edTPA (2014) Crosswalk:
Interstate Teacher Support and Assessment Consortium (InTASC)
Model Core Teaching Standards[1] (2013)

Overall Purpose:

Our stakeholders often ask how edTPA might prepare candidates for evaluation models that teachers commonly encounter throughout their career. These crosswalk documents map out how specific edTPA components relate to potential future evaluation experiences. Consequently, they illustrate how edTPA fits along the continuum of teacher performance feedback that candidates are likely to receive as they progress within school systems. They also show how edTPA establishes a foundation for reflective practice that will help prepare candidates for engaging in similar activities once in the field.

This Crosswalk:

This document was produced to reveal the alignment between the 2013 InTASC Model Core Teaching Standards and the 2014 edTPA. As the crosswalk shows, the InTASC model core teaching standards are strongly aligned with the concepts embedded within the three tasks of edTPA (i.e., Planning, Instruction, and Assessment).

Breaking Down the Document:

The document consists of three parts:

1) An overview of the two entities,
2) A summary chart of the crosswalk findings, and
3) A detailed match between the InTASC model core teaching standards and the edTPA rubrics and task commentary prompts that align with those standards.

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[1] InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0, 2013.

The **first part, the overview**, compares the two entities according to four categories: Overall Architecture, Purpose, Evidence Collected, and Indicators/Progressions/Rubrics.

The **second part, the summary chart** of the crosswalk findings, shows the titles of the 15 rubrics used by edTPA, sorted according to the three tasks (Planning, Instruction, and Assessment), and the InTASC model core teaching standards, sorted according to four categories (The Learner and Learning; Content; Instructional Practice; and Professional Responsibility), that match each rubric. As the chart clearly shows, there is strong alignment between nearly all of the edTPA rubrics and the InTASC standards and categories. Few of the Professional Responsibility elements of InTASC are matched to edTPA -- largely because edTPA focuses on pedagogy and such responsibilities and dispositions are better measured over time through ongoing observation in courses and extended clinical practice.

The **third part of the document is a crosswalk** that provides a detailed match between the InTASC standards and the edTPA rubrics and task commentary prompts that align with those standards. The standards, which include a description of their focus and content, are presented in the left-hand column. In the middle column are the corresponding edTPA rubrics, which are presented by rubric number, title, and description of the rubric focus. In the same column, beneath each identified rubric, is the text of the task commentary prompt or prompts (e.g., Planning Commentary 1a,b & 2a) that correspond most closely both with the rubric and the InTASC standard. Finally, the far right column lists the sources of evidence/artifacts required by the task in addition to the responses to the commentary prompts listed.

Overview of the 2014 edTPA and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (2013)

	InTASC MODEL CORE TEACHING STANDARDS AND LEARNING PROGRESSIONS FOR TEACHERS	edTPA COMMON ARCHITECTURE
OVERALL ARCHITECTURE:	**FOUR GENERAL CATEGORIES:** 1. THE LEARNER AND LEARNING 2. CONTENT 3. INSTRUCTIONAL PRACTICE 4. PROFESSIONAL RESPONSIBILITY **TEN STANDARDS:** 1. LEARNER DEVELOPMENT 2. LEARNING DIFFERENCES 3. LEARNING ENVIRONMENT 4. CONTENT KNOWLEDGE 5. APPLICATION OF CONTENT 6. ASSESSMENT 7. PLANNING FOR INSTRUCTION 8. INSTRUCTIONAL STRATEGIES 9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE 10. LEADERSHIP AND COLLABORATION	**THREE TASKS:** 1. PLANNING 2. INSTRUCTION 3. ASSESSMENT **FIVE SCORING COMPONENTS:** 1. PLANNING 2. INSTRUCTION 3. ASSESSMENT 4. ANALYZING TEACHING 5. ACADEMIC LANGUAGE
PURPOSE:	RESOURCE FOR STATE DIALOGUE used to define and support teacher effectiveness, and to develop and inform policies and programs to prepare, license, support, and evaluate teachers. These standards often form the basis of state-level teaching standards throughout the country.	SUMMATIVE MULTIPLE MEASURES used to evaluate teacher performance for initial licensure.

(Table cont. on following pg.)

EVIDENCE COLLECTED:	On-going cycle of observation and feedback of teaching and learning	Artifacts and commentaries documenting a 3-5 lesson (or 3-5 hour) subject-specific learning segment: lesson plans and instructional materials; assessments; student work samples with feedback; candidate-written commentaries on planning, instruction, assessment, academic language and analysis of teaching; video clip(s) of teaching
STANDARDS/ RUBRICS:	Language cited here is from the standards. Users may wish to refer to the progressions, which describe graduated levels of sophistication of teacher performance, as an additional resource.	15 subject-specific rubrics measuring 5 components of teaching (planning, instruction, assessment, analyzing teaching, and academic language) with a five-level progression of performance for each rubric. edTPA fields share similar constructs within the 15 rubrics. Subject-specific variations are not addressed in this crosswalk. Prompt and rubric numbers cited may vary by field and users should refer to subject specific handbooks for details.

Summary Chart of the Crosswalk between edTPA and the InTASC Model Core Teaching Standards

edTPA Tasks	edTPA Rubrics	InTASC Model Core Teaching Standards			
		Category 1: The Learner and Learning (Standards 1-3)	Category 2: Content (Standards 4-5)	Category 3: Instructional Practice (Standards 6-8)	Category 4: Professional Responsibility (Standards 9-10)
Task 1: Planning	1: Planning for Content Understandings	2, 3	4	7, 8	
	2: Planning to Support Varied Student Needs	1, 2	4	7, 8	
	3: Using Knowledge of Students to Inform Teaching and Learning	1, 2	4	7	
	4: Identifying and Supporting Language Demands	1, 2	4, 5	8	
	5: Planning Assessments to Monitor And Support Student Learning	1		6, 8	
Task 2: Instruction	6: Learning Environment	2, 3		8	
	7: Engaging Students in Learning	2, 3	4, 5	8	
	8: Deepening Student Learning	3	4, 5	8	
	9: Subject-Specific Pedagogy	3	4, 5	8	
	10: Analyzing Teaching Effectiveness				9
Task 3: Assessment	11: Analysis of Student Learning			6	
	12: Providing Feedback to Guide Learning			6	
	13: Student Use of Feedback			6	
	14: Analyzing Students' Language Use and Content Learning	1, 2	4, 5		
	15: Using Assessment to Inform Instruction			6, 7, 8	9

Crosswalk between edTPA and the InTASC Model Core Teaching Standards

Abbreviation Key		
AC = Assessment Commentary	**IC** = Instruction Commentary	**PC** = Planning Commentary
CFL = Context for Learning	**NA** = Not Applicable	**R** = Rubric

#	InTASC Model Core Teaching Standards	edTPA Rubrics and Prompts that Align with the Standards	Text of the edTPA Rubrics and Commentary Prompts that Align with the Standards	Sources of Evidence/Artifacts Required in addition to Responses to Commentary Prompts Noted
			InTASC CATEGORY 1: THE LEARNER AND LEARNING	
1.	**Learner Development** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*	R2	**Planning to Support Varied Student Learning Needs** Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.[2]	

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[2] All edTPA handbooks include a subject specific focus for student learning. The statement highlighted here and appearing elsewhere in this document is generic. See handbooks for subject specific details.

		R3	**Using Knowledge of Students to Inform Teaching and Learning** Candidate uses knowledge of his/her students to justify instructional plans.	
		PC 2a,b & 3a,b	**2. Knowledge of Students to Inform Teaching** Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/ support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). **a**. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do? **b**. Personal/cultural/community assets related to the central focus—What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?	• Context for Learning information • Lesson plans (instructional strategies and learning tasks, assessments, and resources) • Key instructional and assessment materials

		3. Supporting Students' Learning To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use principles from research and/or theory to support your explanations. **a.** Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory. **b.** Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic learning, and/or gifted students.	
	R4	**Identifying and Supporting Language Demands** Candidate identifies and supports language demands associated with content learning tasks.	
	PC 4c,d	**4. Supporting Content Development Through Language**	• Lesson plans

		c. Additional language demands. Given the language function and learning task identified, describe the following associated language demands (written or oral) students need to understand and/or use: vocabulary and/or symbols, and syntax and/or discourse.	• Instructional and assessment materials
		Consider the range of students' understandings of the language function and other language demands--what do students already know, what are they struggling with, and/or what is new to them? **d. Language Supports.** Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified.	
	R5	**Planning Assessments to Monitor and Support Student Learning** Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes.	
	PC 5a,b	**5. Monitoring Student Learning** **a.** Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to use content-specific skills, concepts, strategies, and/or processes throughout the learning segment.	• Context for Learning information (required supports, modifications, or accommodations for assessments)

			b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.	• Lesson plans • Assessment materials
		R14	**Analyzing Students' Language Use and Content Learning** Candidate analyzes students' use of language to develop content understanding.	
		AC 3a	**3. Evidence of Language Understanding and Use** **a.** Explain and provide evidence for the extent to which your students were able to use or struggled to use language to develop content understandings.	• Video clip(s) • Student work samples analyzed
2.	**Learning Differences** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*	R1	**Planning for Content Learning** Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes.	

		PC 1b,c	**1. Central Focus** **b.** Given the central focus, describe how the standards and learning objectives within your learning segment address content- specific skills, concepts, strategies, and/or processes. **c**. Explain how your plans build on each other to help students make connections between content-specific skills, concepts, strategies, and/or processes and the central focus in order to deepen their learning of the content.	• Context for Learning information (for understanding and assessing candidate's decisions) • Lesson plans (standards, objectives, instructional strategies and learning tasks, resources) • Key instructional materials
		R2	**Planning to Support Varied Student Learning Needs** Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.	
		R3	**Using Knowledge of Students to Inform Teaching and Learning** Candidate uses knowledge of his/her students to justify instructional plans.	
		PC 2a,b & 3a,b	**2. Knowledge of Students to Inform Teaching** Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English	• Instructional materials • Lesson plans (instructional strategies and learning tasks, assessments and resources)

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

a. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do?

b. Personal/cultural/community assets related to the central focus—What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?

3. Supporting Students' Learning

To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use principles from research and/or theory to support your explanations.

a. Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.

b. Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of

			students with specific learning needs. Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.	
		R4	**Identifying and Supporting Language Demands** Candidate identifies and supports language demands associated with content learning tasks.	
		PC 4 a,b,c,d	**4. Supporting Content Development Through Language** **a. Language Function.** Identify one language function essential for students to learn the content within your central focus. **b.** Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified. **c. Additional Language Demands.** Given the language function and learning task identified, describe the following associated language demands (written or oral) students need to understand and/or use: vocabulary and/or symbols, and syntax and/or discourse.	• Lesson plans • Instructional and assessment materials

		Consider the range of students' understandings of the language function and other language demands--what do students already know, what are they struggling with, and/or what is new to them? **d. Language Supports.** Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified.	
	R6	**Learning Environment** Candidate demonstrates a positive learning environment that supports students' engagement in learning.	
	IC 2	**2. Promoting a Positive Learning Environment** Refer to scenes in the video clip(s) where you provide a positive learning environment. **a.** How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?	• Video clip(s)
	R7	**Engaging Students in Learning** Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes.	

		IC 3a,b	**3. Engaging Students in Learning** Refer to examples in the video clip(s) in your responses to the prompts.	• Video clip(s)
			a. Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes. **b.** Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.	
		R14	**Analyzing Students' Language Use and Content Learning** Candidate analyzes students' use of language to develop content understanding.	
		AC 3a	**3. Evidence of Language Understanding and Use** **a.** Explain and provide evidence for the extent to which your students were able to use or struggled to use language to develop content understandings.	• Video clip(s) • Student work samples analyzed

3.	Learning Environments *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*	R1	**Planning for Content Learning** Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes.	
		PC 1c	**1. Central Focus** **c.** Explain how your plans build on each other to help students make connections between content-specific skills, concepts, strategies, and/or processes and the central focus in order to deepen their learning of the content.	• Context for Learning information (for understanding and assessing candidate's decisions) • Lesson plans (standards, objectives, instructional strategies and learning tasks, resources) • Key instructional materials
		R6	**Learning Environment** Candidate demonstrates a positive learning environment that supports students' engagement in learning.	
		IC 2a	**2. Promoting a Positive Learning Environment** Refer to scenes in the video clip(s) where you provide a positive learning environment.	• Video clip(s)

		a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?	
	R7	**Engaging Students in Learning** Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes.	
	IC 3a,b	**3. Engaging Students in Learning** Refer to examples in the video clip(s) in your responses to the prompts. **a.** Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes. **b.** Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.	• Video clip(s)
	R8	**Deepening Student Knowledge** Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes**.**	

		IC 4a	**4. Deepening Student Learning during Instruction** Refer to examples in the video clip(s) in your explanations**.** **a**. Explain how you elicited and built on student responses to promote thinking and develop understanding of concept-specific skills, concepts, strategies and/or processes.	• Video clip(s)
		R9	**Subject-Specific Pedagogy** Candidate uses subject-specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies, and/or processes.	
		IC 4b	**4. Deepening Student Learning During Instruction** Refer to examples in the video clip(s) in your explanations**.** **b.** Explain how you used subject-specific pedagogical strategies and/or materials to support students in understanding and using content-specific skills, concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans

#	InTASC Model Core Teaching Standards	edTPA Rubrics and Prompts that Align with the Standards	Text of the edTPA Rubrics and Commentary Prompts that Align with the Standards	Sources of Evidence/Artifacts Required in addition to Responses to Commentary Prompts Noted
			InTASC CATEGORY 2: CONTENT	
4.	**Content Knowledge** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*	R1	**Planning for Content Learning** Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes.	
		PC 1a,b,c	**1. Central Focus** **a.** Describe the central focus and purpose of the content you will teach in the learning segment. **b.** Given the central focus, describe how the standards and learning objectives within your learning segment address content-specific skills, concepts, strategies, and/or processes. **c.** Explain how your plans build on each other to help students make connections between content-specific skills, concepts, strategies, and/or processes and the central focus in order to deepen their learning of the content.	• Context for Learning information (for understanding and assessing candidate's decisions) • Lesson plans (standards, objectives, instructional strategies and learning tasks, resources) • Key instructional materials

	R2	**Planning to Support Varied Student Learning Needs** Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.	
	R3	**Using Knowledge of Students to Inform Teaching and Learning** Candidate uses knowledge of his/her students to justify instructional plans.	
	PC 2a,b & 3a,b,c	**2. Knowledge of Students to Inform Teaching** Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/ support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). **a**. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do? **b**. Personal/cultural/community assets related to the central focus—What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?	• Content for Learning information • Lesson plans (instructional strategies and learning tasks, assessments, and resources) • Key instructional and assessment materials

		3. Supporting Students' Learning To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use principles from research and/or theory to support your explanations. **a.** Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory. **b.** Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students. **c.** Describe common learner preconceptions, errors, or misunderstandings within your central focus and how you will address them.	
	R4	**Identifying and Supporting Language Demands** Candidate identifies and supports language demands associated with content learning tasks.	

		PC 4 a,b,c,d	**4. Supporting Content Development Through Language** **a. Language Function.** Identify one language function essential for students to learn the content within your central focus. **b.** Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified. **c. Additional Language Demands.** Given the language function and learning task identified, describe the following associated language demands (written or oral) students need to understand and/or use: vocabulary and/or symbols, and syntax and/or discourse. Consider the range of students' understandings of the language function and other language demands--what do students already know, what are they struggling with, and/or what is new to them? **d. Language Supports.** Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified.	• Lesson plans • Instructional and assessment materials
		R7	**Engaging Students in Learning** Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes.	

	IC 3a,b	**3. Engaging Students in Learning** Refer to examples in the video clip(s) in your responses to the prompts. **a.** Explain how your instruction engaged students in developing content area skills, concepts, strategies, and/or processes. **b.** Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.	• Video clip(s)
	R8	**Deepening Student Knowledge** Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes.	
	IC 4a	**4. Deepening Student Learning during Instruction** Refer to examples in the video clip(s) in your explanations. **a**. Explain how you elicited and built on student responses to promote thinking and develop understanding of concept-specific skills, concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans
	R9	**Subject-Specific Pedagogy** Candidate uses subject-specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies, and/or processes.	

		IC 4b	**4. Deepening Student Learning During Instruction** Refer to examples in the video clip(s) in your explanations. **b.** Explain how you used subject-specific pedagogical strategies and/or materials to support students in understanding and using content-specific skills, concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans
		R14	**Analyzing Students' Language Use and Content Learning** Candidate analyzes students' use of language to develop content understanding.	
		AC 3a	**3. Evidence of Language Understanding and Use** **a.** Explain and provide evidence for the extent to which your students were able to use or struggled to use language to develop content understandings.	• Video clip(s) • Student work samples analyzed
5.	**Application of Content** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*	R4	**Identifying and Supporting Language Demands** Candidate identifies and supports language demands associated with content learning tasks.	

| | | PC 4 a,b,c,d | **4. Supporting Content Development Through Language** **a. Language Function.** Identify one language function essential for students to learn the content within your central focus. **b.** Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified. **c. Additional Language Demands.** Given the language function and learning task identified, describe the following associated language demands (written or oral) students need to understand and/or use: vocabulary and/or symbols and syntax and/or discourse. Consider the range of students' understandings of the language function and other language demands--what do students already know, what are they struggling with, and/or what is new to them? **d. Language Supports.** Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified. | • Lesson plans • Instructional and assessment materials |
| | | R7 | **Engaging Students in Learning** Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes. | |

	IC 3a,b	**3. Engaging Students in Learning** Refer to examples from the video clip(s) in your responses to the prompts. **a.** Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes. **b.** Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.	• Video clip(s)
	R8	**Deepening Student Knowledge** Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes.	
	IC 4a	**Deepening Student Learning during Instruction** Refer to examples from the video clip(s) to support your explanation. **a**. Explain how you elicited and built on student responses to promote thinking and develop understanding of content-specific skills, concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans
	R9	**Subject-Specific Pedagogy** Candidate uses subject-specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies, and/or processes.	

		IC 4b	**4. Deepening Student Learning During Instruction** Refer to examples from the video clip(s) to support your explanations. **b.** Explain how you used subject-specific pedagogical strategies and/or materials to support students in understanding and using content-specific skills concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans
		R14	**Analyzing Students' Language Use and Content Learning** Candidate analyzes students' use of language to develop content understanding.	
		AC 3a	**3. Evidence of Language Understanding and Use** **a.** Explain and provide evidence for the extent to which your students were able to use or struggled to use language to develop content understandings.	• Video clip(s) • Student work samples analyzed

#	InTASC Model Core Teaching Standards	edTPA Rubrics and Prompts that Align with the Standards	Text of the edTPA Rubrics and Commentary Prompts that Align with the Standards	Sources of Evidence/Artifacts Required in addition to Responses to Commentary Prompts Noted
			InTASC CATEGORY 3: INSTRUCTIONAL PRACTICE	
6.	**Assessment** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*	R5	**Planning Assessments to Monitor and Support Student Learning** Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes.	
		PC 5a,b	**5. Monitoring Student Learning** **a.** Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to use content-specific skills, concepts, strategies, and/or processes throughout the learning segment. **b.** Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.	• Context for Learning information (required supports, modifications, or accommodations for assessments) • Lesson plans • Assessment materials

	R11	**Analysis of Student Learning** Candidate analyzes evidence of student learning of content-specific skills, concepts, strategies, and/or processes.	
	AC 1a,b,c	**1. Analyzing Student Learning** **a.** Identify the specific learning objectives and standards measured by the assessment you chose for analysis. **b.** Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted. **c.** Use evidence found in student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to content-specific skills, concepts, strategies, and/or processes. Consider what students understand and do well, and where they continue to struggle (e.g., preconceptions, common errors, common struggles, confusions, and/or need for greater challenge.	• Lesson plans with standards and objectives • Assessment analysis • Summary of student learning-- graphic (table or chart) or narrative • Student work samples • Whole class summary
	R12	**Providing Feedback to Guide Learning** Candidate provides feedback to focus students that addresses their strengths and needs.	

		AC 1a & 2b	**1. Analyzing Student Learning** **a.** Identify the specific learning objectives and standards measured by the assessment you chose for analysis. **2. Feedback to Guide Further Learning** Refer to specific evidence of submitted feedback to support your explanations. **b.** Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured.	• Lesson plans with standards and objectives • Student work samples • Evidence of written or oral feedback • Video clip(s) or audio files
		R13	**Student Use of Feedback** Candidate provides opportunities for students to use feedback to guide their further learning.	
		AC 2b,c	**2. Feedback to Guide Further Learning** **b.** Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured. **c.** How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?	• Evidence of feedback (written, audio/video)
		R15	**Using Assessment to Inform Instruction** Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.	
		AC 4a,b	**4. Using Assessment to Inform Instruction** **a.** Based on your analysis of student learning, describe next steps for instruction for the whole class and for	• Assessments used to evaluate student performance • Student work samples • Evidence of oral and written feedback

			the three focus students and other individuals/groups with specific needs. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). **b.** Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.	
7.	**Planning for Instruction** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*	**R1**	**Planning for Content Learning** Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes.	
		PC 1a,b,c	**1. Central Focus** **a.** Describe the central focus and purpose of the content you will teach in the learning segment. **b.** Given the central focus, describe how the standards and learning objectives within your learning segment address content-specific skills, concepts, strategies, and/or processes. **c.** Explain how your plans build on each other to help students make connections between content-specific skills, concepts, strategies, and/or processes and the central focus to deepen their learning of the content.	• Context for Learning information (for understanding and assessing candidate's decisions) • Lesson plans (standards, objectives, instructional strategies and learning tasks, resources) • Key instructional materials

		R2	**Planning to Support Varied Student Learning Needs** Candidate uses knowledge of his/her students to target support for students in developing content-specific skills, concepts, strategies, and/or processes.	
		R3	**Using Knowledge of Students to Inform Teaching and Learning** Candidate uses knowledge of his/her students to justify instructional plans.	
		PC 2a,b & 3a,b	**2. Knowledge of Students to Inform Teaching** Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). **a**. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do? **b**. Personal/cultural/community assets related to the central focus—What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests?	• Instructional materials • Lesson plans (instructional strategies and learning tasks, assessments and resources).

			3. Supporting Students' Learning To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use principles from research and/or theory to support your explanations. **a.** Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory. **b.** Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. Consider students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.	
		R15	**Using Assessment to Inform Instruction** Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.	

		AC 4a,b	**4. Using Assessment to Inform Instruction** **a.** Based on your analysis of student learning, describe next steps for instruction for the whole class and for the three focus students and other individuals/groups with specific needs Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). **b.** Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.	• Assessments used to evaluate student performance • Student work samples • Evidence of oral and written feedback
8.	**Instructional Strategies** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*	R1	**Planning for Content Learning** Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes.	

		PC 1b,c	**1. Central Focus** **b.** Given the central focus, describe how the standards and learning objectives within your learning segment address content- specific skills, concepts, strategies, and/or processes. **c**. Explain how your plans build on each other to help students make connections between content-specific skills, concepts, strategies, and/or processes and the central focus to deepen their learning of the content.	• Context for Learning information (for understanding and assessing candidate's decisions) • Lesson plans (standards, objectives, instructional strategies and learning tasks, resources) • Key instructional materials
		R2	**Planning to Support Varied Student Learning Needs** Candidate uses knowledge of his/her students to target support for students in developing content-specific skills, concepts, strategies, and/or processes.	
		PC 2a,b & 3a	**2**. **Knowledge of Students to Inform Teaching** Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).	• Instructional materials • Lesson plans (instructional strategies and learning tasks, assessments and resources).

		a. Prior academic learning and prerequisite skills related to the central focus—What do students know, what can they do, and what are they learning to do? **b**. Personal/cultural/community assets related to the central focus—What do you know about your students' everyday experiences, cultural backgrounds and practices, and interests? **3. Supporting Students' Learning** To support your justifications, refer to the instructional materials and lesson plans you have included as part of Task 1. In addition, use principles from research and/or theory to support your explanations. **a.** Justify how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.	
	R4	**Identifying and Supporting Language Demands** Candidate identifies and supports language demands associated with content learning tasks.	

| | | PC 4 a,b,c,d | **4. Supporting Content Development Through Language**
a. Language Function. Identify one language function essential for students to learn the content within your central focus.
b. Identify a key learning task from your plans that provides students with opportunities to practice using the language function identified.
c. Additional Language Demands. Given the language function and learning task identified, describe the following associated language demands (written or oral) students need to understand and/or use: vocabulary and/or symbols, and syntax and/or discourse.
Consider the range of students' understandings of the language function and other language demands-- what do students already know, what are they struggling with, and/or what is new to them?
d. Language Supports. Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified. | • Lesson plans
• Instructional and assessment materials |

		R5	**Planning Assessments to Monitor and Support Student Learning** Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes.	
		PC 5a,b	**5. Monitoring Student Learning** **a.** Describe how your planned formal and informal assessments will provide direct evidence of students' abilities to use content-specific skills, concepts, strategies, and/or processes throughout the learning segment. **b.** Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all students, including students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.	• Context for Learning information (required supports, modifications, or accommodations for assessments) • Lesson plans • Assessment materials
		R6	**Learning Environment** Candidate demonstrates a positive learning environment that supports students' engagement in learning.	

		IC 2a	**2. Promoting a Positive Learning Environment** Refer to scenes in the video clip(s) where you provide a positive learning environment. **a.** How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?	• Video clip(s)
		R7	**Engaging Students in Learning** Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes.	
		IC 3a,b	**3. Engaging Students in Learning** Refer to examples from the video clip(s) in your responses to the prompts. **a.** Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes. **b.** Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.	• Video clip(s)
		R8	**Deepening Student Knowledge** Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes**.**	

		IC 4a	**4. Deepening Student Learning during Instruction** Refer to examples from the video clip(s) in your explanations. **a**. Explain how you elicited and built on student responses to promote thinking and develop understanding of content-specific skills, concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans
		R9	**Subject-Specific Pedagogy** Candidate uses subject-specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies, and/or processes.	
		IC 4b	**4. Deepening Student Learning During Instruction** Refer to examples from the video clip(s) in your explanations. **b.** Explain how you used subject-specific pedagogical strategies and/or materials to support students in understanding and using content-specific skills, concepts, strategies, and/or processes.	• Video clip(s) • Instructional materials • Lesson plans
		R15	**Using Assessment to Inform Instruction** Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.	

| | | AC 4a,b | **4. Using Assessment to Inform Instruction**
 a. Based on your analysis of student learning, describe next steps for instruction for the whole class and for the three focus students and other individuals/groups with specific needs. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
 b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory. | • Assessments used to evaluate student performance
 • Student work samples
 • Evidence of oral and written feedback |

#	InTASC Model Core Teaching Standards	edTPA Rubrics and Prompts that Align with the Standards	Text of the edTPA Rubrics and Commentary Prompts that Align with the Standards	Sources of Evidence/Artifacts Required in addition to Responses to Commentary Prompts Noted
			InTASC CATEGORY 4: PROFESSIONAL RESPONSIBILITY	
9.	**Professional Learning and Ethical Practice** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*	**R10**	**Analyzing Teaching Effectiveness** Candidate uses evidence to evaluate and change teaching practice to meet students' varied learning needs.	
		IC 5a,b	**5. Analyzing Teaching** Refer to examples from the video clip(s) in your responses to the prompts. **a.** What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)? Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).	• Video clip(s)

		b. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research.	
	R15	**Using Assessment to Inform Instruction** Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.	
	AC 4a,b	**4. Using Assessment to Inform Instruction** **a.** Based on your analysis of student learning, describe next steps for instruction for the whole class and for the three focus students and other individuals/groups with specific needs Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students). **b.** Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.	• Assessments used to evaluate student performance • Student work samples • Evidence of oral and written feedback

10.	**Leadership and Collaboration** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*	N/A	*edTPA is an assessment of pedagogy and does not intend to measure all teacher responsibilities*	