edTPA Systematic Analysis of Curriculum

E=explicitly taught; A=addressed

Rubric Descriptor	PEP	РЕР							
Planning: Rubrics 1-5, Instruction: Rubrics 6-10, Assessment:	301	304	310	441	443	444	442	445	451
Rubrics 11-15									
Rubric 1: Plans for a safe environment with standards,									
objectives in all 3 domains, and tasks that build on each other									
Rubric 2: Planned supports (instructional strategies) with									
knowledge of students (academic/personal—ELL &									
IEP/cultural/community assets) that includes strategies to									
identify and respond to common student errors and									
misunderstandings within the central focus									
Rubric 3: Justifies why learning tasks are appropriate based on									
knowledge of students and substantiated using research &									
theory									
Rubric 4: Plans lessons with academic language (beyond									
vocabulary) to K-12 student use of academic language									
(Incorporates function—action verb, demand—vocab,									
symbols, signals, discourse, syntax, etc.)									
Rubric 5: Planned assessment designed to allow individuals or									
groups with specific needs to demonstrate their learning.									
Rubric 6: Promotes a supportive and respectful learning									
environment that provides challenging and differentiated tasks									
that are emotionally and physically safe.									
Rubric 7: Engages students to develop specific competencies in									
all 3 domains in an environment that promotes maximum									
participation, time on task, through management—rules,									
routines, and transitions.									
Rubric 8: Actively monitors students' actions, provides									
individual and differentiated feedback, encourages peer									
feedback that is individual and differentiated to improve future									
performance									

Rubric Descriptor	PEP								
	301	304	310	441	443	444	442	445	451
Rubric 9: Uses pedagogical content knowledge to develop									
student competencies in 3 domains, modifies tasks to address									
common errors and misunderstandings									
Rubric 10: Use of evidence of student learning to evaluate and									
change teaching practice to meet students' varied needs related									
to central focus and justifies changes through principles of									
research and theory									
Rubric 11: Analyzes quantitative and qualitative patterns of									
student learning of specific competencies in 2 or more domains									
for individuals or groups									
Rubric 12: Provides congruent, corrective, specific, and									
accurate feedback relative to learning objectives to guide									
learning that encourages students to use the feedback to focus									
on strengths and needs									
Rubric 13: Provides opportunities for students to use feedback									
on their strengths and weaknesses to deepen understandings of									
performance, concepts, etc. and guides focus students to use									
feedback to improve future performance									
Rubric 14: Analyzes students' use of language to develop									
content understanding beyond vocabulary, language function—									
students use language of the content during the lesson within									
context									
Rubric 15: Analysis of student learning to plan next steps of									
instruction and improve competencies targeted in the learning									
segment in 3 domains and justifies next steps with principles									
from research and/or theory									

How do you teach/address the content from each rubric in your courses? Please give a brief explanation

Task 1—Planning for Instruction Rubrics 1-5:

1) 2) 3) 4) 5) Task 2—Instruction Rubrics 6-10: 6) 7) 8) 9) 10) Task 3—Assessing and Analyzing Student Learning Rubrics 11-15: 11) 12) 13) 14) 15)