EVERGREEN
THE EVERGREEN STATE COLLEGE

Master in Teaching (MiT) Program

Student Teaching Handbook

Section 2: Assessment Guide

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Introduction

The Student Teaching Handbook Assessment Guide includes two assessment tools. The first assessment tool, *The Evergreen State College Student Teaching Rubric,* is used as a formative and summative assessment to ensure that candidates meet all program performance expectations. The second assessment, the State of Washington's *Teacher Performance Assessment (edTPA)*, is an external assessment of candidates' teaching skills required by the State of Washington for recommendation for Residency Certification.

The *Student Teaching Assessment Rubric* in this *Handbook* is based on *The Framework for Teaching Evaluation Instrument*, 2013 Edition[1] by Charlotte Danielson. This rubric is the MiT program's central tool for communicating expectations, providing formative and summative assessments, and helping to ensure that candidates have met all program and *Standard 5* performance expectations during student teaching. The mentor teacher, teacher candidate, and MiT faculty all use the rubrics to track and describe the Candidate's progress. Teacher candidates are expected to reach the "Developing Teacher" level of performance in each section of the rubric by the completion of their second student teaching experience.

Candidates from The Evergreen State College Master in Teaching Program must complete the *edTPA* in their first quarter of student teaching. The assessment focuses on effective teaching in five areas: i) planning, ii) instruction, iii) assessment, iv) analysis of teaching, and, v) academic language. The assessment includes video clips, lesson plans, formative and summative assessment data, and an analysis and reflections about how the Candidate used assessment information and knowledge of the students' linguistic and cultural backgrounds to shape instruction. Some of the specific requirements of the assessment are based on the endorsement area(s) in which the candidate is seeking certification. Therefore, each Candidate will provide the building principal and mentor teacher with a paper copy of the rubrics and guidelines for the portfolio for their specific endorsement area. The rubrics and guidelines are intended to keep the mentor and principal informed about the standards Washington State expects the Candidate to meet. The mentor will not be evaluating the *edTPA* but does need to work with the Candidate to obtain permissions for the required videotaping and collection of student work samples.

To successfully complete the *edTPA* requirements, candidates must achieve the score set by the Professional Educator Standards Board. Candidates are then eligible for recommendation for certification *if all other program requirements are met*. Those who do not achieve the required score will follow the remediation steps listed below.

o Any candidate who does not pass the *edTPA* in her/his first quarter of student teaching will meet with her/his supervising faculty as soon as the scores are received to discuss each rubric score.

- The faculty member will guide the candidate through an analysis of each prompt and rubric to support the candidate in determining if she/he scored below standard because of:
  i) a misunderstanding of the prompt, ii) difficulty in adequately explaining her/his reasoning in writing, iii) lack of content knowledge, iv) lack of pedagogical skill, or, v) some combination of these reasons.
- Once the likely cause or causes of the difficulty are identified, the candidate and faculty supervisor will develop a written plan of improvement that includes: i) the focus for improvement, ii) specific steps to be taken to effect the improvement (e.g. lesson plan rewrites with faculty feedback; workshops on pedagogy or content; written or on-line resources for improvement of pedagogy or content knowledge; practice writing to prompts with faculty feedback, etc.); and, iii) a timeline for completion of the improvement plan with a deadline of no later than Week 9 of the subsequent quarter.
- In addition to the above plan, candidates are expected to include a focus on areas of difficulty in the *edTPA* in their *Professional Growth Plans* during winter of Year 2 of the program.
- Candidates are allowed one additional opportunity to take and pass the *edTPA* before dismissal from the program.

MiT Student Teaching Rubric Outline

All rubrics are found after the outline

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy
- Knowledge of content and the structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy
- Knowledge of multi-cultural, anti-bias curriculum planning

1b: Demonstrating Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' skills and approaches to learning
- Knowledge of students' interests, cultural heritages, and status
- Knowledge of language demands and resources
- Knowledge of language genres
- Identifying vocabulary

1c: Setting Instructional Outcomes
- Expectations and value
- Washington State Standards and Common Core State Standards
- Clarity
- Differentiation/Suitability for diverse students
- Balance

1d: Demonstrating Knowledge of Resources
- Resources for professional development
- Resources for student learning

1e: Designing Coherent Instruction
- Engagement and alignment
- Instructional materials, resources, and technology
- Instructional groupings
- Lesson and unit structure
- Supporting academic language development

1f: Designing Student Assessments
- Alignment: Assessment of Washington State Standards and Common Core State Standards
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2b: Establishing a Culture for Learning
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2c: Managing Classroom Procedures and Environment
- Performance of classroom routines
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- Management of transitions
- Management of materials and supplies

2d: Managing Student Behavior
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- Response to student misbehavior

2e: Organizing Physical Space
- Safety and accessibility
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Domain 3: Instruction

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    Directions for activities
    Explanation of content
    Use of oral and written language
    Academic language development
 	
3b: Use of Questioning and Discussion Techniques
    Quality of questions/prompts
    Discussion techniques
    Student participation
 	
3c: Engaging Students in Learning
    Activities and assignments
    Grouping of students
    Instructional materials, resources, and uses
    of technology
    Structure and pacing
	3d: Using Assessment in Instruction
	    Assessment criteria
	    Monitoring student learning
	    Feedback to students
	    Student self assessment and monitoring of
	    progress
	
	3e: Demonstrating Flexibility and Responsiveness
	    Lesson adjustment
	    Response to students
	    Persistence

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching
    Accuracy
    Effectiveness with diverse students
    Use in future teaching
 	
4b: Maintaining Accurate Records
    Student completion of assignments
    Student progress in learning
    Non-instructional records
 	
4c: Communicating with Families
    Information about the instructional program
    Information about individual students
    Engagement of families in the instructional
    program
    Culturally appropriate communication
	4d: Participating in the Professional Community
	    Relationships with colleagues
	    Involvement in a culture of professional
	    inquiry
	    Service to the school
	
	4e: Growing and Developing Professionally
	    Enhancement of content knowledge and
	    pedagogical skill
	    Receptivity to feedback from colleagues
	    Reflects in writing on own cultural
	    encapsulation
	
	4f: Showing Professionalism
	    Integrity and ethical conduct
	    Service to students and advocacy
	    Professional decision-making
	    Compliance with school and district
	    regulations

The Evergreen State College Student Teaching Rubric

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy
(Aligns with State Teacher Evaluation Criterion 4)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Knowledge of Content and the Structure of the Discipline *edTPA 1*	Candidate displays content errors.	Candidate addresses important concepts of the discipline, but does not display how these concepts relate to one another.	Candidate displays solid knowledge of the important concepts in the discipline and how these concepts relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these concepts relate both to one another and to other disciplines.
Knowledge of Prerequisite Relationships *edTPA 1*	Candidate displays little understanding of prerequisite knowledge important for student learning of the content or concept.	Candidate displays some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Candidate displays accurate understanding of prerequisite relationships among topics.	Teacher displays understanding of prerequisite relationships among topics and concepts and demonstrates links to necessary cognitive structures that ensure student understanding.
Knowledge of Content-related Pedagogy *edTPA 2, 3, & 4*	Candidate displays little understanding of the range of pedagogical approaches suitable to student learning of the content.	Candidate displays a limited range of pedagogical approaches in the discipline or to the students' content knowledge.	Candidate displays a wide range of effective pedagogical approaches in the discipline or to the students' content knowledge.	Teacher displays a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Knowledge of Multi-cultural, Anti-bias Curriculum Planning	Curriculum unit plans do not add to conventional multicultural perspectives and materials that advance anti-bias goals.	Curriculum unit plans add to conventional multicultural perspectives and materials that advance anti-bias goals.	Curriculum unit plans begin to transform the conventional multicultural perspectives and materials that advance anti-bias goals.	Curriculum unit plans transform conventional multicultural perspectives and materials that advance anti-bias goals.

Component 1b: Demonstrating Knowledge of Students
(Aligns with State Teacher Evaluation Criterion 3)

Developmental Levels of Performance

Element	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Knowledge of Characteristics of Age Group *edTPA 2, 3*	Candidate displays minimal knowledge of developmental characteristics of age group.	Candidate displays generally accurate knowledge of developmental characteristics of age group.	Candidate displays thorough knowledge of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to patterns, and the extent to which each student follows patterns.
Knowledge of Students' Skills and Approaches to Learning *edTPA 2, 3*	Candidate displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, and special needs—and does not indicate that such knowledge is valuable.	Candidate displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, and special needs, yet may apply this knowledge not to individual students but to the class as a whole.	Candidate understands the active nature of student learning and attains information about levels of development for groups of students. The candidate also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, and special needs.	Teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches, to learning, knowledge and skills, and special needs.
Knowledge of Students' Interests, Cultural Heritages, and Status. *edTPA 2, 3*	Candidate displays minimal understanding of students' interests, cultural heritages, and status and does not indicate that such knowledge is valuable.	Candidate displays generally accurate knowledge of students' interests, cultural heritages, and status, yet may apply this knowledge not to individual students but to the class as a whole.	The candidate displays evidence of purposefully acquiring knowledge from several sources about groups of students' interests, cultural heritages, and status.	The teacher displays evidence of systematically acquiring knowledge from several sources about individual students' interests, cultural heritages, and status.

Component 1b (cont.): Demonstrating Knowledge of Students

Developmental Levels of Performance

Element	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Knowledge of Language Demands and Resources *edTPA 4*	Candidate does not attend to levels of academic language strengths and needs of students at different levels of academic language proficiency.	Candidate basically describes academic language strengths and needs of students at different levels of academic language proficiency.	Candidate solidly describes academic language strengths and needs of students at different levels of academic language proficiency.	Teacher comprehensively describes academic language strengths and needs of students at the full range of academic language proficiency.
Knowledge of Language Genres *edTPA 4*	Language genre(s) discussed are only tangentially related to the academic purposes of the learning segment.	Language genre(s) discussed are clearly related to the academic purposes of the learning segment and some language demands are identified.	Language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more linguistic features and/or textual resources of the genre are explicitly identified.	Language genre(s) discussed are clearly related to the academic purpose of the learning segment and language demands are identified. One or more genre-related linguistic features or textual resources of the specific tasks/materials are explicitly identified and related to students' varied levels of academic language proficiency.
Identifying Vocabulary *edTPA 4*	Candidate identifies unfamiliar vocabulary without considering other linguistic features. OR Candidate does not identify any language demands within the learning and assessment tasks.	Candidate identifies vocabulary that may be problematic for students.	Candidate identifies essential vocabulary for students to actively engage in specific language tasks.	Teacher identifies for instruction related clusters of vocabulary.

Component 1c: Setting Instructional Outcomes
(Aligns with State Teacher Evaluation Criterion 4)

Developmental Levels of Performance

Element	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Expectations and Value *edTPA 1*	Outcomes represent low expectations, lack rigor, and do not reflect important learning in the discipline.	Outcomes represent moderately high expectations and rigor, and some outcomes reflect important learning in the discipline.	Outcomes represent high expectations and rigor and important learning in the discipline.	Outcomes represent high expectations and rigor, important learning in the discipline, and are connected to previous and future learning.
Washington State Standards and Common Core Standards *edTPA 1, 2*	Outcomes are poorly aligned with the standards.	Outcomes are moderately aligned with the standards.	Outcomes are strongly aligned with the standards.	Outcomes are strongly aligned with the standards and reference curricular frameworks to ensure accurate sequencing.
Clarity *edTPA 5*	Outcomes are stated as student activities, rather than as outcomes for learning, and do not permit viable methods of assessment.	Outcomes consist of a combination of outcomes and activities and some permit viable methods of assessment.	Most outcomes are written in the form of student learning and permit viable methods of assessment.	All outcomes are clear and written in the form of student learning and permit viable methods of assessment.
Differentiation/ Suitability for Diverse Students *edTPA 2, 3, 5*	Outcomes are suitable for only some students.	Outcomes are suitable for most students.	Outcomes are differentiated in whatever way is needed for different groups of students.	Outcomes are differentiated in whatever way is needed for individual students.
Balance	Outcomes reflect only one type (e.g., factual knowledge, conceptual understanding, reasoning, social interaction, management, communication) and one discipline or strand.	Outcomes reflect several types (e.g., factual knowledge, conceptual understanding, reasoning, social interaction, management, communication), but provide no opportunity for coordination or integration.	Outcomes reflect several types (e.g., factual knowledge, conceptual understanding, reasoning, social interaction, management, communication) and provide opportunities for coordination or integration.	Outcomes reflect several types (e.g., factual knowledge, conceptual understanding, reasoning, social interaction, management, communication) and, where appropriate, represent coordination and integration.

Component 1d: Demonstrating Knowledge of Resources
(Aligns with State Teacher Evaluation Criterion 4)

Developmental Levels of Performance

Element	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Resources for Professional Development	Candidate is unaware of resources for expanding one's own professional skill.	Candidate displays some awareness of resources beyond those provided by the school or district for extending one's professional skill, but does not seek to expand this knowledge.	Candidate displays awareness of resources beyond those provided by school or district, including those on the Internet, for extending one's professional skill, and seeks out such resources.	Teacher's displays extensive knowledge of resources for extending one's professional skill, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for Student Learning	Candidate is unaware of resources available to assist student learning beyond materials provided by school or district.	Candidate displays some awareness of resources beyond those provided by the school or district for classroom use.	Candidate displays awareness of resources beyond those provided by school or district, including those on the Internet, for classroom use, and seeks out such resources.	Teacher's displays extensive knowledge of resources for classroom use, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

Component 1e: Designing Coherent Instruction
(Aligns with State Teacher Evaluation Criterion 4)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher	Emerging Teacher	Developing Teacher	Skilled Experienced Teacher
Engagement and Alignment *edTPA 1, 2*	Learning activities (tasks) are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity.	Learning activities (tasks) are aligned with instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different groups of students.	Learning activities (tasks) are aligned with instructional outcomes and represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities (tasks) are aligned with instructional outcomes and are designed to engage students in high-level cognitive activity and are appropriately differentiated for individual learners.
Instructional Materials, Resources, and Technology	Learning resources are not engaging or do not meet instructional outcomes.	Learning resources are suitable but there is limited variety.	Learning resources are appropriately challenging and varied.	Learning resources are appropriately challenging and varied, and are differentiated for students in the class.
Instructional Groupings	Instructional groupings are not suitable to the activities and offer no variety.	Instructional groupings partially support the activities and offer some variety.	Instructional groupings support activities, are varied and build on students' strengths to maximize learning.	Instructional groupings support activities, are varied and build on students' strengths to maximize learning.
Lesson and Unit Structure *edTPA 1*	Lesson or unit is not structured or sequenced, does not follow an organized progression, and is unrealistic in its expectations and time allocations.	Lesson or unit has a recognizable structure, but the progression of activities is uneven, with only some reasonable time allocations.	The lesson or unit is well structured, follows an organized progression suitable to groups of students, and has reasonable time allocations.	The lesson or unit follows a coherent sequence, is appropriately differentiated for individual learners, and has reasonable time allocations.
Supporting Academic Language Development *edTPA 4*	Candidate gives little or sporadic support to students to meet the language demands of the learning tasks. OR Language and/or content is oversimplified to the point of limiting student access to the core content of the curriculum.	Candidate uses scaffolding or other support to address identified gaps between students' current language abilities and the language demands of the learning tasks and assessments, including selected genres and key linguistic features.	Candidate begins to use scaffolding or other support to provide access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.	Teacher uses scaffolding or other support to provide access to core content while also providing explicit models, opportunities for practice, and feedback for students to develop further language proficiency for selected genres and key linguistic features.

Component 1f: Designing Student Assessments
(Aligns with State Teacher Evaluation Criterion 6)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Alignment: Assessment of Washington State Standards and Common Core Standards *edTPA 5*	Assessment plan is not reflective of the standards.	Assessment plan partially reflects the standards.	Assessment plan appropriately reflects the standards.	Not only is the assessment plan appropriate, but also teacher clearly articulates how the plan substantially reflects the standards.
Criteria *edTPA 5*	Assessment procedures are not congruent with instructional outcomes and lack criteria by which performance will be assessed.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. Assessment adaptations required by IEP or 504 are made.	Assessment procedures are congruent with instructional outcomes and have been adapted for groups of students as needed. Assessment criteria and standards are clear. Assessment adaptations required by IEP or 504 are made.	Assessment procedures are congruent with instructional outcomes and have been adapted for individual students as the needed. Assessments are authentic with real-world applications. Assessment criteria and standards are clear. Assessment adaptations required by IEP or 504 are made.
Use for Planning *edTPA 15*	No formative assessments have been designed and/or assessment results do not affect future plans.	Plans refer to the use of formative assessments, but they are not fully developed. Results are used to design lesson plans for whole class, not individual students.	Plans include formative assessments and indicate possible adjustments based on formative data.	Students develop rubrics according to teacher-specified learning objectives and are actively involved in collecting information from data and provide input.

*Note: check lesson plans and *edTPA* unit for alignment between learning targets and assessments

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport
(Aligns with State Teacher Evaluation Criterion 5)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Democratic Classroom Management System	Candidate classroom management system does not value cultural diversity or seek the active participation of all student-citizens.	Candidate classroom management system values cultural diversity and occasionally seeks the active participation of all student-citizens.	Candidate classroom management system is designed to create a learning community that consistently values cultural diversity and regularly seeks the active participation of all student-citizens.	Teacher creates classroom as a learning community by valuing cultural diversity and seeking the active participation of all student-citizens in the social and learning environment.
Candidate Interaction with Students both Verbal and Action* *edTPA 6*	Candidate-student interactions are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	Candidate-student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultural backgrounds, and developmental levels.	Candidate-student interactions are friendly and demonstrate general caring, and respect. Such interactions are appropriate for students' ages, cultural backgrounds, and developmental levels.	Teacher-student interactions are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals.
Student Interactions with Other Students *edTPA 6*	Patterns of classroom interactions among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels and are characterized by sarcasm, put-downs, or conflict. The candidate responds inappropriately.	Patterns of classroom interactions among students are generally appropriate, but may be characterized by sarcasm, put-downs, or conflict. The candidate attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	The candidate responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Students exhibit high levels of civility among all members of the class. The net result is an environment where all students feel valued and feel comfortable taking intellectual risks.

* See lesson plans for explicit explanation of steps for assuring inclusive learning community

Component 2b: Establishing a Culture for Learning
(Aligns with State Teacher Evaluation Criterion 1)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Importance of Content and Learning: Orientation to Learning *edTPA 7*	The classroom culture is characterized by a lack of candidate or student commitment to learning, and/or little or no investment of student energy in the task at hand.	The classroom culture is characterized by little commitment to learning by the candidate or students. The candidate appears to be only "going through the motions," and students indicate that they are interested in the completion of the task rather than in the quality of their work.	The classroom culture characterized as a place where everyone values learning.	The classroom culture is characterized as a cognitively busy place with a shared belief in the importance of learning.
Expectations for Learning and Achievement *edTPA 8*	The candidate conveys that hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The candidate conveys that student success is the result of natural ability rather than hard work. The candidate does not insist that students use precise language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The candidate ensures that students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The Teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

Component 2c: Managing Classroom Procedures and Environment
(Aligns with State Teacher Evaluation Criterion 5)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Performance of Classroom Routines	Little evidence that students know or follow established routines.	With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Routines are well understood and may be initiated by students.
Management of Instructional Groups	Little or no evidence of candidate managing instructional groups.	The candidate management of instructional groups is inconsistent, leading to some disruption of learning.	The candidate management of instructional groups is consistently successful.	Students take initiative in the management of instructional groups.
Management of Transitions	Little or no evidence of candidate managing transitions.	The candidate management of transitions is inconsistent, leading to some disruption of learning.	The candidate management of transitions is consistently successful.	Students take initiative in the management of transitions.
Management of Materials and Supplies	Little or no evidence of candidate managing materials effectively.	The candidate handling of materials and supplies is inconsistent, leading to some disruption of learning.	The candidate handling of materials and supplies is consistently successful.	Students take initiative in the handling of materials and supplies.

Component 2d: Managing Student Behavior
(Aligns with State Teacher Evaluation Criterion 5)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Expectations for Student Conduct *edTPA 6*	There appears to be no established standards of conduct or students challenge them. The classroom environment is chaotic.	Standards of conduct appear to have been established but their implementation is inconsistent. The candidate attempts to maintain order in the class, referring to classroom rules but with uneven success.	Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate.	Standards of conduct are established and student behavior is entirely appropriate.
Monitoring of Student Behavior	There is little or no candidate monitoring of student behavior.	Candidate tries, with uneven results, to monitor student behavior.	Candidate monitors student behavior against established standards of conduct.	Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventative.
Response to Student Misbehavior	Candidate response to student misbehavior is repressive or disrespectful of student dignity.	Candidate tries, with uneven results, to respond to student misbehavior.	Candidate response to student misbehavior is consistent, proportionate, effective, and respectful to students	Teacher response to misbehavior is sensitive to individual student needs and respects students' dignity.

Component 2e: Organizing Physical Space
(Aligns with State Teacher Evaluation Criterion 5)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Safety and Accessibility	The classroom environment is unsafe or learning is not accessible to many.	The classroom environment is safe and essential learning is accessible to most students.	The classroom is safe and students have equal access to learning activities.	The classroom is safe and learning is accessible to all students, including those with special needs.
Arrangement of Furniture and Use of Physical Resources	There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	Candidate makes modest use of physical resources, including computer technology. The candidate attempts to adjust the classroom furniture to a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	Candidate uses physical resources, including computer technology, effectively and ensures that the furniture arrangement is appropriate to the learning activities.	Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students
(Aligns with State Teacher Evaluation Criterion 1)
Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Expectations for Learning *edTPA 16*	Instructional purpose of the lesson is unclear to students as indicated by "student voice" assessments.	Candidate attempts to explain the instructional purpose of the lesson, but has only limited success as indicated by "student voice" assessments.	Candidate clearly communicates instructional purpose of the lesson, including where it is situated within broader learning. "Student voice" assessments confirm knowledge of purposes.	Teacher links the instructional purpose of the lesson to the larger curriculum.
Directions for Activities *edTPA 7, 8*	Directions and procedures are confusing to students.	Candidate clarifies directions and procedures after initial student confusion.	Candidate clearly explains directions and procedures, and models when appropriate.	Teacher directions and procedures are clear and anticipate student misunderstanding.
Explanations of Content *edTPA 1, 7, 8, 9*	Candidate explanation of the content contains major errors and does not include any explanation of strategies students might use.	Candidate explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Candidate explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.	Candidate explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content the candidate invites intellectual engagement and focuses, as appropriate, on strategies students can use when working independently.	Teacher explanation of content is thorough and clear, developing conceptual understanding through scaffolding and connecting with student interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.
Use of Oral and Written Language *edTPA 4, 7, 8, 9*	Candidate spoken or written language contains errors of grammar or syntax. Candidate academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Candidate spoken or written language is correct, but uses vocabulary that is either limited or not fully appropriate to student ages or backgrounds. The candidate rarely takes opportunities to explain academic vocabulary.	Candidate spoken and written language is clear and correct and is suitable to student age and interests. Candidate use of academic vocabulary is precise and serves to extend student understanding.	Teacher spoken and written language is expressive, and the teacher finds opportunities to extend students vocabulary, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

Academic Language Development *edTPA 4*	Candidate does not articulate why instructional strategies chosen are likely to support aspects of students' language development.	Candidate articulates why instructional strategies chosen are likely to support aspects of students' language development.	Candidate articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for different levels of language proficiency.	Teacher articulates why the instructional strategies chosen are likely to support specific aspects of students' language development for the full range of language proficiency and projects ways in which the scaffolds can be removed as proficiency increases.

Component 3b: Using Questioning and Discussion Techniques
(Aligns with State Teacher Evaluation Criterion 2)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Quality of Questions/ Prompts *edTPA 7, 8*	Candidate questions are of low cognitive challenge with single, correct responses, and are asked in rapid succession.	Candidate questions lead students through a single path of inquiry, with answers seemingly determined in advance.	Candidate generally poses questions designed to promote student thinking and understanding.	Teacher uses a variety or series of questions to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.
Discussion Techniques *edTPA 7, 8*	Candidate-student interaction is predominantly recitation style, with candidate mediating all questions and answers. Candidate accepts all contributions without asking students to explain their reasoning.	Candidate attempts to ask some questions designed to engage student thinking, to explain their thinking, and to respond to one another, but with uneven results.	Candidate challenges students to justify their thinking, provides adequate time for students to respond, and steps aside when doing so is appropriate. Candidate creates a genuine discussion among students.	Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions.
Student Participation *edTPA 7, 8*	Only a few students participate in the discussion.	Candidate attempts to engage all students in discussion, but only a few students are involved.	Candidate employs a range of strategies to ensure that most students are heard and successfully engages most students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Component 3c: Engaging Students in Learning
(Aligns with State Teacher Evaluation Criterion 1)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Activities and Assignments *edTPA 8*	Candidate learning tasks/activities require only rote responses, with only one approach possible.	Candidate learning tasks/activities require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant.	Candidate learning tasks/activities challenge student thinking, inviting students to make their thinking visible, and results in active intellectual engagement with important and challenging content. Candidate provides scaffolding to support that engagement.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking. Teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content.
Grouping of Students	Candidate groupings of students are unsuitable to the activities.	Candidate groupings of students are moderately suitable to the activities.	Candidate groupings of students are suitable to the activities.	Teacher groupings of students are suitable to the activities. Students take initiative to improve the lesson by suggesting modifications to the grouping patterns used.
Instructional Materials, Resources, and Use of Technology	Candidate instructional materials and resources require only rote responses, with only one approach possible.	Candidate instructional materials and resources require only minimal thinking by students, allowing most students to be passive or merely compliant.	Candidate instructional materials and resources require intellectual engagement, as appropriate.	Students take initiative to improve the lesson by suggesting modifications or additions to the materials being used.
Structure and Pacing	Candidate lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed.	Candidate lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of down time.	Candidate lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Teacher lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

Component 3d: Using Assessment in Instruction
(Aligns with State Teacher Evaluation Criterion 6)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Assessment Criteria *edTPA 17*	Students do not appear to be aware of assessment criteria.	Students appear to be only partially aware of assessment criteria.	Students appear to be aware of the assessment criteria.	Students indicate that they clearly understand the characteristics of high quality work. There is evidence that students have helped establish the evaluation criteria.
Monitoring Student Learning *edTPA 11*	Candidate does not monitor student learning.	Candidate monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning.	Candidate monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning.	Teacher continuously and sophisticatedly monitors student understanding, and makes use of questions and assessments to elicit information about individual student understanding.
Feedback to Students *edTPA 12, 13*	Candidate feedback is absent or of poor quality, is global, or is only directed to only one student.	Candidate feedback is general and not oriented toward future improvement of work.	Candidate feedback to groups of students is accurate, specific and provides timely guidance.	A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning.
Student Self Assessment and Monitoring of Progress *edTPA 17*	Students do not engage in self or peer assessment.	Candidate makes only minor attempts to engage students in self or peer assessment.	Candidate invites students to assess their own work and make improvements; most of them do so.	Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

Component 3e: Demonstrating Flexibility and Responsiveness
(Aligns with State Teacher Evaluation Criterion 3)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Lesson Adjustment	Candidate makes no attempt to adjust the lesson even when students don't understand the content.	Candidate adjustment of the lesson in response to assessment is minimal or ineffective.	When improvising becomes necessary, candidate makes minor adjustments to the lessons and does so smoothly.	Teacher successfully adjusts and differentiates instruction to address individual student misunderstandings.
Response to Students *edTPA 6, 7*	Candidate ignores student questions, indications of student boredom, or lack of student understanding.	Candidate makes perfunctory attempts to incorporate student questions and interests into the lesson.	Candidate incorporates student questions and interests into the heart of the lesson.	The teacher seizes the opportunity to enhance learning, building on a spontaneous event or student interest.
Persistence *edTPA 7*	Candidate conveys to students that it is their fault when they have difficulty learning. Candidate does not indicate that it is important to reach all students.	Candidate conveys to students a level of responsibility for their learning, but is either uncertain about how to assist them, or does not suggest strategies for doing so.	When students have difficulty learning, candidate conveys to students that candidate has other approaches to try. Drawing on a broad repertoire of strategies, the candidate persists in seeking approaches	Teacher conveys to students that the lesson isn't "finished" until every student understands. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching
(Aligns with State Teacher Evaluation Criterion 2)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Accuracy *edTPA 10, 11, 14*	Candidate does not know whether a lesson was effective or achieved its instructional outcomes, or profoundly misjudges the success of a lesson.	Candidate has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Candidate makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Effectiveness with Diverse Students *edTPA 10, 11 & 14*	Candidate is unaware or profoundly misjudges the appropriateness of the lesson for diverse students (e.g., students of different cultures, second language learners, immigrant children, students of low socio-economic background).	Candidate has some general awareness of the appropriateness of the lesson for diverse students.	Candidate begins to assess the appropriateness of the methods, curriculum, and assessment for some of the diverse students who participated in the lesson. Candidate can cite a few specific examples to support the judgment.	Teacher can assess accurately the appropriateness of the methods, curriculum, and assessment for all of the diverse students who participated in the lesson. Teacher can cite several specific examples to support the judgment.
Use in Future Teaching *edTPA 15 & 18*	Candidate has no suggestions for how a lesson could be improved.	Candidate makes general suggestions about how a lesson could be improved.	Candidate makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

Component 4b: Maintaining Accurate Records*
(Aligns with State Teacher Evaluation Criterion 6)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Student Completion of Assignments	Candidate system for maintaining information on student completion of assignments is non-existent or in disarray.	Candidate system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Candidate system for maintaining information on student completion of assignments is fully effective.	Teacher system for maintaining information on student completion of assignments is fully effective. Students contribute information and participate in maintaining the records.
Student Progress in Learning	Candidate system for maintaining information on student progress is non-existent or in disarray.	Candidate system for maintaining information on student progress in learning is rudimentary and only partially effective.	Candidate system for maintaining information on student progress in learning is fully effective.	Teacher system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in maintaining the records.
Non-Instructional Records	Candidate records for non-instructional activities are in disarray, resulting in errors and confusion (e.g., attendance, lunch count, tracking permission slips for a field trip).	Candidate records for non-instructional activities are adequate, but inefficient and, unless given frequent oversight by candidate, prone to errors.	Candidate system for maintaining information on non-instructional activities is fully effective.	Teacher system for maintaining information on non-instructional activities is fully effective. Students contribute information and participate in maintaining the records.

* Lesson plans can be used to provide additional evidence of competence

Component 4c: Communicating with Families*
(Aligns with State Teacher Evaluation Criterion 7)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Information about the Instructional Program	Candidate provides little information about the instructional program to families.	Candidate makes sporadic attempts to communicate with families about the instructional program.	Candidate provides frequent and appropriate information to families about the instructional program.	Teacher communicates frequently with families about the instructional program with students contributing to the communication. The students regularly develop materials to inform their families about the instructional program.
Information about Individual Students	Candidate provides minimal information to parents about student progress and either does not respond or responds insensitively to parent concerns about students.	Candidate makes sporadic attempts to communicate with families about the progress of individual students.	Candidate provides frequent and appropriate information to families about individual student progress.	Teacher communicates frequently with families about individual student progress, with students contributing to the communication. Students maintain accurate records about their individual learning progress and frequently share this information with families.
Engagement of Families in the Instructional Program	Candidate makes no attempt to engage families in the instructional program.	Candidate makes some attempts to engage families in the instructional program, with minimal success.	Candidate makes frequent attempts to engage families in the instructional program, with moderate success.	Teacher efforts to engage families in the instructional program are frequent and successful. Students contribute to regular and ongoing projects designed to engage families in the learning process.
Culturally appropriate communication	Candidate communicates with families in culturally inappropriate ways.	Candidate communicates with families in ways that may not be culturally sensitive.	Candidate communicates with families in a culturally sensitive manner.	Teacher communicates with families in a culturally sensitive manner, with students contributing to the communication. All teacher communications are highly sensitive to family cultural norms.

* Candidate journals/field notes can be used to document communication with families.

Component 4d: Participating in the Professional Community
(Aligns with State Teacher Evaluation Criterion 8)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Relation-ships with Colleagues	Candidate relationships with colleagues are negative or self-serving.	Candidate maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Candidate relationships with colleagues are characterized by mutual support and cooperation.	Teacher relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.
Involvement in a Culture of Professional Inquiry	Candidate avoids or resists participation in a professional culture of inquiry.	Candidate participates in culture of professional inquiry when invited to do so.	Candidate actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the School	Candidate avoids or resists becoming involved in school events.	Candidate participates in school events when invited to do so.	Candidate actively participates in school events, making a substantial contribution.	Teacher actively participates in school events, making a substantial contribution and assuming a leadership role in at least one aspect of school life.

Component 4e: Growing and Developing Professionally
(Aligns with State Teacher Evaluation Criterion 8)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Enhancement of Content Knowledge and Pedagogical Skill	Candidate engages in no professional development activities to enhance knowledge or skill.	Candidate participates to a limited extent in professional activities to enhance knowledge and skill when they are convenient.	Candidate seeks out opportunities for professional development to enhance knowledge and skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
Receptivity to Feedback from Colleagues	Candidate avoids or resists feedback on teaching performance from either supervisors or experienced colleagues.	Candidate engages in a limited way with colleagues and supervisors in professional conversation about practice, including reluctantly accepting feedback on teaching performance.	Candidate actively engages with colleagues and supervisors in professional conversation about practice, including feedback on teaching performance.	Teacher solicits feedback on practice from both supervisors and colleagues.
Reflects in Writing upon Own Cultural Encapsulation*	Candidate makes no effort to reflect upon own cultural perspective or to come to know how that perspective influences understanding of, and actions toward, individuals from groups different from own received culture.	Candidate minimally able to acknowledge and critically reflect upon own cultural perspective and come to know how that perspective influences understanding of, and actions toward, individuals from groups different from own received culture.	Candidate is able to acknowledge and critically reflect upon own cultural perspective and come to know how that perspective influences understanding of, and actions toward, individuals from groups different from own received culture.	Teacher uses insights of cultural encapsulation to make culturally appropriate contributions to student learning and school improvement activities.

* This element requires a word-processed reflection to be turned into the College Faculty no later than week 9 of student teaching.

Component 4f: Showing Professionalism
(Aligns with State Teacher Evaluation Criterion 8)

Developmental Levels of Performance

ELEMENT	Inappropriate Teacher →	Emerging Teacher →	Developing Teacher →	Skilled Experienced Teacher
Integrity and Ethical Conduct	Candidate displays dishonesty in interactions with colleagues, students, and the public.	Candidate displays honesty in interactions with colleagues, students, and the public.	Candidate displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher displays the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues, students, and the public.
Service to Students & Advocacy	Candidate does not serve students or advocate for them and contributes to school practices that result in some students being ill served.	Candidate inconsistently serves students or advocates for them and unknowingly contributes to school practices that result in some students being ill served.	Candidate is active in serving students and advocating for them, working to ensure that all students receive a fair opportunity to succeed.	Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Professional Decision-Making	Candidate makes decisions and recommendations based on self-serving interests.	Candidate makes decisions and recommendations based on limited, though genuinely professional, considerations.	Candidate maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making based on the highest professional standards.
Compliance with School and District Regulations	Candidate does not comply with school and district regulations.	Candidate must be reminded by supervisors to comply with school and district regulations.	Candidate complies fully with school and district regulations.	Teacher complies fully with school and district regulations and takes a leadership role with colleagues.

State of Washington Assessment of Teacher Candidates

The State of Washington now requires that all teacher candidates pass the *Teacher Performance Assessment (edTPA),* an external assessment of candidates' teaching skills. Candidates must meet standard on this assessment, as determined by the Professional Educator Standards Board, in order to be recommended for Residency Certification. The assessment includes video clips, lesson plans, formative and summative assessment data, and an analysis and reflections about how the candidate used assessment information and knowledge of the students' linguistic and cultural backgrounds to shape instruction. Some of the specific requirements of the assessment are based on the endorsement area(s) in which the candidate is seeking certification. Therefore, each candidate will provide the building principal and mentor teacher with a paper copy of the rubrics and guidelines for the portfolio for their specific endorsement area. The rubrics and guidelines are intended to keep the mentor and principal informed about the standards Washington State expects the candidate to meet. The mentor will not be evaluating the *edTPA* portfolio but does need to work with the candidate to obtain permissions for the required videotaping and collection of student work samples.

Please see page 3 or this handbook for more information about this assessment.

Terminology

Term	Description
Academic Language	Academic language differs from everyday language. The differences include: • a defined system of genres with explicit expectations about how texts are organized to achieve academic purposes; • precisely-defined vocabulary to express abstract concepts and complex ideas; • more complex grammar in order to pack more information into each sentence; • a greater variety of conjunctions and connective words and phrases to create coherence among multiple ideas; • textual resources (formatting conventions, graphics and organizational titles and headings) to guide understanding of texts Academic language also includes instructional language needed to participate in learning and assessment tasks, such as: • discussing ideas and asking questions, • summarizing instructional and disciplinary texts, • following and giving instructions, • listening to a mini-lesson, • explaining thinking aloud, • giving reasons for a point of view, • writing essays to display knowledge on tests. Academic language takes the form of many genres. Genres are generic designs applicable across multiple topics to guide the process of interpreting or constructing texts. The designs are structured to achieve specific purposes related to a particular cultural (e.g., community of modern artists, parent community) and situational context (e.g., classroom discussion, test, review of an art show, a journal documenting the design and production of an artwork).
Culture	(a) "The values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a common history, geographic location, language, social class, and/or religion" (Nieto, 2000, p. 383). (b) "in relationship to school learning…those values and practices that shape the content, process, and structure of initial and subsequent intellectual, emotional, and social development among members of particular group[;]…provides the conditions under which human growth and development naturally occur" (Grant & Ladson-Billings, 1997, p.74)
Cultural Encapsulation	The degree to which an individual is able to acknowledge and critically reflect upon his/her own received cultural perspectives and comes to know how one's perspectives influence his/her understanding of and actions toward individuals from groups different that his/her received culture.

Culturally Responsive Teaching	(a) Teaching that uses "the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming" (Gay, 2000, p. 28). (b) supports "empowering forms of acculturation and teacher-student relations based on collaboration rather than coercion" (Gallego et al., 2001, p. 982).
Democratic Classrooms	Classrooms that create a learning community by valuing cultural diversity and by seeking the active civic participation of all student-citizens in the social and learning environment.
Full-time student teaching	The inclusive dates for when a Candidate is assigned to a specific student teaching site. The minimum daily start/finish times at the school site correspond directly with the Cooperating Teacher-Mentor's contracted time for his or her school district/building.
Multicultural education	(a) "*a total school reform effort designed to increase educational equity for a range of cultural, ethnic, and economic groups*" (emphasis in original) (Banks, 1993b, p. 6; also see Banks, 2001). (1) "prepares all students to work actively toward structural equality in the organizations and institutions of the United States… (2) "[provides] knowledge about the history, culture, and contributions of the diverse groups that have shaped the history, politics, and culture of the United States… (3) "provides instruction in familiar contexts that are built upon student's diverse ways of thinking… (4) "teaches critical thinking skills, as well as democratic decision making, social action, and empowerment skills (Grant & Ladson-Billings, 1997, pp. 171-172). (b) *Dimensions* include (1) content integration for an inclusive elementary and secondary school curriculum, (2) multicultural knowledge construction processes, (3) prejudicial discrimination reduction, (4) an equity pedagogy, and (5) an empowering school culture and social structure for all children and youth (Banks, 1993c, 2001).
Multicultural perspective /approach	(a) An inclusive orientation that is manifested in instructional planning and the classroom environment through the interactions of *caring*, *culturally responsive teaching*, a *learning community, democratic classroom management, multiculturalism*, *multicultural education*, and *transformative academic knowledg*e. (b) evident when educators "explore alternatives to systemic problems that lead to academic failure for many students[;]… fosters the design and implementation of productive learning environments, diverse instructional strategies, and a deeper awareness of how cultural and language differences can influence learning. School reform with a multicultural perspective thus needs to begin with an understanding of multicultural education with a

	sociopolitical context" (Nieto, 1997, p. 389). (c) organization of curricular "concepts around the perspectives of different ethnic, gender, socioeconomic, and ability groups, and curriculum is culturally responsive to the culture, language, and learning styles of students" (Grant & Ladson-Billings, 1997, p. 175).
Solo student teaching/lead teacher	When the Candidate assumes the full-time planning, teaching, and assessment responsibilities of the Cooperating Teacher-Mentor for a minimum of 3 consecutive weeks of each full-time student teaching assignment. In the co-teaching model, the Candidate assumes the lead in the co-teaching relationship for a minimum of 3 consecutive weeks.
"Student Voice"	"Student voice" is the term used by Washington's Professional Educator Standards Board to describe expectations for student self-assessment and meta-cognition. Teacher candidates are expected to demonstrate that K-12 students can identify learning targets and why they are important; self-assess their progress; and identify resources for next steps for improving learning.

edTPA Score Descriptors

Score/Rubric	Descriptor
1	Planning: Planning for Subject-Specific Understandings
2	Planning: Planning to Support Varied Student Learning Needs
3	Analyzing Teaching: Using Knowledge of Students to Inform Teaching and Learning
4	Academic Language: Identifying and Supporting Language Demands
5	Planning: Planning Assessments to Monitor and Support Student Learning
6	Instruction: Learning Environment
7	Instruction: Engaging Students in Learning
8	Instruction: Deepening Student Learning
9	Instruction: Subject-Specific Pedagogy: Using Representations
10	Analyzing Teaching: Analyzing Teaching Effectiveness
11	Assessment: Analysis of Student Learning
12	Assessment: Providing Feedback to Guide Learning
13	Assessment: Student Use of Feedback
14	Academic Language: Analyzing Students' Language Use and Subject-Specific Learning
15	Analyzing Teaching: Using Assessment to Inform Instruction
16	Student Voice: Eliciting Student Understanding of Learning Targets
17	Student Voice: Supporting Student Use of Resources to Learn and Monitor Their Own Progress
18	Student Voice: Reflecting on Student-Voice Evidence to Improve Instruction

Alignment of Danielson Instructional Framework, OSPI/State Teacher Evaluation Criteria, and edTPA

OSPI/State Criteria	Danielson Components	*edTPA* Scores
1. Centering instruction on high expectations for learning	2b: Establishing a culture for learning 3a: Communicating with students 3c: Engaging students in learning	7, 8 1, 4, 7, 8, 9, 16 8
2. Demonstrating effective teaching practices	3b: Using questioning /prompts and discussion 4a: Reflecting on teaching	7, 8 10, 11, 14, 15, 18
3. Recognizing individual student learning needs and developing strategies to address those needs	1b: Demonstrating knowledge of students 3e: Demonstrating flexibility and responsiveness	2, 3, 4 6, 7
4. Providing clear and intentional focus on subject matter content and curriculum	1a: Demonstrating knowledge of content and pedagogy 1c: Setting instructional outcomes 1d: Demonstrating knowledge of resources 1e: Designing coherent instruction	1, 2, 3, 4 1, 2, 3, 5 1, 2, 4
5. Fostering and managing a safe, positive learning environment	2a: Creating an environment of respect and rapport 2c: Managing classroom procedures 2d: Managing student behavior 2e: Organizing physical space	6 6
6. Using multiple student data elements to modify instruction and improve student learning	1f: Designing student assessments 3d: Using assessment in instruction 4b: Maintaining accurate records	5, 15 11, 12, 13, 17
7. Communicating and collaborating with parents and school community	4c: Communicating with families	
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism	