TPEP Criteria and edTPA Alignment

State 8 Evaluation Criteria	edTPA Rubric Number	Task 1 Planning Written Commentary Prompts	Task 2 Instruction Written Commentary Prompts	Task 3 Assessment Written Commentary Prompts	Additional edTPA Evidence
1) Centering instruction on high expectations for student achievement	4) Identifying and Supporting Language Demands 7) Engaging Students in Learning		Explain how your instruction engaged students in learning.		• Lesson Plans • Instructional Materials • Video Clips • Evaluation (Assessment) Criteria
2) Demonstrating effective teaching practices	8) Deepening Student Learning 10) Analyzing Teaching Effectiveness		• Explain how you elicited and built on student responses to promote thinking and apply concepts of learning. • Explain how you modeled the learning and supported students as they practiced or applied the concept/ strategy		• Lesson Plans • Instructional Materials • Video Clips • Student Work Samples • Evidence of Feedback

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			in a meaningful context. • What changes would you make to your instruction for the whole class or for students who need greater support or challenge (IEP/ 504/ ELL/ HiCap/ knowledge gaps/ underperforming students)? • Why do you think these changes would improve student learning?		
3) Recognizing individual student learning needs and developing strategies to address those needs	2) Planning to Support Varied Student Learning Needs	• Describe how the standards and learning objectives within your learning segment address the student needs.	Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets	• Use evidence from student work samples and the whole class summary to analyze patterns for learning for groups or	• Context for Learning • Lesson Plans • Instructional Materials • Assessments • Video Clips

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TPEP Criteria and edTPA Alignment

State 8 Evaluation Criteria	edTPA Rubric Number	Task 1 _Planning_ Written Commentary Prompts	Task 2 _Instruction_ Written Commentary Prompts	Task 3 _Assessment_ Written Commentary Prompts	Additional edTPA Evidence
		• Explain how your plans build on each other to help students make connections... • Cite evidence of what students know, what they can do, and what they are still learning to do. • Justify how your understanding of student needs guided your choice or adaptation of learning tasks and materials. • Identify a key learning task from your plans that provides students with opportunities to practice using the language	with new learning.	individual learners. • Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the selected language function. • Based on your analysis of student learning, describe next steps for instruction to impact student learning for the focus student and other individuals/ groups with specific needs.	• Student Work Samples • Evidence of Feedback • Evaluation (Assessment) Criteria

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		function and language demands. • Identify and describe planned instructional supports in language.			
4) Providing clear and intentional focus on subject matter content and curriculum	1) Planning for Learning	Describe common developmental approximations or common misconceptions and how you will address them.			• Context for Learning • Lesson Plans • Instructional Materials • Assessments Evaluation (Assessments) Criteria
5) Fostering and managing a safe, positive learning environment	6) Learning Environment		How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds?		• Video Clips

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TPEP Criteria and edTPA Alignment

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6) Using multiple student data elements to modify instruction and improve student learning	5) Planning Assessments to Monitor and Support Student Learning 11) Analysis of Student Learning 12) Providing Feedback to Guide Further Learning 13) Using Assessment to Inform Instruction	• Describe how your planned formal and informal assessments will provide direct evidence that students are learning. • Explain how the design or adaptation of your planned assessments allows students with individual needs to demonstrate their learning (IEP/ 504/ ELL/ HiCap/ knowledge gaps/ underperforming students).		• Identify the specific learning objectives measured by the assessment you chose for analysis. • Provide a graphic that summarizes student learning for your whole class. • Use evidence from student work samples and the whole class summary to analyze patterns for learning for the whole class. • Explain how feedback provided to focus student(s) address their individual strengths and needs relative to the learning objectives measured.	• Lesson Plans • Instructional Materials • Assessments • Video Clips • Student Work Samples • Evidence of Feedback • Evaluation (Assessments) Criteria

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TPEP Criteria and edTPA Alignment

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				• Describe how you will support your focus student(s) to understand and use this feedback to further their learning. • Based on your analysis of student learning, describe next steps for instruction to impact student learning for the whole class.	
7) Communicating and collaborating with parents and the school community		What do you know about your students' everyday experiences, cultural and language backgrounds and practices, and interests?			

TPEP Criteria and edTPA Alignment

State 8 Evaluation Criteria	edTPA Rubric Number	Task 1 **Planning** Written Commentary Prompts	Task 2 **Instruction** Written Commentary Prompts	Task 3 **Assessment** Written Commentary Prompts	Additional edTPA Evidence
8) Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning		Use principles from research and/ or theory to support your justifications.	Support your changes to instruction with principles from theory and/ or research.		• Context for Learning

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