

Illinois Professional Teaching Standards and edTPA alignment Crosswalk

edTPA Rubrics	Illinois Professional Teaching Standards Standard 1 - Teaching Diverse Students
PI2 – Planning to Support Varied Student Learning Needs PI3 – Using Knowledge of Students to Inform Teaching and Learning PI4 – Identifying and Supporting Language Demands In10 – Analyzing Teaching Effectiveness As15 – Using Assessment to Inform Instruction	1H) Analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement
PI1 – Planning for Content Understandings In7 – Engaging Students in Learning	1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences
PI2 – Planning to Support Varied Student Learning Needs PI3 - Using Knowledge of Students to Inform Teaching and Learning PI4 - Identifying and Supporting Language Demands	1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs
In6 – Learning Environment	1K) facilitates a learning community in which individual differences are respected
PI3 – Using Knowledge of Students to Inform Teaching and Learning	1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.
	Standard 2 - Content Area and Pedagogical Knowledge
PI1 – Planning for Content Understandings PI2 - Planning to Support Varied Student Learning Needs PI3 - Using Knowledge of Students to Inform Teaching and Learning	2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs
In9 – Subject-Specific Pedagogy	2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts
PI1 – Planning for Content Understandings In8 – Deepening Student Learning In9 – Subject-Specific Pedagogy	2K) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines
	2L) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines
PI2 – Planning to Support Varied Student Learning Needs In8 – Deepening Student Learning In9 Subject-Specific Pedagogy As14 – Analyzing Students’ Language Use and Literacy Learning	2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings
PI3 – Using Knowledge of Students to Inform Teaching and Learning	2N) facilitates learning experiences that make connections to other content areas and to life experiences

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PI2 – Planning to Support Varied Student Learning Needs	2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities
PI2 – Planning to Support Varied Student Learning Needs PI3 – Using Knowledge of Students to Inform Teaching and Learning PI4 – Identifying and Supporting Language Demands In10 – Analyzing Teaching Effectiveness As15 – Using Assessment to Inform Instruction	2P) adjusts practice to meet the needs of each student in the content areas
PI4 – Identifying and Supporting Language Demands As14 – Analyzing Students’ Language Use and Literacy Learning	2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student
	Standard 3 - Planning for Differentiated Instruction
PI1 – Planning for Content Understandings In6 – Learning Environment	3H) establishes high expectations for each student’s learning and behavior
edTPA	3I) creates short-term and long-term plans to achieve the expectations for student learning
PI2 – Planning to Support Varied Student Learning Needs PI3 – Using Knowledge of Students to Inform Teaching and Learning In10 – Analyzing Teaching Effectiveness As15 – Using Assessment to Inform Instruction	3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs
PI3 – Using Knowledge of Students to Inform Teaching and Learning	3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences
	3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas
PI2 – Planning to Support Varied Student Learning Needs As15 – Using Assessment to Inform Instruction	3M) develops plans based on student responses and provides for different pathways based on student needs
	3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement
PI2 – Planning to Support Varied Student Learning Needs PI5 – Planning Assessment to Monitor and Support Student Learning	3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006)
	3P) works with others to adapt and modify instruction to meet individual student needs
PI2 – Planning to Support Varied Student Learning Needs PI3 – Using Knowledge of Students to Inform Teaching and Learning PI4 – Identifying and Supporting Language Demands	3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction

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As15 – Using Assessment to Inform Instruction	
	Standard 4 - Learning Environment
In6 – Learning Environment	4I) creates a safe and healthy environment that maximizes student learning;
In6 – Learning Environment	4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
In6 – Learning Environment	4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another,
In6 – Learning Environment	4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
	4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
In7 – Engaging Students in Learning As13 – Student Use of Feedback	4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
In6 – Learning Environment	4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
	4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
	4Q) analyzes student behavior data to develop and support positive behavior.
	Standard 5 - Instructional Delivery
In7 – Engaging Students in Learning	5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities
In10 – Analyzing Teaching Effectiveness As15 – Using Assessment to Inform Instruction	5J) monitors and adjusts strategies in response to feedback from the student
	5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students
PI2 – Planning to Support Varied Student Learning Needs In7 – Engaging Students in Learning In8 – Deepening Student Learning	5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking
In6 – Learning Environment	5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences

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	5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student
	5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
In10 – Analyzing Teaching Effectiveness As15 – Using Assessment to Inform Instruction	5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student
	5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students
	5R) maximizes instructional time (e.g., minimizes transitional time)
In7 – Engaging Students in Learning In8 – Deepening Student Learning In9 – Subject-Specific Pedagogy	5S) implements appropriate evidence-based instructional strategies
	<i>Standard 6 - Reading, Writing, and Oral Communication</i>
PI4 – Identifying and Supporting Language Demands	6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers)
PI4 – Identifying and Supporting Language Demands As14 – Analyzing Students’ Language Use and Literacy Learning	6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction
PI4 – Identifying and Supporting Language Demands As14 – Analyzing Students’ Language Use and Literacy Learning	6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content
PI4 – Identifying and Supporting Language Demands	6M) teaches fluency strategies to facilitate comprehension of content
PI4 – Identifying and Supporting Language Demands In9 – Subject-Specific Pedagogy	6N) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning
	6O) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources
	6P) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar)
PI4 – Identifying and Supporting Language Demands	6Q) integrates reading, writing, and oral communication to engage students in content learning
	6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs
In8 – Deepening Student Learning	6S) stimulates discussion in the content areas for varied instructional and conversational

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	purposes
	Standard 7 - Assessment
In10 – Analyzing Teaching Effectiveness As11 – Analysis of Student Learning As13 – Student Use of Feedback As15 – Using Assessment to Inform Instruction	7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes
PI5 – Planning Assessment to Monitor and Support Student Learning As11 – Analysis of Student Learning	7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole
As12 – Providing Feedback to Guide Further Learning As13 – Student Use of Feedback	7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning
	7M) maintains useful and accurate records of student work and performance
	7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008
	7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress
	7P) collaborates with families and other professionals involved in the assessment of each student
PI5 – Planning Assessment to Monitor and Support Student Learning	7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts
PI5 – Planning Assessment to Monitor and Support Student Learning	7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students
	Standard 8 - Collaborative Relationships
	8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
	8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
	8L) initiates collaboration with others to create opportunities that enhance student learning;

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	8M) uses digital tools and resources to promote collaborative interactions;
	8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
	8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
	8P) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
	8Q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
	8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
PI2 - Planning to Support Varied Student Learning Needs PI3 - Using Knowledge of Students to Inform Teaching and Learning PI4 – Identifying and Supporting Language Demands PI5 – Planning Assessment to Monitor and Support Student Learning In10 – Analyzing Teaching Effectiveness As13 – Student Use of Feedback As14 – Analyzing Students’ Language Use and Literacy Learning As15 – Using Assessment to Inform Instruction	8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and
	8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
	<i>Standard 9 - Professionalism, Leadership, and Advocacy</i>
	9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect
	9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family
In10 – Analyzing Teaching Effectiveness As15 – Using Assessment to Inform Instruction	9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth
	9L) communicates with families, responds to concerns, and contributes to enhanced family participation in student education
	9M) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats
	9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school

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	improvement
	9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development
	9P) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession
	9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom
	9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4
	9S) models digital etiquette and responsible social actions in the use of digital technology
	9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources