



Special Education

Assessment Handbook

Version 09

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA, SHAPE America), and content validation reviewers. All contributions are recognized and appreciated.

This document was authored by the Stanford Center for Assessment, Learning, and Equity (SCALE) with editorial and design assistance from Evaluation Systems.

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Contents

Introduction to edTPA Special Education	1
Purpose.....	1
Overview of the Assessment.....	1
Structure of the Handbook	4
edTPA Special Education Tasks Overview	6
Planning Task 1: Planning for Instruction and Assessment.....	10
What Do I Need to Think About?	10
What Do I Need to Do?.....	10
What Do I Need to Write?	13
How Will the Evidence of My Teaching Practice Be Assessed?	17
Planning Rubrics.....	18
Instruction Task 2: Instructing and Engaging the Focus Learner	23
What Do I Need to Think About?	23
What Do I Need to Do?.....	23
What Do I Need to Write?	25
How Will the Evidence of My Teaching Practice Be Assessed?	27
Instruction Rubrics	28
Assessment Task 3: Assessing Learning	33
What Do I Need to Think About?	33
What Do I Need to Do?.....	33
What Do I Need to Write?	35
How Will the Evidence of My Teaching Practice Be Assessed?	37
Assessment Rubrics	38
Professional Responsibilities	43
Special Education Context for Learning Information	44
Special Education Evidence Chart	46
Planning Task 1: Artifacts and Commentary Specifications.....	46
Instruction Task 2: Artifacts and Commentary Specifications	48
Assessment Task 3: Artifacts and Commentary Specifications	49
Special Education Glossary	53

Introduction to edTPA Special Education

Purpose

The purpose of edTPA Special Education, a nationally available performance assessment, is to measure readiness to teach learners with identified disabilities. The assessment is designed with a focus on learning and principles from research and theory. It is based on findings that successful teachers

- develop and apply knowledge of varied learner needs
- consider research and theory about how to support learners with varied needs
- develop learner knowledge and skills using individualized education program/plan¹ (IEP) goals, content standards, and ongoing assessment to select instructional objectives
- provide instruction that meets individual needs with adaptations and accommodations
- attend to generalization and maintenance of newly learned knowledge and skills
- reflect on and analyze evidence of the effects of instruction and other planned supports, and use this information to inform future instruction and selection of instructional content

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and learning in authentic ways.

Overview of the Assessment

The edTPA Special Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging the Focus Learner
3. Assessing Learning

You will teach content consistent with what you normally teach, planning and instructing as you normally would teach. However, for this assessment, you will develop **an in-depth case study of one learner (your focus learner) from your class, group, or caseload**. The focus learner should have **multiple learning needs** so that you may demonstrate your ability to meet the complex needs of a learner.

¹ An individualized education program/plan that sets forth learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a plan required under the Individuals with Disabilities Education Act (IDEA). 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 IDEA, and develop their own programs/plans for individual learners. If your 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.

You will **identify one learning goal for the focus learner and plan and provide supports related to that learning goal.**

Planned supports can include the learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning.

Consider the following to identify the learning goal:

- **If the focus learner is working on academic content** (including academics in a community setting² or early literacy/numeracy), select a learning goal related to an IEP goal in one of the following academic content areas: literacy, mathematics, social studies, or science. If there is no IEP goal related to the content (e.g., if the focus learner only has behavioral goals), then select a learning goal related to the academic content (in literacy, mathematics, social studies, or science) on which the focus learner is working.
- **If the focus learner is not working on any academic content** (e.g., an infant, a toddler, or a learner with a severe and profound disability), select a learning goal related to an IEP goal.

Note: If the focus learner is working on academic content, you will select an academic learning goal **whether or not there is a related IEP goal.**

The learning goal should be related to a relevant standard adopted by your state, if available. Some states have also identified early childhood or other education standards, which can address areas of learning beyond academics.

Once you have identified your focus learner and the learning goal, you will plan **3–5 consecutive lessons** (referred to as a learning segment). Each lesson will have a lesson objective and planned supports designed to meet the needs of the focus learner with respect to the learning goal. The learning segment may take place within a larger unit of instruction and as a result, may be derived from the broader curriculum content you are teaching in your placement. The learning segment must be designed to

- support the focus learner to access content related to the learning goal and demonstrate his/her learning
- align with at least one goal in the IEP and, as applicable, relevant academic or nonacademic standards
- reflect IEP-identified adaptations of the learning environment, content, and instructional strategies

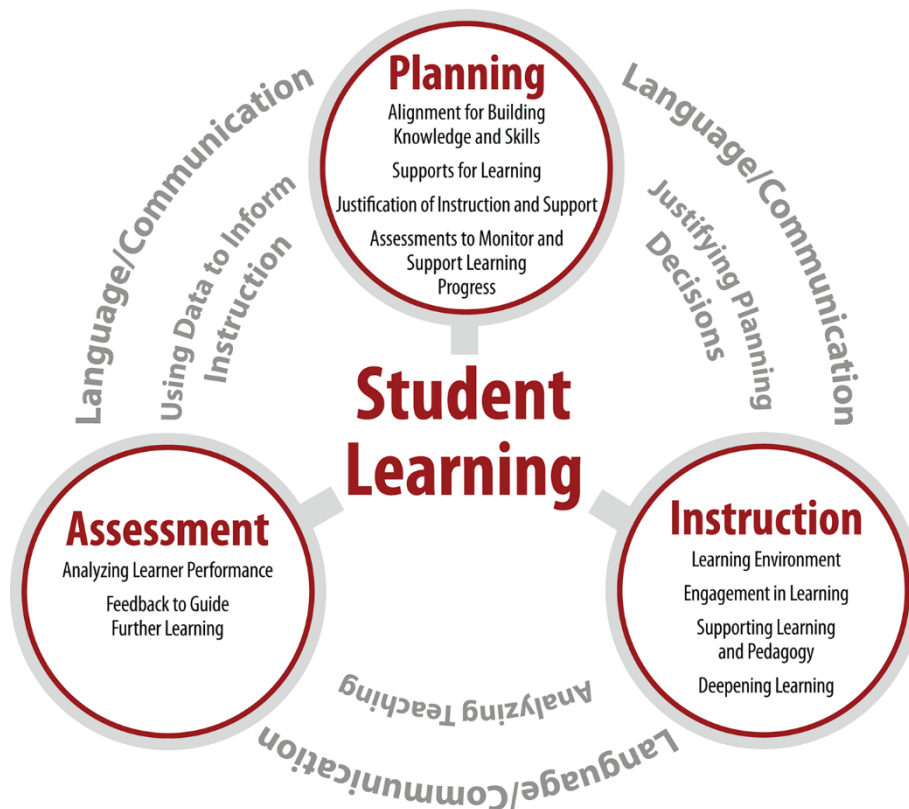
This learning segment should be planned and taught in the setting that is consistent with usual practice in your placement. For most focus learners, this will be a small group or whole class setting.

² Examples of academic skills as they are used in the community include: reading signs in the community, making a daily list of tasks in a work placement, rounding costs up to the next dollar, and counting out money to pay for a purchase.

After planning the learning segment, you will then teach it, making a videorecording that centers on your interactions with the focus learner during instruction **within the usual setting**. You will also keep a daily assessment record to monitor the focus learner’s progress toward the learning goal as demonstrated by his/her performance in relation to the lesson objectives. Upon completion of the three tasks, you will submit artifacts from the tasks (e.g., lesson plans, clips from your videorecording, assessment materials, instructional materials, learner work sample), as well as commentaries that you have written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each task will then be evaluated using rubrics specifically developed for each task.

The edTPA Tasks and the Cycle of Effective Teaching

The three edTPA tasks represent a cycle of effective teaching (i.e., teaching focused on meeting specific needs to support learning). Planning Task 1 documents your **intended** teaching, Instruction Task 2 documents your **enacted** teaching, and Assessment Task 3 documents the **impact** of your teaching on the learning of the focus learner.



The three tasks and the evidence you provide for each are framed by your understandings of your focus learner and his/her learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment, keeping your focus learner’s needs at the center of your teaching.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you will submit of how you planned, taught, and assessed your lessons to deepen learning of content reflected in the learning goal. This evidence includes both artifacts and commentaries:

- **Artifacts** represent authentic work completed by you and your focus learner. These include lesson plans, copies of instructional and assessment materials or data collection procedures, video clips of your teaching, and a work sample from the focus learner.
- **Commentaries** are your opportunity to describe your artifacts, explain the rationale behind your choices, and analyze what you have learned about your teaching practice and its impact on your focus learner. Note that although your writing ability will not be scored directly, commentaries must be clearly written and well focused.

When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. Refer to the [Special Education Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

The rubrics used to score your performance are included in the handbook, following the sections describing the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Special Education assessment. Within each task, instructions are organized into four sections:

1. **What Do I Need to Think About?**
This section provides focus questions for you to think about when completing the task.
2. **What Do I Need to Do?**
This section provides specific and detailed directions for completing the task.
3. **What Do I Need to Write?**
This section tells you what you need to write, and also provides specific and detailed directions for writing the commentary for the task.
4. **How Will the Evidence of My Teaching Practice Be Assessed?**
This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook:

- [Professional Responsibilities](#): guidelines for the development of your evidence
- [Special Education Context for Learning Information](#): prompts used to collect information about your instructional context

- **Special Education Evidence Chart:** specifications for electronic submission of evidence (artifacts and commentaries), including templates, supported file types, number of files, response length, and other important evidence specifications
- **Glossary:** definitions of key terms can be accessed by referring to the [Special Education Glossary](#).

You should review the [Making Good Choices in Special Education](#) document prior to beginning the planning of the learning segment. If you are in a preparation program, it will have additional resources that provide guidance as you develop your evidence.

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks. **Before you record your videos, pay particular attention to the specific content focus of each video clip submission; these foci are described in the What Do I Need to Do? sections in [Instruction Task 2](#) and [Assessment Task 3](#).** Refer to the [Professional Responsibilities](#) section of this handbook for important information about permissions, confidentiality, and other requirements.

If your program requires you to submit artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work and to download templates for submitting materials. The website contains information about the registration process, submission deadlines, submission requirements, withdrawal/refund policies, and score reporting. It also provides contact information should you have questions about your registration and participation in edTPA.

Whether submitting directly to www.edTPA.com or via your program's electronic portfolio management system, follow the submission guidelines as documented in the Evidence Chart and review [edTPA Submission Requirements](#) to ensure that your materials conform to the required evidence specifications and requirements for scoring.

edTPA Special Education Tasks Overview

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ Select one learner as a focus for this assessment. ■ Obtain required permissions for videorecording from a parent/guardian of your focus learner (or, if appropriate, the focus learner) before planning the learning segment. ■ Provide relevant context information. ■ You will select a learning goal for the focus learner, which will be the focus of instruction for this assessment. ■ Obtain or collect baseline data for the focus learner's knowledge and skills related to the learning goal prior to planning the learning segment. ■ Given the learning goal and the baseline data, develop lesson objectives for a 3–5 lesson learning segment for the learning goal. ■ Design a learning segment of 3–5 lessons that provides access to curriculum and instruction and supports the focus learner in meeting the lesson objectives. ■ Choose one communication skill that the focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the learning goal. For a focus learner with a learning goal in the academic curriculum, this should be the language used in the appropriate discipline (literacy, mathematics, social studies, science), if appropriate for the learner. Explain how you will support the learner's use of the communication skill. 	<ul style="list-style-type: none"> ■ Part A: Context for Learning Information ■ Part B: Lesson Plans for Learning Segment ■ Part C: Instructional Materials ■ Part D: Assessments and/or Data Collection Procedures ■ Part E: Planning Commentary 	<p>Planning Rubrics</p> <p>Rubric 1: Planning for Alignment and Development of Knowledge and Skills</p> <p>Rubric 2: Planning Challenge and Support for the Focus Learner</p> <p>Rubric 3: Justification of Instruction and Support</p> <p>Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication</p> <p>Rubric 5: Planning Assessments to Monitor and Support Learning</p>

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ Write and submit a lesson plan for each lesson in your learning segment, including the daily collection of assessment data to monitor the focus learner’s progress toward lesson objectives associated with the learning goal. ■ Select and submit key instructional and support materials needed to understand what you and the focus learner are doing. ■ Submit copies of all written assessments and/or data sheets, including any data collection procedures for any oral or performance assessments from the learning segment. ■ Respond to commentary prompts prior to teaching the learning segment. 		

Instruction Task 2: Instructing and Engaging the Focus Learner

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ Obtain required permissions for videorecording from other adults and from parents/guardians of ALL learners who might appear in the videorecording. ■ Videorecord your instruction during the learning segment. Check the video and sound quality, analyze your teaching, and select the most appropriate video clip(s) to submit. ■ Select 1–2 video clips (no more than 20 minutes total, but not less than 3 minutes). The interactions in the clip(s) should demonstrate how you (1) establish a positive learning environment and (2) engage and support the focus learner (along with other learners in a group setting) in developing and applying the new knowledge and skills related to the learning goal. ■ Analyze your teaching and the learning of the focus learner in the video clip(s) by responding to commentary prompts. 	<ul style="list-style-type: none"> ■ Part A: Video Clips ■ Part B: Instruction Commentary 	<p>Instruction Rubrics</p> <p>Rubric 6: Learning Environment</p> <p>Rubric 7: Engaging the Focus Learner</p> <p>Rubric 8: Deepening Learning</p> <p>Rubric 9: Supporting Teaching and Learning</p> <p>Rubric 10: Analyzing Teaching Effectiveness</p>

Assessment Task 3: Assessing Learning

What to Do	What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ■ Use the baseline data, the daily assessment records, and work samples from the learning segment to analyze the focus learner’s progress on lesson objectives related to the learning goal. ■ Submit one copy of the baseline data and the completed daily assessment record for each lesson. ■ Submit one work sample analyzed to help illustrate the conclusions you reach in your analysis. The work sample may take the form of a test, an assignment, or a video clip of performance. ■ Submit feedback you gave to the focus learner for the assessment from which the work sample comes. The feedback can be provided on a written work sample, in a video work sample, as an audio clip, or as an additional video clip. ■ Analyze evidence of the focus learner’s use of the learning goal-related communication skill from (1) the video clip(s) from Instruction Task 2, (2) an additional video clip of the focus learner’s use of the communication skill within the learning segment, or (3) the work sample from Assessment Task 3 or a different work sample. ■ Analyze the data on the focus learner’s progress toward the learning goal, and plan for next steps by responding to commentary prompts. 	<ul style="list-style-type: none"> ■ Part A: Work Sample ■ Part B: Completed Daily Assessment Records and Baseline Data ■ Part C: Evidence of Feedback ■ Part D: Assessment Commentary 	<p>Assessment Rubrics</p> <p>Rubric 11: Analyzing the Focus Learner’s Performance</p> <p>Rubric 12: Using Feedback to Guide Further Learning</p> <p>Rubric 13: Learner Understanding and Use of Feedback</p> <p>Rubric 14: Explaining the Focus Learner’s Use of Communication</p> <p>Rubric 15: Using Assessment to Inform Instruction</p>

Planning Task 1: Planning for Instruction and Assessment

What Do I Need to Think About?

In Planning Task 1, you will describe your plans for the learning segment and explain how your instruction is appropriate for the focus learner and the content you are teaching. As you develop your plans, you need to think about the following:

- What does your focus learner know, what can s/he do, and what is s/he still learning to do?
- What does the focus learner need to learn to make progress toward the selected learning goal (academic or nonacademic)?
- What are the important knowledge and skills you want the focus learner to develop within the learning segment?
- What instructional strategies and learning tasks will you design to support access, learning, and related communication?
- How will you monitor and record the focus learner's progress toward lesson objectives?
- How is the teaching you propose informed by your knowledge of your focus learner?

What Do I Need to Do?

- **Select one learner with an individualized education plan (IEP)³ as a focus for this assessment.**
 - Although the context may be a general education or special education classroom in which you will be teaching groups of students, identify one learner with a disability identified in his/her IEP as a focus for this assessment.
 - The focus learner you select should have multiple learning needs.
 - You should not change the instructional setting—You will continue to teach in the context in which you normally teach, teaching content you would normally teach.

³ A program/plan that sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to a program required under the Individuals with Disabilities Education Act (IDEA). 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 IDEA, and develop their own programs/plans for individual learners. If your 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.

To protect confidentiality, in the commentaries and all other written materials, refer to your focus learner by first name only or in general terms (e.g., “my focus learner”).

- **Obtain permission for videorecording instruction** prior to planning the learning segment. Obtain permission from the person(s) who has/have the legal right to grant permission for the focus learner—a parent/guardian of the focus learner or (if appropriate) the focus learner himself/herself. (Note that you will also need to obtain the same permission for any other learners and adults appearing in the video.)
- **Provide context information.** The [Special Education Context for Learning Information](#) form is provided later in this handbook and must be submitted in a template. This form provides essential information about your focus learner, along with commentary prompts. The Context for Learning Information form you submit should be **no more than 4 pages**, including prompts.
- **Identify one learning goal for the focus learner.** This learning goal will serve as the focus for the learning segment.

 - **If the focus learner is working on academic content** (including academics in a community setting⁴ or early literacy/numeracy), you must select a learning goal related to an IEP goal in one of the following academic content areas: literacy, mathematics, social studies, or science. If there is no IEP goal related to the content (e.g., if the focus learner only has behavioral goals), then select a learning goal related to the academic content (in literacy, mathematics, social studies, or science) on which the focus learner is working.
 - **If the focus learner is not working on any academic content** (e.g., an infant, a toddler, or a learner with a severe and profound disability), the learning goal must be related to an IEP goal.
- **Obtain baseline data for knowledge and skills related to the learning goal** prior to planning the learning segment. Use the baseline data and the learning goal to develop a 3–5 lesson learning segment, appropriate to develop the focus learner’s knowledge and skills as related to the learning goal.

 - The baseline data should allow you to describe the focus learner’s level of knowledge and skills related to the learning goal and planned supports.
 - The data can come from a variety of sources, such as a curriculum-based measure, pretest, work sample, skills checklist, observational notes, information from the cooperating teacher, or a skills test. When the instructional setting is the home, this information can come from parents, for example, through an observational checklist or journal.
- **Identify one expressive/receptive communication skill related to the learning goal.** Choose a communication skill that your focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the learning goal.

 - If the learning goal is a communication skill, select another communication skill related to the learning goal.

⁴ Examples of academic skills as they are used in the community include: reading signs in the community, making a daily list of tasks in a work placement, rounding costs up to the next dollar, and counting out money to pay for a purchase.

- The communication skill can be a new skill the focus learner is acquiring or learning to use more fluently. It can also be a skill s/he is working on maintaining or generalizing.
- For a focus learner with a learning goal in literacy, mathematics, social studies, or science, this communication skill should be related to the language used in the learning goal's academic discipline, if appropriate.
- If needed by the focus learner, the communication skill may focus on learning and/or applying augmentative and alternative communication that supports the focus learner's participation in learning tasks and/or demonstration of learning related to the learning goal.
- **Design a learning segment of 3–5 consecutive lessons** to provide access to curriculum and instruction and support the focus learner in meeting the learning goal. Plan to describe and document instruction and planned supports for the lesson objectives in each lesson. Each planned support should directly connect to the learning goal. NOTE: Your instruction and planned supports may focus on additional lesson objectives, but you will only document one for this assessment.
- **Write a lesson plan** for each lesson in your learning segment. Lesson plans should be written for the entire group you will be instructing. **Do not copy verbatim from curriculum materials, but communicate the plans in your own words.** Lesson plans should describe instruction and planned supports for the learning goal. Be sure to number your lesson plans. Your lesson plans should be detailed enough that a substitute or other teacher could understand them well enough to use them.
- Each lesson plan must include the following information, even if your teacher preparation program requires you to use a specific lesson plan format.
 - **One lesson objective with measurable criteria** for the focus learner. For group instruction, this may be an objective for the whole group or for the focus learner only.
 - **Assessment tools and data collection procedures** to monitor progress toward the lesson objective (You will describe these tools and procedures in a later commentary prompt.)
 - **Instructional strategies and learning tasks**, including any modifications or accommodations to meet individual focus learner needs, for example, the learning environment, group composition, and/or assistive technology. Include what you, other adults, other learners, and the focus learner will be doing.
 - **The communication skill and planned supports for its use**, in the lesson plan(s) where the communication skill is addressed
 - Plans for teaching toward **generalization, maintenance**, and/or **self-directed** use of knowledge and skills
 - **A list of resources and materials**, including any modifications or accommodations for the focus learner
- **Each lesson plan must be no more than 4 pages in length.** You will need to condense or excerpt lesson plans longer than 4 pages. Any explanations or rationale for decisions should be included in your Planning Commentary and deleted from your plans.

When instruction of the focus learner occurs in a group setting, write lesson plans for the group, including any adaptations for the focus learner's needs.

If you are co-teaching and usually co-write plans, you should take the lead role in writing the plans.

- **Respond to the commentary prompts** listed in the Planning Commentary section prior to **teaching the learning segment**.
- **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in the Instruction Task 2 and Assessment Task 3 commentaries.
- **Select and submit key instructional and support materials** needed to understand what you and the focus learner are doing (**no more than 5 additional pages per lesson plan**). The instructional materials might include written support materials, graphic organizers, task analyses, or checklists.
- **Submit blank copies of all written assessments and/or data sheets, including data collection procedures for any oral or performance assessments.** (Do not submit learner work samples for this task.) You should keep a daily assessment record to monitor the focus learner's progress toward all lesson objectives.
- **Provide citations for the source of all materials that you did not create** (e.g., published texts, websites, and material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.

See the [Planning Task 1: Artifacts and Commentary Specifications](#) in the Special Education Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If the instructional materials or assessments contain words and/or phrases in braille or in a language other than English, please include an English translation in the appropriate file when submitted. Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

In Planning Task 1, you will write

- a description of your [Context for Learning](#) (see "What Do I Need to Do?" above for directions)
- lesson plans (see "What Do I Need to Do?" above for directions)
- commentary explaining your plans (see "Planning Commentary" below for directions)

Planning Commentary

In Planning Task 1, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 12 single-spaced pages, including the prompts.**

1. Alignment of the Learning Goal, Standard, Lesson Objectives, and Planned Supports

- a. Complete the table below to identify the
 - learning goal selected for the learning segment.
 - academic content standard, alternate standard, or early childhood standard, related to the learning goal and/or the planned supports. (Note: Please include the number and text of the standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.) Indicate if there is no relevant standard for the learning goal and/or planned supports.
 - lesson objective for each lesson.
 - planned supports to be used throughout the learning segment and described in the lesson plans, specific to achieving the learning goal. (Please provide a brief list of the key supports that you intend to use; you will have an opportunity to explain how they support the focus learner in prompts 3a–d and 4b.)

Learning Goal:		
Relevant Academic, Alternate, or Early Childhood Standard:		
	Lesson Objectives	Specific Planned Supports to Address the Learning Goal (supports may be the same across lessons)
Lesson 1		
Lesson 2		
Lesson 3		
Lesson 4		
Lesson 5		

- b. Based on the learning goal and the focus learner’s IEP goals, respond to **ONE** of the prompts below.
 - **If the selected learning goal is academic and is aligned with an IEP goal:**
 - Explain how the learning goal and the planned supports align with the IEP goal.
 - **If the selected learning goal is academic but is not aligned with an IEP goal:**
 - Explain how the planned supports align with the learning goal.

- **If the selected learning goal is non-academic:**
 - Explain how the learning goal and, if relevant, the planned supports align with the focus learner’s IEP.
- c. List any special accommodations or modifications in the learning environment, instruction, or assessment required by the IEP and relevant to the learning goal.
- d. Explain how the lesson objectives, learning tasks, materials, and planned supports are sequenced to
 - move the focus learner toward achievement of the IEP goals, standards (as appropriate), and the learning goal.
 - build connections between the focus learner’s prior learning and experiences and new learning for the learning goal.

NOTE: If the lesson objectives are the same across the learning segment, the explanation may address how the materials used or the planned supports may change throughout the learning segment.

2. Knowledge of Focus Learner to Inform Teaching of the Learning Segment

For each of the categories listed below (2a–d), describe what you know about the focus learner’s strengths and challenges **as related to the lesson objectives of the learning segment. Cite evidence of what the learner knows, what s/he can do, and what s/he is learning to do in relation to the learning goal and any relevant planned supports.**

Refer to baseline data obtained prior to the beginning of the learning segment.

- a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives
- b. Social and emotional development (e.g., impulse control, ability to interact and express him/herself and his/her feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness)
- c. Personal, family, community, and cultural assets (e.g., the focus learner’s interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations; community supports or resources)
- d. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills or communication)

3. Supporting Learning

Refer to the instructional materials and lesson plans you have included to support your justifications, as needed.

- a. Describe how the learning tasks, materials, and planned supports address your focus learner’s needs and capitalize on his/her strengths and interests.

Planned supports can include the learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

- b. Explain how the learning tasks, materials, and/or planned supports will provide challenge to your focus learner.
- c. Justify your choices of learning tasks, materials, and planned supports based on
 - the focus learner’s strengths and needs and
 - principles of research and/or theory.
- d. Explain how, throughout the learning segment, you will help the focus learner to generalize, maintain, or self-manage the knowledge, skills, and planned supports related to the learning goal.

4. Supporting the Focus Learner’s Use of Expressive/Receptive Communication

- a. **Communication Skill.** Identify and describe **one** communication skill related to the learning goal that the focus learner will need to use to participate in the learning tasks and/or demonstrate learning.

Consider the focus learner’s strengths and needs related to the communication skill. Examples of communication skills include **retelling** a story, **explaining** a mathematics problem-solving strategy, **answering** questions, appropriately **expressing** frustration, **selecting** the right sign, **requesting** assistance, **selecting** a picture, **starting or stopping** communication, and **responding** to a prompt or cue.

- b. Explain how you plan to support the focus learner’s use of the communication skill (planned supports for communication can include instructional strategies such as vocabulary development, modeling, guided practice; materials such as graphic organizers, dictionaries, spell-check; or accommodations such as assistive technology). Describe how the supports assist the focus learner in acquiring, maintaining, and/or generalizing the communication skill.
 - Provide an example from your lesson plans of this planned support.

5. Monitoring Learning

- a. Explain how the assessments and the daily assessment record (including baseline data) will provide evidence of
 - the focus learner’s progress toward the learning goal through the lesson objectives
 - the level of support and challenge appropriate for the focus learner’s needs
- b. Explain how you plan to involve the focus learner in monitoring his/her own learning progress.

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing.

Planning Rubrics

Rubric 1: Planning for Alignment and Development of Knowledge and Skills

How do the candidate's plans build knowledge and skills⁵ for the learning goal aligned to an individualized education program/plan goal?

Level 1 ⁶	Level 2	Level 3	Level 4	Level 5
The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are not aligned with each other .	The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are loosely or inconsistently aligned with each other .	The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are consistently aligned with each other. All lesson objectives include clearly defined measurable outcomes for the focus learner's performance.	The identified individualized education program/plan goal, standard (if applicable), lesson objectives, planned supports, and/or learning tasks and materials are consistently aligned with each other. All lesson objectives include clearly defined measurable outcomes, AND lesson objectives and/or instructional materials and planned supports are logically sequenced to move the focus learner toward achieving the learning goal.	Level 4 plus: Plans for instruction include strategies to enhance generalization, maintenance, and/or self-directed use of knowledge and/or skills, and/or planned supports.

⁵ The desired learning outcomes for the learning segment. Knowledge and skills includes conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance (not merely discrete knowledge and skills).

⁶ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Planning Rubrics continued

Rubric 2: Planning Challenge and Support for the Focus Learner

How does the candidate use knowledge of the focus learner to tailor strategies to provide and support access to challenging curriculum and instruction for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is no evidence of planned supports for the learning goal.</p> <p>OR</p> <p>There is a severe mismatch between the focus learner’s chronological age or developmental level and the ways in which the candidate plans to use instructional strategies, planned supports, or materials for the learning goal.</p> <p>OR</p> <p>Learning tasks and planned support strategies⁷ do NOT align to lesson objectives and/or do NOT reflect required modifications and accommodations from the IEP for the learning goal.</p>	<p>Learning tasks and planned support strategies generally reflect the focus learner’s prior learning and experience, and/or superficially address the focus learner’s strengths⁸ and needs.⁹</p>	<p>Learning tasks and planned support strategies provide appropriate¹⁰ levels of support, reflecting the focus learner’s strengths AND/OR needs.</p>	<p>Learning tasks and planned support strategies provide appropriate levels of support and challenge¹¹, reflecting the focus learner’s</p> <ul style="list-style-type: none"> • strengths, • needs, AND • interests. 	<p>Level 4 plus:</p> <p>Plans call for engaging the focus learner in self-managing planned supports.</p>

⁷ Learning environment, tasks, materials, accommodations, modifications, assistive technology, and/or scaffolding

⁸ Strengths relative to the learning goal may come from prior learning, lived experiences, language and communication development, or family/cultural assets.

⁹ Learning needs include individualized education program/plan goals, accommodations, modifications, assistive technology, and/or scaffolding as well as other needs identified and justified by the candidate in order to achieve the lesson objectives.

¹⁰ Appropriateness of levels of support or challenge determined by the focus learner’s baseline data, prior learning, experiences, and needs

¹¹ Appropriateness of challenge determined by the focus learner’s baseline data, prior learning, experiences, and needs

Planning Rubrics continued

Rubric 3: Justification of Instruction and Support

How does the candidate use knowledge of the focus learner, research, and/or theory to justify decisions for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate’s justification of instruction or planned support strategies is either missing for the learning goal OR represents a deficit view of the focus learner.</p>	<p>Candidate’s justification of instruction and planned support strategies makes</p> <ul style="list-style-type: none"> • general connections to the focus learner’s needs OR • vague or unclear connections to research and/or theory. 	<p>Candidate’s justification of instruction and planned support strategies makes general connections to</p> <ul style="list-style-type: none"> • the focus learner’s strengths and needs AND • research and/or theory. 	<p>Candidate’s justification of instruction and planned support strategies makes clear connections to</p> <ul style="list-style-type: none"> • the focus learner’s strengths and needs AND • research and/or theory. 	<p>Level 4 plus: Candidate justifies selection of planned strategies that support the development of maintained, generalized, and/or self-directed use of knowledge or skills for the focus learner.</p>

Planning Rubrics continued

Rubric 4: Supporting the Focus Learner’s Use of Expressive/Receptive Communication

How does the candidate identify and support a communication skill for participating in learning tasks and/or demonstrating learning for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate identifies a communication skill that is not aligned with the learning goal.</p> <p>OR</p> <p>Planned supports for the communication skill are missing.</p>	<p>Candidate identifies planned supports for the communication skill that are not aligned with its use.</p>	<p>Candidate identifies planned supports for the communication skill that generally facilitate the focus learner’s use of it to participate in learning tasks and/or demonstrate learning.</p>	<p>Candidate provides examples of specific planned supports for the focus learner’s use of the communication skill to participate in learning tasks and/or demonstrate learning.</p>	<p>Level 4 plus: Candidate describes how the planned supports are designed to move the focus learner toward maintained or generalized use of the communication skill.</p>

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor and Support Learning

How are the assessments and daily assessment records selected or designed to provide evidence of the focus learner's progress toward the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The set of planned assessments and daily assessment records is not aligned to the lesson objectives and will provide little or no evidence of the focus learner's progress toward the learning goal.</p>	<p>Planned assessments and the daily assessment records are loosely aligned to the lesson objectives, and provide limited evidence to monitor the focus learner's progress during the learning segment toward the learning goal.</p> <p>OR</p> <p>Some lesson objectives are not assessed.</p>	<p>Planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the learning goal at different points in the learning segment.</p>	<p>Planned assessments (including baseline data) and the daily assessment records are aligned to all lesson objectives and provide evidence for monitoring the focus learner's progress toward the learning goal at different points in the learning segment.</p> <p>Assessments for the learning goal reflect appropriate levels of challenge¹² and support in light of the focus learner's specific strengths, needs, and lesson objectives.</p>	<p>Level 4 plus: The candidate describes plans to involve the focus learner in monitoring his/her own progress in developmentally appropriate ways.</p>

¹² Probing ahead of a learner's current performance level

Instruction Task 2: Instructing and Engaging the Focus Learner

What Do I Need to Think About?

In Instruction Task 2, you will demonstrate how you engage and support your focus learner's progress toward the learning goal. Before you begin your instruction, you need to think about the following:

- How does the learning environment demonstrate respect for and rapport with all learners, including the focus learner, enhance progress toward self-determination, and support engagement in learning?
- How do the strategies engage and motivate your focus learner in learning tasks to achieve the lesson objectives?
- How are you connecting new learning to the focus learner's prior knowledge, skills, and personal, cultural, or community assets?
- How are you using strategies and materials to scaffold instruction for or otherwise support the focus learner?
- How will your instructional strategies, planned supports, and materials support learning, capitalizing on the focus learner's strengths and developing or applying developmentally appropriate self-directed learning strategies?
- How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet the focus learner's needs for acquiring, generalizing, maintaining, and/or self-directing use of the goal-related knowledge and skills?

What Do I Need to Do?

If you teach in a setting where videorecording is not allowed for safety and security reasons (e.g., psychiatric facilities, hospitals, juvenile correctional institutions), please see your edTPA coordinator for instructions on submitting alternative evidence.

- **Obtain required permissions for videorecording.** Before you record your video, ensure that you have the appropriate permission from a parent/guardian of any learner (or, if appropriate, the learners themselves) and from any adult who appears in the videorecording. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
- **Videorecord your instruction related to the learning goal during the learning segment.**
 - Tips for videorecording your class are available from your teacher preparation program.
 - The instructional setting should be the usual setting used for such instruction.

- **Select 1–2 video clips to submit (totaling no more than 20 minutes, but not less than 3 minutes)** and verify that the clip(s) meet the following guidelines:
 - The clip(s) should 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 as well as with other learners in the group.
 - Check the video and sound quality to ensure that you and your focus learner can be **seen** and **heard** (as appropriate) on the video clip(s) you submit. **If the focus learner and candidate are signing, ensure that both learner and candidate are visible.** If most of the audio or signing in a clip cannot be understood by a scorer, **submit another clip.** If there are occasional audio or signed portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the portion that is inaudible or contains uninterpretable signs and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
 - Ensure that you and your focus learner can be seen in the video clip(s) you submit. Also, ensure that your face appears at least once in the video for identification purposes. **If the focus learner and candidate are signing, ensure that both learner and candidate are visible.**
 - Check the sound quality to ensure that you and your focus learner can be heard (as appropriate) on the video clip(s) you submit.
 - If most of the audio or signing in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio or signed portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the following: 1) provide a transcript with time stamps of the portion that is inaudible or contains uninterpretable signs and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
 - If you have inadvertently included individuals for whom you do not have permission to film in the video clip(s) you plan to submit, you may use software to blur the face(s) of these individuals. This is not considered editing. Other portions of the submitted video clip(s), including the classroom, your face, and the faces of individuals for whom you have obtained permission to film, should remain unblurred.
 - Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video.
- **(Optional) Provide evidence of the focus learner’s use of the communication skill identified in Planning Task 1.** You may provide this evidence with your video clip(s) from Instruction Task 2, an additional video clip of the focus learner using the communication skill from Planning Task 1 within the learning segment (**no more than 5 minutes in length**), **OR** through the focus learner’s work sample submitted in Assessment Task 3.
- **Respond to prompts** listed in the Instruction Task 2 Commentary section below **after viewing the video clip(s).**

- Determine if additional information is needed to understand what you and the focus learner are doing in the video clip(s). For example, if there are graphics, texts, or images key to understanding instruction that are not clearly visible in the video, or comments that are not clearly heard or signing that is uninterpretable, you may insert digital copies or transcriptions at the end of the Instruction Task 2 Commentary (**no more than 2 pages in addition to the responses to commentary prompts**).

See the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Special Education Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If a video file contains words and/or phrases in a language other than English, please attach a written English translation to the Instruction Commentary. Translation of videos entirely in a sign language such as ASL is not necessary. However, if a video file includes communication in a sign language that sometimes is not clearly visible in the video, include a transcript of any unclear communication between yourself and a learner that the focus learner is expected to see or provide captions. Attach the translation to the Instruction Commentary. These attachments will not count toward the page limit for the commentary.

Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Instruction Commentary

In Instruction Task 2, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 8 single-spaced pages, including the prompts**. If needed, insert no more than 2 additional pages of supporting documentation for the videorecordings at the end of the commentary (e.g., digital copies of indiscernible materials or a transcription of comments that are inaudible or signing that is uninterpretable). These additional pages do not count toward the commentary page limit noted above.

- Which lesson or lessons are shown in the clip(s)? Identify the lesson(s) by lesson plan number. Describe any changes in the lesson plans for the lessons shown in the clip(s) and the reasons for those changes.
- If applicable, provide any additional information (beyond that provided in Planning Task 1) needed to understand the learning environment or interactions seen in each clip.
 - Identify the district, school, cooperating teacher, or student teaching requirements or expectations (e.g., prescribed reading curriculum) that affect your instructional delivery related to the learning goal described in Planning Task 1.

- b. If more than one learner appears in a clip, provide information to identify the focus learner (e.g., clothing, position in setting).

3. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

- a. Describe how you demonstrated respect for and rapport with all learners.
- b. Describe how you provided a positive learning environment that both supported and challenged your focus learner in relation to the learning goal, moving the focus learner toward self-determination.

4. Engaging and Motivating the Focus Learner

Refer to examples from the clip(s) in your explanations. For group instruction, you may refer to interactions with other learners as examples of collective strategies accessible to the focus learner.

- a. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal.
- b. Describe how your instruction linked the focus learner's prior learning and personal, family, cultural, and/or community assets with new learning related to the learning goal.
- c. Describe the strategies you used to move the focus learner toward independently initiating and/or maintaining active engagement in learning tasks related to the learning goal.

5. Deepening Learning

Refer to examples from the clip(s) in your explanations. For instruction in a group, you may refer to interactions with other learners that informed application of learning by the focus learner.

- a. Explain how you elicited and responded to the focus learner's performance to promote application of learning related to the learning goal.
- b. Describe opportunities provided to the focus learner to apply feedback to improve performance related to the learning goal.
- c. Describe how you moved the focus learner toward self-evaluation or self-correction to improve performance related to the learning goal.

6. Supporting Teaching and Learning

Refer to examples from the clip(s) in your explanations.

- a. Explain how your materials, planned supports, and instructional strategies facilitated the focus learner's progress toward the lesson objectives for the learning goal and how they reflected the learner's development, age, strengths, and needs.
- b. Describe how your instructional strategies, planned supports, and/or materials facilitated the development or application of a self-directed learning strategy for the learning goal.

7. Analyzing Teaching

Refer to examples from the clip(s) in your explanations.

- a. What would you change about the teaching seen in the clip(s) to better support or extend the focus learner's performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the learning goal?
- b. Why do you think these changes would improve the learning of the focus learner in relation to the learning goal? Support your explanation with evidence of the focus learner's performance related to the learning goal, as seen in the clip(s), and principles from theory and/or research.

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

Instruction Rubrics

Rubric 6: Learning Environment

How does the candidate demonstrate a respectful learning environment that supports the focus learner's engagement in learning for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The candidate demonstrates disrespectful behavior toward any learner OR allows disruptive/disrespectful behavior to interfere with learning.</p> <p>OR</p> <p>Candidate does not respond in a timely manner to safety issues.</p>	<p>The candidate demonstrates respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a learning environment that serves primarily to control the focus learner's behavior, and minimally supports the learning associated with the learning goal.</p>	<p>The candidate demonstrates rapport with and respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a positive learning environment that supports learning related to the focus learner's learning goal.</p>	<p>The candidate demonstrates rapport with and respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a learning environment that balances learning challenge with support¹³ needs for the focus learner relative to the learning goal.</p>	<p>The candidate demonstrates rapport with and respect for ALL learners.</p> <p>AND</p> <p>Candidate provides a learning environment that balances learning challenge with support needs for the focus learner relative to the learning goal, with opportunities for self-determination.</p>

¹³ Challenges and support needs are determined by the focus learner's baseline data, prior learning, experiences, and needs. Challenge is providing the learner with opportunities to stretch beyond current performance level.

Instruction Rubrics continued

Rubric 7: Engaging¹⁴ the Focus Learner

How does the candidate actively engage the focus learner in developing knowledge and skills to reach the lesson objectives for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
The focus learner is predominantly passive, inattentive, or out of control while candidate provides instruction or intervention for the learning goal.	Candidate uses strategies to encourage the focus learner's participation in the learning task for the learning goal.	Candidate uses explicit strategies to create active engagement¹⁵ in developing the desired knowledge and/or skills of the focus learner for the learning goal.	Candidate uses explicit strategies to create active engagement in developing the desired knowledge and/or skills of the focus learner for the learning goal AND maintains engagement through appropriate pacing.	Level 4 plus: Candidate uses strategies to encourage the focus learner to initiate and/or maintain active engagement in the learning tasks for the learning goal.
There is little or no evidence that the candidate links the focus learner's prior learning with new learning.	Candidate makes vague or superficial links between the focus learner's prior learning and new learning.	Candidate links the focus learner's prior learning to new learning.	Candidate links the focus learner's prior learning AND personal, cultural, or community assets to new learning.	Candidate prompts the focus learner to link prior learning AND personal, cultural, or community assets to new learning.

¹⁴ Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives.

¹⁵ Active engagement includes hands-on learning, application, or reciprocal interactions during learning.

Instruction Rubrics continued

Rubric 8: Deepening Learning

How does the candidate support the focus learner in developing deep understanding of the knowledge and/or skills related to the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate provides the focus learner with few opportunities to respond related to the learning goal.</p> <p>OR</p> <p>Materials or candidate responses include significant inaccuracies that are not corrected and that will lead to focus learner misunderstandings or misdirected performance for the learning goal.</p>	<p>Candidate primarily uses superficial prompts to provide the focus learner opportunities to respond related to the learning goal.</p> <p>Candidate evaluates the focus learner’s responses only as correct or incorrect.</p>	<p>Candidate uses prompts that provide the focus learner opportunities to respond related to the learning goal.</p> <p>Candidate provides the focus learner with</p> <ul style="list-style-type: none"> • accurate, specific feedback (verbal or nonverbal) AND • opportunity to apply feedback to subsequent responses. 	<p>Candidate allows the focus learner to initiate responses to apply new learning related to the learning goal.</p> <p>Candidate provides the focus learner with</p> <ul style="list-style-type: none"> • accurate, specific feedback (verbal or nonverbal) AND • opportunity to apply feedback to subsequent responses. 	<p>Level 4 plus:</p> <p>Candidate moves the focus learner toward developmentally appropriate self-evaluation or self-correction to improve subsequent responses related to the learning goal.</p>

Instruction Rubrics continued

Rubric 9: Supporting Teaching and Learning

How does the candidate support learning for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Candidate uses instructional strategies, planned supports, and/or materials that are not appropriate to the focus learner's needs in relation to the lesson objectives for the learning goal.</p> <p>OR</p> <p>There is a severe mismatch between the focus learner's chronological age and the ways in which the candidate uses instructional strategies, supports, or materials.</p>	<p>Candidate uses instructional strategies, planned supports, and/or materials in ways that superficially match the focus learner's needs in relation to lesson objectives for the learning goal.</p>	<p>Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs in relation to lesson objectives for the learning goal.</p>	<p>Candidate uses instructional strategies, planned supports, and/or materials in ways that match the focus learner's needs and capitalize on his/her strengths in relation to lesson objectives for the learning goal.</p>	<p>Level 4 plus: Instructional strategies, planned supports, and/or materials for the learning goal address the focus learner's development or application of a developmentally appropriate self-directed learning strategy.</p>

Instruction Rubrics continued

Rubric 10: Analyzing Teaching Effectiveness

How does the candidate use evidence to evaluate and change teaching practice to meet the focus learner's learning needs related to the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate proposes changes unrelated to the learning needs of the focus learner related to the learning goal.	Candidate proposes changes that are superficially related to learning needs related to the learning goal (e.g., improving directions for learning tasks, candidate's task/behavior management).	Candidate proposes changes for instruction and/or planned support strategies related to the learning goal, making general connections to <ul style="list-style-type: none"> • the strengths or needs of the focus learner AND/OR • research and/or theory. 	Candidate proposes changes for instruction and/or planned support strategies related to the learning goal that make clear, specific connections to <ul style="list-style-type: none"> • the strengths and needs of the focus learner AND • research and/or theory. 	Level 4 plus: Changes support the focus learner's movement toward maintained, generalized, and/or self-directed use of knowledge and/or skills related to the learning goal.

Assessment Task 3: Assessing Learning

What Do I Need to Think About?

In Assessment Task 3, you will analyze the focus learner's progress toward the learning goal and his/her use of the communication skill. Before you begin the analysis, you need to think about the following:

- How will you gather evidence and make sense of what the focus learner has learned?
- How will you provide meaningful feedback to the focus learner?
- How will you identify evidence of and explain the focus learner's understanding or use of the communication skill to participate in learning tasks and/or demonstrate learning related to the learning goal?
- How will you use evidence of what the focus learner knows and is able to do to plan next steps in instruction?

What Do I Need to Do?

- **Use the baseline data, the daily assessment records, and work samples from the learning segment to analyze the focus learner's progress** toward reaching the lesson objectives for the learning goal. Address the focus learner's strengths and continuing needs in your analysis.
- **Submit a copy of**
 - **the baseline data (if not evident in the daily assessment record) for the learning goal**
 - **the completed daily assessment record for the focus learner for ALL lesson objectives.** Each daily assessment record should include the relevant lesson objective(s).
- **Submit one work sample analyzed** to help illustrate the conclusions you reach in your analysis. The work sample should be the work of the focus learner alone, not a product constructed as part of a group.
 - If the learning goal is knowledge or skills related to literacy, mathematics, social studies, or science, then the work sample should be a test, performance assessment, or assignment from the learning segment.
 - A work sample can be a product (e.g., test, completed class assignment), a time-stamp reference (**no more than 2 minutes**) for a video clip submitted in Instruction Task 2, or an additional video clip of **no more than 2 minutes**.
 - Attach additional information related to the work sample to the end of the Assessment Commentary—a blank copy of an assessment corresponding to the work sample submitted, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment record, including a transcript of any oral directions/prompts (**no more than 5 additional pages**).

- **Submit the feedback** you gave to the focus learner for the assessment from which the work sample comes. You must submit evidence of the actual feedback provided to the focus learner, and not a description of the feedback. The feedback can be provided as part of a work sample, as an audio clip, or as a video clip.
- If you submit a work sample as a video clip or feedback as a video or audio clip and comments made by you or the focus learner cannot be clearly heard (or seen, if signed), do one of the following: 1) attach a transcription of your comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- If you submit a work sample as a video clip or feedback as a video or audio clip and additional learners are present, clearly identify the focus learner in the relevant prompts (1c and 2a) of the Assessment Commentary (**in no more than 2 sentences**).
- **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.** You may choose evidence 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.
- **Respond to the commentary prompts** listed in the Assessment Commentary section below **after analyzing the focus learner's progress toward the learning goal.**

See the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the Special Education Evidence Chart for instructions on electronic submission of evidence. The evidence chart identifies templates, supported file types, number of files, response length, and other important evidence specifications.

If a work sample or video file contains words and/or phrases or is entirely in braille or in a language other than English or a sign language such as ASL, please include an English translation or transcription of relevant parts attached to the work sample or, for a video file, to the end of the Assessment Commentary. However, for portions of communication in a sign language such as ASL that are not clearly visible in the video, attach a transcription of unclear communications unless you provide captions (this is permissible editing). These attachments will not count against the page limit for the commentary.

Your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

What Do I Need to Write?

Assessment Commentary

In Assessment Task 3, you will write a commentary, responding to the prompts below. Your commentary should be **no more than 8 single-spaced pages, including the prompts**. Attach the additional information related to the work sample for the learning goal (**no more than 5 additional pages**) and, if necessary, a transcription of inaudible or (for sign language) uninterpretable communication (**no more than 2 additional pages**) or translations of video in a language other than English or sign language (**no page limit**) to the end of the Assessment Commentary. These additional pages do not count toward the commentary page limit noted above.

1. Analyzing the Focus Learner's Performance

- a. Identify the lesson objectives from the learning segment measured by each daily assessment record.
- b. Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.
- c. If the work sample for the learning goal is an excerpt from a video from Instruction Task 2, provide a time-stamp reference here. If a video work sample includes more than one learner, clearly describe how the scorer can identify the focus learner (e.g., position, physical description, first words spoken by focus learner) whose work is portrayed.
- d. Summarize the focus learner's progress toward the learning goal as reflected in the lesson objectives. The summary can be presented in a table or described in several paragraphs.
- e. Analyze the focus learner's performance based on
 - strengths (what s/he appears to understand or do well) and needs (where s/he continues to struggle or s/he needs greater challenge). Include any error analysis.
 - types or levels of planned support provided to the focus learner.
- f. Based on the focus learner's performance, explain how the planned supports you used did or did not impact learning and provide access to the content.

Cite evidence from the baseline data, daily assessment records, and work sample as needed, to clarify or illustrate your summary and analysis.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the form in which you submitted your evidence of feedback for the focus learner. Choose one of the following:
 - Written directly on a work sample document or included in a video work sample

- In an audio file
- In a video clip from Instruction Task 2 (provide a time-stamp reference) or in a separate video clip

If video feedback occurs in a group context, clearly describe how the scorer can identify the focus learner (e.g., position, physical description).

- b. Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning goal.
- c. How did or will you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal, within the learning segment or in subsequent learning tasks?

3. Evidence of Use of the Expressive/Receptive Communication Skill

When responding to the prompts below, use concrete examples from the focus learner's work sample or an additional video clip (using time-stamp references) as evidence. You may provide evidence of the focus learner's use of the expressive/receptive communication skill for the learning goal from **ONE of the following sources**:

1. Video clip(s) from Instruction Task 2; provide time-stamp references.
2. An additional video file named "Communication Use" of **no more than 5 minutes** in length; provide time-stamp references. See Assessment Task 3 Evidence Chart for acceptable file types. Submit the clip in Assessment Task 3, Part C.
3. Work sample; provide a time-stamp reference for a video work sample. The work sample can be the one analyzed or a different one if it is clearly labeled as evidence of use of the communication skill.

- a. Explain the focus learner's use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal.
- b. Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner's strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal.
- c. Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill.

4. Using Assessment to Inform Instruction

Consider what you know about the focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps related to the learning goal. Consider all aspects of instruction, including planned supports, as appropriate. Connect your next steps to your analysis of the focus learner's performance.

- a. Based on your analysis of the focus learner's performance, presented in the response to prompts 1d–f, describe next steps for instruction to improve or continue learning.

- Connect your next steps to research and/or theory, particularly as it relates to evidence-based practices.
- b. Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner's IEP goals and/or curriculum.

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages. When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, instruction, assessment, and writing.

Assessment Rubrics

Rubric 11: Analyzing the Focus Learner's Performance

How does the candidate demonstrate an understanding of the focus learner's performance with respect to the learning goal as reflected in the lesson objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial or is not supported by either the work sample or the daily assessment record.</p> <p>OR</p> <p>The learning goal, lesson objectives, daily assessment record, and/or work sample are not aligned with each other.</p> <p>OR</p> <p>One or more lesson objectives did not contain explicit, operationally defined criteria for meeting the objectives.</p>	<p>The analysis focuses only on whether the focus learner did or did not achieve ALL the lesson objectives.</p>	<p>The analysis draws upon knowledge of the focus learner and focuses on</p> <ul style="list-style-type: none"> the focus learner's strengths and errors OR levels or types of planned supports (including error prevention strategies) <p>to understand the focus learner's progress toward ALL lesson objectives.</p>	<p>The analysis draws upon knowledge of the focus learner and focuses on details within</p> <ul style="list-style-type: none"> the focus learner's strengths and errors AND levels or types of planned supports (including error prevention strategies) <p>to understand strengths and needs in the focus learner's progress toward ALL lesson objectives.</p>	<p>Level 4 plus:</p> <p>The analysis makes clear and plausible connections between the focus learner's performance and specific elements of instruction.</p>

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Further Learning

What type of feedback does the candidate provide to the focus learner for the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the learning goal OR is severely mismatched to the focus learner's chronological age or developmental level.</p> <p>OR</p> <p>Feedback contains significant inaccuracies.</p>	<p>Feedback related to the learning goal is general and addresses needs AND/OR strengths.</p>	<p>Feedback related to the learning goal is specific and focuses on either</p> <ul style="list-style-type: none"> • needs OR • reinforcing strengths. 	<p>Feedback related to the learning goal is specific and includes</p> <ul style="list-style-type: none"> • needs AND • reinforcing strengths. 	<p>Level 4 plus: Feedback provides</p> <ul style="list-style-type: none"> • a strategy to address a learning need OR • connections to prior learning or experiences to improve learning.

Assessment Rubrics continued

Rubric 13: Learner Understanding and Use of Feedback

How does the candidate provide opportunities for the focus learner to understand and use the feedback for the learning goal to guide his/her further learning or performance?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for understanding or using feedback are not described.</p> <p>OR</p> <p>Candidate provides limited or no feedback related to the learning goal to inform the focus learner's performance/responses.</p>	<p>Candidate provides vague explanation for how the focus learner will understand or use feedback related to the learning goal.</p>	<p>Candidate describes how the focus learner will understand or use feedback related to the learning goal.</p>	<p>Candidate describes how s/he will support the focus learner to understand and use feedback related to strengths OR needs related to the learning goal.</p>	<p>Candidate describes how s/he will support the focus learner to understand and use feedback related to strengths AND needs related to the learning goal.</p>

Assessment Rubrics continued

Rubric 14: Explaining the Focus Learner's Use of Communication

How does the candidate explain the focus learner's use of the expressive/receptive communication skill to participate in the learning task and/or demonstrate learning related to the learning goal?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate describes the focus learner's use of the communication skill that is <ul style="list-style-type: none"> • not aligned with the learning goal OR • not consistent with the evidence submitted. 	Candidate's description focuses on a communication skill that is related to the learning goal, but does not explain how the learner uses the skill to participate in learning tasks or demonstrate learning related to the learning goal.	Candidate explains and provides evidence of the learner's use of the communication skill to participate in learning tasks and/or demonstrate learning.	Candidate explains and provides evidence of how planned supports helped the focus learner use the communication skill to participate in and/or demonstrate learning.	Level 4 plus: Candidate explains how the focus learner can be supported to move toward generalized or maintained use of the communication skill.

Assessment Rubrics continued

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use conclusions about what the focus learner knows and is able to do related to the learning goal to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Next steps are not achievable or do not follow from the analysis.</p> <p>OR</p> <p>Next steps are not relevant to the lesson objectives assessed.</p> <p>OR</p> <p>Next steps are not described in sufficient detail to understand them.</p>	<p>Next steps to improve or continue learning are loosely connected to focus learner needs.</p>	<p>Next steps to improve or continue learning include general instructional strategies or supports related to the focus learner's needs and to current instruction.</p>	<p>Next steps</p> <ul style="list-style-type: none"> provide logical, well-sequenced instructional strategies to address specific identified needs of the focus learner AND are logically connected to current instruction. 	<p>Level 4 plus: Candidate uses the analysis to describe implications for the focus learner's individualized education program/plan goals and/or curriculum.</p>
<p>Next steps are not connected with research and/or theory.</p>	<p>Next steps are not connected with research and/or theory.</p>	<p>Next steps are generally connected with research and/or theory.</p>	<p>Next steps are clearly connected with research and/or theory.</p>	<p>Next steps are justified with principles from research and/or theory.</p>

Professional Responsibilities

Refer to the following table for an overview of your professional responsibilities in developing evidence for edTPA. If you are submitting artifacts and commentaries for official scoring, refer to www.edTPA.com for complete and current information before beginning your work. Included here are important information and policies such as submission requirements and deadlines, registration agreements, attestations, permissions, and confidentiality. Whether or not you are submitting for official scoring, you should fulfill the professional responsibilities described below.

Responsibility	Description
Protect confidentiality	<p>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your state, school, district, and cooperating teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, work samples) that could identify individuals or institutions. During videorecording, use the focus learner’s first name only.</p> <p>To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</p>
Acquire permissions	<p>Before you record your instruction, ensure that you have the appropriate permission from people with the legal right to give permission—a parent/guardian of the focus learner or (if appropriate) your learners and adults who appear in the videorecording. Permission must be obtained for all learners who appear in the video, even if they are not the focus learner. Your program will provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are student teaching or completing your internship.</p> <p>If your program does not provide the necessary forms, you may refer to the sample forms found on www.edTPA.com.</p> <p>The release forms are not to be submitted with your materials, but you should follow your campus policy for retaining them.</p>
Cite sources	<p>Provide citations for the source of all materials that you did not create (e.g., published texts, websites, material from other educators). List all citations by lesson number at the end of the Planning Commentary. Note: Citations do not count toward the commentary page limit.</p>
Align instruction with state standards	<p>As part of the assessment, you will document the alignment of your lesson plans with any academic content standards or alternate standards, early childhood standards, or other state standards that are the target of learning. Refer to the education agency website for your state to obtain copies of relevant standards for this assessment.</p>
Follow the guidelines for candidate support at www.edTPA.com	<p>Follow the guidelines for candidate support found at www.edTPA.com as you develop your evidence for edTPA. Although you may seek and receive appropriate support from your university supervisors, cooperating/master teachers, university instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you.</p> <p>Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:</p> <ul style="list-style-type: none"> ■ I have primary responsibility for teaching the focus learner during the learning segment profiled in this assessment. ■ I have not previously taught this learning segment to the focus learner. ■ The video clips submitted are unedited (continuous) and show me teaching the focus learner profiled in the evidence submitted. ■ The focus learner’s work included in the documentation is that of my focus learner, completed during the learning segment documented in this assessment. ■ I am author of the commentaries and other written responses to prompts in this assessment. ■ Appropriate citations have been made for all materials in the assessment whose sources are from published text, the Internet, or other educators.

Special Education Context for Learning Information

Use the Context for Learning Information to supply information about your school/classroom context.

About the Placement and Your Role in the Focus Learner's Instruction

1. Context for Learning

- a. Provide information about the context in which you teach so that another educator can understand your teaching decisions **for the instruction in the learning segment**. Address the following:
 - Type of setting (e.g., first-grade classroom in an elementary school, resource room, a home, a job site)
 - Where is the school where you are teaching located? (Type an "X" next to the appropriate description.)¹⁶
 - City: _____
 - Suburb: _____
 - Town: _____
 - Rural: _____
 - Your role in the focus learner's instructional program (e.g., teach all academic subjects plus support a behavioral plan; pull out of general education classroom for supplementary instruction in reading; part of an instructional team; coordinate services to the family and model working with the focus learner)
 - The schedule for instructional time with the focus learner for the learning goal (e.g., Tuesdays for 15 minutes; every day for six hours with two hours on reading instruction)
 - The primary language of instruction, if other than English (e.g., ASL)
- b. Describe any district, school, or cooperating teacher, or student teaching requirements or expectations (e.g., prescribed reading curriculum) that might affect your planning or instructional delivery.
- c. Identify any textbook or instructional program you primarily use for instruction for the learning goal. If a textbook, please provide the title, publisher, and date of publication.
- d. If group instruction, describe the size and composition of the group (e.g., 6 special education learners; 3 learners with IEPs and 23 general education learners).

¹⁶ If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your placement school administrator.

About the Focus Learner

1. Age: _____
2. Grade level: _____
3. Primary language (Type an “X” next to the appropriate description or provide information requested.):
 - English: _____
 - Bilingual in English and other language (please identify): _____
 - Other language (please identify): _____
4. Describe the disability or disabilities as reported on the focus learner’s IEP.
5. List any type of augmentative or alternative communication used by the learner (e.g., communication boards, signing, AlphaSmart keyboard, optical-character-recognition devices, speech generation technology).
6. Describe any behavior management plans relevant for the focus learner.

Special Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.

Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages , including prompts	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides.
Part B: Lesson Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	No more than 4 pages per lesson	<ul style="list-style-type: none"> Submit 3–5 lesson plans in 1 file. Within the file, label each lesson plan (Lesson 1, Lesson 2, etc.). All rationales or explanation for the lesson plans should be written in the Planning Commentary and removed from the lesson plans.
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	No more than 5 pages of KEY instructional materials per lesson plan	<ul style="list-style-type: none"> Submit all materials in 1 file. Within the file, label materials by corresponding lesson (Lesson 1 Instructional Materials, Lesson 2 Instructional Materials, etc.). Order materials as they are used in the learning segment. Insert a translation immediately after each instructional material for portions in braille or in a language other than English.

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Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessments and/or Data Collection Procedures	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> ■ Submit assessment instruments and/or a description of data collection procedures, as appropriate for the lesson objectives measured, in 1 file. ■ Within the file, label assessments/procedures by corresponding lesson (Lesson 1 Assessments/Procedures, Lesson 2 Assessments/Procedures, etc.). For assessments/procedures used in multiple lessons, order and label by lesson when first used. ■ Insert a translation immediately after each assessment for portions in braille or in a language other than English.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 12 pages of commentary, including prompts	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Video Clips ¹⁷	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	1	2	No more than 20 minutes total running time (but not less than 3 minutes)	<ul style="list-style-type: none"> Before you record your video, obtain permission from a parent/guardian of learners (or, if appropriate, the learners themselves) and from adults who appear in the video. Refer to Instruction Task 2, What Do I Need to Do? for video clip content and requirements. When naming each clip file, include the number of the lesson shown in the video clip.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 8 pages of commentary, including prompts If needed, no more than 2 additional pages of supporting documentation	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> Insert documentation at the end of the commentary file if <ul style="list-style-type: none"> you or the learners are using graphics, texts, or images that are not clearly visible in the video you chose to submit a transcript for occasionally inaudible portions of the video you chose to submit a transcript of sign language communication that is not clearly visible in the video or a translation of words and/or phrases in a language other than English or sign language that appear in the video If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a learner response that is inaudible").

¹⁷ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part A: Work Sample ¹⁸	<p>For a written work sample: .doc; .docx; .odt; .pdf</p> <p>For an audio work sample: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For a video work sample: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	1	<p>For a written work sample: No limit</p> <p>For an audio work sample: No more than 2 minutes total running time</p> <p>For a video work sample: No more than 2 minutes total running time</p>	<p>For a written work sample:</p> <ul style="list-style-type: none"> Use correction fluid, tape, or a felt-tip marker to mask or remove the focus learner's name, your name, and the name of the school before copying/scanning any work sample. If your focus learner's writing is illegible, write a transcription directly on the work sample. Insert a translation immediately after a written work sample for any portions in braille or in a language other than English (no page limit). <p>For a video work sample:</p> <ul style="list-style-type: none"> If more than one learner is visible, indicate in Assessment Commentary prompt 1c how the focus learner can be recognized. If you submit a video student work sample and comments made by you or your focus learner cannot be clearly heard (or seen, if signed), do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). For a video work sample that is entirely in a language other than English or sign language, attach a translation to the end of the Assessment Commentary (no page limit). <p>IMPORTANT: Do not submit an additional file for Part A if a work sample is from the video clip(s) from Instruction Task 2. Provide a time-stamp reference for an Instruction Task 2 video (no more than 2 minutes) in prompt 1c in the Assessment Commentary.</p>

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¹⁸ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part B: Completed Daily Assessment Records and Baseline Data	.doc; .docx; .odt; .pdf	1	2	No limit	<p>Daily Assessment Records</p> <ul style="list-style-type: none"> Submit one copy of the completed daily assessment record for each lesson in 1 file. Within the file, label each record with the lesson number. List the lesson objective(s) assessed on each daily assessment record. <p>Baseline Data</p> <ul style="list-style-type: none"> You may include the baseline data at the beginning of the daily assessment records or submit as a separate file.

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Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part C: Evidence of Feedback ¹⁹ And, if included, video or work sample evidence of use of the communication skill not provided elsewhere	<p>For written feedback not written on the work samples or a work sample with evidence of use of the communication skill not submitted in Part A: .doc; .docx; .odt; .pdf</p> <p>For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video clips (feedback or use of the communication skill): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	2	No page limit for written feedback or work sample No more than 3 minutes for video or audio feedback No more than 5 minutes for video evidence of the focus learner's use of the communication skill	<ul style="list-style-type: none"> ■ Document the location of your evidence of feedback in the Assessment Commentary. ■ If feedback is not included as part of the work sample or recorded on the video clip(s) from Instruction Task 2, submit only 1 file—a document, video file, OR audio file. ■ If you submit feedback as a video or audio clip and comments made by you or your focus learner cannot be clearly heard (or seen, if signed in a video), do one of the following: 1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing). ■ For written feedback that is in braille or in a language other than English, submit the feedback with a translation (no page limit). ■ For video or audio feedback in a language other than English or sign language, attach a translation of the feedback and any focus learner communication in that language needed to understand the feedback to the end of the Assessment Commentary (no page limit). ■ If more than one learner is seen or heard in a video or audio clip of feedback, describe how to recognize the focus learner in Assessment Commentary prompt 2a. ■ For Optional Evidence of Use of Communication Skill— If you opt to not use the work sample analyzed as evidence of language use, you may provide a new written work sample not submitted in Part A, identify a portion of a clip provided for Instruction Task 2, OR submit an entirely new clip. A new written work sample or new clip should be clearly labeled as evidence of use of the communication skill.

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¹⁹ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Min # of Files	Max # of Files	Response Length	Additional Information
Part D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 8 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> no more than 5 pages for the assessment information associated with the work sample if necessary, no more than 2 total pages of transcription for inaudible or, for sign language, uninterpretable portions of a clip 	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. Insert a translation or transcription at the end of the commentary file for parts of the video evidence in a language other than English or sign language OR, if captions are not provided, for communication between the candidate and focus learner that is unclear, label the translation or transcription with the type of evidence (e.g., work sample, feedback, use of communication skill). <p>IMPORTANT: For the work sample, attach a blank copy of a written assessment, including directions/prompts provided to the focus learner, or a blank data sheet for a performance assessment if not part of the daily assessment record, including any oral directions/prompts.</p>

Special Education Glossary

Source citations for glossary entries are provided as footnotes in this section.

age appropriate: Consistent with a learner’s chronological age.

aligned: Individualized education plan goals, standards (if applicable), lesson objectives, planned supports, and learning tasks and materials are aligned when they consistently address the same/similar learning goal. The alignment may represent steps to move toward the IEP goal, for example, working on letter/sound relationships to achieve the goal of fluency.

alternate or modified achievement standards (if adopted by your state): Alternate achievement standards are adopted by states for learners with the most significant cognitive disabilities and are based on the grade-level content, but at reduced depth, breadth, and complexity. Not all states have adopted alternate achievement standards.

artifacts: Authentic work completed by you and your focus learner, including lesson plans, copies of instructional and assessment materials, video clip(s) of your teaching, and the learner’s work samples. Artifacts are submitted as part of your evidence.

assessment (formal and informal): “[R]efer[s] to all those activities undertaken by teachers and by their [learners] . . . that provide information to be used as feedback to modify teaching and learning activities in which they are engaged.”²⁰ Assessments provide evidence of learners’ prior knowledge, thinking, performances, or learning in order to evaluate what learners understand and how they are thinking or reacting under specific conditions. Informal assessments may include such things as learner questions and responses during instruction and teacher observations of learners as they work or perform. Formal assessments may include such things as performance records as well as traditional academic assessments such as quizzes, homework assignments, and projects.

assets (knowledge of learners):

- **personal:** Refers to specific background information that learners bring to the learning environment. Learners may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that learners bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, art, and so on, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that learners bring from the community where they live, such as resources, local landmarks and institutions, community events, practices, and so on, that a teacher can draw upon to support learners in developing and applying learning.

²⁰ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

assistive technology: Any item, piece of equipment, or product system, whether acquired commercially, off the shelf, modified, or customized, which is used to increase, maintain, or improve the functional capabilities of children with disabilities.²¹

baseline data: Information that describes pre-instruction levels of knowledge and/or skill. For this assessment, baseline data can be gathered in a variety of ways (e.g., systematic observations, teacher-made tests, curriculum-based measures, task analysis assessment, standardized tests, prior instructional history, IEP present levels of performance, prior performance). This information is gathered prior to instruction and is used later for comparative purposes.

challenge: Extending or probing ahead of a learner's current knowledge or performance levels.

commentary: Submitted as part of each task, and along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and the learning of your focus learner.

communication: Receiving and conveying information, meanings, concepts, or feelings. Communication includes language content, form, and sequence; various communication modes or forms, including augmented communication, verbal and nonverbal communication, and devices and other technology; expressive or receptive communication; and initiative or responsive communication. Communication skills include meeting situational expectations/rules and conventions (e.g., changes in word/sign/symbol/behavior choice, tone, intensity, volume, timing, and content) and using communication for different purposes (e.g., greeting, expressing anger, establishing/maintaining interpersonal relationships) and changing communication to match the needs of the listener/receiver. Academic curriculum-related communication, also known as Academic Language, is the means by which learners develop and express content understandings. Academic language skills include discourse, syntax, and vocabulary. Regardless of the area of focus, there are communication demands that teachers need to consider as they plan to support learning of content. These demands include vocabulary (words, symbols, signs, behaviors), communication function/purpose, syntax, social use of communication, concepts and meanings, and situational expectations for both receptive and expressive language.

- **communication skill:** Specific ways that communication is used by learners to participate in learning tasks and/or to demonstrate their learning. The skill can focus on understanding or interpreting communication or on its actual use.
- **communication supports:** Strategies that are used to build the focus learner's goal-related communication within a learning task. Strategies involve modeling the appropriate communication for learners to understand or use in a learning task as well as opportunities for guided practice, generalization, and maintenance. Communication supports also include assistive technology and other mediators.

deficit thinking: When candidates explain what students cannot do based primarily on learners' cultural or linguistic backgrounds, the challenges they face outside of school, or from lack of family support. Deficit thinking is also revealed when the learner's learning or performance challenges lead to a pattern of a candidate demonstrating low expectations relative to the learner's potential, not taking responsibility for providing appropriate instruction or support, or not acknowledging any learner strengths and need for challenge.

²¹ Office of the Federal Register. (1991, August 19). Federal Register. (Vol. 56). p.41272.

disability: Patterns of strengths and needs common to groups of learners who are significantly different from an established norm. These strengths and needs may be cognitive, emotional, behavioral, medical, social, and/or physical.

engaging the learner: Using instructional and motivational strategies that promote active involvement of the learner in learning tasks designed to support acquisition and application of knowledge and skills related to specific lesson objectives. Engagement in learning contrasts with learner participation in learning tasks that are not well designed and/or implemented and do not increase learning.

evidence: Consists of artifacts that document how you planned and implemented instruction AND commentaries that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and the resulting learning. Evidence should demonstrate your ability to design lesson plans with instructional supports that deepen learning, use knowledge of your focus learner to inform instruction, foster a positive learning environment that promotes learning, monitor and assess the focus learner's progress toward lesson objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

generalization: "The transfer of learned information from particular instances to other environments, people, times, and events."²²

individualized education program/plan (IEP): A program/plan that sets forth individualized learning goals and required special instruction and related services for an individual learner with a disability. When capitalized, it refers to the Individualized Education Program required under the Individuals with Disabilities Education Act (IDEA). 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 IDEA, and develop their own programs/plans for individual learners. If your 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.

knowledge and skills: The desired learning outcomes for the learning segment. Knowledge and skills are meant to include not only discrete knowledge and skills but also conceptual understanding and the knowledge of how and when to use knowledge, concepts, skills, and strategies to shape behavior and performance.

learning environment: The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for the focus learner, with appropriate modifications, adaptations, and accommodations to meet individual learner needs.

learning goal: A short-term learner outcome that is achieved over time by meeting related lesson objectives; the outcome of the learning segment, what the focus learner will know or be able to do by the end of the 3–5 lessons. This includes acquisition, fluency, maintenance, or generalization.

learning segment: A set of 3–5 lessons that build one upon another toward a learning goal, with a clearly defined beginning and end.

²² The IRIS Center for Training Enhancements. Generalization. (n.d.). In IRIS Center's online dictionary. Retrieved from <http://iris.peabody.vanderbilt.edu>

learning task: An activity that engages the focus learner in developing, practicing, generalizing, and/or maintaining knowledge and skills related to one or more specific lesson objectives. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and include guided practice and feedback to a learner. In a curricular area to develop motor skills, a learning task might focus on developing the fine-motor skills or eye-hand coordination to cut up a piece of chicken with a knife and fork. In an academic curricular area, a learning task might be answering comprehension questions about a passage from a chapter book. A learning task in the social curricular area might be learning to recognize and describe one's feelings.

lesson objectives: Measurable learning outcomes for each lesson that, over time and combined with other instructional objectives, enable a learner to reach the learning goal.

maintenance: "In behavior assessment, term used to describe the extent to which a learner's behavior is self-sustaining over time."²³

planned supports: The learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

prior learning: What learners know and are able to do prior to new instruction.

problem solving: Applying acquired knowledge in new and unfamiliar situations, actively engaging in thinking processes.²⁴

prompt: In the context of instruction of the learner, supports (e.g., pictures, videos, verbal or written statements, color cues) put into place prior to instruction that increase the likelihood that the learner will give a correct response or perform a correct behavior or task. Another way prompts are used in instruction is a question or guidance (verbal or nonverbal) during instruction to guide the learner to think about something or do something different that will lead to a more appropriate or deeper response. In the context of an assessment, a question or direction to guide the learner to do a task that can be assessed to determine learner progress toward lesson objectives. In the context of the candidate and edTPA, a prompt is a commentary question or direction to which the candidate responds to provide a rationale, reflection, or analysis.

rapport: A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well with each other.

respect: A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, disrespect, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

²³ The IRIS Center for Training Enhancements. Maintenance. (n.d.). In IRIS Center's online dictionary. Retrieved from <http://iris.peabody.vanderbilt.edu>

²⁴ Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). *Teaching students with learning problems* (8th ed.). Columbus, OH: Pearson.

rubrics: Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance representing the knowledge and skills of a novice not ready to teach (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

safety issues: Emotional or physical threats.

scaffolding: A process in which a teacher adds supports for learners to enhance learning and aid in the mastery of tasks. There are several types of scaffolds. In one, a teacher supports learners by “systematically building on their experiences and knowledge” while they are learning new skills (instructional scaffolding).²⁵ Another type of scaffold is the use of written prompts and cues to help learners to perform a task or to use a given strategy (material scaffolding). A third type is a method of instruction whereby a teacher begins by specifying the steps in a task or instructional strategy and then goes on to model those steps for his or her class while verbalizing his or her thought process (task scaffolding).

self-determination: A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.²⁶ For learners with severe and profound learning challenges, this may take the form of making choices between alternatives or learning to communicate wishes or needs.

self-directed learning strategies: Alternatively referred to as self-regulated learning or self-management strategies, involve teaching learners to modify and regulate their own behavior without external control and allow them to become active participants in their own learning. The strategies include but are not limited to using self-managed cues or prompts (auditory, visual, tactile) to regulate behavior, self-instruction, self-monitoring, self-evaluation, self-reinforcement,²⁷ and self-correction.

strengths: What learners know and are able to do.

²⁵ The IRIS Center for Training Enhancements. Scaffolded instruction. (n.d.). In IRIS Center’s online dictionary. Retrieved from <http://iris.peabody.vanderbilt.edu>

²⁶ Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). A practical guide for teaching self-determination. Reston, VA: Council for Exceptional Children.

²⁷ Wehmeyer, M. (2002, September). Promoting the self-determination of students with severe disabilities. ERIC Digest. Retrieved from <https://eric.ed.gov/?q=Promoting+the+self-determination+of+students+with+severe+disabilities&id=ED470522>