edTPA developer, staff was informed that the edTPA would address the use of Content Area Tests (or similar local assessments) within the edTPA in order to address the four core content areas for California multiple subject candidates. This will resolve the Review Panel's questions regarding the extent to which edTPA addresses TPE 1. Standard 1(a) continues to be partially met, however, pending adaptation of the model regarding the teaching of English learners.

Key Issue: Passing Score Standard for the edTPA

Standard 1 (i): Standard 1 (i) concerns the passing score standard. The edTPA has not yet concluded final standard setting studies, and has not published a national passing score standard. Other states are conducting their own standard-setting studies for this assessment, as indicated above. Since the Commission's standards require that an approved TPA have a passing score standard that should be equivalent to the Commission's standard or higher, the panel felt that the current lack of a California passing score standard was a key area relating to the potential approval of the edTPA for full use in California.

In subsequent discussions with the edTPA developer, staff was informed that the edTPA would be willing to conduct a standard setting study to establish a California-specific passing score standard. This would require that the Commission allow an expanded pilot of the edTPA with an appropriate sample of institutions and candidates. The parameters for such a study are described later in this agenda report, with a recommendation for Commission consideration. Standard 1(i) continues to be partially met, pending the outcome of a standard setting study or the adoption of a national passing standard that can be considered by the Commission.

Key Issue: Local vs. National Scoring of the Assessment

Standard 2 (c): Standard 2 (c) concerns the requirement that prospective and continuing assessors gain a deep understanding of the TPEs. National edTPA scorers from other states would typically not have been trained specifically in the application of California's TPEs within the performance assessment, particularly areas such as TPE 7 regarding effective instruction and assessment practices for English learners. This is a significant issue for California since the multiple and single subject credentials carry with them a full authorization to teach English learners.

Further, programs have indicated consistently over time that the greatest benefit to faculty has been their direct involvement in scoring candidate portfolios and seeing for themselves areas where the program has been effective and identifying areas of needed program improvement. Users of the PACT and the CalTPA and representatives of institutions that piloted the edTPA in California have raised the question of who should score the edTPA responses of California candidates – local scorers, national scorers, or a combination. The Commission's standards are silent on this matter, since at the time of their development all TPA models were designed with the expectation that they would be fully embedded in teacher preparation programs and managed locally.

In subsequent discussions with the edTPA developer, the edTPA developer clarified that scoring could take place face-to-face and/or as local scoring with program faculty along with the online national scorer option, with the understanding that national scorers would need appropriate background and/or training in order to score California candidates in areas such as, for example, English learners.

The issue of local/national scoring is a larger policy question for the Commission's consideration and does not have a direct bearing on whether edTPA meets the standards, since the standards are silent on this issue.

Staff Recommendation

Staff recommends that the Commission authorize the edTPA developer to conduct a standard setting study during the 2013-14 academic year through an expanded pilot using only California candidates, under the following conditions:

- a) Inclusion throughout the edTPA of a required focus on EL students for all California candidates in all tasks and content areas;
- b) Provision and use of Embedded Signature Assessments or similar assessments in order to address all four core content areas for multiple subject candidates in California;
- c) Looking at the appropriateness of the use of California-only or a mixture of California and scorers from other states to score California edTPA submissions;
- d) Requiring that all scorers, whether national or from California, have demonstrated credentials or expertise in the area of English learners and/or preparing teachers to work with English learners;
- e) Establishing through the pilot study the passing score standards for all California multiple and single subject candidates; and
- f) Not allowing California candidates to use the online electronic feedback module provided by Evaluation Systems to receive feedback on the actual materials submitted for review; however, candidates may still receive appropriate support as specified in the written materials submitted by edTPA for review.

It is estimated that a candidate pool of ideally 1,000 candidates but minimally 500 candidates would be needed in order to establish a passing score standard valid for California edTPA candidates. Representatives from SCALE and Evaluation Systems of Pearson will be present at the Commission meeting to answer questions and provide more information about a possible standard setting study.

Larger Policy Issues Raised in the edTPA Review Process

The advent of nationally-developed, nationally-used, teaching performance assessments presents several new opportunities not previously available within the statewide implementation of the TPA requirement. The implementation of national TPA models across the state also presents some heretofore unanticipated policy issues. Staff provides an overview below so that the Commission might have the opportunity to discuss these policy issues and provide such direction as it may deem appropriate.

***Policy Question 1:** Who should score California TPA candidates on national TPA assessments: California scorers, national scorers, or a combination?*

One of the significant opportunities present in the edTPA model is the access it will provide to a national academy of assessors. Currently, some California preparation programs involve all of their faculty in scoring their candidates; other institutions hire practitioners, lecturers, and faculty from other institutions to score their candidates. An expanded pilot and standard setting study could provide an opportunity to work with members of the edTPA academy of scorers as well as a cadre of California assessors who would be trained to score the edTPA. This question could be taken up as one of the research questions investigated during a standard setting study in 2013-14.

Policy Question 2: *What is the appropriate way to retain faculty engagement in the TPA process so that the formative benefits of participation in, and scoring of, the TPA remain a priority in California?*

Programs have consistently informed the Commission that one of the greatest benefits to the TPA has been the involvement of faculty in the scoring of this assessment, and the ability of faculty through the scoring process to look at candidate results and use these results for formative program improvement. Some of the participating institutions that piloted edTPA during the 2012-13 year used a local evaluation process, wherein faculty scored a sample of their candidates' edTPA responses and compared their findings with those generated by Evaluation Systems. In this way, the faculty had the benefit of seeing their candidates' performances, developing a deeper understanding of the edTPA model and approach, and utilizing these learnings to reflect on their programs. In addition to the Assessment Design standards used to evaluate prospective TPAs, the Commission's teacher preparation standards speak to issues of implementation. They are currently silent with regard to the role of faculty in scoring TPAs.

The TPA *User's Advisory Committee* (UAC) has been the body that considers policy and procedures related to the implementation of the teaching performance assessment requirement in California and makes recommendations to the Commission. The plan at this time is to reconstitute the UAC in Fall 2013 and refer these policy issues for discussion by the UAC. An agenda item will be prepared for the Commission with the recommendations of the UAC.

Next Steps

If the Commission approves any of the recommendations presented above concerning the edTPA and its potential use in California, staff would communicate with the edTPA developer to begin implementation of the approved recommendation(s). As appropriate to Commission action and/or direction, staff would also communicate with interested preparation programs regarding the edTPA pilot. Also as appropriate to Commission action and/or direction, staff could present additional items regarding TPA policy at future Commission meetings.

Appendix A

Education Code §44320.2

(a)The Legislature finds and declares that the competence and performance of teachers are among the most important factors in influencing the quality and effectiveness of education in elementary and secondary schools.

(b)Commencing July 1, 2008, for a program of professional preparation to satisfy the requirements of paragraph (3) of subdivision (b) of Section 44259, the program shall include a teaching performance assessment that is aligned with the California Standards for the Teaching Profession and that is congruent with state content and performance standards for pupils adopted pursuant to subdivision (a) of Section 60605. In implementing this requirement, institutions or agencies may do the following:

(1)Voluntarily develop an assessment for approval by the commission. Approval of any locally developed performance assessment shall be based on assessment quality standards adopted by the commission, which shall encourage the use of alternative assessment methods including portfolios of teaching artifacts and practices.

(2)Participate in an assessment training program for assessors and implement the commission developed assessment.

(c)The commission shall implement the performance assessment in a manner that does not increase the number of assessments required for teacher credential candidates prepared in this state. Each candidate shall be assessed during the normal term or duration of the preparation program of the candidate.

(d)Subject to the availability of funds in the annual Budget Act, the commission shall perform all of the following duties with respect to the performance assessment:

(1)Assemble and convene an expert panel to advise the commission about performance standards and developmental scales for teaching credential candidates and the design, content, administration, and scoring of the assessment. At least one-third of the panel members shall be classroom teachers in California public schools.

(2)Design, develop, and implement assessment standards and an institutional assessor training program for the sponsors of professional preparation programs to use if they choose to use the commission developed assessment.

(3)Establish a review panel to examine each assessment developed by an institution or agency in relation to the standards set by the commission and advise the commission regarding approval of each assessment system.

(4)Initially and periodically analyze the validity of assessment content and the reliability of assessment scores that are established pursuant to this section.

(5)Establish and implement appropriate standards for satisfactory performance in assessments that are established pursuant to this section. The commission shall ensure that oral proficiency in English is a criterion for scoring the performance of each candidate in each assessment.

(6)Analyze possible sources of bias in the performance assessment and act promptly to eliminate any bias that is discovered.

(7)Collect and analyze background information provided by candidates who participate in the performance assessment, and report and interpret the individual and aggregated results of the assessment.

(8) Examine and revise, as necessary, the institutional accreditation system pursuant to Article 10 (commencing with Section 44370), for the purpose of providing a strong assurance to teaching candidates that ongoing opportunities are available in each credential preparation program that is offered pursuant to Section 44320, Article 6 (commencing with Section 44310), Article 7.5 (commencing with Section 44325), or Article 3 (commencing with Section 44450) of Chapter 3 for candidates to acquire the knowledge, skills, and abilities measured by the assessment system.

(9) Ensure that the aggregated results of the assessment for groups of candidates who have completed a credential program are used as one source of information about the quality and effectiveness of that program.

(e) The commission shall ensure that each performance assessment pursuant to subdivision (b) is state approved and aligned with the California Standards for the Teaching Profession and is consistently applied to candidates in similar preparation programs. To the maximum feasible extent, each performance assessment shall be ongoing and blended into the preparation program, and shall produce the following benefits for credential candidates, sponsors of preparation programs, and local education agencies that employ program graduates:

(1) The performance assessment shall be designed to provide formative assessment information during the preparation program for use by the candidate, instructors, and supervisors for the purpose of improving the teaching knowledge, skill, and ability of the candidate.

(2) The performance assessment results shall be reported so that they may serve as one basis for a recommendation by the program sponsor that the commission award a teaching credential to a candidate who has successfully met the performance assessment standards.

(3) The formative assessment information pursuant to paragraph (1) and the performance assessment results pursuant to paragraph (2) shall be reported so that they may serve as one basis for the individual induction plan of the new teacher pursuant to Section 44279.2.

(f) It is the intent of the Legislature that assessments in accordance with paragraphs (1) and (2) of subdivision (b), including the administrative costs of the commission, be fully funded.

Appendix B

Assessment Design Standards

California Teaching Performance Assessment Design Standards, as Adopted by the Commission in December 2006

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to the Teaching Performance Expectations (TPEs). The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the established passing standard on the TPA is equivalent to or more rigorous than the recommended state passing standard.

Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness

1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the same TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.

1(b) To preserve the validity and fairness of the assessment over time, the sponsor may need to develop and field-test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.

1(c) Consistent with the language of the TPEs, the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.

1(d) The sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors

such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

1(e) The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor's clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California. All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.

1(f) The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.

1(g) The sponsor completes basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) overrepresentation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates and documents the analysis process, findings, and action taken.

1(h) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.

1(i) In the course of developing or adopting a passing standard that is demonstrably equivalent to or more rigorous than the State recommended standard, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The sponsor periodically reconsiders the reasonableness of the scoring scales and established passing standard.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

Required Elements for Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor will document sufficiency of candidate performance evidence through thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.

2(b) Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.

2(c) The Teaching Performance Assessment system includes a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scales associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.

2(d) In conjunction with the provisions of Teacher Preparation Program Standard 19, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.

2(e) The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational administration of the assessment. The subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the ongoing evaluation findings.

2(f) The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination

of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multilevel scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.

2(g) The sponsor ensures equivalent scoring across successive administrations of the assessment and between the Commission's model and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third party reviews of scores that have been assigned to candidate responses; and periodically studying proficiency levels reflected in the adopted passing standard.

2(h) The sponsor investigates and documents the consistency of scores among and across assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the adopted passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.

2(i) The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.



Elementary Mathematics

Assessment Handbook

September 2013

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

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Introduction to edTPA Elementary Mathematics

Purpose

The purpose of edTPA Elementary Mathematics, a nationally available performance-based assessment, is to measure novice teachers' readiness to teach elementary mathematics. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, content standards, and subject-specific pedagogy
- develop and apply knowledge of varied students' needs
- consider research and theory about how students learn
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

The edTPA Elementary Mathematics assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

For this assessment, you will first plan **3–5 consecutive mathematics lessons** (or, if teaching within a large time block, **3–5 hours of connected instruction**) referred to as a **learning segment**. Consistent with the Common Core State Standards for Mathematics¹ and the Principles and Standards for School Mathematics (NCTM 2000), a learning segment prepared for this assessment should reflect a balanced approach to mathematics. This means your segment should include **learning tasks** where students have opportunities to develop

- conceptual understanding
- procedural fluency
- mathematical reasoning and/or problem solving skills
- as well as to communicate precisely.

¹ The Common Core State Standards for Mathematics (June 2010) can be found at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. Note that Minnesota and Virginia have not adopted the Common Core State Standards for Mathematics.

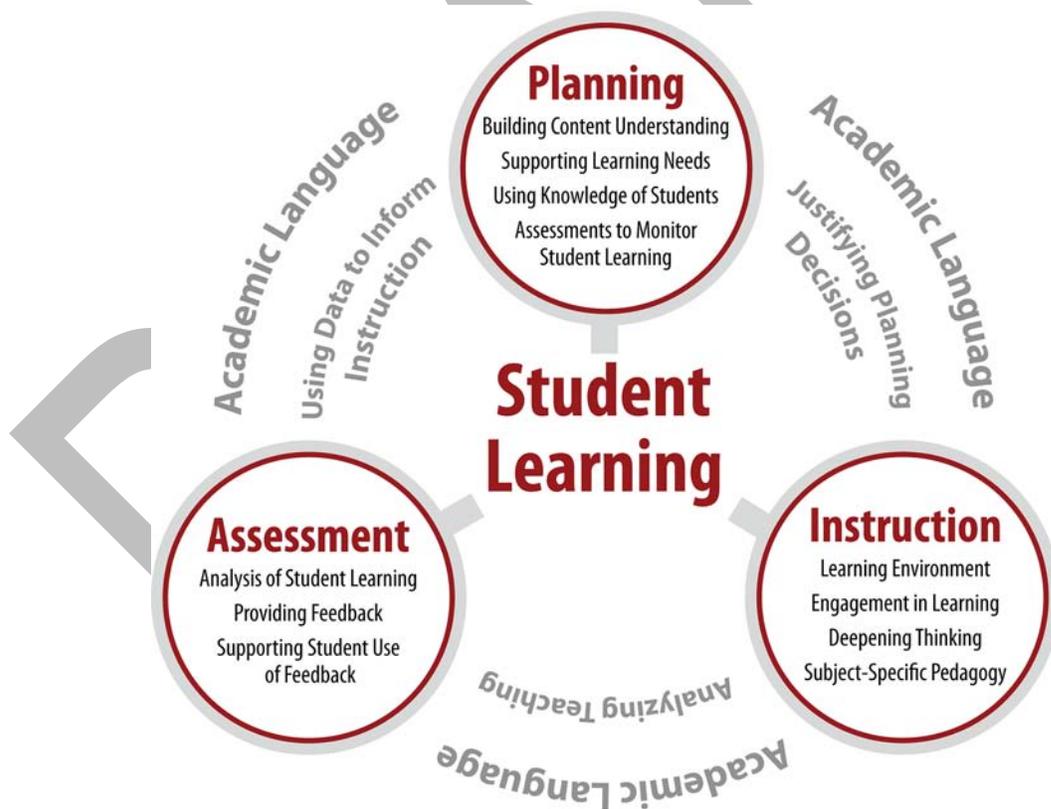
You will then teach the lessons, making a videorecording of your interactions with students during instruction. You will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, student work samples), as well as commentaries that you have written to explain/reflect on the planning, instruction, and assessment components of the task. The artifacts and commentaries for each task will then be evaluated using rubrics especially developed for each task.

You will complete three tasks for edTPA:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching that is focused on student learning). The planning task documents your **intended** teaching, the instruction task documents your **enacted** teaching, and the assessment task documents the **impact** of your teaching on student learning.



The three tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment with a focus on your students' learning needs.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of the assessment is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen student learning in mathematics. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind their choice, and analyze what you have learned about your teaching practice and your students' learning. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Elementary Mathematics Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The evidence (i.e., artifacts and commentaries) you submit will be judged on five components of teaching practice:

1. Planning
2. Instruction
3. Assessment
4. Analyzing Teaching
5. Academic Language

You will provide evidence for the planning, instruction, and assessment components within the corresponding tasks. You will provide evidence for the analyzing teaching component across all three tasks. You will provide evidence for the academic language component in the planning task, as well as in the instruction **AND/OR** assessment task.

The rubrics used to score your performance on the edTPA portfolio are included in this handbook and follow the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Elementary Mathematics assessment. After an overview of the tasks, the handbook provides instructions for each task, organized into four sections:

- 1. What Do I Need to Think About?**
This section provides focus questions for you to think about when completing the task.
- 2. What Do I Need to Do?**
This section provides specific, detailed directions for completing the task.
- 3. What Do I Need to Write?**
This section tells you what you need to write and also provides specific and detailed directions for writing the commentary for the task.
- 4. How Will the Evidence of My Teaching Practice Be Assessed?**
This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are available to you in this handbook:²

- **[Professional Responsibilities](#)**: guidelines for the development of your evidence
- **[Elementary Mathematics Context for Learning Information](#)**: prompts used to collect information about your school/classroom context
- **[Elementary Mathematics Evidence Chart](#)**: **specifications** for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary**: definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the [Elementary Mathematics Glossary](#).

² Your preparation program will have additional resources, including the [Making Good Choices](#) document, that provide guidance as you develop your evidence.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. Refer to the *Professional Responsibilities* section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review *edTPA Submission Requirements* to ensure that your materials conform to the required evidence specifications and requirements for scoring.

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edTPA Elementary Mathematics Tasks Overview

What to Do	What to Submit	Evaluation Rubrics
Task 1: Planning for Instruction and Assessment		
<ul style="list-style-type: none"> ▶ Select one class as a focus for this assessment. ▶ Provide relevant context information. ▶ Identify a learning segment to plan, teach, and analyze student learning. Select a learning segment of 3–5 consecutive lessons (or, if teaching mathematics within a large time block, about 3–5 hours of connected instruction). ▶ Identify a central focus. The central focus should support students to develop conceptual understanding, procedural fluency, and mathematical reasoning and/or problem solving skills. ▶ Write and submit a lesson plan for each lesson in the learning segment. ▶ Select and submit key instructional materials needed to understand what you and the students will be doing. ▶ Respond to commentary prompts prior to teaching the learning segment. ▶ As part of the commentary, choose one language function to analyze elementary mathematics language demands and identify a learning task where students use that language function. Identify both the language that students will be expected to use to engage in the learning task and your instructional supports. ▶ Submit copies or directions for all planned assessments from the learning segment. 	<ul style="list-style-type: none"> ▣ Part A: Context for Learning Information ▣ Part B: Lesson Plans for Learning Segment ▣ Part C: Instructional Materials ▣ Part D: Assessments ▣ Part E: Planning Commentary 	<p>Planning Rubrics</p> <ul style="list-style-type: none"> Rubric 1: Planning for Mathematical Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning

What to Do	What to Submit	Evaluation Rubrics
Task 2: Instructing and Engaging Students in Learning		
<ul style="list-style-type: none"> ▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▶ Identify lessons from the learning segment you planned in Task 1 to videorecord. You should choose lessons that show you interacting with students to develop their understanding of mathematics concepts. ▶ Videorecord your teaching and select 1 or 2 video clips (no more than 15 minutes total). ▶ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts. 	<ul style="list-style-type: none"> ▣ Part A: Video Clips ▣ Part B: Instruction Commentary 	<p>Instruction Rubrics</p> <ul style="list-style-type: none"> Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 9: Subject-Specific Pedagogy: Using Representations Rubric 10: Analyzing Teaching Effectiveness

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What to Do	What to Submit	Evaluation Rubrics
Task 3: Assessing Student Learning		
<ul style="list-style-type: none"> ▶ Select one assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Submit the assessment used to evaluate student performance. ▶ Define and submit the evaluation criteria you will use to analyze student learning. ▶ Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of learning within, and across learners in, the class. ▶ Select 3 student work samples to illustrate your analysis of patterns of learning within, and across learners in, the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your focus students. ▶ Summarize the learning of the whole class, and refer to work samples from the three focus students to illustrate patterns in student understanding across the class. ▶ Submit feedback on the assessment for the three focus students in written, audio, or video form. ▶ Analyze evidence of students' language use from (1) the video clips from the instruction task, (2) an additional video clip of one or more students using language within the learning segment, AND/OR the student work samples from the assessment task. ▶ Analyze your assessment of student learning and plan for next steps by responding to commentary prompts. 	<ul style="list-style-type: none"> ▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary ▣ Part D: Evaluation Criteria 	<p>Assessment Rubrics</p> <p>Rubric 11: Analysis of Student Learning</p> <p>Rubric 12: Providing Feedback to Guide Learning</p> <p>Rubric 13: Student Use of Feedback</p> <p>Rubric 14: Analyzing Students' Language Use and Mathematics Learning</p> <p>Rubric 15: Using Assessment to Inform Instruction</p>

Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Task 1: Planning for Instruction and Assessment, you will describe your plans for the learning segment and explain how your instruction is appropriate for the students and the content you are teaching. As you develop your plans, you need to think about the following:

- What do your students know, what can they do, and what are they learning to do?
- What do you want your students to learn? What are the important understandings and core concepts you want students to develop within the learning segment?
- What instructional strategies, learning tasks, and assessments will you design to support student learning and language use?
- How is the teaching you propose supported by research and theory about how students learn?
- How is the teaching you propose informed by your knowledge of students?

Task 1 prepares you to demonstrate and analyze the effectiveness of your teaching of the planned learning segment.

What Do I Need to Do?

- **Select a class.** If you teach more than one class, select one focus class for this assessment.
- **Provide context information.** The Elementary Mathematics [Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your students and your school/classroom. The context information you submit should be **no more than 3 pages, including the prompts.**
- **Identify a learning segment to plan, teach, and analyze.** Review the curriculum with your cooperating teacher and select a learning segment of **3–5 consecutive lessons.** (If teaching mathematics within a large time block, select a learning segment of about **3–5 hours of connected instruction**).
- **Identify a central focus.** Identify the central focus along with the content standards and objectives you will address in the learning segment. The central focus should support students to develop
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning and/or problem solving skills

- ❑ **Analyze language demands.** Select a key language function, a learning task, and additional language demands required by the task.
- ❑ **Write a lesson plan** for each lesson in the learning segment. If you are planning for a group rather than the full class, plans should describe instruction for that group. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them. If your teacher preparation program requires you to use a specific lesson-plan format for this assessment, you must include the information described below.
- ❑ Your lesson plans should include the following information:
 - State-adopted student academic content standards and/or Common Core State Standards for Mathematics that are the target of student learning. (Note: Please list the **number and text** of each standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.)
 - Learning objectives associated with the content standards
 - Informal and formal assessments used to monitor student learning, including type(s) of assessment and what is being assessed
 - Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs
 - Instructional resources and materials used to engage students in learning
- ❑ **Lesson plans must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any rationale for decisions or explanations should be included in your Planning Commentary and deleted from your plans.
- ❑ **Respond to the commentary prompts** listed in the Planning Commentary section **prior to teaching the learning segment.**
- ❑ Submit your original lesson plans. **If you make changes while teaching the learning segment**, you may offer reflection on those changes in the Instruction and Assessment Commentaries that are part of Tasks 2 and 3.
- ❑ **Select and submit key instructional materials** needed to understand what you and the students will be doing (**no more than 5 pages per lesson plan**). The instructional materials might include such items as class handouts, assignments, slides, and interactive whiteboard images.
- ❑ **Submit copies of all written assessments.** (Submit only the blank assessment given to students; do not submit student work samples.)

See the [Task 1: Artifacts and Commentary Specifications](#) in the Elementary Mathematics Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

In Task 1: Planning for Instruction and Assessment, you will write

- a description of your context for learning (see “What Do I Need to Do?” above for directions)
- lesson plans (see “What Do I Need to Do?” above for directions)
- a commentary explaining your plans (see “Planning Commentary” below for directions)

Planning Commentary

In Task 1: Planning for Instruction and Assessment, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 9 single-spaced pages, including the prompts.**

1. Central Focus

- a. Describe the central focus and purpose for the content you will teach in the learning segment.
- b. Given the central focus, describe how the standards and learning objectives within your learning segment address
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning **OR** problem-solving skills
- c. Explain how your plans build on each other to help students make connections between
 - facts
 - concepts
 - computations/procedures
 - mathematical reasoning or problem solving strategies to deepen their learning of mathematics

2. Knowledge of Students to Inform Teaching

For each of the prompts below (2a–c), describe what you know about **your** students with respect to the central focus of the learning segment.

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- a. Prior academic learning and prerequisite skills related to the central focus—**What do students know, what can they do, and what are they learning to do?**
- b. Personal/cultural/community assets related to the central focus—**What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?**
- c. Mathematical dispositions related to the central focus—**What do you know about the extent to which your students**
 - perceive mathematics as “sensible, useful, and worthwhile”³
 - persist in applying mathematics to solve problems
 - believe in their ability to learn mathematics

3. Supporting Students' Mathematics Learning

Respond to prompts below (3a–c). To support your explanations, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, **use principles from research and/or theory to support your explanations.**

- a. Explain how your understanding of your students' prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.
- b. Describe and justify why your instructional strategies and planned supports are appropriate for **the whole class, individuals, and/or groups of students with specific learning needs.**

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

- c. Describe common mathematical preconceptions, errors, or misunderstandings within your central focus and how you will address them.

4. Supporting Mathematics Development Through Language

- a. **Language Function.** Choose **one** language function essential for student learning within your central focus. Listed below are some sample language functions. You may choose one of these or another language function more appropriate for your learning segment:

Categorize	Compare/contrast	Describe	Interpret	Model
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- b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)

³ From the Common Core State Standards for Mathematics

- c. **Additional Language Demands.** Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:
- Vocabulary and/or symbols
 - **Plus** at least one of the following:
 - Syntax
 - Discourse

Consider the range of students' understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them?

- d. **Language Supports.** Refer to your lesson plans and instructional materials as needed in your response to the prompt.
- Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence of students' conceptual understanding, computational/procedural fluency, and mathematical reasoning and/or problem solving skills throughout the learning segment.
- b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.

Consider all students, including students with IEPs, English language learners, struggling mathematics students, underperforming students or those with gaps in academic knowledge, and/or gifted students.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 1: Planning for Instruction and Assessment, your evidence will be assessed with rubrics 1–5, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Task 2: Instructing and Engaging Students in Learning

What Do I Need to Think About?

In Task 2: Instructing and Engaging Students in Learning, you will demonstrate how you support and engage students in learning. Before you begin your instruction, you need to think about the following:

- What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students' engagement in learning?
- What kinds of learning tasks actively engage students in the central focus of the learning segment?
- How will you elicit and build on student responses in ways to develop and deepen content understanding?
- In what ways will you connect new content to your students' prior academic learning and personal, cultural, or community assets during your instruction?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?

What Do I Need to Do?

- ❑ **Obtain required permission for videorecording.** Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- ❑ **Examine your lesson plans for the learning segment** and identify challenging learning tasks in which you and your students are actively engaged. The video clips you select for submission should provide a sample of how you interact with students to develop understanding of mathematical concepts.
- ❑ **Identify lessons to videorecord.**
 - Provide 1–2 video clips (**together totaling no more than 15 minutes**) that demonstrate how you engage students in **developing understandings of mathematical concepts**.
 - Determine whether you will feature the whole class or a targeted group of students within the class.
 - **(Optional) Provide evidence of students' language use.** You may provide evidence of language use with your video clips from Task 2, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** through the student work samples analyzed in Task 3.

- ❑ **Videorecord your classroom teaching.** Tips for videorecording your class are available from your teacher preparation program.
- ❑ **Select 1–2 video clips to submit** and verify that the clips meet the following requirements:
 - A video clip must be continuous and unedited, with no interruption in events.
 - Check the video and sound quality to ensure that you and your students can be **seen** and **heard** on the video clips you submit.
 - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- ❑ **Respond to the prompts** listed in the Instruction Commentary section below **after viewing the video clips.**
- ❑ **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, insert digital copies or transcriptions at the end of the Instruction Commentary (**no more than 2 pages**).

See the [Task 2: Artifacts and Commentary Specifications](#) in the Elementary Mathematics Evidence Chart for instructions on electronic submission of evidence. This chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Instruction Commentary

In Task 2: Instructing and Engaging Students in Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 6 single-spaced pages, including the prompts**.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.
2. **Promoting a Positive Learning Environment**
 - In response to the prompt, refer to scenes in the video clips where you provided a positive learning environment.
 - How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?
3. **Engaging Students in Learning**

Refer to examples from the video clips in your responses to the prompts.

 - a. Explain how your instruction engaged students in developing understanding of mathematical concepts.

- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

- a. Explain how you elicited and built on student responses to promote thinking and develop understandings of mathematical concepts.
- b. Explain how you used representations (manipulatives, models, tools, diagrams, charts) to support students' understanding and use of mathematical concepts.

5. Analyzing Teaching

Refer to examples from the video clips in your responses to the prompts.

- a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

- b. 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.

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 2: Instructing and Engaging Students in Learning, your evidence will be assessed using rubrics 6–10, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Task 3: Assessing Student Learning

What Do I Need to Think About?

In Task 3: Assessing Student Learning, you will analyze both student learning and student use of language. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what students have learned?
- How will you provide meaningful feedback to your students?
- How will you use evidence of what students know and are able to do to plan next steps in instruction?
- How will you identify evidence and explain students' use of language that demonstrates the development of content understanding?

What Do I Need to Do?

- **Determine which assessment from your learning segment you will use** to evaluate your students' developing knowledge and skills. It should be an assessment that is completed by the entire class featured in the learning segment. The assessment should reflect the work of individuals, not groups, but may be individual work from a group task. The assessment should provide opportunities for students to demonstrate
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning or problem solving skills
- **Define and submit the evaluation criteria** you will use to analyze student learning related to the mathematical understandings described above.
- **Collect and analyze student work** from the selected assessment to identify **quantitative and qualitative** patterns of learning within, and across learners in, the class.
- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your focus students for this task. At least one of the students must have specific learning needs, for example, a student with an IEP (Individualized Education Program), an English language learner, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.
- **Document the feedback** you gave to each of the **3 focus students** either on the work sample itself, as an audio clip, or as a video clip.
- **If you submit feedback as a video or audio clip and your comments to focus students cannot be clearly heard**, attach transcriptions of your comments (**no more than 2 pages**) to the end of the Assessment Commentary.

- ❑ If you submit feedback to focus students as a video or audio clip and additional students are present, clearly identify which students are your focus students at the end of the Assessment Commentary (in no more than two sentences).
- ❑ **Respond to the prompts** listed in the Assessment **Commentary** section below **after analyzing student work from the selected assessment**.
- ❑ **Include and submit the selected assessment, including directions/prompts provided to students.** Attach the assessment (**no more than 5 pages**) to the end of the Assessment Commentary.
- ❑ **Provide evidence of students' understanding and use of the targeted academic language function.** You may choose evidence from the video clips submitted in **Task 2**, an additional video clip of one or more students using language within the learning segment (**no more than 5 minutes in length**), **AND/OR** student work samples submitted in Task 3.

See the [Task 3: Artifacts and Commentary Specifications](#) in the Elementary Mathematics Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

What Do I Need to Write?

Assessment Commentary

In Task 3: Assessing Student Learning, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 10 single-spaced pages, including the prompts**.

1. Analyzing Student Learning

- a. Identify the specific standards/objectives measured by the assessment you chose for analysis.
- b. Provide the evaluation criteria you used to analyze student learning.
- c. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.
- d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to
 - conceptual understanding
 - procedural fluency
 - mathematical reasoning or problem solving skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. In what form did you submit your evidence of feedback for the 3 focus students?
 - Written directly on work samples or in a separate document
 - In audio files; or
 - In video clips from the instruction task (provide a time-stamp reference) or in a separate video clip
- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning targets measured.
- c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?

3. Evidence of Language Understanding and Use

You may provide evidence of students' language use **from ONE, TWO OR ALL THREE of the following sources:**

1. Use video clips from Task 2 and provide time-stamp references for language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students' language use). Submit the clip in Task 3 Part B.
3. Use the student work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the video clips (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

- Explain and provide evidence for the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction
 - for the whole class
 - for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

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

How Will the Evidence of My Teaching Practice Be Assessed?

For Task 3: Assessing Student Learning, your evidence will be assessed using rubrics 11–15, which appear in the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

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Appendix D: Crosswalk of California Teacher Performance Expectations (TPEs) to edTPA Tasks and Rubrics

Below is the crosswalk demonstrating strong alignment of the edTPA to the California Teacher Performance Expectations (TPE); also attached is a matrix demonstrating a visual alignment of the CA TPEs and edTPA. The TPE/edTPA Crosswalk reveals that the central elements of the TPEs are strongly aligned with the concepts embedded within the three tasks of the edTPA (i.e., Planning, Instruction and Assessment). The TPEs are listed in the left column. Each TPE, usually structured with the elements discussed in a narrative format, has been re-organized into a corresponding list of the same elements (a., b., c...); this has been done to visually support the alignment description. The right hand column of the crosswalk lists the edTPA tasks, prompts, and/or rubrics that align with the corresponding TPE in the left column.

Evidence of edTPA alignment to the TPEs is organized by first listing the edTPA task: Planning, Instruction and/or Assessment. Following the task, the commentary prompts and rubrics that provide evidence of alignment for each TPE element or group of elements are listed. To demonstrate the key areas of alignment key terms and concepts are listed in bold font for both the TPE and edTPA columns. Finally, certain TPEs, such as TPE 3 and TPE 4, include a substantial list of elements. To clarify the particular instances of alignment with the edTPA, evidence for groups of elements is often listed together. For example, to reveal the alignment of TPE 4 with edTPA, the TPE was divided into two sections TPE 4a-d and e-m; a space has been inserted between sections to denote the next set of elements and alignment evidence. Whenever possible, TPE elements and edTPA alignment evidence has been placed side-by-side. However, when a larger group of TPE elements are addressed together, such visual spacing is not possible. Lastly, when possible, direct alignment of a TPE element and the edTPA was identified and listed separately. For example, the direct alignment of TPE 4g with several areas of the edTPA was listed separately.

Overall the analyses of the relationship between the edTPA (handbooks and rubrics) to the California TPEs demonstrate a substantial alignment of the edTPA to the TPEs. Additionally the edTPA alignment to the new InTask standards also are closely aligned.

California Teacher Performance Expectations and 2013 edTPA Crosswalk

Teacher Performance Expectations	Alignment of edTPA Elements
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS	
<p>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction:</p> <p>TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments</p> <ul style="list-style-type: none"> • Teaching English-Language Arts in a Multiple Subject Assignment • Teaching Mathematics in a Multiple Subject Assignment • Teaching Science in a Multiple Subject Assignment • Teaching History-Social Science in a Multiple Subject Assignment <p>TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments</p> <ul style="list-style-type: none"> • Teaching English-Language Arts in a Single Subject Assignment • Teaching Mathematics in a Single Subject Assignment • Teaching Science in a Single Subject Assignment • Teaching History-Social Science in a Single Subject Assignment • Teaching Agriculture in a Single Subject Assignment • Teaching Art in a Single Subject Assignment • Teaching Business in a Single Subject Assignment • Teaching Health in a Single Subject Assignment • Teaching Home Economics in a Single Subject Assignment • Teaching Industrial and Technology Education in a Single Subject Assignment • Teaching World Language in a Single 	<p>edTPA alignment: There are edTPA subject specific handbooks that meet and align to specific pedagogical skills for subject matter instruction for 1A and 1B.</p> <p>Elementary Education Handbook: This handbook includes 4 Tasks. Tasks 1-3 focus on Literacy (Planning, Instruction and Assessment), and Task 4 -an Assessment Task, focuses on Analyzing Student Learning in Mathematics.</p> <p>Secondary edTPA Subject Specific Handbooks</p> <p>Secondary English Language Arts</p> <p>Secondary Mathematics</p> <p>Secondary Science</p> <p>Secondary History/Social Studies</p> <p>Agricultural Education</p> <p>Visual Arts</p> <p>Business Education</p> <p>Health Education</p> <p>Family and Consumer Science</p> <p>Technology and Engineering Education</p> <p>World Languages</p>

<p>Subject Assignment</p> <ul style="list-style-type: none"> • Teaching Music in a Single Subject Assignment • Teaching Physical Education in a Single Subject Assignment 	<p>Performing Arts (Music/Dance/Theatre) Physical Education</p>
<p>B. ASSESSING STUDENT LEARNING</p>	
<p><u>TPE 2: Monitoring Student Learning During Instruction</u> Candidates:</p> <ol style="list-style-type: none"> Use multiple measures for progress monitoring throughout instruction to determine whether all students, including English learners and students with special needs are understanding content and making progress toward identified key concepts from state-adopted academic standards. Use ongoing multiple and, where appropriate, differentiated assessment options to collect evidence of individual and whole class learning 	<p><u>TPE 2a aligns to edTPA in Task 1 Planning:</u> Prompt 5. How are the informal and formal assessments selected or designed to monitor students' progress toward content area goals? Rubric 5. (criterion includes)¹: The assessments provide evidence to monitor students' progress toward developing the content goals during the learning segment.</p> <p><u>TPE2b aligns to edTPA in Task 1 Planning and Task 2 Instruction</u> Planning Prompt 5b.Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs, ELLs, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.</p> <p><u>Instruction Prompt 4. Deepening Student Learning during Instruction</u> (English Language Arts example):</p> <ol style="list-style-type: none"> Explain how you elicited student responses to promote thinking and develop students' abilities to construct meaning from and interpret complex text. <p>Instruction Rubric 8: Deepening Student Learning (English Language Arts Example): Candidate elicits and builds on student responses to develop students' abilities to construct meaning and interpret complex text.</p> <p><u>TPE2c aligns to edTPA in Task 1 Planning:</u> Prompt 3B: Describe key misconceptions within your</p>

¹ Throughout this document, representative criterion will be included from the rubrics to help describe the elements of the edTPA.

<p>c. Anticipate, check for, and address common student misconceptions and identified misunderstandings.</p> <p>d. Act upon the information gathered during instruction.</p>	<p>content focus and how you will address them. Rubric 2/Level 5: Supports include specific strategies to identify and respond to common misconceptions.</p> <p><u>TPE 2d aligns to edTPA in Task 2 Instruction and Task 3 Assessment:</u></p> <p><u>Instruction Prompt 4. Deepening Student Learning during Instruction</u> (English Language Arts example):</p> <p>a. Explain how you elicited student responses to promote thinking and develop students' abilities to construct meaning from and interpret complex text.</p> <p>Instruction Rubric 8: Deepening Student Learning (English Language Arts Example): Candidate elicits and builds on student responses to develop students' abilities to construct meaning and interpret complex text.</p> <p>Assessment Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Assessment Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that improves student learning related to the standards and learning objectives assessed.</p>
<p><u>TPE 3: Interpretation and Use of Assessments</u> Candidates:</p> <p>a. Understand and use a variety of informal and formal, as well as formative and summative assessments, at varying levels of cognitive demand to determine students' progress and plan instruction.</p> <p>b. Understand purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.</p> <p>c. Use multiple measures to assess student knowledge, skills, and behaviors.</p> <p>d. Know when and how to use specialized assessments based on students' needs.</p> <p>e. Know about and can appropriately use informal classroom assessments and analyze student work, including the types and quality of student work samples as</p>	<p><u>TPE 3a-e align to edTPA in Task 1 Planning for Instruction and Assessment:</u></p> <p>Prompt 5. Monitoring Student Learning:</p> <p>a. Describe how your planned formal and informal assessments will provide direct evidence of students' content understanding throughout the learning segment.</p> <p>b. Explain how the design or adaptation of your planned assessments allow students with specific needs to demonstrate their learning.</p> <p>Rubric 5. Monitoring Student Learning: The assessments provide evidence or multiple forms of evidence to monitor students' progress toward developing the content goals throughout the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p>

<p>well as performance-based real-world applications of learning.</p> <p>f. Teach students how to use self-assessment strategies and provide guidance and time for students to practice these strategies.</p> <p>g. Understand how to familiarize students with the format of state-adopted assessment program and how to appropriately administer the assessment program, including implementing accommodations for students with special needs.</p> <p>h. Can accurately interpret assessment results of individuals and groups in order to develop and modify instruction.</p> <p>i. Interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.</p> <p>j. Give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.</p> <p>k. Are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.</p> <p>l. Can clearly explain to families how to help students understand the results of assessments to help students achieve the academic curriculum.</p>	<p><u>TPE 3f, h-k align to edTPA in Task 2 Instruction:</u></p> <p>Rubric 8: Deepening Student Learning (English Language Arts Example): Candidate facilitates interactions among students so they can evaluate their own abilities to apply strategies for constructing meaning and interpreting complex text.</p> <p><u>TPE 3e, f, h, i, j, k align to edTPA Task 3 Assessment:</u></p> <p>Prompt 1. Analyzing Student Learning:</p> <p>a. Provide a graphic (table or chart) or narrative summary of student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described.</p> <p>b. Use evidence from whole class summary and three student work samples to analyze patterns of learning for the whole class and groups or individual learners relative to content assessed.</p> <p>Rubric 11. Analysis of student learning supported with evidence: The analysis focuses on what students did right AND wrong and is supported with evidence from the summary and work samples. Analysis includes some differences in whole class learning.</p> <p>Prompt 2. Feedback to Guide Learning:</p> <p>a. In what form did you submit your evidence of feedback for the three focus students?</p> <p>b. Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured.</p> <p>c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?</p> <p>Rubric 12. Providing Feedback: Candidate describes how s/he will guide focus students to use feedback to evaluate their own strengths and needs.</p> <p>Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next</p>
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	<p>steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that improves student learning related to the standards and learning objectives assessed.</p>
<p>C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING</p>	
<p><u>TPE 4: Making Content Accessible</u> Candidates:</p> <p>a. Incorporate specific strategies, instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum.</p> <p>b. Use instructional materials to teach students the academic content described in the state-adopted academic content standards and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement.</p> <p>c. Vary instructional strategies according to purpose, lesson content and student needs. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and use of media and other technology.</p> <p>d. Understand how to deliver a comprehensive program of rigorous instruction that includes reading, writing, speaking and listening, and language within discipline-specific standards.</p> <p>e. Provide opportunities and adequate time for students to practice and apply what they have learned to real-world applications.</p>	<p><u>TPE 4a, b, c & d align to edTPA in Task 1 Planning for Instruction and Assessment:</u></p> <p>Prompt 1 Prompt 1. Central Focus:</p> <p>a-c. Describe the central focus and discuss how the standards and learning objectives within your learning segment address students' abilities to learn the skills and content.</p> <p>d. Explain how your plans build on each other to help students make connections between different content area skills and knowledge to deepen their learning of the content area.</p> <p>Rubric 1. Planning for Content Understanding: Plans build on each other with clear connections to support student learning of content.</p> <p>Prompt 2. Knowledge of students to inform teaching: Prompt 3. Supporting student learning:</p> <p>a. Explain how your understanding of your students' prior learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials.</p> <p>b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.</p> <p>Rubric 2. Planning to support varied student learning needs: Planned supports are tied to learning objectives with attention to the characteristics of the whole class or groups or individuals with similar needs.</p> <p><u>TPE 4e, g-k align to edTPA in Task 2 Instruction:</u> Prompt 3. Engaging Students in Learning (an English Language Arts example):</p>

<p>f. Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.</p> <p>g. Distinguish between conversational and academic language, and develop student skills in using and understanding academic language.</p> <p>h. Encourage development of students' communication skills, including facilitating student interactions within classroom instruction.</p> <p>i. Teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught.</p> <p>j. Model active listening in the classroom.</p> <p>k. Encourage student creativity and imagination.</p> <p>l. Motivate students and encourage student effort.</p> <p>m. When students do not understand content, they take additional steps to foster access and comprehension for all learners. They balance instruction by adjusting lesson designs relative to students' current level of achievement.</p>	<p>a. Explain how your instruction in your clips engaged students in constructing meaning from and interpreting complex text.</p> <p>b. Describe how your instruction in your clips linked students' prior learning and personal, cultural, and community assets with new learning.</p> <p>Rubric 7. Engaging Students in Learning: In the clip(s), students are engaged in learning tasks that address or develop their abilities to construct meaning from and interpret a complex text.</p> <p>Prompt 4. Deepening Student Learning during Instruction (English Language Arts example):</p> <p>b. Explain how you elicited student responses to promote thinking and develop students' abilities to construct meaning from and interpret complex text.</p> <p>c. Explain how you supported students in using textual (or, if a film, visual or dialogue references to check or justify their constructions of meaning and interpretations of complex text.</p> <p>Rubric 8. Deepening Student Learning: Candidate elicits and/or builds on students' responses to develop constructions of meaning and interpretations of complex text.</p> <p><u>TPE 4g aligns to edTPA in Task 1 Planning and Task 3 Assessment:</u></p> <p>Planning Prompt 4d. (Academic) Language Supports. Describe the instructional supports that help students understand and successfully use the language function and additional language identified.</p> <p>Planning Rubric 4. Identifying and Supporting Language: Candidate identifies vocabulary and additional language demand(s) associated with the language function. Plans include general/or targeted support for use of vocabulary as well as additional language demand(s).</p> <p>Task 3 Assessment:</p> <p>Prompt 3. Evidence of Language Understanding and Use:</p> <p>a. Using examples from clips and/or student work samples, explain the extent to which your students</p>
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	<p>were able to use language (selected language function, vocabulary and additional language demands) to develop content understandings?</p> <p>Rubric 14. Analyzing Student Language Use: Candidate explains and provides evidence of students' use of the language function, vocabulary, and/or additional language demand(s) in ways that develop content understandings.</p> <p><u>TPE 4h, j & l align to edTPA in Task 2 Instruction:</u></p> <p>Prompt 1. Promoting a Positive Learning Environment: Identify scenes in the video clip(s) where you provided a positive learning environment.</p> <p>How did you demonstrate mutual respect, rapport, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?</p> <p>Rubric 6. Learning Environment: The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low risk social environment that reveals mutual respect among students.</p> <p><u>TPE 4m aligns to edTPA in Task 2 Instruction and Task 3 Assessment:</u></p> <p>Task 2- Instruction Prompt 5. Analyzing Teaching:</p> <ol style="list-style-type: none"> How did your instruction support learning for the whole class and students who need greater support or challenge? What changes would you make to your instruction 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 or research as appropriate. <p>Instruction Rubric 10. Analyzing Teaching Effectiveness: Candidate proposes changes that address students' collective learning needs and/or individual needs related to the central focus.</p> <p>Task 3 Assessment:</p> <p>Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next</p>
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	<p>steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that improves student learning related to the standards and learning objectives assessed.</p>
<p><u>TPE 5: Student Engagement</u> Candidates:</p> <ol style="list-style-type: none"> Clearly communicate instructional objectives to students. Ensure the active and equitable participation of all students. Ensure that students understand what they are to do during instruction and monitor student progress toward academic goals as identified in academic content standards. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Encourage students to share and examine points of view during lessons. Use community resources, student experiences, and applied learning activities to make instruction relevant. Provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications. Provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions. 	<p><u>TPE 5a-f align to edTPA in Task 2 Instruction:</u> Prompt 3. Engaging Students in Learning (an English Language Arts example):</p> <ol style="list-style-type: none"> Explain how your instruction in your clips engaged students in constructing meaning from and interpreting complex text. Describe how your instruction in your clips linked students' prior learning and personal, cultural, and community assets with new learning. <p>Rubric 7. Engaging Students in Learning: In the clip(s), students are engaged in learning tasks that address or develop their abilities to construct meaning from and interpret a complex text.</p> <p><u>TPE 5b and d align to edTPA in Task 2 Instruction:</u> Prompt 1. Promoting a Positive Learning Environment: Identify scenes in the video clip(s) where you provided a positive learning environment.</p> <p>How did you demonstrate mutual respect, rapport, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?</p> <p>Rubric 6. Learning Environment: The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low risk social environment that reveals mutual respect among students or a challenging environment that promotes mutual respect and provides opportunities to express varied perspectives</p> <p><u>TPE 5d,f and h align to edTPA in Task 2 Instruction:</u> Prompt 4. Deepening Student Learning during Instruction (English Language Arts example):</p> <ol style="list-style-type: none"> Explain how you elicited student responses to promote thinking and develop students' abilities to construct meaning from and

	<p>interpret complex text.</p> <p>b. Explain how you supported students in using textual (or, if a film, visual or dialogue references) to check or justify their constructions of meaning and interpretations of complex text.</p> <p>Rubric 8. Deepening Student Learning: Candidate elicits and/or builds on students' responses to develop constructions of meaning and interpretations of complex text.</p> <p><u>TPE 5c aligns to edTPA in Task 2 Instruction:</u></p> <p>Prompt 5. Analyzing Teaching:</p> <p>a. How did your instruction support learning for the whole class and students who need greater support or challenge?</p> <p>b. What changes would you make to your instruction to better support student learning of the central focus?</p> <p>c. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory or research as appropriate.</p> <p>Rubric 10. Analyzing Teaching Effectiveness: Candidate proposes changes that address students' collective learning needs and/or individual needs related to the central focus.</p> <p><u>TPE 5f aligns to edTPA in Task 3 Assessment:</u></p> <p>Prompt 3. Evidence of Language Understanding and Use:</p> <p>a. Using examples from clips and/or student work samples, explain the extent to which your students were able to use language (selected language function, vocabulary and additional language demands) to develop content understandings?</p> <p>Rubric 14. Analyzing Student Language Use: Candidate explains and provides evidence of students' use of the language function, vocabulary, and/or additional language demand(s) in ways that develop content understandings.</p>
<p>TPE 6: Developmentally Appropriate Instruction: (Grades K-3, 4-8, 9-12)</p> <p><u>TPE 6A: Developmentally Appropriate Practices in Grades K-3</u></p> <p>Candidates:</p>	<p>The edTPA addresses developmentally appropriate instruction within subject specific handbooks developed specifically for the following areas: <u>TPE 6A: a-e and TPE 6B: a-i align to the edTPA Early Childhood Handbook</u></p>

<p>a. Understand how to create a structured day with opportunities for movement</p> <p>b. Design academic activities that suit the attention span of young learners.</p> <p>c. Instructional activities connect with the children’s immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn.</p> <p>d. Teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them.</p> <p>e. Provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.</p>	<p>Directions... you will develop and teach 3–5 consecutive learning experiences over the course of one week, referred to as a learning segment. Consistent with the 2010 National Association for the Education of Young Children (NAEYC) Standards for Initial and Advanced Early Childhood Professional Preparation Programs² and the National Board for Professional Teaching Standards (NBPTS) for Early Childhood Generalist Standards,³ the learning segment should include developmentally appropriate practices to promote language and literacy development in an interdisciplinary context, and take into consideration the active and multimodal nature of young children’s learning.</p> <p><u>Elementary Education Handbook across the Literacy Portion in Tasks 1-3. For example, in Task 1 Planning and Task 2 Instruction:</u></p> <p>Planning Prompts 1-3:</p> <p>1c. Explain how your plans build on each other to help students make connections between skills and the essential strategy to comprehend OR compose text in meaningful contexts.</p> <p>For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.</p> <p>2a. <u>Prior academic learning and prerequisite skills</u> related to the central focus—What do students know, what can they do, and what are they learning to do?</p> <p>2b. <u>Personal/cultural/community assets</u> related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests?</p> <p>Supporting Students’ Literacy Learning Respond to prompts 3a–c below...use your lesson plans, instructional materials and use principles from research and/or theory to support your explanations.</p> <p>3a. Explain how your understanding of your students’</p>
<p><u>TPE 6B: Developmentally Appropriate Practices in Grades 4-8</u></p> <p>Candidates:</p> <p>a. Build on students’ command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students.</p> <p>b. Teach from grade-level texts.</p> <p>c. and foster abstract reasoning and problem-solving skills.</p> <p>d. Help students develop learning strategies to cope with increasingly challenging academic curriculum.</p> <p>e. Assist students, as needed, in developing</p>	

² The 2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs can be found at http://www.naeyc.org/ncate/files/ncate/file/faculty/Standards/NAEYC%20Initial%20and%20Advanced%20Standards%203_2012.pdf

³ The NBPTS Early Childhood Generalist Standards (3rd ed.) can be found at http://www.nbpts.org/userfiles/file/Early_Childhood_7_3_12.pdf

<p>and practicing strategies for managing time and completing assignments.</p> <p>f. Develop students' skills for working in groups to maximize learning.</p> <p>g. Build on peer relationships and support students in trying new roles and responsibilities in the classroom.</p> <p>h. Support students' taking of intellectual risks such as sharing ideas that may include errors.</p> <p>i. Understand that appropriate and inappropriate student behavior is an indicator of their learning and/or need for additional support. Candidates recognize and respond appropriately to these cues.</p>	<p>prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials.</p> <p>b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.</p> <p>c. Describe common developmental approximations or common misconceptions within your literacy central focus and how you will address them.</p> <p>Task 2 Instruction/Literacy:</p> <p>Promoting a Positive Learning Environment</p> <p>In response to the prompt, refer to scenes in the video clip(s) where you provided a positive learning environment.</p> <p>1. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?</p> <p><u>TPE 6A b-e and TPE 6Ba-I align to edTPA Elementary Handbook for Task 4/Elementary Mathematics:</u></p> <p>Directions: ...you will develop or adapt a relevant assessment of student learning, analyze student work, and design re-engagement instruction to develop students' mathematics understanding. Consistent with the Common Core State Standards for Mathematics⁴ and the <i>Principles and Standards for School Mathematics</i> (2000), candidates' responses to this task should reflect a balanced approach to mathematics, including opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their <u>mathematical understandings</u>. This task centers on two high-leverage teaching practices: using assessments to analyze student learning and re-engaging⁵ students to develop their</p>
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⁴The Common Core State Standards for Mathematics (June 2010) can be found at http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf. Note that Minnesota and Virginia have not adopted the Common Core State Standards for Mathematics.

⁵ Re-engage means to support students to revisit and review a topic with a different set of strategies, representations, and/or focus to develop understandings and/or correct misconceptions.

	<p>understanding of specific mathematical concepts.</p> <p>3. Developing Students' Mathematical Understanding</p> <p>a. Based on your analysis of the focus students' work samples, write a targeted learning objective/goal for the students.</p> <p>b. Describe the re-engagement lesson you designed to develop each focus student's mathematical knowledge in relation to the targeted learning objective/goal. Your description should include</p> <ul style="list-style-type: none"> ■ targeted learning objective/goal from prompt 3a ■ state-adopted academic content standards and/or Common Core State Standards, if applicable, that were the basis of the analysis ■ strategies and learning tasks to re-engage students (including what you and the students will be doing) ■ representations and other instructional resources/materials used to re-engage students in learning ■ assessments for monitoring student learning during the lesson (e.g., pair share, use of individual whiteboards, quick quiz) <p>Before responding to prompt 4 you will teach your re-engagement lesson. This lesson may be taught one-on-one, to a small group, or to the whole class.</p> <p>4. Analyzing Teaching</p> <p>Refer to the three examples of student work from the same students from the re-engagement lesson to support your response to the prompt below.</p> <ul style="list-style-type: none"> ■ Describe the effectiveness of the strategies you used during the re-engagement lesson to develop students' mathematical understanding in the identified area of struggle. ■ What did students say or do to confirm or change your perception of their learning in relation to the identified area of struggle? <p><u>TPE 6C/a-d aligns to the edTPA Secondary level handbooks across subject areas.</u> See the handbooks in</p>
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<p><u>TPE 6C: Developmentally Appropriate Practices in Grades 9-12</u></p> <p>During teaching assignments in Grades 9-12, Candidates:</p> <ol style="list-style-type: none"> Establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. Frequently communicate course goals, requirements, and grading criteria to students and families. Help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. Understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students. 	<p>Secondary History/Social Science, Secondary Science, Secondary English Language Arts, and Secondary Mathematics. Each of these handbooks has content emphases that include challenging academic expectations for students that include problem solving.</p> <p>For example, in the Secondary Science Handbook, in Task 1: Planning for Instruction and Assessment:</p> <p>Prompt 1: a. Describe the central focus and purpose for the content you will teach in the learning segment.</p> <p>b. Given the central focus, describe how the standards and learning objectives within your learning segment address the use of science concepts and the ability to apply scientific practices through inquiry to develop evidence-based explanations for a real-world phenomenon.</p> <p>c. Explain how your plans build on each other to help students understand relationships between scientific concepts, scientific practices, and the phenomenon in the learning segment.</p>
<p><u>TPE 7: Teaching English Learners</u></p> <p>Candidates:</p> <ol style="list-style-type: none"> Know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. Know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. Are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. Implement an instructional program that facilitates English language development, including reading, writing, listening and 	<p><u>TPE 7a, b, d, e & g align to edTPA in:</u></p> <p>Task 1. Planning:</p> <p>Prompt 3. Supporting Students' Content Learning. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners...)</p> <p>Use principles from research and/or theory to support your explanations.</p> <ol style="list-style-type: none"> Explain how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students

<p>speaking skills, that logically progresses to the grade level reading/language arts program for English speakers.</p> <p>e. Draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities.</p> <p>f. Understand how and when to collaborate with specialists and para-educators to support English language development.</p> <p>g. Based on appropriate assessment information, select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English.</p> <p>h. Know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.</p>	<p>with similar or specific learning needs.</p> <p>c. Describe common student errors or misunderstandings within your content focus and how you will address them.</p> <p>Rubric 3. Using knowledge of students to inform instruction. Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' prior academic learning and/or personal/cultural/ community assets. Candidate makes connections to research and/or theory.</p> <p><u>TPE 7h aligns to edTPA in Task 3 Assessment:</u></p> <p>Prompt 2. Feedback to Guide Learning:</p> <p>a. In what form did you submit your evidence of feedback for the three focus students?</p> <p>b. Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured.</p> <p>c. How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?</p> <p>Rubric 12. Providing Feedback to Guide Learning: Feedback is accurate and primarily focuses on errors and strengths related to specific learning objectives. Feedback is provided consistently for the focus students.</p> <p>Task 3 Assessment:</p> <p>Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that improves student learning related to the standards and learning objectives assessed.</p>
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<p>m. Use questioning strategies that model or represent familiar English grammatical constructions.</p> <p>n. Understand how cognitive, pedagogical, and individual factors affect students' language acquisition and take these factors into account in planning lessons for English language development and for academic content.</p> <p>o. Make learning strategies explicit.</p>	<p>Instruction (English Language Arts example):</p> <p>a. Explain how you elicited student responses to promote thinking and develop students' abilities to construct meaning from and interpret complex text.</p> <p>b. Explain how you supported students in using textual (or, if a film, visual or dialogue references to check or justify their constructions of meaning and interpretations of complex text.</p> <p>Rubric 8. Deepening Student Learning: Candidate elicits and/or builds on students' responses to develop constructions of meaning and interpretations of complex text.</p> <p>Rubric 9. Subject Specific Pedagogy – Using Representations (English Language Arts example): Candidate uses textual references in ways that help students understand strategies to construct meaning from and interpret complex text.</p> <p><u>TPE 7o aligns to edTPA in Task 1 Planning:</u></p> <p>Prompt 3. Supporting Students' Content Learning.</p> <p>d. Explain how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials.</p> <p>e. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.</p>
<p>D. PLANNING INSTRUCTION AND LEARNING EXPERIENCES FOR STUDENTS</p>	
<p><u>TPE 8: Learning about Students</u> Candidates:</p> <p>a. Draw upon an understanding of patterns of child and adolescent development to understand their students.</p> <p>b. Using formal and informal methods, assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize</p>	<p><u>TPE 8a-e align with edTPA in Task 1 Planning:</u></p> <p>Prompt 2. Knowledge of students to inform teaching: Describe your students':</p> <p>a. Prior learning and prerequisite skills related to the central focus.</p> <p>b. Personal/cultural/community assets related to the central focus.</p> <p>Prompt 3. Supporting student learning:</p>

<p>learning opportunities for all students.</p> <p>c. Are knowledgeable about students' community contexts and socio-economic, culture and language backgrounds. They understand how these factors influence student interactions and student learning.</p> <p>d. Understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn.</p> <p>e. Based on assessment data, classroom observation, reflection and consultation, they identify students who need specialized instruction, including gifted students and/or students with physical disabilities, learning disabilities, or health conditions requiring instructional adaptations.</p> <p>f. Encourage parents to become involved and support their efforts to improve student learning.</p>	<p>a. Explain how your understanding of your students' prior learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials.</p> <p>b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.</p> <p>Rubric 2. Planning to support student needs: Planned supports are tied to learning objectives with attention to the characteristics of the whole class and/or groups or individuals with similar needs.</p> <p>Prompt 5. Monitoring Student Learning:</p> <p>a. Describe how your planned formal and informal assessments will provide direct evidence of students' content understanding throughout the learning segment.</p> <p>b. Explain how the design or adaptation of your planned assessments allow students with specific needs to demonstrate their learning.</p> <p>Rubric 5. Monitoring Student Learning: The assessments provide evidence or multiple forms of evidence to monitor students' progress toward developing the content goals throughout the learning segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p> <p>Task 3 Instruction:</p> <p>Prompt 3. Engaging Students in Learning (an English Language Arts Example)</p> <p>a. Explain how your instruction in your clips engaged students in constructing meaning from and interpreting complex text.</p> <p>b. Describe how your instruction in your clips linked students' prior learning and personal, cultural, and community assets with new learning.</p> <p>Rubric 7/Criterion 2. Engaging students in Learning: Candidate links prior academic learning and/or personal, cultural, or community assets to new learning.</p>
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<p>b. Using formal and informal methods, assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students.</p> <p>e. Based on assessment data, classroom observation, reflection and consultation, they identify students who need specialized instruction, including gifted students and/or students with physical disabilities, learning disabilities, or health conditions requiring instructional adaptations.</p>	<p><u>TPE 8b & e also align to edTPA Task 3 Assessment:</u> Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that improves student learning related to the standards and learning objectives assessed.</p>
<p><u>TPE 9: Instructional Planning</u> Candidates:</p> <p>a. Plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.</p> <p>b. Understand the vertical alignment of curriculum within the state-adopted content standards and how to plan instruction accordingly.</p> <p>c. Establish clear long-term and short-term goals for learning based on students' current levels of achievement.</p> <p>d. Plan appropriate assessments to monitor and evaluate student learning.</p> <p>e. Sequence instruction so the content to be taught connects to preceding and subsequent content.</p>	<p><u>TPE 9a-e align to edTPA in Task 1: Planning for Instruction and Assessment:</u> Prompt 1. Central Focus: a-c. Describe the central focus, discuss how the standards and learning objectives within your learning segment address students' abilities to learn the skills and content.</p> <p>d. Explain how your plans build on each other to help students make connections between different content area skills and knowledge to deepen their learning of the content area.</p> <p>Rubric 1 Planning for Content Understanding: Plans build on each other with clear connections to support student learning of content.</p> <p>Prompt 5. Monitoring Student Learning: a. Describe how your planned formal and informal assessments will provide direct evidence of students' content understanding throughout the learning segment.</p> <p>b. Explain how the design or adaptation of your planned assessments allow students with specific needs to demonstrate their learning.</p> <p>Rubric 5. Monitoring Student Learning: The assessments provide evidence or multiple forms of evidence to monitor students' progress toward developing the content goals throughout the learning</p>

<p>f. Use varied teaching methods to help students meet or exceed grade level expectations.</p> <p>g. Understand the purposes, strengths and limitations of a variety of instructional strategies.</p> <p>h. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional materials and media and technology to meet student learning goals.</p> <p>i. Reflect on and improve their planning based on their instructional experiences and analyses of student work.</p> <p>j. Develop relevant, differentiated instructional plans by connecting the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs.</p> <p>k. Understand how to manage the appropriate use of support personnel, including volunteers, when available, and create plans for these individuals to assist students in reaching instructional goals.</p>	<p>segment.</p> <p>Assessment adaptations required by IEP or 504 plans are made.</p> <p><u>TPE 9f-j align to edTPA Task 1 Planning:</u></p> <p>Prompt 2. Knowledge of students to inform teaching: Describe your students':</p> <ol style="list-style-type: none"> Prior learning and prerequisite skills related to the central focus. Personal/cultural/community assets related to the central focus. <p>Prompt 3. Supporting student learning:</p> <ol style="list-style-type: none"> Explain how your understanding of your students' prior learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs. <p>Rubric 2. Planning to support varied student learning needs: Planned supports are tied to learning objectives with attention to the characteristics of the whole class and/or groups or individuals with similar needs.</p> <p><u>TPE 9f-j also align to edTPA Task 2 Instruction:</u></p> <p>Prompt 3. Engaging Students in Learning (an English Language Arts example):</p> <ol style="list-style-type: none"> Explain how your instruction in your clips engaged students in constructing meaning from and interpreting complex text. Describe how your instruction in your clips linked students' prior learning and personal, cultural, and community assets with new learning. <p>Rubric 7. Engaging Students in Learning: In the clip(s), students are engaged in learning tasks that address or develop their abilities to construct meaning from and interpret a complex text. Candidate links prior academic learning and/or personal, cultural, or community assets to new learning.</p> <p>Prompt 4. Deepening Student Learning during</p>
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	<p>Instruction (English Language Arts example):</p> <ol style="list-style-type: none"> Explain how you elicited student responses to promote thinking and develop students' abilities to construct meaning from and interpret complex text. Explain how you supported students in using textual (or, if a film, visual or dialogue references to check or justify their constructions of meaning and interpretations of complex text. <p>Rubric 8. Deepening Student Learning: Candidate elicits and/or builds on students' responses to develop constructions of meaning and interpretations of complex text.</p> <p>Prompt 5. Analyzing Teaching:</p> <ol style="list-style-type: none"> How did your instruction support learning for the whole class and students who need greater support or challenge? What changes would you make to your instruction 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 or research as appropriate. <p>Rubric 10. Analyzing Teaching Effectiveness: Candidate proposes changes that address students' collective learning needs and/or individual needs related to the central focus.</p>
<p>E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p>	
<p><u>TPE 10: Instructional Time</u> Candidates:</p> <ol style="list-style-type: none"> Recognize and articulate the critical importance of time management in their instructional planning, and of the effects of class scheduling on planning the most effective use of instructional time. Allocate instructional time to maximize student learning and achievement in relation to state-adopted academic content standards for students. 	<p><u>TPE 10a-d align to edTPA in Task 2 Instruction:</u></p> <p>Prompt 1. Promoting a Positive Learning Environment: Identify scenes in the video clips where you provided a positive learning environment.</p> <p>How did you demonstrate mutual respect, rapport, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?</p> <p>Rubric 6. Learning Environment: The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low risk social or</p>

<p>c. Consider how to achieve short and long term goals within the confines of the available instructional time and schedule.</p> <p>d. Establish procedures for routine tasks and manage transitions to maximize instructional time.</p> <p>e. Based on reflection and consultation as appropriate, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students</p>	<p>challenging environment that reveals mutual respect among students.</p> <p>Prompt 3. Engaging Students in Learning (an English Language Arts example):</p> <p>a. Explain how your instruction in your clips engaged students in constructing meaning from and interpreting complex text.</p> <p>b. Describe how your instruction in your clips linked students' prior learning and personal, cultural, and community assets with new learning.</p> <p>Rubric 7. Engaging Students in Learning: In the clip(s), students are engaged in learning tasks that address or develop their abilities to construct meaning from and interpret a complex text. Candidate links prior academic learning and/or personal, cultural, or community assets to new learning.</p> <p><u>TPE 10e aligns to edTPA in Task 2 Instruction and Task 3 Assessment:</u></p> <p>Instruction Prompt 5. Analyzing Teaching:</p> <p>d. How did your instruction support learning for the whole class and students who need greater support or challenge?</p> <p>e. What changes would you make to your instruction to better support student learning of the central focus?</p> <p>f. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory or research as appropriate.</p> <p>Instruction Rubric 10. Analyzing Teaching Effectiveness: Candidate proposes changes that address students' collective learning needs and/or individual needs related to the central focus.</p> <p>Task 3 Assessment:</p> <p>Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that</p>
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	<p>improves student learning related to the standards and learning objectives assessed.</p>
<p><u>TPE 11: Social Environment</u> Candidates:</p> <ol style="list-style-type: none"> a. Create a positive climate for learning and establish a physically, socially and emotionally safe classroom environment for students by developing and maintaining clear expectations for academic and social behavior. b. Establish a sense of community, and promote student effort and engagement by creating structures that emphasize collaborative activities and joint problem-solving. c. Know how to write and implement a classroom management plan that is fair and transparent to students, and is aligned with school discipline policies. d. Know how to establish rapport with all students and their families for supporting academic and personal success through establishing a climate of caring, respect, and fairness. e. Respond appropriately to sensitive issues and classroom discussions in a culturally responsive manner. f. Help students learn to work responsibly with others and independently. g. Evaluate the classroom social environment and its relationship to academic achievement for all students, and makes necessary adjustments based on observations of students and consultation with other teachers and students' families. 	<p><u>TPE 11a-g align to edTPA in Task 2 Instruction:</u></p> <p>Prompt 1. Promoting a Positive Learning Environment: Identify scenes in the video clips where you provided a positive learning environment.</p> <p>How did you demonstrate mutual respect, rapport, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?</p> <p>Rubric 6. Learning Environment: The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low risk social or challenging environment that reveals mutual respect among students.</p> <p>Prompt 3. Engaging Students in Learning (an English Language Arts example):</p> <ol style="list-style-type: none"> a. Explain how your instruction in your clips engaged students in constructing meaning from and interpreting complex text. b. Describe how your instruction in your clips linked students' prior learning and personal, cultural, and community assets with new learning. <p>Rubric 7. Engaging Students in Learning: In the clip(s), students are engaged in learning tasks that address or develop their abilities to construct meaning from and interpret a complex text. Candidate links prior academic learning and/or personal, cultural, or community assets to new learning.</p> <p>Prompt 5. Analyzing Teaching:</p> <ol style="list-style-type: none"> a. How did your instruction support learning for the whole class and students who need greater support or challenge? b. What changes would you make to your instruction to better support student learning of the central focus? c. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory or research as appropriate.

	<p>Rubric 10. Analyzing Teaching Effectiveness: Candidate proposes changes that address students' collective learning needs and/or individual needs related to the central focus.</p>
<p>F. DEVELOPING AS A PROFESSIONAL EDUCATOR</p>	
<p><u>TPE 12: Professional, Legal, and Ethical Obligations</u> Candidates:</p> <ol style="list-style-type: none"> a. Take responsibility for student academic learning outcomes. b. Are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. c. Recognize and resist racism and acts of intolerance. d. Appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. e. Understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. f. Can identify and appropriately report suspected cases of child abuse, neglect, or sexual harassment and carry out laws and district guidelines for reporting such cases. g. Maintain a non-hostile classroom environment. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior. h. Understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. i. Are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. j. Understand and honor all laws relating to professional misconduct and moral fitness, including appropriate and inappropriate uses of digital content and social media. 	<p><u>TPE 12a, c, d, g-i align to edTPA in Task 1 Planning and Task 2 Instruction:</u></p> <p>Task 1 Planning: Central Focus: Planning Prompt 1a-c. Describe the central focus and discuss how the standards and learning objectives within your learning segment address students' abilities to learn the skills and content.</p> <p>Planning Prompt 1d. Explain how your plans build on each other to help students make connections between different content area skills and knowledge to deepen their learning of the content area.</p> <p>Rubric 1. Planning for Content Understanding: Plans build on each other with clear connections to support student learning of content.</p> <p>Task 2 Instruction Instruction Prompt 1. Promoting a Positive Learning Environment: Identify scenes in the video clips where you provided a positive learning environment.</p> <p>How did you demonstrate mutual respect, rapport, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?</p> <p>Instruction Rubric 6. Learning Environment: The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low risk social or challenging environment that reveals mutual respect among students.</p> <p>TPE 12b and e align to Task 1 Planning: Prompt 2. Knowledge of students to inform teaching: Describe your students':</p> <ol style="list-style-type: none"> a. Prior learning and prerequisite skills related to the central focus.

<p>k. Are aware of the legal and ethical obligations relating to both implementing student assessments, including K-12 standardized assessments, and completing required candidate assessments within the preparation program (e.g., the Teaching Performance Assessment).</p>	<p>b. Personal/cultural/community assets related to the central focus.</p> <p>Prompt 3. Supporting student learning:</p> <p>a. Explain how your understanding of your students’ prior learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials.</p> <p>b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class and students with similar or specific learning needs.</p> <p>Rubric 2. Planning to support varied student learning needs: Planned supports are tied to learning objectives with attention to the characteristics of the whole class and/or groups or individuals with similar needs. Automatic Score of 1 on Rubric 2 if: Candidate does NOT attend to requirements in IEP and 504 plans.</p> <p>Rubric 3: Automatic Score of 1 if: Candidate represents deficit view of students and their backgrounds.</p>
<p><u>TPE 13: Professional Growth</u> Candidates:</p> <p>a. Evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.</p> <p>b. Improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.</p> <p>c. Use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.</p>	<p><u>TPE 13 a & b aligns to edTPA in:</u></p> <p>Task 2 Instruction – Analyzing Teaching: Prompt 5. Analyzing Teaching:</p> <p>a. How did your instruction support learning for the whole class and students who need greater support or challenge?</p> <p>b. What changes would you make to your instruction to better support student learning of the central focus?</p> <p>c. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory or research as appropriate.</p> <p>Rubric 10. Analyzing Teaching Effectiveness: Candidate proposes changes that address students’ collective learning needs and/or individual needs related to the central focus.</p> <p>Task 3 Assessment – Analyzing Teaching: Prompt 4. Using Assessment to Inform Instruction: Based on analysis of student learning, describe next</p>

	<p>steps for instruction for whole class, the 3 focus students, and other individuals/groups with specific needs.</p> <p>Rubric 15. Using Assessment to Inform Instruction: Next steps propose general or targeted support that improves student learning related to the standards and learning objectives assessed.</p>
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Matrix of CA Teacher Performance Expectations (TPEs) to edTPA Rubrics

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California Teacher Performance Expectations (TPEs)	edTPA Rubrics														
	Planning					Instruction					Assessment				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS															
TPE 1. Specific Pedagogical Skills for Subject Matter Instruction ⁶															
B. ASSESSING STUDENT LEARNING															
TPE 2. Monitoring Student Learning During Instruction															
a.					✓										
b.					✓			✓							
c.		✓													
d.								✓							✓
TPE 3. Interpretation and Use of Assessments															
a.					✓										
b.					✓										
c.					✓										
d.					✓										
e.					✓						✓	✓			
f.								✓			✓	✓			
g.															
h.								✓			✓	✓			
i.								✓			✓	✓			
j.								✓			✓	✓			
k.								✓			✓	✓			
l.															
C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING															
TPE 4. Making Content															

⁶ TPE 1 and TPE 6 are not included in this matrix because the elements of these TPEs align particular subject specific handbooks and rubrics, and not across all edTPA handbooks/rubrics. See the TPE/edTPA Crosswalk for further explanation about the alignment of these TPEs to edTPA.

Matrix of California Teacher Performance Expectations (TPEs) to edTPA Rubrics															
California Teacher Performance Expectations (TPEs)	edTPA Rubrics														
	Planning					Instruction					Assessment				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accessible															
a.	✓	✓													
b.	✓	✓													
c.	✓	✓													
d.	✓	✓													
e.							✓	✓							
f.															
g.				✓			✓	✓						✓	
h.						✓	✓	✓							
i.							✓	✓							
j.						✓	✓	✓							
k.							✓	✓							
l.						✓									
m.										✓					
TPE 5. Student Engagement															
a.							✓								
b.						✓	✓								
c.							✓			✓					
d.						✓	✓	✓							
e.							✓								
f.							✓	✓						✓	
g.															
h.								✓							
TPE 6. Developmentally Appropriate Instruction⁷															
TPE 7. Teaching English Learners															
a.			✓												
b.			✓												
c.															
d.			✓	✓										✓	
e.			✓	✓										✓	
f.															
g.			✓												
h.												✓	✓		

⁷ TPE 1 and TPE 6 are not included in this matrix because the elements of these TPEs align particular subject specific handbooks and rubrics, and not across all edTPA handbooks/rubrics. See the TPE/edTPA Crosswalk for further explanation about the alignment of these TPEs to edTPA.

Matrix of California Teacher Performance Expectations (TPEs) to edTPA Rubrics															
California Teacher Performance Expectations (TPEs)	edTPA Rubrics														
	Planning					Instruction					Assessment				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
i.				✓										✓	
j.				✓										✓	
k.							✓	✓							
l.							✓	✓							
m.							✓	✓							
n.							✓	✓							
o.			✓												
D. PLANNING INSTRUCTION AND LEARNING EXPERIENCES FOR STUDENTS															
TPE 8. Learning about Students															
a.		✓	✓				✓								
b.		✓	✓				✓								✓
c.		✓	✓				✓								
d.		✓	✓				✓								
e.		✓	✓				✓								✓
f.															
TPE 9. Instructional Planning															
a.	✓				✓										
b.	✓				✓										
c.	✓				✓										
d.	✓				✓										
e.	✓				✓										
f.		✓	✓				✓	✓			✓				
g.		✓	✓				✓	✓			✓				
h.		✓	✓				✓	✓			✓				
i.		✓	✓				✓	✓			✓				
j.		✓	✓				✓	✓			✓				
k.															
E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING															
TPE 10. Instructional Time															
a.						✓	✓								
b.						✓	✓								
c.						✓	✓								

Matrix of California Teacher Performance Expectations (TPEs) to edTPA Rubrics															
California Teacher Performance Expectations (TPEs)	edTPA Rubrics														
	Planning					Instruction					Assessment				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
d.						✓	✓								
e.										✓					✓
TPE 11. Social Environment															
a.						✓	✓			✓					
b.						✓	✓			✓					
c.						✓	✓			✓					
d.						✓	✓			✓					
e.						✓	✓			✓					
f.						✓	✓			✓					
g.						✓	✓			✓					
F. DEVELOPING AS A PROFESSIONAL EDUCATOR															
TPE 12. Professional, Legal, and Ethical Obligations															
a.	✓					✓									
b.		✓	✓												
c.	✓					✓									
d.	✓					✓									
e.		✓	✓												
f.															
g.	✓					✓									
h.	✓					✓									
i.	✓					✓									
j.															
k.															
TPE 13. Professional Growth															
a.										✓					✓
b.										✓					✓
c.															

Appendix E
Findings of the Expert edTPA Review Panel

Assessment Design Standards	Met	Partially Met
Standard 1		
Overview: The sponsor of the professional teacher preparation program requests approval of a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to the Teaching Performance Expectations (TPEs). The program sponsor clearly states the intended uses of the assessment, anticipates its potential misuses, and ensures that local uses are consistent with the statement of intent. The sponsor maximizes the fairness of assessment design for all groups of candidates in the program, and ensures that the established passing standard on the TPA is equivalent to or more rigorous than the recommended state passing standard.		√
1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the same TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the professional teacher preparation program documents the relationships between TPEs, tasks and scales.		√
1(b) To preserve the validity and fairness of the assessment over time, the sponsor may need to develop and field-test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California’s K-12 public schools. The sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.	√	
1(c) Consistent with the language of the TPEs, the sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.	√	
1(d) The sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence,	√	

Assessment Design Standards	Met	Partially Met
which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.		
1(e) The sponsor publishes a clear statement of the intended uses of the assessment. The statement demonstrates the sponsor’s clear understanding of the high-stakes implications of the assessment for candidates, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. Before releasing information about the assessment design to another organization, the sponsor informs the organization that the assessment is valid only for determining the pedagogical competence of candidates for initial teaching credentials in California. All elements of assessment design and development are consistent with the intended use of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California.	√	
1(f) The sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds. The sponsor ensures that groups of candidates interpret the pedagogical tasks and the assessment directions as intended by the designers, and that assessment results are consistently reliable for each major group of candidates.	√	
1(g) The sponsor completes basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates’ race, ethnicity, language, gender or disability. When group pass-rate differences are found, the sponsor investigates to determine whether the differences are attributable to (a) inadequate representation of the TPEs in the pedagogical tasks and/or scoring scales, or (b) overrepresentation of irrelevant skills, knowledge or abilities in the tasks/scales. The sponsor acts promptly to maximize the fairness of the assessment for all groups of candidates and documents the analysis process, findings, and action taken.	√	
1(h) In designing assessment administration procedures, the sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.	√	
1(i) In the course of developing or adopting a passing standard that is demonstrably equivalent to or more rigorous than the State recommended standard, the sponsor secures and reflects on the considered judgments of teachers, the supervisors of teachers, the support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The sponsor periodically reconsiders the reasonableness of the scoring scales and established passing standard.		√

Assessment Design Standards	Met	Partially Met
Standard 2		
<p>Overview: The sponsor of the professional teacher preparation program requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as an adequate basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The sponsor carefully monitors assessment development to ensure consistency with the stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train and re-train assessors. The sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.</p>		√
<p>2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential. The program sponsor will document sufficiency of candidate performance evidence through thorough field-testing of pedagogical tasks, scoring scales, and directions to candidates.</p>	√	
<p>2(b) Pedagogical assessment tasks and scoring scales are extensively field-tested in practice before being used operationally in the Teaching Performance Assessment. The sponsor of the program evaluates the field-test results thoroughly and documents the field-test design, participation, methods, results and interpretation.</p>	√	
<p>2(c) The Teaching Performance Assessment system includes a comprehensive program to train assessors who will score candidate responses to the pedagogical assessment tasks. An assessor training pilot program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy in relation to the scoring scales associated with the task. When new pedagogical tasks and scoring scales are incorporated into the assessment, the sponsor provides additional training to the assessors, as needed.</p>		√
<p>2(d) In conjunction with the provisions of Teacher Preparation Program Standard 19, the sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.</p>	√	
<p>2(e) The program sponsor requests approval of a detailed plan for the scoring of selected assessment tasks by two trained assessors for the purpose of evaluating the reliability of scorers during field-testing and operational</p>	√*	

Assessment Design Standards	Met	Partially Met
administration of the assessment. The subsequent assignment of one or two assessors to each assessment task is based on a cautious interpretation of the ongoing evaluation findings.		
2(f) The sponsor carefully plans successive administrations of the assessment to ensure consistency in elements that contribute to the reliability of scores and the accurate determination of each candidate's passing status, including consistency in the difficulty of pedagogical assessment tasks, levels of teaching proficiency that are reflected in the multilevel scoring scales, and the overall level of performance required by the Commission's recommended passing standard on the assessment.	√	
2(g) The sponsor ensures equivalent scoring across successive administrations of the assessment and between the Commission's model and local assessments by: using marker performances to facilitate the training of first-time assessors and the further training of continuing assessors; monitoring and recalibrating local scoring through third party reviews of scores that have been assigned to candidate responses; and periodically studying proficiency levels reflected in the adopted passing standard.		√
2(h) The sponsor investigates and documents the consistency of scores among and across assessors and across successive administrations of the assessment, with particular focus on the reliability of scores at and near the adopted passing standard. To ensure that the overall construct being assessed is cohesive, the sponsor demonstrates that scores on each pedagogical task are sufficiently correlated with overall scores on the remaining tasks in the assessment. The sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment.	√	
2(i) The sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program.	√	

* Met with the proviso that California requires a minimum of 15% double scoring