



Georgia Teacher Assessment on Performance Standards (TAPS) and edTPA®



The following document is the result of an analysis performed by Evaluations Systems group of Pearson and Georgia teacher education and P-12 professionals, in collaboration with the Georgia Professional Standards Commission (GaPSC), Georgia Department of Education (GaDOE), and the University System of Georgia (USG). The effort produced a table that indicates the alignment between Georgia Teacher Assessment on Performance Standards (TAPS) and edTPA Tasks and Rubrics. TAPS is designed to guide current educators in their practice, and is a critical component of the Georgia's Teacher Effectiveness Measure (TEM). edTPA is designed to help develop new educators for their future profession.

This effort was initiated to demonstrate the relationship between the TAPS and edTPA Tasks and Rubrics and to be used by Georgia's Educator Preparation Programs (EPPs), their initial teacher preparation candidates, and their P-12 partners. ,

The table was constructed in several steps. The first step was gathering and consulting multiple course documents. These sources include:

- Georgia Department of Education (GaDOE) Teacher Keys Effectiveness System (TKES) Fact Sheets
- Keys Effectiveness System presentation delivered in PowerPoint
- GaDOE TKES Performance Standards and Rubrics
- GaDOE TAPS Reference Sheet Performance Standards and SAMPLE Performance Indicators
- Alignment of Georgia Assessments with InTASC
- edTPA Planning Rubrics

The two dimensional table graphically displays where TAPS and edTPA share common expectations, as well as the density and breadth of the overlap. In the table, TAPS standard statements are arranged vertically, while edTPA Task and Rubric statements are arranged horizontally. edTPA rubrics are listed numerically, 1 through 15, and the text of the rubrics is printed separately.. An additional supporting document includes the statements from each content area under the generic text.

In the alignment table, , a "✓" marked in the box indicates a reviewer determined that a TAPS standard and an edTPA rubric shared a common expectation for teaching performance. . A "P" in the table indicates partially shared expectation between the intersecting statements. Partially shared expectations could indicate that reviewers thought that there was either some overlap between the two statements or that the rubric statement represented only a portion of TAPS standard.

The table was initially created and completed by Pearson Evaluation Systems staff and shared with a representative committee of Georgia educators and those that prepare Georgia educators, as well as staff at the Stanford Center for Assessment, Learning and Equity (SCALE) who are the developers of edTPA. The committee reviewed the table and provided recommendations, edits, and comments. These recommendations were combined and assimilated into the table.

This document should be viewed as a living document as modifications are possible, if not probable, as additional feedback and information is produced from the field of education.



Some TAPS statements include expectations unrelated to any edTPA rubric. The table below lists those statements without a direct relationship.

Standard 9: Professionalism	Standard 10: Communication
<ul style="list-style-type: none"> • Show joy for the content material. • Take pleasure in teaching. • Demonstrate interest about students' personal and developmental needs. • Adhere to legal and ethical guidelines, standards for the profession, and local school board policies. • Demonstrate professional demeanor and positive interaction with others. • Involve in acts of searching and inquiring to find a solution that will solve problems encountered. • Demonstrate involvement in learning activities inside and outside school. • Assess and audit the gaps in professional practice. • Incorporate learning from professional development activities into classroom practice. • Find, implement, and share new instructional strategies. • Network, share practices through dialogue, modeling, and demonstration within and across schools. • Share practices through mentoring, coaching, team teaching and shadowing. • Support school change and initiatives. 	<ul style="list-style-type: none"> • Participate in collegial activities. • Reduce isolation and develop a more consistent curriculum through collaboration with peers from the same grade level and subject level. • Share knowledge and engage in collaborative problem-solving. • Collaborate and network with colleagues to reach educational decisions.

There are few important notes about what is not reflected on the table:

- edTPA Task 4 was not included because it only applies to Elementary Mathematics and Literacy.
- Cultural/Community Knowledge was not included as part of TAPS Standard 1
- The committee felt that TAPS Standard 8 statements concerning academic rigor and high expectations were more related than indicated on the table because rigor and high expectations are an underlying theme across all of edTPA.



Reading the table:

A "✓" in a box indicates a shared expectation between the intersecting statements.

A "P" indicates partially shared expectation between the intersecting statements.

edTPA Rubric Key

Task 1: Planning for Instruction and Assessment

- Rubric 1: Planning for Content Understandings
- Rubric 2: Planning to Support Varied Student Learning Needs
- Rubric 3: Using Knowledge of Students to Inform Teaching and Learning
- Rubric 4: Identifying and Supporting Language Demands
- Rubric 5: Planning Assessments to Monitor and Support Learning

Task 2: Instructing and Engaging Students in Learning

- Rubric 6: Learning Environment
- Rubric 7: Engaging Students in Learning
- Rubric 8: Deepening Student Learning
- Rubric 9: Subject-Specific Pedagogy
- Rubric 10: Analyzing Teaching Effectiveness

Task 3: Assessing Student Learning

- Rubric 11: Analysis of Student Learning
- Rubric 12: Providing Feedback to Guide Learning
- Rubric 13: Student Use of Feedback
- Rubric 14: Analyzing Students' Language Use and Learning in Content
- Rubric 15: Using Assessment to Inform Instruction



Standard 1: Professional Knowledge		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Subject-matter Knowledge	Have accurate, cohesive, and in-depth subject-matter knowledge.	✓								P						
	Possess a coherent body of knowledge about the facts, concepts, principles, methodology, and important generalization of the subject areas taught.	✓								P						
	Make interdisciplinary connections across subject areas to engage students in challenging, integrated, and exploratory learning.	✓						P	P							
Curricular Knowledge	Know the school district curriculum guides and benchmarks.	P														
	Understand the scope and sequence of learning goals and objectives.	P								P						
	Develop appropriate curriculum guides and set up outlines for unit plans.	P	P													
	Be able to perceive the gap between planned curriculum and received curriculum.		✓	✓							✓	✓	P	P	P	
Pedagogical Knowledge	Choose the most effective pedagogical strategies that can best communicate subject content.	✓	✓	✓	✓	P				✓	P				✓	
	Design and organize learning activities that are appropriate for learners of different interests and abilities to explore the topics, problems, or issues.	✓	✓	✓	✓	P				✓	P				✓	
	Exhibit instructional practices that are supported by current research.	P	P	✓							✓				✓	
Learner Knowledge	Have an understanding of special education and gifted education.	P	✓	✓		✓					✓	P	P	P	✓	
	Relate subject-matter to the personal and social concerns that appeal to the learners.	✓	✓	✓		P	✓	✓	P							
	Know students as individuals regarding their learning abilities, prior achievement, cultural background, and personal interests.	✓	✓	✓		P	✓	✓	P						✓	
	Anticipate the conceptions, misconceptions, and possible difficulties the students are likely to have when learning particular content area.	✓	✓	✓	✓	✓					P	P				



Standard 2: Instructional Planning		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Learning Objectives	Set clear, specific, and unambiguous learning objectives to communicate intended learning outcomes.	✓														
	Identify learning objectives that focus on high cognitive levels of student learning (e.g., analysis, synthesis, evaluation, and creation).	✓						✓								
	Use learning objective to design instructional strategies and organize learning activities.	✓														
	Encourage students to objectively evaluate their progress against the benchmark.												✓			
Differentiated Planning	Use student assessment and diagnostic data in instructional planning.					✓						P			✓	
	Plan a learner-centered environment that allows for student choice, flexibility, and independence.		✓	P	P		✓									
	Use a variety of grouping arrangements and ensure high mobility within the classroom.	P	✓	✓			✓									
	Plan advanced learning (e.g., enrichment, curriculum compacting) for gifted learners.	✓	✓	✓		✓	✓					P			✓	
	Plan remediated learning for struggling students.	✓	✓	✓		✓	✓					P			✓	
Alignment with Curriculum	Construct a blueprint of how to address the curriculum during the instructional time at the beginning of the school year or semester.	✓														
	Plan appropriate long-range learning and developmental goals for students.	✓	✓	✓	P	P						P			✓	
	Align daily lesson plans with district curriculum guides.	✓														
	Sequencing learning materials and activities logically and develop appropriate timelines for the completion of instructional units of study.	✓														
	Identify and develop assessment strategies to determine the extent that intended learning has occurred.					✓						✓			✓	



Standard 2: Instructional Planning		edTPA Tasks and Rubrics														
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Resources and Materials	Integrate other content areas when appropriate.	P	P	P												
	Use materials from a wide variety of resources for lesson planning.	✓	✓	✓	P											
	Determine available technology resources and integrate technology into instruction when it is value-added.	✓	✓	✓	P	P		P	✓							
	Evaluate the quality of available resources when designing a unit or lesson.	✓														
Team Planning	Collaborate with other teachers to make intra- and inter-disciplinary connections.		P	P											P	



Standard 3: Instructional Strategies		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Instructional strategies	Employ a variety of techniques and instructional strategies to enhance student motivation and decrease discipline problems.	✓	✓	✓		✓	✓	✓		P					P	
	Use both direct instruction and indirect instruction flexibly to serve appropriate learning purposes.	✓	✓	✓			✓	✓		✓						
	Stress meaningful conceptualization, emphasizing the students' own knowledge of the world.	✓	✓	✓			✓	✓								
	Match instruction on students' achievement levels and needs.	✓	✓	✓	✓	✓	✓	✓	✓		✓				✓	
	Think through likely misconceptions that may occur during instruction and monitor students for these misconceptions.	✓	✓	✓		✓					P	✓ P				
	Connect the learning process and outcomes to the authentic contexts in students' real life.		✓	✓				✓	✓							
	Adjust the delivery and pacing of the lesson in response to student cues.		✓	✓	✓	✓					✓				✓	
Content and Expectations	Choose appropriate pedagogical strategies that can best present the content.	✓	✓	✓	✓	✓				✓	✓				P	
	Give clear examples and offer guided practice.		✓				P	✓	✓	✓	✓				✓	
	Make the learning student-centered.	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	
	Stress student responsibility and accountability in mastery of content and skills.							✓					✓			
	Teach students to reflect on learning progress.							✓					✓			
Cognitive Challenge	Is concerned with having students learn and demonstrate higher-order thinking skills rather than memorization of facts							✓	✓	P				✓		
	Provide in-depth explanations of academic content and cover higher-order concepts and skills thoroughly.							✓	✓	P				✓		
	Stress meaningful concept mapping to connect new knowledge with prior learning.	✓	✓	✓	✓			✓	✓	P						



Standard 3: Instructional Strategies		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Questioning	Ask questions that reflect type of content and goals of the lesson.	✓				P		✓	✓		P	✓				
	Ask questions of varying depths of knowledge.					✓		✓	✓		P	P				
	Use wait time during questioning.		✓	P		P	✓									
	Recognize the pattern in student learning and promptly adjust instruction to maximize student learning.		✓	✓		✓					✓	✓				✓



Standard 4: Differentiated Instruction		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Differentiating Content	Increase the breadth of learning materials to enhance student learning motivation.	✓	✓	✓				✓	✓							
	Offer students choice regarding the complexity (depth) of content they want to start with so that they can experience academic success.		✓	✓			✓	P	P		✓					
	Offer multiple modes of learning for students to be exposed to the target content through their learning-style preferences (such as reading, listening, or doing).		✓	✓				✓	✓	P						
	Re-teach an idea or skill in small groups of struggling learners.		✓	✓				✓	✓		P				P	
	Extend and enrich the thinking or skills of advanced learners.		✓	✓				✓	✓		P					
Differentiated Process	Vary instructional strategies and activities for students.		✓	✓				✓	✓							
	Vary types of assignment to assess student learning.		✓	✓		✓					✓					
	Routinely combine instructional techniques that involve individual, small-group, and whole-class instruction.		✓	✓				✓								
	Monitor and pace instruction based on the individual needs of students.		✓			✓					✓				✓	
	Draw on a mental database of examples, metaphors, and enrichment ideas to provide personalized scaffold.		✓	✓						✓						
Offer optimal amount of support/intervention and structure learning tasks to ensure the learning demand is appropriately challenging.		✓	✓		✓	✓				✓				✓		
Differentiating Product	Provide students with choices regarding the method to express required learning, such as presentation, portfolios, or formal tests.		✓	✓		✓	✓				✓					
	Use rubrics that match and extend students' varied ability levels.		✓	✓		✓				✓					✓	
	Encourage students to produce their own product assignment.		✓	✓				✓	✓		P(?)					
	Allow students to work alone or in small groups on projects.		✓	✓			✓	✓								



Standard 4: Differentiated Instruction		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Learning Environment	Create an environment in which student differences in ability, cultural background, academic needs and interest are respected and treated as assets.		✓	✓			✓									
	Know and understand students as individuals in terms of ability, achievement, learning styles, and needs.		✓	✓			✓									



Standard 5: Assessment Strategies		edTPA Tasks and Rubrics															
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning					
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15	
Use Different Formats of Teacher-Made Assessment	Use conventional multiple-choice, matching, alternate choice, true/false, and fill-in-the-blank questions appropriately.					√						√					√
	Use short answer, constructed response, and essay to encourage students to explain their understanding of important ideas and principles.					√						√					√
	Design performance tasks to ask students to show what they can do with the knowledge and skills learned.					√						√					√
	Observe students informally in the classroom to assess their ongoing learning.					√						√					√
	Encourage students' self-assessment of their own thinking, reasoning, processes, and products.					√			√					√			
	Clearly explain homework.					√						√					
	Design diagnostic assessment to identify students' strengths, weaknesses, and mental readiness for learning new content or skill.					√						√					√
	Use formative assessment to monitor student learning progress and modify instruction.					√						√					√
	Use summative assessment to determine the student attainment of the standards of subject areas.					√						√					P
	Be a critical consumer of available assessment resources.					√						√					



Standard 5: Assessment Strategies		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Validity of Assessment	Relate assessment to the content under study and to student capacity.					✓						✓				✓
	Match assessment to intended learning objectives.					✓						✓				✓
	Align assessment with written and taught curriculum.					✓						✓				✓
	Use assessment that can truly reveal whether students understand the learning.					✓						✓				✓
	Use ongoing assessment to monitor student progress.					✓						✓				✓
	Use multiple assessments to determine whether a student has mastered a skill.					✓						✓				✓
	Design assessments to assess both higher- and lower-level content and skills.		✓			✓						✓				
	Exercise accommodations in assessment for students with special needs.		P	P		✓						✓				
	Use robust rubrics or scoring guides for student assignments, products, and projects.					✓						✓				



Standard 6: Assessment Uses		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Identify and Enhance Student Learning	Use assessment data to check for understanding and adequacy of learning.											✓				✓
	Return student work in a timely manner.															
	Assess, comment on, and discuss homework in class.						P	P	P	P		✓	✓	✓	P	P
	Give clear, timely, and informative oral or written feedback.						P	P	P	P			✓	✓		
	Document student progress and achievement over time.					✓										P
	Share progress reports with students and parents in a timely manner.												P			
	Remediate the learning of students who did not achieve mastery.		✓	✓		✓					✓	✓				✓
	Provide differentiated instruction based on assessment analysis.		✓	✓		✓					✓	✓				✓
	Interpret data of teacher-made assessment and standardized assessment accurately and make inferences about student progress and challenges.					✓										✓
	Provide students with opportunities to reflect on their performance themselves and ask questions.													✓		
	Provide opportunities for students to reengage with the content and skills of the curriculum, rather than focusing solely on the grades.						P	P	P	P				✓		
	Use assessment data to set future achievement goals.					✓										✓



Standard 6: Assessment Uses		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Improve Instruction	Use assessment data to self-assess instructional effectiveness and identify areas of strengths and weaknesses.					✓										✓
	Make instructional decisions based on student achievement data analysis.		P	P												✓
	Make pedagogical decisions more responsive to student learning needs.		✓	✓	P									✓		
	Design appropriate interventions for students in need of additional or different forms of instruction.		✓	✓	P							P		P	P	
	Use information gained from ongoing assessment for remediation and instructional planning.		✓	✓	P	✓										✓



Standard 7: Positive Learning Environment		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Caring	Show concerns for students' emotional and physical well-being.			P			√									
	Create a warm and supportive classroom climate.			P			√									
	Respond to misbehavior on an individual level and privately.						√						P			
Fairness and respect	Prevent situations in which a student loses peer respect.						√									
	Treats students fairly.						√				P	P				
	Create situations for all students to succeed.		√		√		√			P	P	P				
	Show respect to all students.						√			P	P	P				
Interactions with students	Maintain professional role while being friendly.						√									
	Give students responsibility.						√	√								
	Value what students say.						√	P					P			
	Encourage student cohesiveness and cooperation.						√	P								
	Emphasize functional communication between teacher and students and among fellow students.						√	P					√	√		



Standard 7: Positive Learning Environment		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Classroom Management	Use consistent and proactive discipline.						√									
	Establish rules, routines, and procedures early on in the school year.						√									
	Orchestrate smooth transitions and continuity of classroom momentum.	√		P			√	P								
	Is aware of all activities in the classroom.			P			P									
	Anticipate potential problems.		P	P			P									
	Use space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention.						√									
	Prepare materials in advance and have them ready to use.	√					√									
	Organize classroom space efficiently to support learning activities.			P			√									
	Manage the physical factors (e.g., spatial environment, visual environment) to optimize student learning.		P				√									
	Use effective questioning, smooth transitions, and challenging but interesting activities to increase student engagement and minimize disruption.			√			P	√	√	√						
Discipline of students	Interpret and respond to inappropriate behavior promptly.		P				√						P			
	Implement rules of behavior fairly and consistently.		P				√						P			
	Reinforce and reiterate expectations for positive behavior.		P				√						P			
	Use both punishment and positive reinforcement to encourage desirable student behavior.		P	P			√						P			



Standard 8: Academically Challenging Environment		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Academic Rigor	Focus classroom time on teaching and learning.						√									
	Maximize instructional time.						√									
	Limit disruption and interruptions.						√									
	Maintain momentum within and across lessons.							P	P							
	Carefully link learning objectives and activities.	√						P	P	P						
	Design challenging but achievable tasks that are relevant to students' lives and experiences, or to current events.							√	√	P						
	Develop objectives, questions, and activities that reflect higher- and lower- cognitive skills as appropriate for the content and the students.		P					P								
	Ensure the interactions in classroom have a task orientation.	√						P		P						
Student Motivation and Engagement	Link learning to students' real-life experiences.	√		√				P	P	P						
	Organize content for effective presentation.	√								√						
	Check student understanding and retain student attention by asking questions.							√	√			√				
	Consider student attention span and learning styles when designing lessons.		√	√			√	√		P						
	Be supportive and persistent in keeping students on tasks and encourage them to actively integrate new information with prior learning.			P			P	√	√	P						
	Let students have some degree of control over the content or methods of learning to encourage their ownership and autonomy of learning.		P					√	√	P						



Standard 8: Academically Challenging Environment		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
High Expectations	Set clearly articulated high expectations for strong academic performance for all students, including the students who are ethnic minorities or from low-income families.		P	✓	P		✓									
	Orient the classroom experience toward improvement and growth.						✓		P				P			✓
	Stress student responsibility and accountability.						✓	✓	✓	P			P	✓		
	Monitor student learning closely, and make certain that alternative teaching methods are in place.					✓					✓	✓				✓



Standard 9: Professionalism		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Enthusiasm	Show joy for the content material.															
	Take pleasure in teaching.															
	Demonstrate interest about students' personal and developmental needs.															
Professional Standards and Ethics of the Profession	Adhere to legal and ethical guidelines, standards for the profession, and local school board policies.															
	Demonstrate professional demeanor and positive interaction with others.															
Professional Development	Involve in acts of searching and inquiring to find a solution that will solve problems encountered.															
	Demonstrate involvement in learning activities inside and outside school.															
	Assess and audit the gaps in professional practice.															
	Incorporate learning from professional development activities into classroom practice.															
Contribution to the learning community	Find, implement, and share new instructional strategies.															
	Network, share practices through dialogue, modeling, and demonstration within and across schools.															
	Share practices through mentoring, coaching, team teaching and shadowing.															
	Support school change and initiatives.															



Standard 9: Professionalism		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Reflective Practice	Know areas of personal strengths and weaknesses.										✓					
	Compare instructional practice to the best practices supported by extant research.										✓					
	Engage in structured reflection and inquire into own practice.										✓					
	Be analytical and evaluative about professional knowledge.										✓					
	Set high expectations for personal classroom performance.										✓					
	Demonstrate high efficacy.										✓					



Standard 10: Communication		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Communication Skills	Explain content with a high level of clarity in classroom.	✓						P		✓						
	Explain rules, expectations, and concepts in a logical, sequential, and age-appropriate manner	✓	✓	✓				P		✓						
	Use a wide repertoire of communication behaviors (such as immediacy, humor) to sustain a positive and interactive learning environment.			✓			P	✓	P	✓						
	Encourage an open, warm, communicative climate in classroom that invites students' comments, questions, and responses.			✓		✓	✓	P	✓			P	P			
	Exhibit active listening.			P				P				P				
Parental Involvement	Display interest and concern about the students' lives outside school.			P												
	Keep a log of parent communication.											P				
	Provide a description of record-keeping system and how it is used to inform parents, students, and administrators.											P				
	Create a climate of accessibility for parents and students.						✓									
	Share instructional goals, expectations, and student progress with families in a timely and constructive manner.						P					P				
	Use a variety of strategies to encourage parent-teacher communication and connections, such as home visits, frequent positive calls home, parent-teacher-student conferences, exhibitions of student work, and parent participation in school activities.						P					P				
Outreach parents who have social, economic, racial, and/or language barriers to get involved in their children's education.			P	P		P										



Standard 10: Communication		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
		Rubric 1	Rubric 2	Rubric 3	Rubric 4	Rubric 5	Rubric 6	Rubric 7	Rubric 8	Rubric 9	Rubric 10	Rubric 11	Rubric 12	Rubric 13	Rubric 14	Rubric 15
Collaboration	Participate in collegial activities.															
	Reduce isolation and develop a more consistent curriculum through collaboration with peers from the same grade level and subject level.															
	Share knowledge and engage in collaborative problem-solving.															
	Interact with and solicit feedback from colleagues, parents, and students.									P						
	Collaborate and network with colleagues to reach educational decisions.															
	Collaborate with the community to identify and integrate resources and services that can support student learning.			P												