The Teaching Portfolio is an Embedded Signature Assessment of Millikin University’s School of Education. The purpose of this ESA is to offer education students practice in all elements of the edTPA.
The Teaching Portfolio – 450 points

- You will use a USB drive (at least 4GB), a binder and divider sheets with tabs to use for all the contents of your portfolio for the submission of this assignment.
- Contents of Binder:
  1. Title Page – Be creative!! Have the following information on the title page: Name, The Teaching Portfolio, Date, Course, Professor
  2. Table of Contents Page – Be creative again! List out all the sections of the binder.
  3. The Teaching Portfolio Record Sheet
  4. Student Permission Forms
  5. Task #1 Tab: All materials from Task #1 go into this section.
     a. Context Form
     b. Context Commentary
  6. Task #2 Tab: All materials from Task #2 go into this section.
     a. Lesson Plans and supporting documents
     b. Lesson Plan Reflections
     c. Planning Commentary
  7. Task #3 Tab: All materials from Task #3 go into this section.
     a. Video clip(s) on jump drive (placed in front pocket of binder)
     b. Instruction Commentary
  8. Task #4 Tab: All materials from Task #4 go into this section.
     a. Three Labeled Student Work Samples with Feedback
     b. Evaluative Criteria or Rubric for Assessing Student Work
     c. Assessment Commentary
  9. Task # 5 Tab: Overall Reflective Commentary
10. Please be sure to look over ALL the rubrics in The Teaching Portfolio Handbook to be sure you have addressed everything in your materials.
11. The Teaching Portfolio is due on ______________________ – No late portfolios will be accepted!

Note: Wording in this document is associated with the edTPA Handbooks, January 2013; Stanford Center for Assessment, Learning and Equity and Pearson, Inc.
## Overview of The Teaching Portfolio

<table>
<thead>
<tr>
<th>Teaching Portfolio Task</th>
<th>What to Do</th>
<th>What to submit</th>
</tr>
</thead>
</table>
| **1. Context for Learning** | ✓ Provide relevant information about your instructional context and your students as learners of your content area. | □ Context Form (10 points)  
□ Context Commentary (50 points) |
| **2. Planning Instruction & Assessment** | ✓ Select a learning segment of 3 lessons (or, if teaching your subject area within a large time block, about 3 hours of connected instruction) that support students in building conceptual understanding, fluency, and reasoning skills.  
✓ Create an instruction and assessment plan for the learning segment and write lesson plans.  
✓ Write a commentary that explains your thinking in writing the plans. | □ Lesson Plans for Learning Segment (90 points)  
□ Planning Commentary (70 points) |
| **3. Instructing Students & Supporting Learning** | ✓ Review your plans and prepare to videotape your class. Identify opportunities to develop your students’ ability to engage in subject area discourse and understand subject area concepts.  
✓ Videotape the one lesson you have identified.  
✓ Review the videotape to identify one or two video clips portraying the required features of your teaching. The total running time should not exceed 15 minutes.  
✓ Write a commentary that analyzes your teaching and your students’ learning in the video clip(s).  
✓ Complete Reflection Evaluation for each of your 3 lessons. | □ Video Clip(s) (10 points)  
□ Instruction Commentary (50 points)  
□ Daily Reflections (30 points) |
| **4. Assessing Student Learning** | ✓ Select one student assessment from the learning segment and analyze student work.  
✓ Identify three student work samples that illustrate class trends in what students did and did not understand.  
✓ Write a commentary that analyzes the extent to which the class met the standards/objectives, analyzes the individual learning of two students represented in the work samples, describes feedback to students, and identifies next steps in instruction. | □ Student Work Samples (30 points)  
□ Evaluative Criteria or Rubric (10 points)  
□ Assessment Commentary (50 points) |
| **5. Reflecting on Teaching & Learning** | ✓ Write a commentary about what you learned from teaching this learning segment. | □ Reflective Commentary (50 points) |
The Teaching Portfolio Record Sheet

Name: ___________________________________________________________________

School Name: ___________________________________________________________________

Grade Level: __________

Name of Cooperating Teacher: ___________________________________________________________________

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Date of Instruction</th>
<th>Videotaped (Y or N)</th>
<th>Amount of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson #3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Cooperating Teacher

__________________________________________________________________________

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Task 1 — Context for Learning

**Purpose**
The Context for Learning task is a brief overview of important features of your classroom context that influence your instructional decisions during the learning segment. It provides evidence of: 1) your knowledge of your students; and 2) your ability to identify and summarize important factors related to your students’ learning and the school environment. You’ll be referring to your description of students and the teaching context in your responses in subsequent tasks.

**Overview of Task**
- Select a central focus for your learning segment and reflect on the relevant features of your classroom context that will impact your planning, instruction, and assessment. The focus of your learning segment should provide opportunities to develop your students’ conceptual understanding, fluency, and reasoning skills.
- Provide descriptive information about your instructional context and instructional resources.
- Describe important features of your class that will affect your instructional decisions.

**What Do I Need to Do?**
- Complete the **Context for Learning Form**. The form is located after the instructions for this task.
- Respond to each of the prompts in the Context Commentary.

**Context Commentary**
Write a commentary of **3-5 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Describe your class with respect to the features listed below. **Focus on key factors that influence your planning and teaching of this learning segment.** Be sure to describe what your students can do as well as what they are still learning to do.
   a. **Academic development**
      Consider students’ prior knowledge, key skills, developmental levels, and other special educational needs.
b. **Language development**  
Consider aspects of language proficiency in relation to the oral and written English required to participate in classroom learning and assessment tasks. Describe the range in vocabulary and levels of complexity of language use within your entire class. When describing the proficiency of your English learners, describe what your English learners can and cannot yet do in relation to the language demands of tasks in the learning segment.

c. **Social development**  
Consider factors such as the students’ ability and experience in expressing themselves in constructive ways, negotiating and solving problems, and getting along with others.

d. **Family and community contexts**  
Consider key factors such as cultural context, knowledge acquired outside of school, socio-economic background, access to technology, and home/community resources. Include demographical information about your community and students, if haven’t included previously.
**Task 1 – Context for Learning Form**

Provide the requested context information for your internship placement.

1. Briefly describe the following:
   a. Type of school/program in which you teach, (e.g., elementary/middle school, themed magnet, or charter school)
   b. Kind of class you are teaching (e.g., third grade self-contained, sixth grade core math/science) and organization of subject in school (e.g., departmentalized, interdisciplinary teams)
   c. Degree of ability grouping or tracking, if any

2. List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, remedial course, honors course) that will affect your teaching in this learning segment.

3. Describe any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

4. What is the instruction time available for the subject/topic (e.g., 50 minutes every day, 90 minutes every other day)?

5. Identify any textbook or instructional program you primarily use for instruction of this topic. If a textbook, please provide the title, publisher, and date of publication.

6. List other resources (e.g., electronic whiteboard, graphing calculators, on-line resources) you use for instruction in this class.

7. How many students are in the class you are documenting?

8. How many students have Individualized Education Plans (IEPs) or 504 plans?

9. How many students participate in a Gifted Education program?

10. How many students are Bilingual and/or English Language Learners?
### Task 1

**Context for Learning Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context for Learning Form Completion</td>
<td>Responses to questions are vague or not completed.</td>
<td>Most responses are complete and explained.</td>
<td>All responses are completely answered and expanded.</td>
</tr>
<tr>
<td>Demographical Information</td>
<td>Demographical information is not present or just listed as information.</td>
<td>Demographical information is explained.</td>
<td>Demographical information is explained and connected to the students with a clear understanding of how this may impact their learning.</td>
</tr>
<tr>
<td>Academic Development</td>
<td>Candidate has little to no understanding of students’ prior knowledge regarding the subject area.</td>
<td>Candidate has an understanding of what student’s exposure to the central focus of the subject but does not clearly articulate the connection from the past to the central focus.</td>
<td>Candidate clearly understands students’ prior knowledge in all areas connected to the central focus of the subject and how this effects the planning.</td>
</tr>
<tr>
<td>Language Development</td>
<td>Language development is not addressed in the context for learning segment.</td>
<td>Candidate is vague about student’s oral and written language abilities.</td>
<td>Candidate clearly understands the student’s abilities in oral and written language including specifics about the range within the class. English Language Learners are addressed, if present.</td>
</tr>
<tr>
<td>Social Development</td>
<td>Candidate has little or no understanding of the social development skills of the students.</td>
<td>Candidate has understanding of social development skills within classroom, but does not make clear connection to the impact on instruction and/or planning.</td>
<td>Candidate has clear understanding of social development and related factors that influence the classroom. Problem solving, students</td>
</tr>
<tr>
<td>Family and Community Contexts</td>
<td>Candidate has little or no understanding of the family and community background.</td>
<td>Candidate has an understanding of the family and community circumstances, but does not make clear connection to the effect on the planning and instruction.</td>
<td>Candidate has clear understanding of and the effect that family and community background play in classroom planning and instruction.</td>
</tr>
</tbody>
</table>

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Task 2 – Planning Instruction & Assessment

Purpose
The Planning Instruction & Assessment task describes and explains your plans for the learning segment. It demonstrates your ability to organize curriculum, instruction, and assessment to help your students meet the standards for the curriculum content and to develop academic language related to that content. It provides evidence of your ability to select, adapt, or design learning tasks and materials that offer your students equitable access to the subject’s curriculum content.

Overview of Task
- Identify the central focus, student academic content standards, English Language Development (ELD) standards (if applicable), and learning objectives for the learning segment. The focus of your learning segment should provide opportunities to develop your students’ conceptual understanding, content area fluency, and reasoning skills.
- Identify objectives for developing academic language, taking into account students’ prior language development and the language demands of the learning tasks and assessments.
- Select/adapt/design and organize instructional strategies, learning tasks, and assessments to promote and monitor your students’ learning during the learning segment.

What Do I Need to Do?
✓ Complete a plan for each lesson in the learning segment using the lesson plan template provided here or the template preferred by your major.

✓ Submit copies of all instructional materials, including class handouts, overheads, and informal and formal assessment tools (including evaluation criteria or rubrics) used during the learning segment. If any of these are included from a textbook, please provide a copy of the appropriate pages. If any of these items are longer than four pages, provide a summary of relevant features in lieu of a photocopy.

✓ Label each document or group of documents with a corresponding lesson number.

✓ Provide appropriate citations for all materials whose sources are from published text, the Internet, or other educators.

✓ Respond to each of the prompts in the Planning Commentary.
Planning Commentary

Write a commentary of **5-8 single-spaced pages** (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. What is the central focus of the learning segment? Apart from being present in the school curriculum, student academic content standards, or ELD standards, why is the content of the learning segment important for your particular students to learn?

2. Briefly describe the theoretical framework and/or research that inform your instructional design for developing your students’ knowledge and abilities in both the subject area and academic language during the learning segment.

3. How do key learning tasks in your plans build on each other to support students’ development of conceptual understanding, subject area fluency, reasoning skills, and related academic language? Describe specific strategies that you will use to build student learning across the learning segment. Reference the instructional materials you have included, as needed.

4. Given the description of students that you provided in Task 1. Context for Learning, how do your choices of instructional strategies, materials, technology, and the sequence of learning tasks reflect your students’ backgrounds, interests, and needs? Be specific about how your knowledge of your students informed the lesson plans, such as the choice of text or materials used in lessons, how groups were formed or structured, using student learning or experiences (in or out of school) as a resource, or structuring new or deeper learning to take advantage of specific student strengths.

5. Consider the language demands of the oral and written tasks in which you plan to have students engage as well as the various levels of English language proficiency related to classroom tasks as described in the Context Commentary.
   a. Identify words and phrases (if appropriate) that you will emphasize in this learning segment. Why are these important for students to understand and use in completing classroom tasks in the learning segment?
   b. What oral and/or written academic language (organizational, stylistic, and/or grammatical features) will you teach and/or reinforce?
   c. Explain how specific features of the learning and assessment tasks in your plan, including your own use of language, support students in learning to understand and use these words, phrases (if appropriate), and academic language. How does this build on what your students are currently able
to do and increase their abilities to follow and/or use different types of text and oral formats?

6. Explain how the collection of assessments from your plan allows you to evaluate your students’ learning of specific student standards/objectives and provide feedback to students on their learning.

7. Describe any teaching strategies you have planned for your students who have identified educational needs (e.g., students with IEPs). Explain how these features of your learning and assessment tasks will provide students access to the curriculum and allow them to demonstrate their learning.
Lesson Plan Template

Name: __________________________________________ Date: _________________
School/Care Center: ______________________________________________________
Grade Level: ______________ Content Areas: __________________________________
Lesson Topic:__________________________ Lesson Duration: ___________________

Common Core and/or Illinois Learning Standards:
(Use the Common Core Standards for Math and Language Arts K-12, Illinois Learning Standards
for other subject areas 1-12, Kindergarten Learning Standards for Kindergarten, and Early
Learning and Development Standards for children up to age 5.)

Learning objectives:
(Numbered list of statements telling what the children/students will be able to do or will know at
the conclusion of this lesson.)

Co-Teaching strategy:
(What co-teaching strategy will you use for this lesson. Describe the strategy and how you will I
implement it. Include how you have implemented this and why it will benefit your students.)

Assessment:
(How you will assess the children/students’ achievement of the learner objectives? Describe the
assessment that you will use to determine if the children/students met the lesson objectives.
Examples of lesson assessments include: observations, question/answer session, analysis of
small group work, analysis of performance on specific work page, writing assignment. Attach a
copy of any rubric or scoring key needed.)

Differentiation/Accommodations:
(Explicitly explain how you will meet the needs of all of the students in the classroom: academic
[highly proficient, struggling learners, ELL], behavioral, and social.)

Procedures:
- Anticipatory Set:
  (Introduce the lesson in meaningful way to engage, motivate, and capture children/students’
   attention; activate prior knowledge or relate content to children/students’ lives; set behavioral
   expectations for the lesson’s activities such as group work, whole class discussion, etc)

- Instructional Procedures and Interventions (RtI):
  (Outline of how you will instruct this lesson from beginning to the end and how learner
   participation will be required. A numbered or bulleted list of procedures will show fluency in the
   lesson while identifying at which step you move into Tier 2 and Tier 3 instruction will provide
   understanding of Response to Intervention)
   o Tier 1: How you will show, describe, and/or demonstrate the skill; Working through
     examples; Guided practice; Monitoring independent practice. Here might be a place for a
     co-teaching strategy.
   o Tier 2: Increased support for children/students who need additional instruction; How to
     identify students who need Tier 2 instruction; Rapid response, small group instruction,
     another co-teaching strategy
   o Tier 3: Intensive, individual intervention for children/students at most need of further
     instruction and assistance; One-on-one instruction, longer duration of instruction

- Closure:
  (Closing statements or questions allowing students to express that they have achieved
   understanding of the lesson’s main concepts)

Materials:
(List materials needed for the teacher and the children/students. Include page numbers where
appropriate.)

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## Task 2
### Planning Commentary Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Central focus is not stated or not clear.</td>
<td>Central focus is stated but not explained its relevance to the students other than being a part of curriculum or standards.</td>
<td>Candidate clearly justifies</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>Theoretical framework is not explained.</td>
<td>Theoretical framework is explained, however research is not presented or not connected with the strategies planned for developing student’s knowledge and abilities.</td>
<td>Theoretical framework is justified and research is aligned with the instructional strategies planned for developing student’s knowledge and abilities.</td>
</tr>
<tr>
<td>Strategies to Build Student Learning</td>
<td>Plans do not build upon each other or are not connected to the central focus.</td>
<td>Plans for instruction build on each other to support learning.</td>
<td>Plans for instruction build on each other to create rich and meaningful learning and connections to the central focus.</td>
</tr>
<tr>
<td>Instructional Strategies and Student Knowledge</td>
<td>Candidate’s justification of tasks is missing or not aligned with students’ needs.</td>
<td>Candidate explains why learning tasks are appropriate and mentions research connected with strategy.</td>
<td>Candidate justifies why learning tasks are appropriate and uses examples of prior academic learning and makes connection to relevant research and/or theory.</td>
</tr>
<tr>
<td>Language Demands</td>
<td>Language demands are not identified or connected with the central focus or objectives.</td>
<td>Candidate identifies vocabulary and additional language demands as well as supports that are needed.</td>
<td>Candidate identifies vocabulary additional language demands as well as specific supports to meet the needs of students with various language needs.</td>
</tr>
<tr>
<td>Assessments</td>
<td>Formal and informal assessments only provide limited evidence of students’ use of skills. Adaptations for IEP or 504 plans are not mentioned.</td>
<td>Formal and informal assessments provide evidence of students’ use of skills during the learning segment. Adaptations for IEP or 504 plans are addressed.</td>
<td>Formal and informal provide multiple forms of evidence to understand students’ use of strategies and essential skills throughout the learning segment. Assessments allow individuals or groups with specific needs demonstrate their learning. Assessments</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Adjustments for students with special needs</td>
<td>Instructional strategies are not diversified and only aimed at one level within in the classroom.</td>
<td>Instructional strategies and supports are tied to learning objectives and the central focus for the class as a whole with students with special needs mentioned.</td>
<td>Instructional strategies are designed for the variety of needs and their levels of learning.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Plans for Learning Segment

<table>
<thead>
<tr>
<th></th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Plan 1</strong></td>
<td>Lesson plan is vague with missing details and explanations.</td>
<td>Most lesson plan components are present and explained.</td>
<td>All Lesson plan components are all present and expanded. Components are detailed and aligned with central focus of learning segment.</td>
</tr>
<tr>
<td><strong>Lesson Plan 2</strong></td>
<td>Lesson plan is vague with missing details and explanations</td>
<td>Most lesson plan components are present and explained.</td>
<td>All Lesson plan components are all present and expanded. Components are detailed and aligned with central focus of learning segment.</td>
</tr>
<tr>
<td><strong>Lesson Plan 3</strong></td>
<td>Lesson plan is vague with missing details and explanations</td>
<td>Most lesson plan components are present and explained.</td>
<td>All Lesson plan components are all present and expanded. Components are detailed and aligned with central focus of learning segment.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 3 – Instructing Students & Supporting Learning

Purpose
The Instructing Students & Supporting Learning task illustrates how you work with your students to improve their understanding of the content area’s concepts and their ability to engage in knowledgeable discourse. It provides evidence of your ability to engage students in tasks meaningful to the subject area and monitor their understanding.

Overview of Task
- Examine your plans for the learning segment and identify learning tasks in which students are actively engaged in understanding the content area concepts and participating in knowledgeable discourse.
- Videotape one or more of these tasks.
- View the video(s) to check the quality, analyze your teaching, and select the most appropriate video clip(s) to submit.

What Do I Need to Do?

Videotape your classroom teaching
✓ Provide one or two video clips of no more than fifteen minutes total. Select clip(s) that demonstrate how you engage students in understanding content area concepts and participating in knowledgeable discourse. (You may select conceptual understanding either as the primary focus of instruction or integrate it with the development of your students’ understanding of a computation or procedure.) The clip(s) should include interactions among you and your students and your responses to student comments, questions, and needs.
Videotape Guidelines

- A video clip should be continuous and unedited, with no interruption in the events. If you elect to use two clips, they should portray key events that cannot be portrayed in a single fifteen minute clip. The two clips should come from the same lesson.
- The clip(s) can feature either the whole class or a small group of students.
- Both you and your students should be visible and clearly heard on the video submitted.
- Before you videotape, ensure that you have the appropriate permission from the parents/guardians of your students and from adults that appear on the videotape.
- No last names should be said or recorded during the videoing of your instruction.
- If a child does not have permission to be videotaped, rearrange the classroom the week of your video recording so that the child is out of the boundary of the video screen.

✓ Provide a copy of any relevant writing on the board, overhead, or walls if it is not clearly visible on the video. Attach this document to the Instruction Commentary.

✓ Respond to each of the prompts in the Instruction Commentary.

✓ Complete the Lesson Reflection and Self-Evaluation for each lesson.

Instruction Commentary

Write a commentary of 4-7 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Other than what is stated in the lesson plan(s), what occurred immediately prior to and after the video clip(s) that is important to know in order to understand and interpret the interactions between and among you and your students? Please provide any other information needed to interpret the events and interactions in the video clip(s).

2. Describe any routines or working structures of the class (e.g., group work roles, class discussion norms) that were operating in the learning task(s) seen on the video clip(s). If specific routines or working structures are new to the students, how did you prepare students for them?
3. In the instruction seen in the clip(s), how did you further the students’ knowledge and skills and engage them intellectually in understanding the content area’s concepts and participating in discourse? Provide examples of both general strategies to address the needs of all of your students and strategies to address specific individual needs.

4. Given the language abilities of your students as described in Task 1. Context for Learning, provide examples of language supports seen in the clips that help your students understand the content and/or academic language central to the lesson.

5. Describe the strategies you used to monitor student learning during the learning task shown on the video clip(s). Cite one or two examples of what students said and/or did in the video clip(s) or in assessments related to the lesson that indicated their progress toward accomplishing the lesson’s learning objectives.
Lesson Plan Self-Reflection and Evaluation

Self-evaluation is a powerful tool that will help you become a better teacher. Reflecting on and evaluating your teaching after a lesson is over will give you insights that may save you lots of trouble later. Even a few brief evaluative notes on a lesson plan will help you immensely the next time you teach that lesson.

In the rush of teaching, you may be tempted to skip self-evaluation. There are always plenty of other pressing things that need to be done. But if you don't evaluate yourself, you will be the loser. You will be surprised how much you forget if you don't write your ideas down, and you may end up making the same mistakes over and over. Also, you will be surprised at how just a few minutes of reflective writing can help you discover things you would have otherwise not noticed.

Self-evaluation is a very important part of every lesson even though it typically takes place after the lesson is over. It requires you to think back on the lesson and consider the answers to general questions like these:

1. What went well in this lesson? Why?
2. What problems did I experience? Why?
3. Was it “student centered”? Should it have been?
4. What could I have done differently?
5. What did I learn from this experience that will help me in the future?

It is also helpful to break the lesson plan into its different components:

1. Preparation and research - Was I well prepared? - What could I have done differently?
2. Written plan – Was I organized? Did the written format work? Is there a better form?
3. Presentation – Were the students involved? Was I clear in my presentation? How was the pacing?
4. Assessment – Does my method(s) of assessment measure what I want? How did the class do? What should I change for next time?

Take the time (while you still have it!) to seriously reflect on your lesson. It is important to train yourself to be self-reflective/critical and “process” what your experience was. It is the primary way to learn from past experience. After a while it will become second nature.
Sample Narrative reflections:

Sample Self-evaluation (written in teacher's log after lesson) #1

This group of students is great! They remembered a lot from the last lesson. All of them demonstrated eagerness to learn.

Overall, the lesson went really well. I called on students by name and used information about them (from the information sheets they filled out during the first class period) in the examples I gave.

Unfortunately, I spent so much time on the presentation stage of the lesson that we had to rush through the other activities. I think I had too much vocabulary to cover. Next time, I will start with the specific information on the back of the application.

I felt like I talked too much. The more timid students didn't get a chance to practice speaking. I wish I had included more communicative activities involving the students. That way they would get more of the practice they need.

Sample Self-Evaluation #2

During the first part of the lesson I felt insecure. I temporarily lost my focus because of the new circumstances and because many of the students arrived late. As a result, the lesson did not start well. It was choppy and disjointed.

Once I got into the lesson, I felt more comfortable. When we began the exercises and the students started participating, things got better. The laughter and interactions at the end humanized what had started out to be a structured, dry lesson. I could actually sense that learning was taking place and that I was directing that learning.

From this experience I learned that I need to create a more open teaching style. I must also remember to spend less time on explanations and get right into the practice activities. They were more effective than reading the story and underlining the prepositions. I also realized more than ever the importance of being flexible. Changes may be necessary in the best of lesson plans.
## Task 3
### Instructing Students and Supporting Learning
#### Commentary Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 Reflection</td>
<td>Candidate only restates what occurred in the lesson.</td>
<td>Candidate reflects on lesson and vaguely connects it with best professional practices.</td>
<td>Reflection connects best professional practice and outcomes with self-evaluation.</td>
</tr>
<tr>
<td>Lesson 2 Reflection</td>
<td>Candidate only restates what occurred in the lesson.</td>
<td>Candidate reflects on lesson and vaguely connects it with best professional practices.</td>
<td>Reflection connects best professional practice and outcomes with self-evaluation.</td>
</tr>
<tr>
<td>Lesson 3 Reflection</td>
<td>Candidate only restates what occurred in the lesson.</td>
<td>Candidate reflects on lesson and vaguely connects it with best professional practices.</td>
<td>Reflection connects best professional practice and outcomes with self-evaluation.</td>
</tr>
<tr>
<td>Video Clip(s) Length and Clarity</td>
<td>Video clip was longer or shorter than guidelines. Candidate and/or students were not visible or heard clearly.</td>
<td>Video clip meets portfolio requirements for length and clarity. Students and candidate were generally visible and heard through the clip.</td>
<td>Video clip meets all portfolio requirements for length and clarity. Students and candidate are clearly visible and heard through the entire clip.</td>
</tr>
<tr>
<td>Background Information for Video Clips</td>
<td>No background information for the video clip was provided or the information was irrelevant to the</td>
<td>The background information was vague or not clearly connected to the video clip.</td>
<td>Clear understanding provided of what happened prior to the video clip in order to interpret the interactions</td>
</tr>
<tr>
<td>Routines or Working Structures</td>
<td>Routines and/or structures of the class were not present or not relevant to the video clip.</td>
<td>Candidate briefly explains the routines or structures of the class and vaguely mentions how prepared class for the lesson.</td>
<td>Candidate clearly describes the routines and structures of the class that are related to the video clip. Preparation of the students is specifically explained.</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Strategies to Develop Students’ Knowledge and Skills</td>
<td>Candidate’s explanation of strategies to develop knowledge and skills of students is not present or irrelevant to the video clip.</td>
<td>Candidate explains general strategies used to further the students’ knowledge and skills as well as engage them. Addressing individual needs of specific students is vague or not present.</td>
<td>Candidate describes the general strategies used to deepen students’ knowledge and skills as well as engage them intellectually during the video clip. Specific strategies used for individual students and their specific needs are clearly explained.</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Candidate does not refer to the information from the Context for Learning to expand on the students understanding of the content and academic language that is a part of the central focus in the video clip.</td>
<td>Candidate refers to the Context for Learning information and explains how the understanding of the content and academic language is seen in the video clip.</td>
<td>Candidate connects the Context for Learning information to what is seen in the video clip and explains how the academic language and content of the lesson is strengthened through instruction and support in engaging students.</td>
</tr>
<tr>
<td>Monitoring Student Learning</td>
<td>Strategies used to monitor student learning during the learning task in the video are not</td>
<td>Strategies used to monitor student learning during the video clip are vaguely described.</td>
<td>Candidate clearly explains strategies used to monitor student learning during the video clip.</td>
</tr>
</tbody>
</table>

Note: Wording in this document is associated with the edTPA Handbooks, January 2013; Stanford Center for Assessment, Learning and Equity and Pearson, Inc.
<table>
<thead>
<tr>
<th></th>
<th>present and/or not explained.</th>
<th>Specific examples are not provided.</th>
<th>and relates it to the assessments for the lesson that is aligned with the learning objectives. One or two specific examples are cited of what students said or did during the video clip.</th>
</tr>
</thead>
</table>

**TOTAL**
Task 4 – Assessing Student Learning

Purpose
The Assessment of Student Learning task illustrates how you diagnose student learning needs through your analysis of student work samples. It provides evidence of your ability to 1) select an assessment tool and criteria that are aligned with your central focus, student standards, and learning objectives; 2) analyze student performance on an assessment in relation to student needs and the identified learning objectives; 3) provide feedback to students; and 4) use the analysis to identify next steps in instruction for the whole class and individual students.

Overview of Task
- Summarize and analyze meaningful patterns in whole class performance on a selected student assessment from the learning segment. The assessment should be the work of individuals, not groups.
- Demonstrate a variety of student performances for the assessment using three student work samples, including any feedback you wrote directly on the work.
- Analyze the performance of two individual students and diagnose individual learning needs.

What Do I Need to Do?
✓ Provide a copy of the directions/prompt for the assessment, if these are not apparent from the student work samples.

✓ Collect student work from your entire class or include a video clip of entire class to illustrate assessment. Refer to your specific edTPA handbook for the requirements according to your discipline. Analyze the student work to identify patterns in understanding across the class.

✓ Provide any evaluative criteria (or rubric) that you used to assess the student work. Evaluative criteria are performance indicators that you use to assess student learning.

✓ Select three student work samples which together represent what students generally understood and what a number of students were still struggling to understand. If multiple drafts of the assessment were collected, you may include all drafts as the work sample. Refer to your edTPA handbook to include the variety of acceptable work samples and to incorporate the guidelines for your specific content area in collecting and submitting Student Work Samples.

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Label these work samples as “Work Sample 1”, “Work Sample 2”, and “Work Sample 3”. If your students use invented spelling, please write a translation directly on the work sample. Be sure that reviewers can distinguish any written feedback to students from the students’ written work.

Document your feedback to these three students, either as individuals or as part of a larger group. If it is not written directly on the work sample, provide a copy of any written feedback or write a summary of oral feedback (summary may be included with Commentary prompt #5 below).

Respond to each of the prompts in the Assessment Commentary.

Assessment Commentary
Write a commentary of 5-8 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. Identify the specific standards/objectives measured by the assessment chosen for analysis. You may just cite the appropriate lesson(s) if you are assessing all of the standards/objectives listed.

2. Create a summary of student learning across the whole class relative to your evaluative criteria (or rubric). Summarize the results in narrative and/or graphic form (e.g., table or chart). Attach your rubric or evaluative criteria, and note any changes from what was planned as described in Planning commentary, prompt 6.

3. Discuss what most students appear to understand well, and, if relevant, any misunderstandings, confusions, or needs (including a need for greater challenge) that were apparent for some or most students. Cite evidence to support your analysis from the three student work samples you selected.

4. From the three students whose work samples were selected, choose two students, at least one of which is an English Learner. For these two students, describe their prior knowledge of the content and their individual learning strengths and challenges (e.g., academic development, language proficiency, special needs). What did you conclude about their learning during the learning segment? Cite specific evidence from the work samples and from other classroom assessments relevant to the same evaluative criteria (or rubric).

5. What oral and/or written feedback was provided to individual students and/or the group as a whole (refer the reviewer to any feedback written directly on submitted student work samples)? How and why do your approaches to
feedback support students’ further learning? In what ways does your feedback address individual students’ needs and learning goals? Cite specific examples of oral or written feedback, and reference the three student work samples to support your explanation.

6. Based on the student performance on this assessment, describe the next steps for instruction for your students. If different, describe any individualized next steps for the two students whose individual learning you analyzed. These next steps may include a specific instructional activity or other forms of re-teaching to support or extend continued learning of objectives, standards, central focus, and/or relevant academic language for the learning segment. In your description, be sure to explain how these next steps follow from your analysis of the student performances.
## Task 4
### Assessing Student Learning Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Work Sample 1</td>
<td>Student work sample is not provided.</td>
<td>Student work sample is provided, but unclear which group represents.</td>
<td>Student work sample is provided and represents what students generally understood or what students were still struggling to understand.</td>
</tr>
<tr>
<td>Student Work Sample 2</td>
<td>Student work sample is not provided.</td>
<td>Student work sample is provided, but unclear which group represents.</td>
<td>Student work sample is provided and represents what students generally understood or what students were still struggling to understand.</td>
</tr>
<tr>
<td>Student Work Sample 3</td>
<td>Student work sample is not provided.</td>
<td>Student work sample is provided, but unclear which group represents.</td>
<td>Student work sample is provided and represents what students generally understood or what students were still struggling to understand.</td>
</tr>
<tr>
<td>Evaluative Criteria or Rubric</td>
<td>Evaluative criteria and/or rubric is not provided.</td>
<td>Evaluative criteria and/or rubric is provided but descriptions are vague or just a list.</td>
<td>Evaluative criteria and/or rubric is defined and are performance indicators which assess student learning.</td>
</tr>
<tr>
<td>Standards used in Assessment</td>
<td>Standards are not measured or are not aligned with central focus of lesson.</td>
<td>Objectives/standards are listed.</td>
<td>Objectives used in the assessment are identified, aligned with the central focus and are measurable.</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summary of Student Learning and Misunderstandings</td>
<td>Summary of student learning is not present or vague.</td>
<td>Summary of student learning across the whole class is present. Misunderstandings and changes from what was planned are vague.</td>
<td>Candidate presents the results of student learning across the whole class relative the evaluative criteria. Changes are described from what was planned. Misunderstandings are explained.</td>
</tr>
<tr>
<td>Two Students’ Analysis of Learning</td>
<td>Analysis of two specific students’ learning is not present.</td>
<td>Candidate explains one student’s prior knowledge of the content, individual learning strengths and challenges. Conclusion is present and supported.</td>
<td>Candidate explains two students, if possible including one English Learner, their prior knowledge of the content, individual learning strengths and challenges. Conclusions about their learning are clear and supported with specific evidence from the work samples and/or other assessments.</td>
</tr>
<tr>
<td>Oral and Written Feedback to Students including Student Work Samples</td>
<td>Feedback is unrelated to the learning objectives or only addresses errors or strengths. Feedback is inconsistent throughout student work samples.</td>
<td>Feedback is accurate and primarily focuses on either strengths or errors with minimal attention to the other. Feedback is consistent throughout the student work</td>
<td>Feedback is accurate and addresses both strengths and needs related to learning objectives. Description given of how will guide focus students to use feedback for</td>
</tr>
</tbody>
</table>

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students to evaluate their own strengths and needs. Specific examples are cited to support explanation.

| Description of Next Steps | Next steps are not aligned with analysis of the assessment conclusions or are not relevant to the objectives assessed. Focus on next steps is repeating instruction, pacing or classroom management issues. | Next steps recommend general support related to improving student learning. Steps are loosely connected with research and/or theory. The steps are addressed for the whole class. | Next steps provide targeted support to individuals or groups to improve their learning and are connected with research and/or theory. Support for individuals and groups related to specific subject knowledge. Next steps are grounded in research and theory. |
Task 5 – Reflecting on Teaching & Learning

Purpose
The Reflecting on Teaching & Learning Task describes what you learned from teaching the learning segment. It provides evidence of your ability to analyze your teaching and your students’ learning to improve your teaching practice.

Overview of Task
- Review your daily reflections and your analyses of the effectiveness of instructional and assessment strategies in previous tasks. Use these specific analyses and reflections to identify more general patterns within your planning, instruction, and assessment practices across the learning segment.
- Reflect on your experience teaching the learning segment in light of 1) your observations of the effectiveness of your teaching practice in helping your students learn; and 2) the theoretical perspectives and research principles that you learned during teacher preparation.

What Do I Need to Do?
 ✓ Respond to each of the prompts in the Reflection Commentary.

Reflection Commentary
Write a commentary of 3-5 single-spaced pages (including prompts) that addresses the following prompts. You can address each prompt separately, through a holistic essay, or a combination of both, as long as all prompts are addressed.

1. When you consider the content learning of your students and the development of their academic language, what do you think explains the learning or differences in learning that you observed during the learning segment? Cite relevant research or theory that explains what you observed. (See Planning Commentary, prompt # 2.)

2. Based on your experience teaching this learning segment, what did you learn about your students as learners (e.g., easy/difficult concepts and skills, easy/difficult learning tasks, easy/difficult features of academic language, common misunderstandings)? Please cite specific evidence from previous tasks within this portfolio as well as specific research and theories that inform your analysis.

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3. If you could go back and teach this learning segment again to the same group of students, what would you do differently in relation to planning, instruction, and assessment? How would the changes improve the learning of students with different needs and characteristics?
# Task 5
## Reflecting on Teaching and Learning Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of Learning and Differences</strong></td>
<td>Learning differences in students development is not mentioned or relevant to central focus of learning segment.</td>
<td>Learning differences of students content learning and development of their academic language is explained.</td>
<td>Learning differences of student’s content learning and development of their academic language is clearly explained.</td>
</tr>
<tr>
<td><strong>Relevant Research or Theory Cited for Above Criteria</strong></td>
<td>Research or theory for learning differences is not mentioned.</td>
<td>Research or theory that explains conclusions about learning differences is mentioned, but not clearly connected to conclusions.</td>
<td>Research or theory is explained and connected to conclusions about student’s learning differences. Specific examples from planning are cited.</td>
</tr>
<tr>
<td><strong>Students as Learners of this Subject</strong></td>
<td>Candidate does not discuss what they learned about their students as learners from this learning segment.</td>
<td>Candidate briefly discusses what they learned about their students as learners during the learning segment.</td>
<td>Candidate discusses what they learned about their students as learners during the learning segment.</td>
</tr>
<tr>
<td><strong>Relevant Research or Theory Cited for Above Criteria</strong></td>
<td>Research supporting what knowledge candidate gained from their students during learning segment was not present.</td>
<td>Research is briefly mentioned that connects with candidates observations about students as learners during learning segment.</td>
<td>Research or theory is connected and supports conclusions candidate developed about students as learners during learning segment.</td>
</tr>
<tr>
<td><strong>Changes to Improve the Learning of Students</strong></td>
<td>Candidate does not indicate any changes to the learning segment are needed or are primarily focused on repeating</td>
<td>Candidate indicates changes that will deepen student learning related to focus of lesson. Changes are loosely related to principles</td>
<td>Candidate specifies changes in the lesson that will strengthen and deepen student learning related to the lesson</td>
</tr>
</tbody>
</table>

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| | instruction, pacing or classroom management issues. | from relevant research or theory. | objectives. Changes are directed towards whole class as well as individual supports that are needed. Changes are related to relevant theories or research. |
## The Teaching Portfolio Presentation Rubric  
### (Additional 50 points)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marginal 0-3 points</th>
<th>Proficient 4-7 points</th>
<th>Commendable 8-10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom and school demographics are discussed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One lesson plan is discussed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One assessment is discussed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PowerPoint, Prezi, or Animoto, etc. is organized and legible; presentation is 4 – 5 minutes long; 20 copies of one lesson plan or one assessment are made and distributed to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflections on the Portfolio experience are discussed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of final Portfolio. (10 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of changes. (10 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion of dialog with faculty. (25 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition (5 points)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This Embedded Signature Assessment meets the following Illinois Professional Teaching Standards. Through completion of this ESA, the competent teacher:

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

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;

2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;

2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;

2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

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2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;

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;

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;

2N) facilitates learning experiences that make connections to other content areas and to life experiences;

2P) adjusts practice to meet the needs of each student in the content areas;

3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;
3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and

3G) understands how research and data guide instructional planning, delivery, and adaptation.

3H) establishes high expectations for each student’s learning and behavior;

3I) creates short-term and long-term plans to achieve the expectations for student learning;

3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs;

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;

3M) develops plans based on student responses and provides for different pathways based on student needs;

3P) works with others to adapt and modify instruction to meet individual student needs; and

3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

4A) understands principles of and strategies for effective classroom and behavior management;

4B) understands how individuals influence groups and how groups function in society;

4I) creates a safe and healthy environment that maximizes student learning;

4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

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4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;

4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;

4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

5A) understands the cognitive processes associated with various kinds of learning;

5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;

5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;

5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;

5F) knows strategies to maximize student attentiveness and engagement;

5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and

5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators – The competent teacher:

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;

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;

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;

5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;

5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;

5S) implements appropriate evidence-based instructional strategies.

5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students;

5R) maximizes instructional time (e.g., minimizes transitional time); and

5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;

6C) understands communication theory, language development, and the role of language in learning;

6E) knows and models standard conventions of written and oral communications;

6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

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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);

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;

6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content;

6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

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; and

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);

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

7F) knows research-based assessment strategies appropriate for each student;

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and

7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

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;

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;

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);

7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and

7P) collaborates with families and other professionals involved in the assessment of each student;

7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;

8A) understands schools as organizations within the larger community context;

8B) understands the collaborative process and the skills necessary to initiate and carry out that process;

8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;

8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;

Note: Wording in this document is associated with the edTPA Handbooks, January 2013; Stanford Center for Assessment, Learning and Equity and Pearson, Inc.
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;

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;

9A) evaluates best practices and research-based materials against benchmarks within the disciplines;

9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;

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;

9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school improvement.