

## Overview of edTPA Handbook Submission Requirements

*Please note that the Handbook submission requirement differences outlined in this document are meant only as a reference and do not take the place of the full guidance and requirements provided in the Handbooks.*

This document is intended to provide an at-a-glance overview of some of the submission differences across edTPA handbooks.

- Related to Task 1, the table below provides the central focus and any academic language requirements. Please note, for Career and Technical Education, Early Childhood Education, and Special Education, the academic language requirements are different than other fields.
- For Task 2, the table indicates the number of required videos, the length of the video(s), and any specific video requirements.
- For Task 3, the table identifies the number of focus learners required, work samples information, and the number of assessments to be analyzed.

Additional considerations for each handbook are provided in the final column of the table, including Classical Languages (CL) and World Language (WL).

HANDBOOK TITLE	TASK 1 (RUBRICS 1-5) (CL AND WL 1-4)		TASK 2 (RUBRICS 6-10) (CL AND WL 5-9)			TASK 3 (RUBRICS 11-15) (CL AND WL 10-14)		Additional Considerations
	Central Focus	Academic Language	Number of Videos Required	Length of Videos	Video Requirements	Focus Student requirements	Number of Assessments to Analyze	
<b>AGRICULTURAL EDUCATION</b>	The learning segment should include learning tasks where students have opportunities to develop agricultural-related conceptual understanding, relevant skills, and problem-solving strategies by doing one of the following: Conduct an agricultural education investigation to make sense of one or more agricultural-related phenomena (e.g., regional distributions of crops in the state, vertical integration of an agricultural produce value chain, a determination of possible non-point pollution); OR create an agricultural technology/design product to specifications (e.g., a metal box, a flower arrangement, a business plan for a start-up agricultural services company).	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">*See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should illustrate how you developed students' understanding of agricultural-related concepts, relevant skills, and problem-solving strategies. The second clip should illustrate how you used representations or realia to deepen student understanding of agricultural-related concepts and procedures.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

HANDBOOK TITLE	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)			Task 3 (Rubrics 11-15) CL and WL (10-14)		Additional Considerations
	Central Focus	Academic Language	Number of Videos Required	Length of Videos	Video Requirements	Focus Student requirements	Number of Assessments to Analyze	
<b>CAREER AND TECHNICAL EDUCATION</b>	The learning segment should include learning tasks in which students have opportunities to develop and apply relevant technical skills, career readiness skills, and/or academic concepts, and learn through work-related tasks.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	Totaling no more than 20 minutes, but not less than 3 minutes.	Clip 1 should focus on your interactions with the whole class/group (minimum of 4 students), and students' development of technical skills, career readiness skills, and/or academic concepts for application in a work-related context (e.g., an interactive lecture or demonstration). Clip 2 should focus on your interaction with individuals and/or small groups of students to support their application of technical skills, career readiness skills, and/or academic concepts (e.g., "guided practice"), and students' use of critical thinking or problem solving to complete a work-related task.	Select 2 student work samples that represent the patterns of learning identified in assessment analysis.	1	
<b>CLASSICAL LANGUAGES</b>	The learning segment should afford students the opportunity to read, understand, and interpret classical texts in Latin or Greek in meaningful and culturally significant contexts. The learning segment should provide students with multiple opportunities to effectively read and access classical texts, including not only linguistic knowledge (e.g., grammatical forms and vocabulary), but also the ability to make connections and comparisons, build knowledge, and develop an understanding of cultural practices, products, and perspectives of the classical language.	Embedded throughout, not addressed in a separate rubric.	1-2	Totaling no more than 15 minutes, but not less than 3 minutes.	Demonstrate how you interact with students in a positive learning environment to develop their communicative proficiency in the classical language in meaningful cultural context(s) with a focus on reading, understanding, and interpreting classical texts in Latin or Greek in meaningful cultural contexts. Ensure that the video clip(s) capture interactions, between you and your students and among the students themselves, that develop students' communicative proficiency in the classical language.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)		Task 3 (Rubrics 11-15) (CL and WL 10-14)			
<b>EARLY CHILDHOOD</b>	The learning segment should include developmentally appropriate practices that intentionally promote the active and multimodal nature of young children’s learning AND language and literacy development in an interdisciplinary context.	Task 1: Identify key vocabulary necessary to engage children in the learning segment. In the learning segment, plan opportunities for children to use the key vocabulary. In the Planning Commentary, explain how children were supported to use this vocabulary. Task 3: Provide evidence of children's understanding and use of the key vocabulary. Evidence can be selected from the video clips submitted in Instruction Task 2, an additional video clip of one or more children using the key vocabulary within the learning segment (no more than 5 minutes in length), AND/OR children’s work samples submitted in Assessment Task 3.	2	Continuous and unedited, with no interruption in events, totaling no more than 15 minutes, but not less than 3 minutes.	Demonstrate how you interact with children and create a positive learning environment to support active, multimodal learning language and literacy learning in an interdisciplinary context. Clip 1 should show class/group interaction (minimum of 4 children), and clip 2 should show small-group interaction or interaction with an individual.	2 Focus Children: 1 At least one child must have specific learning needs, for example, a child with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader, or a child at a different point in the developmental continuum in relation to the other children in the class/group.	Note difference in Academic Language requirements  If submitting written work samples upload artifacts to Task 3, Part B.	
<b>EDUCATIONAL TECHNOLOGY SPECIALIST</b>	The learning segment prepared for this assessment should reflect a thoughtful interplay between the content to be taught, the pedagogy used, and the educational technology selected as represented by the TPACK framework. Lessons should include learning tasks where students have the opportunity to participate in learning experiences that utilize digital tools and resources to promote creativity and critical thinking while designing and developing a content-specific product to demonstrate their understanding of the subject. Students should also have an opportunity to share their work on the product.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first set of clips should illustrate how you supported 3 students with different learning strengths as they used or developed a strategy for using digital tools and resources to begin the product development. The second set of clips should illustrate how you questioned student understanding and gave feedback to up to 3 students or groups as they shared what they did.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	

	<b>Task 1 (Rubrics 1-5) (CL and WL 1-4)</b>	<b>Task 2 (Rubrics 6-10) (CL and WL 5-9)</b>	<b>Task 3 (Rubrics 11-15) (CL and WL (10-14))</b>				
<p><b>ELEMENTARY EDUCATION: LITERACY WITH MATHEMATICS TASK 4 TASKS 1-3</b></p>	<p>The learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.</p>	<p>Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">*See additional notes below.</a></p>	<p>2</p> <p>Totaling no more than 20 minutes, but not less than 3 minutes.</p>	<p>One clip should show how you actively engage students while modeling the essential literacy strategy. A second clip should show how you support students to practice and apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.</p>	<p>Select 3 student work samples that represent the patterns of learning identified in assessment analysis.</p>	<p>1</p>	<p>Task 4 can be completed in the same classroom as the Literacy tasks OR can be completed in a different classroom or fieldwork setting.</p> <p><a href="#">See NOTE below for California candidates.</a></p>
<p><b>TASK 4</b></p>	<ul style="list-style-type: none"> <li>– The class for this Task does not need to be the same class selected for Tasks 1-3.</li> <li>– The Mathematics Task 4 learning segment can be taught by either the candidate OR the cooperating teacher.</li> <li>– Review a learning segment and formative assessment where students were supported to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills and select 3 work samples that demonstrate an area of struggle or misconception. Identify a targeted learning objective/goal then design and teach a re-engagement lesson.</li> <li>– Collect and submit 3 focus students’ re-engagement work samples.</li> <li>– Evaluate the effectiveness of the re-engagement lesson.</li> <li>– Both formative and re-engagement work samples can be text, audio, or video; an audio or video work sample must be no more than 5 minutes in total running time per focus student.</li> </ul>						
<p><b>ELEMENTARY EDUCATION: MATHEMATICS WITH LITERACY TASK 4 TASKS 1-3</b></p>	<p>The learning segment should include learning tasks where students have opportunities to develop conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, and precise communication skills.</p>	<p>Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">*See additional notes below.</a></p>	<p>1-2</p> <p>Totaling no more than 15 minutes, but not less than 3 minutes.</p>	<p>Demonstrate how you engage students in developing understanding of mathematical concepts. (Optional) Provide evidence of students’ language use. You may provide evidence of language use with your video clip(s) from Mathematics Instruction Task 2, an additional video clip of one or more student(s) using language within the learning segment (no more than 5 minutes in length), AND/OR through the student work samples analyzed in Mathematics Assessment Task 3.</p>	<p>Select 3 student work samples that represent the patterns of learning identified in assessment analysis.</p>	<p>1</p>	<p>Task 4 can be completed in the same classroom as the Literacy tasks OR can be completed in a different classroom or fieldwork setting.</p> <p><a href="#">See NOTE below for California candidates.</a></p>
<p><b>TASK 4</b></p>	<ul style="list-style-type: none"> <li>– The class for this Task does not need to be the same class selected for Tasks 1-3.</li> <li>– The Literacy Task 4 learning segment can be taught by either candidate OR the cooperating teacher.</li> <li>– Review a learning segment and formative assessment where students were supported to develop an essential learning strategy for comprehending or composing text and the related skills that directly support that strategy and select 3 work samples that demonstrate an area of struggle or misconception. Identify a targeted learning objective/goal then design and teach a re-engagement lesson.</li> <li>– Collect and submit 3 focus students’ re-engagement work samples.</li> <li>– Evaluate the effectiveness of the re-engagement lesson.</li> <li>– Both formative and re-engagement work samples can be text, audio, or video; an audio or video work sample must be no more than 5 minutes in total running time per focus student</li> </ul>						

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)			Task 3 (Rubrics 11-15) (CL and WL (10-14))		
<b>ELEMENTARY LITERACY</b>	The learning segment should include learning tasks in which students have opportunities to develop an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	Totaling no more than 20 minutes, but not less than 3 minutes.	One clip should show how you actively engage students while modeling the essential literacy strategy. A second clip should show how you support students to practice and apply the essential literacy strategy to comprehend OR compose text in meaningful contexts.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	
<b>ELEMENTARY MATHEMATICS</b>	The learning segment should include learning tasks where students have opportunities to develop conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, and precise communication skills.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	1-2	Totaling no more than 15 minutes, but not less than 3 minutes.	Demonstrate how you engage students in developing understanding of mathematical concepts. (Optional) Provide evidence of students' language use. You may provide evidence of language use with your video clip(s) from Instruction Task 2, an additional video clip of one or more student(s) using language within the learning segment (no more than 5 minutes in length), AND/OR through the student work samples analyzed in Assessment Task 3.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	
<b>ENGLISH AS AN ADDITIONAL LANGUAGE</b>	The learning segment prepared for this assessment should support students' English language proficiency/ development (ELPD3) within meaningful content-based instruction. The learning segment should demonstrate your ability to plan for, implement, and assess students' English language development within content-based instruction that is relevant to students' content and language development goals. This includes developing students' command of language functions and language competencies through two or more of the four modalities (speaking, listening, reading, writing).	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should focus on students engaging through modalities to develop ELPD through content (modality in content)—or supporting students in practicing language. The second clip should focus on academic language development in relation to one or more competencies and supporting students in making connections between the content and their backgrounds, experiences, and prior knowledge. Here, you as the teacher candidate should be preparing/modeling to prepare students to practice language and allowing and/or supporting students to practice language.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)		Task 3 (Rubrics 11-15) CL and WL (10-14)			
<b>FAMILY AND CONSUMER SCIENCES</b>	The learning segment should include learning tasks where students have opportunities to organize and structure work while drawing upon family and consumer sciences-relevant concepts, career and technical skills, and problem-solving strategies.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should illustrate how you introduced and engaged students in family and consumer sciences-relevant concepts, career and technical skills, and/or problem-solving strategies. The second clip should illustrate how you actively engaged students in family and consumer sciences-relevant concepts, career and technical skills, and/or problem-solving strategies as they develop, organize, or structure their work or complete a project or product.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>
<b>HEALTH EDUCATION</b>	The learning segment should include learning tasks where students have opportunities to use functional health knowledge, demonstrate health-related skills, and develop personal beliefs and analyze group norms to help them adopt and maintain healthy behaviors.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	1-2	Totaling no more than 20 minutes, but not less than 3 minutes.	Demonstrate how you use a student-centered teaching activity (e.g., role play, analysis of a food label, practice of a health-related skill) to help students use functional health knowledge, demonstrate health-related skills, and/or develop personal beliefs and analyze group norms to help them adopt and maintain healthy behaviors. Demonstrate how you actively engage students in debriefing the activity and drawing conclusions about how specific behaviors might impact the adoption or maintenance of healthy behaviors.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>
<b>K–12 PERFORMING ARTS</b>	The learning segment should include learning tasks that support students to create, perform, and/or respond to music/dance/theater. This should include opportunities to apply knowledge/skills (e.g., tools/instruments, technical proficiencies, processes, elements, organizational principles) contextual understandings (e.g., social, cultural, historical, and personal reflection) artistic expression (e.g., interpretation, creativity, exploration/improvisation, individual choices).	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should illustrate how you engage students in developing and applying knowledge/skills, contextual understandings, and/or artistic expression. The second clip should illustrate how you support students in the application of knowledge/skills, contextual understandings, and/or artistic expression through creating, performing, and/or responding to music/dance/theater.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)		Task 3 (Rubrics 11-15) (CL and WL (10-14))		
<b>LITERACY SPECIALIST</b>	Instruction should reflect an understanding of researched approaches to literacy intervention to develop intensive and coordinated instructional experiences that will support the selected learners in developing an essential literacy strategy for comprehending or composing text and the related skills that directly support that strategy. The learning segment should also reflect appropriate modification of curriculum content, materials, and the learning environment, and include engaging, relevant, and meaningful instructional strategies based on the needs of the selected learners.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	1-2	Totaling no more than 15 minutes, but not less than 3 minutes.	Demonstrate how you interact with students in a positive literacy environment to develop an essential literacy strategy and related skills and to support students to independently apply the essential literacy strategy to comprehend OR compose text. The clip(s) should demonstrate how your instruction strengthens literacy skills identified as areas of concern in the initial assessment used to form the intervention group.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1
<b>MIDDLE CHILDHOOD ENGLISH-LANGUAGE ARTS</b>	The learning segment prepared for this assessment should provide opportunities for young adolescents to use textual references to construct meaning from, interpret, or respond to complex text, AND to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels. In addition, consistent with the recommendations provided by the Association for Middle Level Education (AMLE), a learning segment prepared for this assessment should be "developmentally responsive, challenging, empowering, and equitable." While the full scope of AMLE's recommendations will not be feasible in a short learning segment, you should design your lessons to provide challenging and responsive opportunities for young adolescents to learn English Language Arts.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should demonstrate how you engage students in constructing meaning from, interpreting, or responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film. The second clip should show interactions between you and at least 3 students during a discussion of the text to support and/or monitor their abilities to interpret the text.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1

	<b>Task 1 (Rubrics 1-5) (CL and WL 1-4)</b>		<b>Task 2 (Rubrics 6-10) (CL and WL 5-9)</b>		<b>Task 3 (Rubrics 11-15) (CL and WL 10-14)</b>			
<b>MIDDLE CHILDHOOD HISTORY/SOCIAL STUDIES</b>	The learning segment should include learning tasks where young adolescents have opportunities to develop and apply the knowledge, intellectual processes, and disciplinary practices required to become active and productive citizens. In addition, your lesson plans should provide opportunities for learners to develop and use facts, concepts, and the skills of inquiry, interpretation or analysis to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon. Finally, consistent with the recommendations provided by the Association for Middle Level Education (AMLE), a learning segment prepared for this assessment should be “developmentally responsive, challenging, empowering, and equitable.” While the full scope of AMLE’s recommendations will not be feasible in a short learning segment, you should design your lessons to provide challenging and responsive opportunities for young adolescents to learn history/social studies.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	Totaling no more than 20 minutes, but not less than 3 minutes.	The first clip should illustrate how you engage young adolescent learners in tasks that develop their skills of inquiry, interpretation, or analysis of history social studies sources or accounts to build and support arguments or conclusions. The second clip should focus on how you supported young adolescents in using evidence from sources to form interpretations or analyses and to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	
<b>MIDDLE CHILDHOOD MATHEMATICS</b>	The learning segment should include learning tasks where young adolescents have opportunities to develop conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, and precise communication skills.	Identify and plan to support language demands that include a key language function, vocabulary, mathematical precision and syntax or discourse. * <a href="#">See additional notes below.</a>	1-2	Totaling no more than 20 minutes, but not less than 3 minutes.	Demonstrate how you interact with young adolescents in a positive learning environment to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">Note difference in Academic Language requirements.</a>



	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)		Task 3 (Rubrics 11-15) (CL and WL (10-14))			
<b>MIDDLE CHILDHOOD SCIENCE</b>	The learning segment should include opportunities for young adolescents to develop their abilities to use scientific concepts and apply scientific practices through inquiry to explain or make predictions about a real-world phenomenon. Scientific practices through inquiry, as defined by the Next Generation Science Standards, focus on eight key components: asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, engaging in argument from evidence, obtaining, evaluating, and communicating information.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	Totaling no more than 20 minutes, but not less than 3 minutes.	The first clip should illustrate how you actively engaged students in organizing and analyzing evidence and/or data from a scientific inquiry. Students should be examining the evidence and/or data to look for patterns to evaluate findings. The second clip should illustrate how you facilitated your students' use of scientific evidence and/or data AND concepts to construct and critique evidence-based explanations of a phenomenon or reasonable predictions of outcomes based on patterns in evidence and/or data.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	
<b>PHYSICAL EDUCATION</b>	The learning segment should include learning tasks that provide opportunities for students to develop competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective). The competencies should be related to movement patterns, performance concepts, and/or health-enhancing physical fitness.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>  Note: Academic language is not a by-product of participating in a lesson but must be included in the planning and implementing of an effective lesson in physical education.	1-2	Totaling no more than 20 minutes, but not less than 3 minutes.	Demonstrate how you engage students in developing their competencies in the psychomotor domain and at least one other learning domain (cognitive, affective) through planned learning tasks. The video clip(s) should include both your instruction and the students engaging in the learning task, active monitoring of student learning during the learning task, and show how you use rules, routines, and/or transitions to maximize engagement in the lesson. Make sure to capture footage of the 3 focus students. Video clip(s) of the 3 focus students in the context of regular instruction within the whole class will be used in Assessment Task 3.	3 Focus Students: Select students that represent the range of psychomotor competencies within the class. At least one of the students must be a low-achieving student with respect to psychomotor skills.	2; One from the Psychomot or domain and one from either the Cognitive or Affective Domain	<a href="#">See NOTE below for California candidates.</a>

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)		Task 3 (Rubrics 11-15) (CL and WL (10-14)			
<b>SCHOOL LIBRARIAN/ LIBRARY SPECIALIST</b>	Lessons prepared for this assessment should be aligned with one or more of the AASL's six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage) and support students to develop and apply learner competencies through thinking critically and/or solving problems.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	1-2	Totaling no more than 20 minutes, but not less than 3 minutes.	Demonstrate how you interact with students in a positive learning environment to develop and apply learner competencies aligned with one or more of the six shared foundations (Inquire, Include, Collaborate, Curate, Explore, and/or Engage). The clip(s) should capture how you engaged students to think critically and/or solve problems as they develop and apply learner competencies aligned with one or more of the six shared foundations, and how you used resources and tools in ways that help students develop and apply learner competencies aligned with one or more of the six shared foundations.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	
<b>SECONDARY ENGLISH-LANGUAGE ARTS</b>	The learning segment prepared for this assessment should provide opportunities for students to use textual references to construct meaning from, interpret, or respond to complex text, AND to create a written product, interpreting or responding to complex features of a text that are just beyond your students' current skill levels.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. * <a href="#">See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should demonstrate how you engage students in constructing meaning from, interpreting, or responding to a complex feature of a text, for example, historical context, figurative language, dense informational text, and/or visual imagery in a film. The second clip should show interactions between you and at least three students during a discussion of the text to support and/or monitor their abilities to construct meaning from, interpret, and respond to the text.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

	<b>Task 1 (Rubrics 1-5) (CL and WL 1-4)</b>		<b>Task 2 (Rubrics 6-10) (CL and WL 5-9)</b>		<b>Task 3 (Rubrics 11-15) CL and WL (10-14)</b>			
<b>SECONDARY HISTORY/SOCIAL STUDIES</b>	The learning segment should include learning tasks where students have opportunities to develop and apply the knowledge, intellectual processes, and disciplinary practices required to become active and productive citizens. In addition, your lesson plans should provide opportunities for learners to develop and use facts, concepts, and the skills of inquiry, interpretation, or analysis to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">*See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should illustrate how you engage learners in tasks that develop their ability to inquire, interpret, or analyze history/social studies sources or accounts of historical events or a social studies phenomenon and build and support arguments or conclusions. The second clip should focus on how you supported students to use evidence from one or more sources to form interpretations or analyses to build and support arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>
<b>SECONDARY MATHEMATICS</b>	The learning segment should include learning tasks in which students have opportunities to develop conceptual understanding, procedural fluency, mathematical reasoning and/or problem-solving skills, and precise communication skills.	Identify and plan to support language demands that include a key language function, vocabulary, mathematical precision, and syntax or discourse. <a href="#">*See additional notes below.</a>	1-2	Totaling no more than 15 minutes, but not less than 3 minutes.	Demonstrate how you interact with students in a positive learning environment to develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem-solving skills.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">Note difference in Academic Language requirements.</a>  <a href="#">See NOTE below for California candidates.</a>
<b>SECONDARY SCIENCE</b>	The learning segment prepared for this assessment should include opportunities for students to develop their abilities to use scientific concepts and apply scientific practices through inquiry to explain or make predictions about a real-world phenomenon. Scientific practices through inquiry, as defined by the Next Generation Science Standards, focus on eight key components: asking questions, developing, and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, and constructing explanations.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">*See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should illustrate how you actively engaged students in organizing and analyzing evidence and/or data from a scientific inquiry. Students should be examining the evidence and/or data to look for patterns, identify outliers, and/or explore contradictory findings. The second clip should illustrate how you facilitated your students' use of scientific evidence and/or data AND concepts to construct and evaluate evidence-based explanations of a phenomenon or predictions of reasonable outcomes based on patterns in evidence and/or data.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)		Task 3 (Rubrics 11-15) (CL and WL 10-14)		
<b>SPECIAL EDUCATION</b>	Content, planning, and instructing should be consistent with what is normally taught. However, for this assessment, an in-depth case study of one learner (focus learner) from a class, group, or caseload will be developed. The focus learner should have multiple learning needs so that ability to meet the complex needs of a learner can be demonstrated. Identify one learning goal for the focus learner and plan and provide supports related to that learning goal.	Task 1: Identify one expressive/receptive communication skill related to the learning goal. Choose a communication skill that the focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the learning goal. Task 3: Provide evidence of the focus learner's use of the expressive/receptive communication skill identified in Planning Task 1 for participating in learning tasks and/or demonstrating learning. Evidence can be selected from the video clip(s) submitted in Instruction Task 2, an additional video clip from within the learning segment (no more than 5 minutes in length), or the learner work sample submitted in Assessment Task 3 or a different work sample.	1-2	Totaling no more than 20 minutes, but not less than 3 minutes.	Demonstrate how you establish a positive learning environment and engage and support the focus learner to develop and apply the knowledge and/or skills related to the learning goal. If the focus learner is working in a group, the clip(s) should include some interactions with the focus learner and other learners in the group.	1 Focus Learner: 1 The focus learner must have an individualized education program/plan that sets forth learning goals and requires special instruction and related services for an individual learner with a disability. <b>**See additional notes below.</b>	<a href="#">Note difference in Academic Language requirements.</a>  Submit a copy of the baseline data (if not evident in the daily assessment record) for the learning goal and the completed daily assessment record for the focus learner for ALL lesson objectives. Each daily assessment record should include the relevant lesson objective(s).
<b>TECHNOLOGY AND ENGINEERING EDUCATION</b>	The learning segment should include learning tasks where students have opportunities to develop technology-related conceptual understanding, technical skills, and engineering design or other problem-solving strategies while completing a project.	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">**See additional notes below.</a>	2	No more than 10 minutes each, but not less than 3 minutes combined.	The first clip should illustrate how you introduced students to technology-related concepts and relevant technical skills or strategies related to engineering design or problem solving. The second clip should illustrate how you actively engaged students in engineering design or other problem-solving strategies as they worked on a project.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	<a href="#">See NOTE below for California candidates.</a>

	Task 1 (Rubrics 1-5) (CL and WL 1-4)		Task 2 (Rubrics 6-10) (CL and WL 5-9)			Task 3 (Rubrics 11-15) (CL and WL (10-14))		
<b>VISUAL ARTS</b>	The learning segment prepared for this assessment should reflect a broad view toward creating, presenting, or responding to visual art that incorporates at least one of the following components: interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning), developing works of art/design (using techniques, methods of experimentation, or investigation), and/or relating art to context (personal, social, cultural, or historical perspectives) while providing opportunities for student choice (of content, methods, or styles).	Identify and plan to support language demands that include a key language function, vocabulary, and syntax or discourse. <a href="#">*See additional notes below.</a>	1-2	Totaling no more than 20 minutes, but not less than 3 minutes.	Demonstrate how you interact with students in a positive learning environment to develop their abilities to create, present, or respond to visual art by incorporating at least one of the following components: interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning), developing works of art/design (using techniques, methods of experimentation, or investigation), and/or relating art to context (personal, social, cultural, or historical perspectives) while providing opportunities for student choice (of content, methods, or styles).	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>
<b>WORLD LANGUAGE</b>	The learning segment prepared for this assessment should develop students' communicative proficiency in the target language within meaningful cultural context(s). The development of student communicative proficiency will include the promotion of five main goal areas in world language education: Communication, Cultures, Connections, Comparisons, and Communities.	Embedded throughout, not addressed in a separate rubric.	1-2	Totaling no more than 15 minutes, but not less than 3 minutes.	Demonstrate how you interact with students in a positive learning environment to develop their communicative proficiency in the target language in meaningful cultural context(s) with a focus on at least two modes of communication: interpretive AND interpersonal, OR presentational. Ensure that each video clip captures interactions between you and your students and among the students themselves that develop their communicative proficiency in the target language.	Select 3 student work samples that represent the patterns of learning identified in assessment analysis.	1	<a href="#">See NOTE below for California candidates.</a>

**NOTE for California candidates:** For Multiple Subject and Single Subject candidates, within their edTPA Tasks candidate must include a focus on addressing the teaching of English learners, all underserved education groups or groups that need to be served differently, and students with disabilities in the general education classroom to adequately assess the candidate's ability to effectively teach all students. For Education Specialist candidates, the model sponsor must include within the design of the Teacher Performance Assessment (TPA) candidate tasks a focus on addressing teaching students who have an Individualized Education Plan (IEP) (students aged 3 through 22), who have an IEP and English learners, and who have an IEP who are underserved education groups or groups that need to be served differently to adequately assess the candidate's ability to effectively teach all students with disabilities.

\* Academic Language Requirements

In Task 1: Identify and plan to support language demands. Select a key language function from your learning objectives. Choose a learning task that provides opportunities for students to practice using that language function. Identify additional language demands associated with that task. Plan targeted supports that address the identified language demands, including the language function.

In Task 3: Provide evidence of students' understanding and use of the targeted academic language function and other language demands. Evidence can be selected from the video clips submitted in Instruction Task 2, an additional video clip of one or more student(s) using language within the learning segment (no more than 5 minutes in length), AND/OR student work samples submitted in Assessment Task 3.

\*\* For children under 2, the plan is the Individual Family Service Plan (IFSP), which includes, in part, plans for interventions and direct support by the early interventionist for the learning and development of young learners (as opposed to family supports, which are also included in the IFSP). Some private facilities are not subject to the Individuals with Disabilities Education Act (IDEA) and develop their own programs/plans for individual learners. If the focus learner has an IFSP or another individualized program/plan other than an IEP, use elements of this program/plan when responding to prompts and directions about an IEP.

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