

## Crosswalk between edTPA (2014) and Charlotte Danielson's Framework for Teaching Evaluation Instrument (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 Framework for Teaching Evaluation Instrument, created by Charlotte Danielson, and the 2014 edTPA. As the crosswalk shows, the central elements of the Danielson Framework are strongly aligned with the concepts embedded within the three tasks of edTPA (i.e., Planning, Instruction, and Assessment).

The document consists of three parts:

- 1) An overview of the two instruments,
- 2) A summary chart of the crosswalk findings, and
- 3) A detailed match between the elements of the Danielson Framework and the edTPA rubrics and task commentary prompts that align with those elements.

The **first part, the overview**, compares the two instruments according to four categories: Overall Architecture, Purpose, Evidence Collected, and 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 elements of the Danielson Framework, sorted according to four domains (Planning and Preparation; Classroom Environment; Instruction; and Professional Responsibilities), that match each rubric. As the chart clearly shows, there is strong alignment between the edTPA rubrics and the Danielson Framework elements and domains, except the domain of Professional Responsibilities (and this is largely because edTPA focuses on pedagogy rather than teacher responsibilities).

The **third part of the document is a crosswalk** that provides a detailed match between the elements of the Danielson Framework and the edTPA rubrics and task commentary prompts that align with those elements. The elements, which include bulleted information that helps describe them, 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 Danielson Framework element. 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.

Altogether, the analyses of the relation between edTPA rubrics and handbooks (i.e., the task commentary prompts) and the elements of the 2013 Charlotte Danielson Framework for Teaching Evaluation Instrument demonstrate substantial alignment.

*edTPA handbooks, prompts and rubrics are copyright © 2014 Board of Trustees of the Leland Stanford Junior University. All rights reserved.*

**Overview of edTPA (2014) and the Framework for Teaching Evaluation Instrument (2013) by Charlotte Danielson**

	<b>THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT</b>	<b>edTPA COMMON ARCHITECTURE</b>
<b>OVERALL ARCHITECTURE:</b>	<p><b>THE FRAMEWORK INCLUDES FOUR DOMAINS:</b></p> <p>DOMAIN 1: PLANNING AND PREPARATION            DOMAIN 2: THE CLASSROOM ENVIRONMENT            DOMAIN 3: INSTRUCTION            DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</p> <p>(Note: Each domain includes multiple elements.)</p>	<p><b>THREE TASKS:</b></p> <ol style="list-style-type: none"> <li>1. PLANNING</li> <li>2. INSTRUCTION</li> <li>3. ASSESSMENT</li> </ol> <p><b>FIVE SCORING COMPONENTS:</b></p> <ol style="list-style-type: none"> <li>1. PLANNING</li> <li>2. INSTRUCTION</li> <li>3. ASSESSMENT</li> <li>4. ANALYZING TEACHING</li> <li>5. ACADEMIC LANGUAGE</li> </ol>
<b>PURPOSE:</b>	ON-GOING/FORMATIVE AND SUMMATIVE OBSERVATION TOOL used to evaluate professional growth for licensed and practicing teachers, and new and veteran teachers	SUMMATIVE MULTIPLE MEASURES used to evaluate teacher performance for initial licensure.
<b>EVIDENCE COLLECTED:</b>	On-going observation data and classroom artifacts from classroom visits supported by observation rubrics	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; and video clip(s) of teaching.

**(Table cont. on next pg.)**

<p><b>RUBRICS:</b></p>	<p>22 rubrics, each corresponding to separate elements within the four domains.</p> <p>4 levels of proficiency (unsatisfactory, basic, proficient, and distinguished)</p>	<p>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.</p> <p>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.</p>
------------------------	---	---

### Summary Chart of the Crosswalk between edTPA and the Danielson Framework for Teacher Evaluation Instrument

edTPA Tasks	edTPA Rubrics	Domains and Elements of the Danielson Framework			
		Domain 1: Planning and Preparation (Elements 1a-f)	Domain 2: Classroom Environment (Elements 2a-e)	Domain 3: Instruction (Elements 3a-e)	Domain 4: Professional Responsibilities (Elements 4a-e)
Task 1: Planning	1: <i>Planning for Content Understandings</i>	1a, 1c, 1e			
	2: <i>Planning to Support Varied Student Needs</i>	1a, 1b, 1d, 1e		3c	
	3: <i>Using Knowledge of Students to Inform Teaching and Learning</i>	1b, 1d, 1e		3c	
	4: <i>Identifying and Supporting Language Demands</i>	1b			
	5: <i>Planning Assessments to Monitor And Support Student Learning</i>	1b, 1c, 1d, 1f		3d	
Task 2: Instruction	6: <i>Learning Environment</i>		2a, 2b, 2d, 2e		
	7: <i>Engaging Students in Learning</i>		2b	3a, 3b, 3c	
	8: <i>Deepening Student Learning</i>			3b	
	9: <i>Subject-Specific Pedagogy</i>				
	10: <i>Analyzing Teaching Effectiveness</i>			3e	4a
Task 3: Assessment	11: <i>Analysis of Student Learning</i>			3d	
	12: <i>Providing Feedback to Guide Learning</i>			3d	
	13: <i>Student Use of Feedback</i>	1f		3d	
	14: <i>Analyzing Students' Language Use and Content Understanding</i>			3a	
	15: <i>Using Assessment to Inform Instruction</i>	1f		3d	4a

## Crosswalk between edTPA (2014) and the Danielson Framework for Teacher Evaluation Instrument

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

#	The Danielson Framework for Teacher Evaluation Instrument Elements	edTPA Rubrics and Prompts that Align with the Framework Elements	Text of edTPA Rubrics and Commentary Prompts that Align with the Framework Elements	Sources of Evidence/Artifacts Required in Addition to Responses to Commentary Prompts Noted
<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
1a	<b>Demonstrating Knowledge of Content and Pedagogy:</b> <ul style="list-style-type: none"> <li><i>Knowledge of content and the structure of the discipline</i></li> <li><i>Knowledge of prerequisite relationships</i></li> <li><i>Knowledge of content-related pedagogy</i></li> </ul>	R1	<b>Planning for Content Learning</b> Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes. <sup>1</sup>	
		PC 1a, b, c	<b>1. Central Focus</b> <b>a.</b> Describe the central focus and purpose of the content you will teach in the learning segment. <b>b.</b> Given the central focus, describe how the standards and learning objectives	<ul style="list-style-type: none"> <li>Context for Learning information (for understanding and assessing candidate's decisions)</li> <li>Lesson plans (standards, objectives, instructional strategies and learning tasks, resources)</li> </ul>

<sup>1</sup> 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.

			<p>within your learning segment address content-specific skills, concepts, strategies, and/or processes</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Key instructional materials</li> </ul>
		<b>R2</b>	<p><b>Planning to Support Varied Student Learning Needs</b></p> <p>Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.</p>	
		<b>PC 2a</b>	<p><b>2. Knowledge of Students to Inform Teaching</b></p> <p>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).)</p> <p>a. Prior academic learning and prerequisite skills related to the central focus--Cite evidence of what students know, what they can do, and what they are still learning to do.</p>	<ul style="list-style-type: none"> <li>• Context for Learning information</li> <li>• Lesson plans (instructional strategies and learning tasks, assessments, and resources)</li> <li>• Key instructional and assessment materials</li> </ul>

1b	<b>Demonstrating Knowledge of Students:</b> <ul style="list-style-type: none"> <li>• <i>Knowledge of child and adolescent development</i></li> <li>• <i>Knowledge of the learning process</i></li> <li>• <i>Knowledge of students' skills, knowledge, and language proficiency</i></li> <li>• <i>Knowledge of students' interests and cultural heritage</i></li> <li>• <i>Knowledge of students' special needs</i></li> </ul>	<b>R2</b>	<b>Planning to Support Varied Student Learning Needs</b> Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.	
		<b>R3</b>	<b>Using Knowledge of Students to Inform Teaching and Learning</b> Candidate uses knowledge of his/her students to justify instructional plans.	
		<b>PC 2a,b &amp; 3a,b</b>	<b>2. Knowledge of Students to Inform Teaching</b> Describe what you know about your students with respect to the central focus of the learning segment. Consider the <u>variety of learners</u> 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>a.</b> Prior academic learning and prerequisite skills related to the central focus--Cite evidence of what students know, what they can do, and what they are still learning to do. <b>b.</b> <u>Personal/cultural/community assets</u> related to the central focus—What do you know about your students'	<ul style="list-style-type: none"> <li>• Context for Learning information</li> <li>• Lesson plans (instructional strategies and learning tasks, assessments, and resources)</li> <li>• Key instructional and assessment materials</li> </ul>

			<p>everyday experiences, cultural backgrounds and practices, and interests?</p> <p><b>3. Supporting Students' Learning</b> 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.</p> <p><b>a.</b> Explain how your understanding of your students' prior academic learning and personal/cultural/community assets guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students' prior academic learning, assets, and research/theory.</p> <p><b>b.</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 with gaps in academic learning, and/or gifted students.</p>	
		<p><b>R4</b></p>	<p><b>Identifying and Supporting Language Demands</b> Candidate identifies and supports language demands associated with content learning tasks.</p>	

		<p><b>PC 4c,d</b></p>	<p><b>4. Supporting Content Development through Language</b>  <b>c. Additional Language Demands.</b> 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.  <b>d. Language Supports.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Instructional and assessment materials</li> </ul>
		<p><b>R5</b></p>	<p><b>Planning Assessments to Monitor and Support Student Learning</b>  Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes.</p>	
		<p><b>PC 5a,b</b></p>	<p><b>5. Monitoring Student Learning</b>  <b>a.</b> 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>b.</b> Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.</p>	<ul style="list-style-type: none"> <li>• Context for Learning information (required supports, modifications, or accommodations for assessments)</li> <li>• Lesson plans</li> <li>• Assessment materials</li> </ul>

			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.	
<b>1c</b>	<b>Setting Instructional Outcomes:</b> <ul style="list-style-type: none"> <li>• <i>Value, sequence, and alignment</i></li> <li>• <i>Clarity</i></li> <li>• <i>Balance</i></li> <li>• <i>Suitability for diverse students</i></li> </ul>	<b>R1</b>	<b>Planning for Content Learning</b> Candidate’s plans for instruction address content-specific skills, concepts, strategies, and/or processes.	
		<b>PC 1a,b,c</b>	<b>1. Central Focus</b> <b>a.</b> Describe the central focus and purpose of the content you will teach in the learning segment. <b>b.</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. <b>c.</b> 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.	<ul style="list-style-type: none"> <li>• Context for Learning information (for understanding and assessing candidate’s decisions)</li> <li>• Lesson plans (standards, objectives, instructional strategies and learning tasks, resources)</li> <li>• Key instructional materials</li> </ul>
		<b>R5</b>	<b>Planning Assessments to Monitor and Support Student Learning</b> Candidate selects or designs informal and formal assessments to monitor students’ progress toward developing content-specific skills, concepts, strategies, and/or processes.	

		<b>PC 5a,b</b>	<p><b>5. Monitoring Student Learning</b></p> <p><b>a.</b> 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.</p> <p><b>b.</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.</p>	<ul style="list-style-type: none"> <li>Context for Learning information (required supports, modifications, or accommodations for assessments)</li> <li>Lesson plans</li> <li>Assessment materials</li> </ul>
<b>1d</b>	<p><b>Demonstrating Knowledge of Resources:</b></p> <ul style="list-style-type: none"> <li><i>Resources for classroom use</i></li> <li><i>Resources to extend content knowledge and pedagogy</i></li> <li><i>Resources for students</i></li> </ul>	<b>R2</b>	<p><b>Planning to Support Varied Student Learning Needs</b></p> <p>Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.</p>	
		<b>R3</b>	<p><b>Using Knowledge of Students to Inform Teaching and Learning</b></p> <p>Candidate uses knowledge of his/her students to justify instructional plans.</p>	

		<p><b>PC 2a,b &amp; 3a,b</b></p>	<p><b>2. Knowledge of Students to Inform Teaching</b>          Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).  <b>a.</b> 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>b.</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?  <b>3. Supporting Students’ Learning</b>          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.  <b>a.</b> Explain how your understanding of your students’ prior academic learning and personal/cultural/community assets guided your choice or adaptation</p>	<ul style="list-style-type: none"> <li>• Context for Learning information</li> <li>• Lesson plans (instructional strategies and learning tasks, assessments, and resources)</li> <li>• Key instructional and assessment materials</li> </ul>
--	--	----------------------------------	---	--

			<p><b>b.</b> of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, assets, and research/theory.</p> <p><b>b.</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.</p>	
		<b>R5</b>	<p><b>Planning Assessments to Monitor and Support Student Learning</b></p> <p>Candidate selects or designs informal and formal assessments to monitor students’ progress toward developing content-specific skills, concepts, strategies, and/or processes.</p>	
		<b>PC 5a,b</b>	<p><b>5. Monitoring Student Learning</b></p> <p><b>a.</b> 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.</p> <p><b>b.</b> Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning. Consider all</p>	<ul style="list-style-type: none"> <li>• Context for Learning information (required supports, modifications, or accommodations for assessments)</li> <li>• Lesson plans</li> <li>• Assessment materials</li> </ul>

			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.	
<b>1e</b>	<b>Designing Coherent Instruction:</b> <ul style="list-style-type: none"> <li>• <i>Learning activities</i></li> <li>• <i>Instructional materials and resources</i></li> <li>• <i>Instructional groups</i></li> <li>• <i>Lesson and unit structure</i></li> </ul>	<b>R1</b>	<b>Planning for Content Learning</b> Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes.	
		<b>PC 1a,b,c</b>	<b>1. Central Focus</b> <b>a.</b> Describe the central focus and purpose of the content you will teach in the learning segment. <b>b.</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. <b>c.</b> 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.	<ul style="list-style-type: none"> <li>• Context for Learning information (for understanding and assessing candidate's decisions)</li> <li>• Lesson plans (standards, objectives, instructional strategies and learning tasks, resources)</li> <li>• Key instructional materials</li> </ul>
		<b>R2</b>	<b>Planning to Support Varied Student Learning Needs</b> Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.	

		<p><b>R3</b></p>	<p><b>Using Knowledge of Students to Inform Teaching and Learning</b> Candidate uses knowledge of his/her students to justify instructional plans.</p>	
		<p><b>PC 2a,b &amp; 3a,b</b></p>	<p><b>2. Knowledge of Students to Inform Teaching</b> Describe what you know about your students with respect to the central focus of the learning segment. Consider the <u>variety of learners</u> 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>a. <u>Prior academic learning and prerequisite skills</u></b> related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do. <b>b. <u>Personal/cultural/community assets</u></b> related to the central focus—What do you know about your students’ everyday experiences, cultural backgrounds and practices, and interests? <b>3. Supporting Students’ Learning</b> 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. <b>a. Justify how your understanding of</b></p>	<ul style="list-style-type: none"> <li>• Context for Learning information</li> <li>• Lesson plans (instructional strategies, learning tasks, assessments, and resources)</li> <li>• Key instructional and assessment materials</li> </ul>

			<p>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.</p> <p><b>b.</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.</p>	
<b>1f</b>	<p><b>Designing Student Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Congruence with instructional outcomes</i></li> <li>• <i>Criteria and standards</i></li> <li>• <i>Design of formative assessments</i></li> <li>• <i>Use for planning</i></li> </ul>	<b>R5</b>	<p><b>Planning Assessments to Monitor and Support Student Learning</b></p> <p>Candidate selects or designs informal and formal assessments to monitor students’ progress toward developing content-specific skills, concepts, strategies, and/or processes.</p>	
		<b>PC 5a,b</b>	<p><b>5. Monitoring Student Learning</b></p> <p><b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Context for Learning information (required supports, modifications, or accommodations for assessments)</li> <li>• Lesson plans</li> <li>• Assessment materials</li> </ul>

			<p><b>b.</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.</p>	
		<b>R13</b>	<p><b>Student Use of Feedback</b> Candidate provides opportunities for students to use feedback to guide their further learning.</p>	
		<b>AC 2b,c</b>	<p><b>2. Feedback to Guide Further Learning</b> Refer to specific evidence of submitted feedback to support your explanations. <b>b.</b> Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured. <b>c.</b> How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?</p>	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Evidence of feedback (written, audio/video)</li> </ul>
		<b>R15</b>	<p><b>Using Assessment to Inform Instruction</b> Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.</p>	

		<p><b>AC 4a,b</b></p>	<p><b>4. Using Assessment to Inform Instruction</b>  <b>a.</b> 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>b.</b> Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.</p>	<ul style="list-style-type: none"> <li>• Assessments used to evaluate student performance</li> <li>• Student work samples</li> <li>• Evidence of oral and written feedback</li> </ul>
--	--	-----------------------	---	---

#	The Danielson Framework for Teacher Evaluation Instrument Elements	edTPA Rubrics and Prompts that Align with the Framework Elements	Text of edTPA Rubrics and Commentary Prompts that Align with the Framework Elements	Sources of Evidence/Artifacts Required in Addition to Responses to Commentary Prompts Noted
<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
2a	<b>Creating an Environment of Respect and Rapport:</b> <ul style="list-style-type: none"> <li>• <i>Teacher interactions with students, including both words and actions</i></li> <li>• <i>Student interactions with students, including both words and actions</i></li> </ul>	<b>R6</b>	<b>Learning Environment</b> Candidate demonstrates a positive learning environment that supports students' engagement in learning.	
		<b>IC 2a</b>	<b>2. Promoting a Positive Learning Environment</b> Refer to scenes in the video clip(s) where you provided a positive learning environment. <b>a.</b> 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?	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>

<b>2b</b>	<b>Establishing a Culture of Learning:</b> <ul style="list-style-type: none"> <li>• <i>Importance of the content and of learning</i></li> <li>• <i>Expectations for learning and achievement</i></li> <li>• <i>Student pride in work</i></li> </ul>	<b>R6</b>	<b>Learning Environment</b> Candidate demonstrates a positive learning environment that supports students' engagement in learning.	
		<b>IC 2a</b>	<b>2. Promoting a Positive Learning Environment</b> Refer to scenes in the video clip(s) where you provided 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?	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>
		<b>R7</b>	<b>Engaging Student in Learning</b> Candidate actively engages students in developing content- specific skills, concepts, strategies and/or processes.	
		<b>IC 3a</b>	<b>3. Engaging Students in Learning</b> 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.	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>

<b>2c</b>	<b>Managing Classroom Procedures:</b> <ul style="list-style-type: none"> <li>• <i>Management of instructional groups</i></li> <li>• <i>Management of transitions</i></li> <li>• <i>Management of materials and supplies</i></li> <li>• <i>Performance of classroom routines</i></li> <li>• <i>Supervision of volunteers and paraprofessionals</i></li> </ul>	<b>NA</b>	<i>edTPA is an assessment of pedagogy and does not intend to measure all teacher responsibilities.</i>	
<b>2d</b>	<b>Managing Student Behavior:</b> <ul style="list-style-type: none"> <li>• <i>Expectations</i></li> <li>• <i>Monitoring of student behavior</i></li> </ul> <i>Response to student misbehavior</i>	<b>R6</b>	<b>Learning Environment</b> Candidate demonstrates a positive learning environment that supports students' engagement in learning.	
		<b>IC 2a</b>	<b>2. Promoting a Positive Learning Environment</b> Refer to scenes in the video clip(s) where you provided a positive learning environment. <b>a.</b> 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?	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>

<b>2e</b>	<b>Organizing Physical Space:</b> <ul style="list-style-type: none"> <li>• <i>Safety and accessibility</i></li> <li>• <i>Arrangement of furniture and use of physical resources</i></li> </ul>	<b>R6</b>	<b>Learning Environment</b> The candidate demonstrates a safe and positive learning environment that supports students' engagement in learning.	Note:
		<b>IC 2b</b>	<b>2. Promoting a Positive Learning Environment</b> <b>b.</b> If relevant, describe what you did to ensure safety during the lesson segment seen in the video clip(s). <i>(Note: This prompt is only applicable to certain subject areas such as science, physical education, agricultural education, and technology and engineering.)</i>	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>

#	The Danielson Framework for Teacher Evaluation Instrument Elements	edTPA Rubrics and Prompts that Align with the Framework Elements	Text of edTPA Rubrics and Commentary Prompts that Align with the Framework Elements	Sources of Evidence/Artifacts Required in Addition to Responses to Commentary Prompts Noted
<b>DOMAIN 3: INSTRUCTION</b>				
3a	<b>Communicating with Students:</b> <ul style="list-style-type: none"> <li>• <i>Expectations for learning</i></li> <li>• <i>Directions for activities</i></li> <li>• <i>Explanation of content</i></li> <li>• <i>Use of oral and written language</i></li> </ul>	<b>R7</b>	<b>Engaging Students in Learning</b> Candidate actively engages students in developing content-specific skills, concepts, strategies and/or processes.	
		<b>IC 3a,b</b>	<b>3. Engaging Students in Learning</b> Refer to examples from the video clip(s) in your responses to the prompts. <ul style="list-style-type: none"> <li><b>a.</b> Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes.</li> <li><b>b.</b> Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>

		<b>R14</b>	<b>Analyzing Students' Language Use and Content Learning</b> Candidate analyzes students' use of language to develop content understanding.	
		<b>AC 3a</b>	<b>3. Evidence of Language Understanding and Use</b> <b>a.</b> Explain and provide evidence for the extent to which your students were able to use or struggled to use language to develop content understandings.	<ul style="list-style-type: none"> <li>• Video clip(s)</li> <li>• Student work samples analyzed</li> </ul>
<b>3b</b>	<b>Using Questioning and Discussion Techniques:</b> <ul style="list-style-type: none"> <li>• <i>Quality of questions/prompts</i></li> <li>• <i>Discussion techniques</i></li> <li>• <i>Student participation</i></li> </ul>	<b>R7</b>	<b>Engaging Students in Learning</b> Candidate actively engages students in developing content- specific skills, concepts, strategies and/or processes.	
		<b>IC 3a,b</b>	<b>3. Engaging Students in Learning</b> Refer to examples from the video clip(s) in your responses to the prompts. <b>a.</b> Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes. <b>b.</b> Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>
		<b>R8</b>	<b>Deepening Student Knowledge</b> Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes.	

		<b>IC 4a</b>	<p><b>4. Deepening Student Learning during Instruction</b>  Refer to examples from the video clip(s) in your explanations.  <b>a.</b> Explain how you elicited and built on student responses to promote thinking and develop understanding of concept-specific skills, concepts, strategies, and/or processes.</p>	<ul style="list-style-type: none"> <li>• Video clip(s)</li> <li>• Instructional materials</li> <li>• Lesson plans</li> </ul>
<b>3c</b>	<p><b>Engaging Students in Learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Activities and assignments</i></li> <li>• <i>Grouping of students</i></li> <li>• <i>Instructional materials and resources</i></li> <li>• <i>Structure and pacing</i></li> </ul>	<b>R2</b>	<p><b>Planning to Support Varied Student Learning Needs</b>  Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes.</p>	
		<b>R3</b>	<p><b>Using Knowledge of Students to Inform Teaching and Learning</b>  Candidate uses knowledge of his/her students to justify instructional plans.</p>	
		<b>PC 2a,b &amp; 3a,b</b>	<p><b>2. Knowledge of Students to Inform Teaching</b>  Describe what you know about your students with respect to the central focus of the learning segment. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).</p>	<ul style="list-style-type: none"> <li>• Instructional and assessment materials</li> <li>• Lesson plans (instructional strategies and learning tasks, assessments and resources)</li> </ul>

			<p><b>a.</b> 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?</p> <p><b>b.</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?</p> <p><b>3. Supporting Students’ Learning</b></p> <p>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.</p> <p><b>a.</b> 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.</p>	
--	--	--	---	--

			<p><b>b.</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.</p>	
		<b>R7</b>	<p><b>Engaging Students in Learning</b> Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes.</p>	
		<b>IC 3a,b</b>	<p><b>3. Engaging Students in Learning</b> Refer to examples from the video clip(s) in your responses to the prompts. <b>a.</b> Explain how your instruction engaged students in developing content-specific skills, concepts, strategies, and/or processes. <b>b.</b> Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.</p>	<ul style="list-style-type: none"> <li>• Video clip(s)</li> </ul>
<b>3d</b>		<b>R5</b>	<p><b>Planning Assessments to Monitor and Support Student Learning</b> Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes.</p>	
<p><b>Using Assessment in Instruction:</b></p> <ul style="list-style-type: none"> <li>• <i>Assessment criteria</i></li> <li>• <i>Monitoring of student learning</i></li> <li>• <i>Feedback to students</i></li> </ul>				

<ul style="list-style-type: none"> <li>• <i>Student self-assessment and monitoring of progress</i></li> </ul>	<p><b>PC 5a</b></p>	<p><b>5. Monitoring Student Learning</b>  <b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Context for Learning information (required supports, modifications, or accommodations for assessments)</li> <li>• Lesson plans</li> </ul> <p>Assessment materials</p>
	<p><b>R11</b></p>	<p><b>Analysis of Student Learning</b>  Candidate analyzes evidence of student learning related to content-specific skills, concepts, strategies, and/or processes.</p>	
	<p><b>AC 1a,b,c</b></p>	<p><b>1. Analyzing Student Learning</b>  <b>a.</b> Identify the specific learning objectives and standards measured by the assessment you chose for analysis.  <b>b.</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.  <b>c.</b> Use evidence found in the three 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).</p>	<ul style="list-style-type: none"> <li>• Lesson plans with standards and objectives</li> <li>• Assessment analysis</li> <li>• Summary of student learning-- graphic (table or chart) or narrative</li> <li>• Student work samples</li> <li>• Whole class summary</li> </ul>

		<b>R12</b>	<b>Providing Feedback to Guide Learning</b> Candidate provides feedback to focus students that addresses their strengths and needs.	
		<b>AC 1a &amp; 2a,b</b>	<b>1. Analyzing Student Learning</b> <b>a.</b> Identify the specific learning objectives and standards measured by the assessment you chose for analysis. <b>2. Feedback to Guide Further Learning</b> Refer to specific evidence of submitted feedback to support your explanations. <b>a.</b> In what form did you submit your evidence of feedback for the three focus students? <b>b.</b> Explain how feedback provided to the three focus students addresses their individual strengths and needs relative to the standards/objectives measured.	<ul style="list-style-type: none"> <li>• Lesson plans with standards and objectives</li> <li>• Student work samples</li> <li>• Evidence of written or oral feedback</li> <li>• Video clip(s) or audio files</li> </ul>
		<b>R13</b>	<b>Student Use of Feedback</b> Candidate provides opportunities for students to use feedback to guide their further learning.	
		<b>AC 2c</b>	<b>2. Feedback to Guide Further Learning</b> Refer to specific evidence of submitted feedback to support your explanations. <b>c.</b> How will you support students to apply the feedback to guide improvement, either within the learning segment or at a later time?	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Evidence of feedback (written, audio/video)</li> </ul>

		<p><b>R15</b></p>	<p><b>Using Assessment to Inform Instruction</b> Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.</p>	
		<p><b>AC 1a,b,c &amp; 4a</b></p>	<p><b>1. Analyzing Student Learning</b>  <b>a.</b> Identify the specific learning objectives and standards measured by the assessment you chose for analysis.  <b>b.</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.  <b>c.</b> Use evidence found in the three 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).  <b>4. Using Assessment to Inform Instruction</b>  <b>a.</b> 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.</p>	<ul style="list-style-type: none"> <li>• Lesson plans with standards and objectives</li> <li>• Assessment analysis</li> <li>• Whole class summary of student learning--graphic (table or chart) or narrative</li> <li>• Student work samples</li> <li>• Evidence of oral or written feedback</li> </ul>

			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>3e</b>	<b>Demonstrating Flexibility and Responsiveness:</b>	<b>R10</b>	<b>Analyzing Teaching Effectiveness</b> Candidate uses evidence to evaluate and change teaching practice to meet students' varied learning needs.	
		<b>IC 5a,b</b>	<b>5. Analyzing Teaching</b> Refer to examples from the video clip(s) in your responses to the prompts. <b>a.</b> 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).	<ul style="list-style-type: none"> <li>Video clip(s) (for evidence of student learning)</li> </ul>

			<p><b>b.</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.</p>	
--	--	--	--	--

#	The Danielson Framework for Teacher Evaluation Instrument Elements	edTPA Rubrics and Prompts that Align with the Framework Elements	Text of edTPA Rubrics and Commentary Prompts that Align with the Framework Elements	Sources of Evidence/Artifacts Required in Addition to Responses to Commentary Prompts Noted
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
4a	<b>Reflecting on Teaching:</b> <ul style="list-style-type: none"> <li>• <i>Accuracy</i></li> <li>• <i>Use in future teaching</i></li> </ul>	<b>R10</b>	<b>Analyzing Teaching Effectiveness</b> Candidate uses evidence to evaluate and change teaching practice to meet students' varied learning needs.	
		<b>IC 5a,b</b>	<b>5. Analyzing Teaching</b> Refer to examples from the video clip(s) in your responses to the prompts. <b>a.</b> 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).	<ul style="list-style-type: none"> <li>• Video clip(s) (for evidence of student learning)</li> </ul>

			<p><b>b.</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.</p>	
		<b>R15</b>	<p><b>Using Assessment to Inform Instruction:</b> Candidate uses the analysis of what students know and are able to do to plan next steps in instruction.</p>	
		<b>AC 1a,b,c &amp; 4a,b</b>	<p><b>1. Analyzing Student Learning</b>  <b>a.</b> Identify the specific learning objectives and standards measured by the assessment you chose for analysis.  <b>b.</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.  <b>c.</b> Use evidence found in the three 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).  <b>4. Using Assessment to Inform</b></p>	<ul style="list-style-type: none"> <li>• Lesson plans with standards and objectives</li> <li>• Assessment analysis</li> <li>• Whole class summary of student learning--graphic (table or chart) or narrative</li> <li>• Student work samples</li> <li>• Video clip(s) for evidence of student learning</li> </ul>

			<p><b>Instruction</b></p> <p><b>a.</b> 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).</p> <p><b>b.</b> Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.</p>	
<b>4b</b>	<p><b>Maintaining Accurate Records:</b></p> <ul style="list-style-type: none"> <li>• <i>Student completion of assignments</i></li> <li>• <i>Student progress in learning</i></li> <li>• <i>Noninstructional records</i></li> </ul>	N/A	<p><i>edTPA is an assessment of pedagogy and does not intend to measure all teacher responsibilities</i></p>	

<b>4c</b>	<b>Communicating with Families:</b> <ul style="list-style-type: none"> <li>• <i>Information about the instructional program</i></li> <li>• <i>Information about individual students</i></li> <li>• <i>Engagement of families in the instructional program</i></li> </ul>	N/A	<i>edTPA is an assessment of pedagogy and does not intend to measure all teacher responsibilities</i>	
<b>4d</b>	<b>Participating in the Professional Community:</b> <ul style="list-style-type: none"> <li>• <i>Relationships with colleagues</i></li> <li>• <i>Involvement in a culture of professional inquiry</i></li> <li>• <i>Service to the school</i></li> <li>• <i>Participation in school and district projects</i></li> </ul>	CFL 2&3	<b>Context for Learning</b> <b>2.</b> 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. <b>3.</b> 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.	
<b>4e</b>	<b>Growing and Developing Professionally:</b> <ul style="list-style-type: none"> <li>• <i>Enhancement of content knowledge and pedagogical skill</i></li> <li>• <i>Receptivity to feedback from colleagues</i></li> <li>• <i>Service to the profession</i></li> </ul>	N/A	<i>edTPA is an assessment of pedagogy and does not intend to measure all teacher responsibilities</i>	

<b>4f</b>	<p><b>Showing Professionalism:</b></p> <ul style="list-style-type: none"> <li>• <i>Integrity and ethical conduct</i></li> <li>• <i>Service to students</i></li> <li>• <i>Advocacy</i></li> <li>• <i>Decision making</i></li> </ul> <p><i>Compliance with school and district regulations</i></p>	<b>CFL 3</b>	<p><b>Context for Learning</b></p> <p>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.</p>	