



Career and Technical Education

Assessment Handbook

Version 01.1

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

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Contents

Introduction to edTPA Career and Technical Education	1
Purpose.....	1
Overview of the Assessment.....	1
edTPA Career and Technical Education Tasks Overview	3
Structure of the Handbook	4
Planning Task 1: Planning for Instruction and Assessment	6
Task Instructions.....	6
Context for Learning Information Prompts	8
Sample Completed Lesson Plan Template	11
Planning Commentary Prompts	13
How Will the Evidence of My Teaching Practice Be Assessed?	15
Planning Rubrics.....	16
Instruction Task 2: Instructing and Engaging Students in Learning	21
Task Instructions.....	21
Instruction Commentary Prompts.....	22
How Will the Evidence of My Teaching Practice Be Assessed?	23
Instruction Rubrics	24
Assessment Task 3: Assessing Student Learning	29
Task Instructions.....	29
Assessment Commentary Prompts.....	31
How Will the Evidence of My Teaching Practice Be Assessed?	33
Assessment Rubrics	34
Professional Responsibilities	39
Career and Technical Education Evidence Chart	40
Planning Task 1: Artifacts and Commentary Specifications.....	40
Instruction Task 2: Artifacts and Commentary Specifications	42
Assessment Task 3: Artifacts and Commentary Specifications	44
Career and Technical Education Glossary	47

Introduction to edTPA Career and Technical Education

Purpose

The purpose of edTPA Career and Technical Education (CTE), a nationally available performance-based assessment, is to determine whether new CTE teachers meet standards for teaching in a career and technical education classroom. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers

- develop knowledge of subject matter, appropriate standards,¹ and subject-specific pedagogy
- develop and apply knowledge of a variety of student needs
- plan and implement instructional practices that are equitable
- reflect on and analyze evidence of the effects of instruction on student learning

As a performance-based assessment, edTPA is designed to engage new CTE teachers in demonstrating their understanding of teaching and student learning in ways that are work related.

Overview of the Assessment

For edTPA Career and Technical Education, you will first plan **3–5 consecutive career and technical education lessons** (or, if teaching within a large time block, 3–5 hours of connected instruction) referred to as a learning segment. The lessons in the learning segment should include learning tasks in which students have opportunities to

- develop and apply relevant technical skills, career readiness skills, and/or academic concepts
- learn through work-related tasks

The edTPA Career and Technical Education assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

¹ Appropriate standards for CTE include those designated by the state or local authority and/or national standards (e.g., Advance CTE or National Board Career and Technical Education Standards).

Workplace Communication

Across Tasks 1–3, you will address students’ development of skills for communicating in the workplace. Workplace communication for edTPA focuses on modes of communication—including speaking, reading, and writing—that students need to learn to use in order to be successful in a workplace environment. Students must understand and use workplace communication in order to express their knowledge of technical and career readiness skills as well as academic concepts necessary in work-related contexts. See the glossary for examples of each mode of workplace communication under Workplace Communication.

In Planning Task 1, you will explain how you support your students in understanding and using workplace communication relevant to one learning task in your learning segment. In Assessment Task 3, you will explain and share evidence of how your students used workplace communication during the lesson to develop their technical and career readiness skills, and/or application of academic concepts.

Evidence of Teaching Practice: Artifacts and Commentaries

An essential part of edTPA is the evidence you use to show how you planned, taught, and assessed the learning segment to deepen student learning in career and technical education. All evidence for your portfolio is submitted as either an artifact or a commentary.

- **Artifacts** represent authentic work completed by you and your students. These include lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples.
- **Commentaries** are your opportunity to describe your artifacts, explain your reasons for choosing them, and analyze what you have learned about your teaching and your students’ learning. Note your writing ability will not be scored directly; however, commentaries must express ideas as clearly as possible, and each response must address its corresponding prompt.

Refer to the [Career and Technical Education Evidence Chart](#) for information about how your evidence should be formatted for electronic submission.

Evaluation Criteria

Scorers will be matched to your portfolio by expertise in the career area focus. The rubrics they will use to score your performance are included in this handbook, following the commentary prompts for each task. Each rubric has five levels of performance that represent a wide range of teaching, beginning with the knowledge and skills of a novice CTE teacher not yet meeting teaching standards (Level 1) and extending to the advanced practices of a highly accomplished novice CTE teacher (Level 5). When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, planning, and writing. When you receive your score report, the indicated rubric level descriptor may help you identify your strengths and areas for improvement.

edTPA Career and Technical Education Tasks Overview

Planning Task 1: Planning for Instruction and Assessment	
What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ▣ Part A: Context for Learning Information (template provided) ▣ Part B: Lesson Plans for Learning Segment (template provided) ▣ Part C: Instructional Materials ▣ Part D: Planned Assessments ▣ Part E: Planning Commentary (template provided) 	<p>Planning Rubrics</p> <ul style="list-style-type: none"> Rubric 1: Developing Career and Technical Education Knowledge and Skills in a Work-Related Context Rubric 2: Using Knowledge of Students to Inform Teaching and Learning Rubric 3: Planning to Support a Variety of Student Learning Needs Rubric 4: Identifying and Supporting Workplace Communication Rubric 5: Planning Assessments to Monitor Student Learning
Instruction Task 2: Instructing and Engaging Students in Learning	
What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ▣ Part A: Video Clips ▣ Part B: Instruction Commentary (template provided) 	<p>Instruction Rubrics</p> <ul style="list-style-type: none"> Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 9: Subject-Specific Pedagogy: Student Use of Critical Thinking or Problem Solving in a Work-Related Task Rubric 10: Reflecting on the Use of Students' Prior Learning and Assets to Build New Learning

Assessment Task 3: Assessing Student Learning

What to Submit	Evaluation Rubrics
<ul style="list-style-type: none"> ▣ Part A: Student Work Samples ▣ Part B: Evidence of Feedback ▣ Part C: Assessment Commentary (template provided) ▣ Part D: Evaluation Criteria 	<p>Assessment Rubrics</p> <ul style="list-style-type: none"> Rubric 11: Analysis of Student Learning Rubric 12: Providing Feedback to Guide Further Learning Rubric 13: Student Understanding and Use of Feedback Rubric 14: Explaining Students' Use of Workplace Communication to Develop Career and Technical Education Skills Rubric 15: Analyzing Teaching Effectiveness

Review all instructions carefully before beginning to teach the learning segment to ensure that you are well prepared for all tasks.

Structure of the Handbook

The following pages provide specific instructions on how to complete each of the three tasks of the edTPA Career and Technical Education assessment. The handbook provides instructions for each task organized into three sections:

1. Task Instructions

This section provides specific, detailed directions for completing the task.

2. Commentary Prompts

This section provides the task commentary prompts where you must describe your artifacts and explain the reasoning behind their choice.

3. Rubrics

This section includes the rubrics that will be used to assess the evidence you provide for the task.

Additional requirements and resources are provided for you in this handbook and on the edTPA website (visit the links below):

- [Professional Responsibilities](#): important information about permissions, confidentiality, and other requirements included in this handbook
- [Career and Technical Education Context for Learning Information](#): prompts used to collect information about your school/classroom context included in this handbook
- [Career and Technical Education Evidence Chart](#): specifications that need to be followed for electronic submission of evidence (artifacts and commentaries)—including supported file types, number of files, response length such as page limits, and other important evidence specifications—included in this handbook

- **Glossary:** definitions of key terms can be accessed by rolling your cursor over each glossary term marked with a dotted underline throughout the handbook or by referring to the [Career and Technical Education Glossary](#) included in this handbook
- **edTPA Submission Requirements:** document on www.edtpa.com to use to ensure that your materials conform to the required evidence specifications and requirements for scoring

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

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

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

Follow the submission guidelines as documented in the Evidence Chart and review [edTPA Submission Requirements](#) to ensure that your materials conform to the required evidence specifications and requirements for scoring.

Planning Task 1: Planning for Instruction and Assessment

Task Instructions

- ❑ **Select one class or group of students working on the same set of skills to focus on for this assessment.**

If students are working in groups that focus on learning different skills (e.g., some are welding, some are working on designing and constructing a scale model of a building), select one set of skills and include only those students who are learning those skills.

There must be a minimum of 4 students in the class or group selected.

- **Note: California CTE teachers**—within your selected class/group for this assessment, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. One student can represent more than one group, e.g., an English learner with an identified disability.²
- ❑ **Provide context information.** The prompts included in the [Career and Technical Education Context for Learning Information](#) template are provided later in this section. This template is used to provide essential information about your students and your school/classroom.
- ❑ **Identify a learning segment to plan, teach, and analyze.** Review the curriculum and select a learning segment of **3–5 consecutive lessons related to a topic, theme, or performance task.**
- ❑ **Identify the standards³ and learning objectives that will be the focus of the learning segment.** The standards and learning objectives should be relevant to what your students are to learn in the lessons, and can be drawn from career and technical education, industry, career readiness, and/or academic standards adopted by your state. The standards and learning objectives should support students to:
 - develop and apply relevant technical skills, career readiness skills, and/or academic concepts; and
 - learn in a work-related context.
- ❑ **Identify and plan to support students' use of workplace communication.** Select a workplace communication skill from your learning objectives. Choose a learning

² California CTE teachers—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

³ Appropriate standards for CTE include those designated by the state or local authority and/or national standards (i.e., Advance CTE or National Board Career and Technical Education Standards).

task that provides opportunities for students to practice using that skill. Identify additional components of workplace communication that students will need to understand and use during the learning task. Plan targeted supports that will help students understand and effectively use the workplace communication skill and other forms of communication identified. Examples of workplace communication can be found in the glossary and in a resource called the Career and Technical Education Workplace Communication Handout.

- ❑ **Write a separate lesson plan** for each lesson in the learning segment, using the provided Lesson Plan Template (a [sample completed template](#) showing one lesson plan is provided later in this section). Any explanations or reasoning for decisions should be included in your Planning Commentary and deleted from your plans.
- ❑ **Submit your original lesson plans.** If you make changes while teaching the learning segment, you may offer reflection on those changes in Instruction Task 2 and Assessment Task 3 commentaries.
- ❑ **Select and submit key instructional materials** needed to understand what you and the students will be doing. The instructional materials might include such items as handouts, slides from presentation software, or task instructions.
- ❑ **Submit copies of all written assessments and/or directions for any oral or performance assessments.** (Submit only the blank copies of assessments or directions given to students; do not submit student work samples for this task.)
- ❑ **Respond to the prompts** listed in the Planning Commentary section below **prior to teaching the learning segment.**

You must check the [Planning Task 1: Artifacts and Commentary Specifications](#) in the Career and Technical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies required templates, supported file types, number of files, response length such as page limits, and other important evidence specifications.

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

Evidence to submit:

Part A: Context for Learning Information (template provided)

Part B: Lesson Plans for Learning Segment (template provided)

Part C: Instructional Materials

Part D: Planned Assessments

Part E: Planning Commentary (template provided)

Context for Learning Information Prompts

In Planning Task 1, you will complete the Context for Learning Information template prior to planning your lessons for the learning segment.

About the School Where You Are Teaching

1. In what type of school do you teach?
 - Middle school
 - High school
 - Career center/vocational-technical school
 - Other (please describe)
2. Where is the school where you are teaching located?⁴
 - City
 - Suburb
 - Town
 - Rural
3. List any special features of your school or classroom setting that will affect your teaching in this learning segment. This includes admission through expertise or audition, collaboration with academic teachers such as Linked Learning, and/or use of university or industry facility.
4. Describe any industry, state, district, school, and/or mentor requirements or expectations that might affect your planning or delivery of instruction for this learning segment (e.g., required curricula, the physical environment of the classroom or workspace, pacing plan, use of specific instructional strategies, alignment with standardized tests [state or industry]).

About the Course Featured in this Learning Segment

1. Course information:
 - a. What is the name of this course?
 - b. What is the length of the course?
 - One semester
 - One year
 - Other (please describe)
2. Where does this course fall in the career-technical curriculum (*choose one*)?
 - Cross-career introductory course (e.g., career exploration)
 - Introductory class for a specific career cluster or pathway

⁴ If you need guidance when making a selection, reference the NCES locale category definitions (<https://nces.ed.gov/surveys/ruraled/definitions.asp>) or consult with your school or district office.

- Advanced class for a specific career cluster or pathway
3. How often does this class meet and how long is each class meeting?
 4. Identify any instructional program and/or textbook you primarily use for instruction.
 5. List other instructional resources and equipment you or your students in the class/group will use during this learning segment. Examples include electronic whiteboard, 3D printer, video editing equipment, virtual welder to develop skills, online resources, and software. **Note:** Consider completing this list once your lesson plans are final.

About the Students in the Class/Group Featured in this Learning Segment

Respond to the remaining prompts with respect to the class/group you selected.

1. Grade level(s)
2. Number of students in the class/group
3. Complete the chart below to summarize required or needed supports, accommodations, or modifications for your students with IEPs or 504 plans in the class/group that will affect your instruction in this learning segment. As needed, consult with special education teachers, your administrator, or your support provider/mentor to complete the chart. One row has been completed in italics as an example. Use as many rows as you need.

Students with Individualized Education Programs/504 Plans⁵		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
<i>Example: Visual processing</i>	<i>2</i>	<i>Close monitoring, visuals, and compare/contrast charts when appropriate</i>

⁵ If you are unfamiliar with IEPs and 504 plans, consult with your special education department, who can give you a general overview and refer you to the case manager for each student. If you do not have a special education department, consult your CTE Department head or another administrator.

Students with Specific Language Needs		
Language Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: English language learners with only a few words of English</i>	2	<p><i>Pre-teach key words and phrases through examples and graphic organizers (e.g., word cluster, realia, visuals)</i></p> <p><i>Provide posters or handouts with visuals or graphics illustrating key terms and any relevant safety instructions.</i></p> <p><i>Have students use pre-taught key words and graphic organizers to complete sentence starters</i></p>
<i>Example: Students who speak a variety of English other than that used in workplace</i>	5	<p><i>Lead a discussion on conventions about language use in different workplace settings and with different role groups, i.e., when is formal English needed and when are varieties of English, including informal English, and other languages appropriate.</i></p>
Students with Other Learning Needs		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications
<i>Example: Struggling readers</i>	5	<p><i>Provide oral explanations and simplified text for directions.</i></p> <p><i>Provide visuals of key information, including safety instructions, and terms.</i></p> <p><i>Collaborate with English teacher to develop strategies to support reading key texts.</i></p>

Sample Completed Lesson Plan Template

The use of this template for your lesson plan is required. You may expand the cells as needed and remove the optional Lesson 4 and Lesson 5 rows. Each lesson plan must be no more than 2 pages in length. Pages exceeding the maximum will not be scored.

Standards (technical, career readiness, academic) for Learning Segment

Work-related context for learning segment, e.g., applying for a job, identifying careers that match interests, growing plants in a greenhouse, constructing a roof, developing and documenting an original game, making ethical health decisions

	Learning Objectives for Lesson	Teacher Action <i>What will you do?</i>	Student Expectation/Action <i>What will the students do?</i>	Monitoring/ Assessment <i>How will you gather evidence of student learning?</i>	Adapting Instruction <i>How will you adapt your instruction to meet different students' needs?</i>
Lesson X	<ul style="list-style-type: none"> ▪ Students will create a resume objective for their job search. ▪ Students will identify their key skills relevant to their objective. 	<ul style="list-style-type: none"> ▪ I will provide 3 different sample resume objectives for discussion. I will conclude the discussion by listing key characteristics of strong resume objectives ▪ I will lead a discussion about what employers value in applicants and how this might differ between career clusters. I will circulate to listen to the partner 	<ul style="list-style-type: none"> ▪ Students will discuss in pairs what they conclude about the applicants from the objectives and share out. ▪ Students will take 5 minutes to list their key skills from school, hobbies, and work done outside of school (e.g., in the community) that might be valued by an employer. They will share with a partner and then participate in a whole 	<ul style="list-style-type: none"> ▪ I will circulate and listen to partner discussions and the group discussions, noting where students are struggling and excelling. 	<ul style="list-style-type: none"> ▪ When listening to partner discussions, I will ask key questions to direct their thinking about their skills and how they can be described to be relevant to employers. ▪ I have two students with IEPs who will need more direction. I will make sure that they have a productive start in the partner talk and homework, and partner them with a

	Learning Objectives for Lesson	Teacher Action <i>What will you do?</i>	Student Expectation/Action <i>What will the students do?</i>	Monitoring/ Assessment <i>How will you gather evidence of student learning?</i>	Adapting Instruction <i>How will you adapt your instruction to meet different students' needs?</i>
		<p>talk and call on students to share who can illustrate how one can describe skills valued by employers even without formal work experience, which my middle school students lack.</p>	<p>group discussion to identify examples that illustrate how they can describe valued skills in the absence of formal employment experience. They will discuss how different skills might be valued by different employers, e.g., social skills in fields interfacing with the public and technical skills in manufacturing and construction.</p> <ul style="list-style-type: none"> ▪ In the remaining time, students will begin on their homework, drafting their resume objective and using their initial list of skills to draft the education and experience sections of their resume for critique by peers tomorrow. 		<p>student who can help them get their thoughts onto paper.</p>

Planning Commentary Prompts

In Planning Task 1, you will write a commentary responding to the prompts below in relation to your selected class/group. You may respond to prompts using a narrative approach or bulleted points. Your response should include specific details so that a reader can understand your thinking behind your teaching decisions to support student learning.

1. Central Focus

Consider the standards and objectives in your lesson plans as you respond to the prompts below.

- a. Identify the primary topic, theme, or performance task that will be the central focus of your learning segment. (Rubric 1)
- b. List the skills and concepts that you expect students to develop and apply for the following:
 - technical skills and/or career readiness skills **AND**
 - relevant academic concepts (Rubric 1)
- c. Describe how each lesson plan builds on previous plans to support students to develop and apply the following in a work-related context:
 - technical skills and/or career readiness skills **AND**
 - academic concepts (**Note:** *If you collaborate with another teacher who will address academic concepts during the learning segment, explain how you plan to build on what the other teacher is doing.*) (Rubric 1)
- d. Describe how you will help students make connections among the technical and/or career readiness skills and academic concepts you listed in prompt 1b. (Rubric 1)

2. Knowledge of Students to Inform Teaching and Learning

For each of the prompts below (2a–c), describe what you know about **your students with respect to the standards or learning objectives** for the learning segment.

Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans; English language learners; struggling readers; underperforming students or those with gaps in technical, professional, or academic knowledge; and/or gifted students).

- a. Prior learning and prerequisite skills (technical, career readiness, or academic) related to the central focus—**Cite evidence of what students know, what they can do, and what they are still learning to do. Be sure to reflect differences across the class.** (Rubrics 2 and 3)
- b. Personal, cultural, and community assets related to the central focus—**What do you know about your students' varied everyday experiences, cultural and language backgrounds and practices, and interests that you can draw upon to support learning?** (Rubrics 2 and 3)

- c. Given your responses to 2a and 2b, explain how your learning tasks and materials are appropriate for your specific students. **Use examples of your plans, materials, and students’ prior learning and assets (personal, cultural, community) to support your explanation.** (Rubric 2)

3. Supporting Students’ Career and Technical Education Learning

Respond to prompts 3a–b below. To support your explanations, refer to your responses to prompts 2a–c and the instructional materials and lesson plans you have included as part of Planning Task 1.

Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans; English language learners; struggling readers; underperforming students or those with gaps in technical, professional, or academic knowledge; and/or gifted students).

- a. Describe what you are going to do to help students (whole class, individuals, subgroups) develop and apply technical skills, career readiness skills, and/or academic concepts. Use examples to explain why these supports are appropriate for the students’ learning needs related to the standards or learning objectives. (Rubric 3)
- b. Describe student errors, struggles, or misunderstandings that are related to the central focus and explain how you will address them. (Rubric 3)

4. Supporting Career and Technical Education Development Through Workplace Communication

As you respond to prompts 4a–e, consider the range of students’ assets and needs in relation to workplace communication—what do students already know, what are they struggling with, and/or what is new to them?

Workplace Communication Skill. Look at the learning objectives for your set of lessons and review the workplace communication skills that are important for students to learn. Consider the verbs below that are often used in learning objectives to represent communication skills.

Identify	Describe	Compare and Contrast	Explain	Interpret	Analyze	Evaluate
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- a. Based on the review of your learning objectives, choose one of these verbs listed above (or another that is more appropriate) that is key for your students to develop and use. Write it here. (Rubric 4)
- b. Briefly describe one key learning task from your plans that provides opportunities for students to practice using the workplace communication skill represented by the verb you identified above. Please be sure to identify the lesson (day/number) in which the learning task occurs. (Rubric 4)
- c. What terminology and/or symbols will students need to understand and use in the task as they use the communication skill identified above? (Rubric 4)

- d. What written, visual, or verbal workplace communication will students need to understand and use in the task?⁶ (Rubric 4)
- e. Workplace Communication Supports. Refer to your lesson plan and instructional materials as needed:
 - Given your responses in 4a–d, describe your plans to **support students in understanding and using** the workplace communication (i.e., verb representing the workplace communication skill; terminology and/or symbols; written, visual, or verbal communication). Consider plans prior to as well as during the learning task. (Rubric 4)

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Planning Task 1:

- a. Explain how the assessments you plan to use throughout this learning segment (e.g., assignments, tests, checks for understanding) will give you the necessary evidence to monitor students' development and application of the targeted
 - technical skills,
 - career readiness skills, **AND/OR**
 - academic concepts.

Be sure to address all relevant areas above. (Rubric 5)

- b. Explain how the assessments you chose for this learning segment were modified, adapted, or changed to allow students with specific needs to demonstrate their learning. (Rubric 5)

Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans; English language learners; struggling readers; underperforming students or those with gaps in technical, professional, or academic knowledge; and/or gifted students).

How Will the Evidence of My Teaching Practice Be Assessed?

For Planning Task 1, your evidence will be assessed using rubrics 1–5, which appear on the following pages.

⁶ See examples in the glossary.

Planning Rubrics

Rubric 1: Developing Career and Technical Education Knowledge and Skills in a Work-Related Context

How do the CTE teacher's plans build students' development and application of technical skills, career readiness skills, and academic concepts in a work-related context?

Level 1 ⁷	Level 2	Level 3	Level 4	Level 5
<p>The CTE teacher's plans for instruction provide little or no opportunity to apply the technical AND/OR career readiness skills learned.</p> <p>OR</p> <p>There is significant misalignment among the learning tasks, materials, and a work-related context.</p>	<p>The CTE teacher's plans for instruction support students to develop and apply the targeted technical AND/OR career readiness skills in a work-related context.</p>	<p>The CTE teacher's plans for instruction build on each other to support students to develop and apply the targeted technical AND/OR career readiness skills in a work-related context.</p>	<p>The CTE teacher's plans for instruction build on each other to</p> <ul style="list-style-type: none"> • support students to develop and apply the targeted technical and/or career readiness skills AND • include attention to academic concepts in a work-related context. 	<p>Level 4 plus:</p> <p>The CTE teacher's plans for instruction include the integration of academic concepts with technical AND/OR career readiness skills in a work-related context.</p>

⁷ Text representing key differences between adjacent score levels is shown in bold. Evidence that does not meet Level 1 criteria is scored at Level 1.

Planning Rubrics continued

Rubric 2: Using Knowledge of Students to Inform Teaching and Learning

How does the CTE teacher use knowledge of their students and the workplace to explain instructional plans?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The CTE teacher's explanation of learning tasks and/or materials is either missing OR represents a deficit view of students and their backgrounds.</p>	<p>The CTE teacher explains learning tasks and/or materials with limited attention to students'</p> <ul style="list-style-type: none"> • prior learning OR • personal, cultural, or community assets. 	<p>The CTE teacher explains why learning tasks and/or materials are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior learning OR • personal, cultural, or community assets. 	<p>The CTE teacher explains why learning tasks and/or materials are appropriate using examples of students'</p> <ul style="list-style-type: none"> • prior learning AND • personal, cultural, or community assets. 	<p>The CTE teacher explains why learning tasks and/or materials are appropriate for the knowledge and experience of a variety of students using multiple specific examples of students'</p> <ul style="list-style-type: none"> • prior learning AND • personal, cultural, or community assets.

Planning Rubrics continued

Rubric 3: Planning to Support a Variety of Student Learning Needs

How does the CTE teacher use knowledge of a variety of their students' learning needs to target support related to the standards or learning objectives?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is little or no evidence of planned supports.</p> <p>OR</p> <p>The CTE teacher does not attend to ANY INSTRUCTIONAL requirements in IEPs and 504 plans.</p>	<p>The CTE teacher plans general supports that are superficially or generally related to the standards or learning objectives.</p>	<p>The CTE teacher plans supports that address the whole class in relation to the standards or learning objectives.</p>	<p>The CTE teacher plans supports that address the needs of individuals or groups with similar learning needs in relation to the standards or learning objectives.</p>	<p>Level 4 plus: Supports include specific strategies to identify and respond to common student errors, struggles, or misunderstandings related to the central focus.</p>

Planning Rubrics continued

Rubric 4: Identifying and Supporting Workplace Communication

How does the CTE teacher support students' use of workplace communication⁸ associated with a key career and technical education learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Supports for workplace communication are missing or are not aligned with any of the following:</p> <ul style="list-style-type: none"> • communication skill,⁹ AND • terminology and/or symbols, AND • written, visual, or verbal communication. 	<p>Supports for workplace communication are general and primarily address student use of one component of workplace communication:</p> <ul style="list-style-type: none"> • communication skill, OR • terminology and/or symbols, OR • written, visual, or verbal communication. 	<p>Supports for workplace communication are general and address student use of</p> <ul style="list-style-type: none"> • communication skill AND • terminology and/or symbols OR written, visual, or verbal communication. 	<p>Supports are specific to workplace communication and address student use of</p> <ul style="list-style-type: none"> • communication skill, AND • terminology and/or symbols, AND • written, visual, or verbal communication. 	<p>Level 4 plus: Supports are differentiated for students who are struggling to learn how to communicate in the workplace.</p>

⁸ Workplace communication refers to the communication that students need to understand and use in relation to technical and career readiness skills and academic concepts necessary to function successfully in the workplace. This includes students being able to use a communication skill to speak, write, read, and create visuals/products in an organized manner while accurately using the terminology, visuals, and other knowledge related to the services they provide in the workplace.

⁹ Represented by the verb you chose in Planning Commentary Prompt 4a.

Planning Rubrics continued

Rubric 5: Planning Assessments to Monitor Student Learning

How do the assessments monitor students' development and application of technical skills, career readiness skills, and/or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>There is significant misalignment between the assessments and the standards or learning objectives.</p> <p>OR</p> <p>The CTE teacher does not attend to ANY ASSESSMENT requirements in IEPs and 504 plans.</p>	<p>The assessments provide limited evidence to monitor students' development or application of the targeted</p> <ul style="list-style-type: none"> • technical skills AND/OR • career readiness skills <p>during the learning segment.</p>	<p>The assessments provide evidence to monitor students' development and application of the targeted</p> <ul style="list-style-type: none"> • technical skills AND/OR • career readiness skills <p>at several points during the learning segment.</p>	<p>The assessments provide multiple forms of evidence to monitor students' progress toward developing and applying the targeted</p> <ul style="list-style-type: none"> • technical skills and/or career readiness skills AND • academic concepts <p>at several points during the learning segment.</p>	<p>Level 4 plus:</p> <p>Strategically designed assessments provide individuals or groups with specific needs alternative ways to demonstrate their learning.</p>

Instruction Task 2: Instructing and Engaging Students in Learning

Task Instructions

- **Gather permissions for videorecording.** Before you videorecord, ensure you have appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle or blur faces to exclude individuals for whom you do not have permission to record. If your school or district does not have a permission form to use, refer to the sample permission forms on www.edtpa.com.
- **Identify and record lessons from your learning segment.** The lessons you record should involve challenging learning tasks in which you and students are actively engaged. It is recommended that you record 3 or more lessons to have ample footage for selection of clips.
 - Provide 2 video clips that are no more than 20 minutes combined. Clips that are less than 3 minutes combined will not be scored.
 - The clips should show you interacting with students.
- **Clip 1 should focus on**
 - your interactions with the whole class/group (minimum of 4 students)
 - students' development of technical skills, career readiness skills, and/or academic concepts for application in a work-related context (e.g., an interactive lecture or demonstration).
- **Clip 2 should focus on**
 - your interaction with individuals and/or small groups of students to support their application of technical skills, career readiness skills, and/or academic concepts (e.g., "guided practice").
 - students' use of critical thinking or problem solving to complete a work-related task.
- **(Optional) Videorecord additional evidence for Task 3. Note:** For Assessment Task 3, prompt 3 and rubric 14, you must provide evidence of students' understanding and use of the workplace communication (as you described in Task 1, prompt 4). Before videorecording, consider if you will record additional video evidence for this purpose. NOTE: With no video evidence of workplace communication, you will need to provide evidence from the work samples.
- **Select video clips to submit and verify that the clips meet the following requirements:**
 - Ensure that you and your students can be seen in the video clips you submit. Also, ensure that your face appears at least once in the video for identification purposes.
 - Check the sound quality to ensure that you and your students can be heard on the video clips you submit. If most of the audio in a clip cannot be understood by a scorer, submit another clip. If there are occasional audio portions of a clip that cannot be understood that are relevant to your commentary responses, do one of the

following: 1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).

- ❑ **Analyze the clips to identify changes you could make to your instruction.**
- ❑ **Respond to the prompts** listed in the Instruction Commentary section below **after teaching the learning segment.**
- ❑ **Determine if additional information is needed to understand what you and the students are doing in the video clips.** For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, you may insert digital copies or transcriptions at the end of the Instruction Commentary **in addition to the responses to commentary prompts.**

You must check the [Instruction Task 2: Artifacts and Commentary Specifications](#) in the Career and Technical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies required templates, supported file types, number of files, response length such as page limits, and other important evidence specifications.

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

Evidence to submit:

Part A: Video Clips

Part B: Instruction Commentary (template provided)

Instruction Commentary Prompts

In Instruction Task 2, you will write a commentary responding to the prompts. You may respond to prompts using a narrative approach or bulleted points. Consider if any information about the context or your students needs to be provided for someone who is not familiar with your classroom. Include a time-stamp reference to the events to which you are referring on the video.

1. Lesson(s) Shown in Video Clips

- a. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

2. Promoting a Positive Learning Environment

- a. Explain how you are promoting a positive learning environment that develops respect and rapport with and among students as seen in the video clips. (Rubric 6)

3. Ensuring Safety

- a. If relevant, explain how you ensured the safe use of any materials or equipment, including internet safety, seen in the video clips. (Rubric 7)

Cite any relevant safety standard that you used for guidance.

4. Engaging Students in Learning

- a. Explain how you are actively engaging students in developing and applying technical skills, career readiness skills, and/or academic concepts. (Rubric 7)

5. Deepening Student Learning during Instruction

- a. Explain how you elicited students' responses and facilitated interactions among the students to promote their development or application of technical skills, career readiness skills, or academic concepts. (Rubric 8)

6. Subject-Specific Pedagogy: Student Use of Critical Thinking or Problem Solving to Complete a Work-Related Task

- a. Identify scenes (e.g., time stamps) from your submitted clips that show you interacting with students as they are using critical thinking or problem solving to complete a work-related task. (Rubric 9)
- b. Identify any opportunities for students to make adaptations or innovations. (Rubric 9)

7. Using Students' Prior Learning and Assets to Build New Learning

After reviewing your video clips, look for opportunities to better support student learning by improving your use of students' prior learning and assets. Use time stamps to identify these opportunities for improving the use of student prior learning and/or assets in the clip(s).

- a. Explain how the improved use of students' prior learning and assets might have helped strengthen new learning. Be specific. (Rubric 10)

Consider the whole class/group and/or individual students and the variety of experiences as well as personal, cultural, and community assets.

Consider your instruction from the lesson(s) seen in the clips and/or from prior learning related to the standards/objectives in the clips.

- b. Explain why you think the proposed changes would improve students' individual and collective learning of the standards and objectives, using what you know about your students' prior learning and assets (personal, cultural, or community). (Rubric 10)

How Will the Evidence of My Teaching Practice Be Assessed?

For Instruction Task 2, your evidence will be assessed using rubrics 6–10, which appear on the following pages.

Instruction Rubrics

Rubric 6: Learning Environment

How does the CTE teacher demonstrate a respectful and positive learning environment?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The CTE teacher allows disruptive behavior to interfere with student learning.</p> <p>OR</p> <p>The clip(s) reveal evidence of disrespectful interactions between the CTE teacher and students or between students that go unaddressed by the teacher.</p>	<p>The CTE teacher provides a teacher-directed learning environment that</p> <ul style="list-style-type: none"> • reveals respect for students AND • serves primarily to control student behavior. 	<p>The CTE teacher provides a positive learning environment that</p> <ul style="list-style-type: none"> • reveals respect for students AND • serves to build rapport between the teacher and students. 	<p>The CTE teacher provides a positive learning environment that</p> <ul style="list-style-type: none"> • reveals respect for students AND • serves to build rapport between the teacher and students and among students. 	<p>Level 4 plus:</p> <p>Students are acting in ways that support each other and maintain a positive learning environment that promotes mutual respect among students.</p>

Instruction Rubrics continued

Rubric 7: Engaging Students in Learning

How does the CTE teacher actively engage students in developing or applying technical skills, career readiness skills, and/or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Students are participating in tasks that are vaguely related to developing technical or career readiness skills.</p> <p>OR</p> <p>There are one or more safety issues seen in a clip that may result in danger to students that are not addressed by the CTE teacher.</p>	<p>Students are participating in tasks that primarily focus on facts and procedures that relate to the development or application of technical or career readiness skills.</p>	<p>Students are actively engaged in tasks that address the development or application of technical or career readiness skills.</p>	<p>Students are actively engaged in scaffolded tasks that facilitate the development or application of technical or career readiness skills.</p>	<p>Students are actively engaged in scaffolded tasks that facilitate the development or application of technical or career readiness skills integrated with one or more academic concepts.</p>

Instruction Rubrics continued

Rubric 8: Deepening Student Learning

How does the CTE teacher elicit student responses to promote student development or application of technical skills, career readiness skills, or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
The CTE teacher does most of the talking and asks few questions, or students provide few responses.	The CTE teacher primarily asks surface-level questions and evaluates student responses as primarily correct or incorrect.	The CTE teacher elicits student responses to promote the development OR application of <ul style="list-style-type: none"> • technical skills, OR • career readiness skills, OR • academic concepts. 	The CTE teacher elicits and builds on student responses to promote the development OR application of <ul style="list-style-type: none"> • technical skills, OR • career readiness skills, OR • academic concepts. 	Level 4 plus: The CTE teacher provides guidance to facilitate interactions among students to promote the development or application of <ul style="list-style-type: none"> • technical skills, OR • career readiness skills, OR • academic concepts.

Instruction Rubrics continued

Rubric 9: Subject-Specific Pedagogy: Student Use of Critical Thinking or Problem Solving in a Work-Related Task

How does the CTE teacher provide opportunities for students to engage in critical thinking or problem solving to complete a work-related task?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are engaged in a task that has little to no relation to a work-related context .	Students are engaged in a work-related task with little to no opportunity to use critical thinking or problem solving.	Students have opportunities to use critical thinking or problem solving to complete a work-related task.	Students have opportunities and guidance for using critical thinking or problem solving to complete a work-related task.	Students have opportunities to make adaptations or innovations when completing a work-related task.

Instruction Rubrics continued

Rubric 10: Reflecting on the Use of Students' Prior Learning and Assets to Build New Learning

How does the CTE teacher use students' prior learning and assets to build new learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The CTE teacher describes opportunities to strengthen student learning that are unrelated to</p> <ul style="list-style-type: none"> • the standards or learning objectives for any lesson seen in the clips OR • students' prior learning or assets. 	<p>The CTE teacher describes how the improved use of students'</p> <ul style="list-style-type: none"> • prior learning OR • assets (personal, cultural, or community) <p>might have strengthened the new learning.</p>	<p>The CTE teacher describes how the improved use of students'</p> <ul style="list-style-type: none"> • prior learning AND • assets (personal, cultural, or community) <p>might have strengthened the new learning.</p>	<p>The CTE teacher describes and provides specific examples of how the improved use of students'</p> <ul style="list-style-type: none"> • prior learning AND • assets (personal, cultural, or community) <p>might have strengthened the new learning.</p>	<p>Level 4 plus: The description and examples include students at different levels of development with respect to the learning segment focus.</p>

Assessment Task 3: Assessing Student Learning

Task Instructions

- Select one (1) assessment from within your learning segment to evaluate your students' developing knowledge and skills aligned to the learning objectives. The assessment should
 - be completed by the same class/group of students identified in the Context for Learning Information **AND**
 - reflect the work of individuals, not groups, but may be individual work from a task completed by a group (e.g., write the procedural steps of a group task, perform an individual assignment in a group task)
- The assessment should provide opportunities for students to demonstrate their development and application of
 - technical skills,
 - career readiness skills, **AND/OR**
 - academic concepts.
- **Attach a blank copy of the selected assessment or a copy of the directions given to students for the assessment if it is a performance task** to the end of the Assessment Commentary. This will not count against the commentary page length. If the assessment has been adapted for students with specific needs, either explain in the commentary or provide a blank copy of the adapted assessment or modified directions.
- **Define and submit evaluation criteria** (e.g., rubric, checklist) you will use to analyze student learning related to the learning objectives assessed.
- **Collect student work from the assessment you selected.** You may submit photographs of a product, a video or audio file of a student's performance or oral work, text files with scanned student work, a student-created video, etc. Be sure to check file specifications on the [Assessment Task 3: Artifacts and Commentary Specifications](#) chart.
- **Analyze all student work** to identify patterns of learning across the class/group.
- **Select 2 student work samples that represent the patterns of learning you identified in your overall analysis of all students in your class/group.** These 2 students will be **your focus students for this task**.
 - **At least one of the focus students must have specific learning needs**, for example, a student with an IEP (Individualized Education Program) or 504 plan; an English language learner; a struggling reader; an underperforming student or a student with gaps in technical, professional, or academic knowledge; and/or a student needing greater challenge.
 - **Both work samples must come from the same assessment, although the assessment may have been adapted to be appropriate for students with a**

specific need. Note: If you submit video or audio work sample(s), each work sample must be **no more than 5 minutes in total running time.**

- ❑ **Document the feedback** you gave to each of the **2 focus students** for the analyzed assessment. Your options for documenting feedback include the following:
 - written feedback related to the focus students' work samples
 - audio clip of your verbal feedback to focus students
 - video clip of your verbal feedback given to focus students

Video or audio feedback must be **no more than 3 minutes per focus student.**

- ❑ **Provide evidence of students' understanding and use of workplace communication.** You may provide evidence from **any or all** of the following:
 - video clips submitted in Instruction Task 2
 - an additional video clip of one or more students using workplace communication within the learning segment (**no more than 5 minutes in length**)
 - student work samples submitted in Assessment Task 3
- ❑ **If you submit a video or audio clip, determine if a transcription is needed** if comments by you and/or the focus student cannot be clearly heard. Attach the transcription at the end of the Assessment Commentary.
- ❑ **Respond to the commentary prompts** listed in the Assessment Commentary section below **after analyzing student work from the selected assessment.**

You must check the [Assessment Task 3: Artifacts and Commentary Specifications](#) in the Career and Technical Education Evidence Chart for instructions on electronic submission of evidence. This evidence chart identifies required templates, supported file types, number of files, response length such as page limits, and other important evidence specifications.

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

Evidence to submit:

Part A: Student Work Samples

Part B: Evidence of Feedback (plus evidence of student use of workplace communication)

Part C: Assessment Commentary (template provided)

Part D: Evaluation Criteria

Note: Read the instructions to see where one artifact may satisfy multiple evidence requirements.

Assessment Commentary Prompts

In Assessment Task 3, you will write a commentary responding to the prompts below. Your response should include specific evidence from the relevant artifacts.

1. Analyzing Student Learning

- a. Identify the specific learning objective(s) measured by the assessment you chose for analysis. (Rubrics 11, 12, 15)
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class/group. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D. (Rubric 11)
- c. Analyze the patterns of learning **for the whole class/group** and differences for subgroups or individual learners relative to students' development and application of
 - technical skills,
 - career readiness skills, **AND/OR**
 - academic concepts.

Use evidence found in the 2 student work samples and the whole class/group summary (from prompt 1b) to support your analysis. (Rubric 11)

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

- d. If the work samples submitted are video or audio clips recorded in a group context (e.g., discussion), provide the file name for the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to the feedback you provided your 2 focus students for the analyzed assessment to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 2 focus students. Choose one of the following:
 - Written directly on work samples or in separate documents that were provided to the focus students
 - In audio files
 - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback. (Rubric 12)
- b. Explain how feedback provided to the 2 focus students addresses their individual strengths and needs relative to the learning objective(s) measured. (Rubric 12)

- c. Explain how you might help each focus student understand and use this feedback to further their learning related to learning objective(s), either within the learning segment or at a later time. (Rubric 13)

3. Explanation and Evidence of Workplace Communication Use by Students

When responding to the prompt below, **use concrete examples from the video clip(s) and/or student work samples as evidence.** Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' use of workplace communication **from ONE, TWO, OR ALL THREE of the following sources:**

1. video clips from Instruction Task 2 (provide time-stamp references for evidence of workplace communication)
2. an additional video file of up to 5 minutes with footage of one or more students' use (there can be multiple clips within the file; submit the clip in Assessment Task 3, Part B)
3. student work samples analyzed in Assessment Task 3

- a. Explain and provide evidence to demonstrate how students were able to use or struggled to use workplace communication by
- using the communication skill identified in Task 1 prompt 4a,
 - using terminology and/or symbols, **AND**
 - using written, visual, or verbal communication
- to develop and apply technical, professional, or academic skills. (Rubric 14)

4. Analyzing Teaching Effectiveness

Reflect on your analysis of student learning in prompt 1 and the related instruction during the learning segment.

- a. What changes could you have made within the learning segment to better support student learning related to the performance on the assessment—for the whole class/group and/or for students who need greater support or challenge (e.g., missed opportunities)? (Rubric 15)

Consider the variety of learners in your class/group who may require different strategies/support (e.g., students with IEPs or 504 plans; English language learners; struggling readers; underperforming students or those with gaps in technical, professional, or academic knowledge; and/or gifted students).

- b. Explain why you think these changes to the learning segment would have improved student learning related to the assessment. Be specific. (Rubric 15)

How Will the Evidence of My Teaching Practice Be Assessed?

For Assessment Task 3, your evidence will be assessed using rubrics 11–15, which appear on the following pages.

Assessment Rubrics

Rubric 11: Analysis of Student Learning

How does the CTE teacher analyze evidence of students' development and application of technical skills, career readiness skills, and/or academic concepts?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The analysis is superficial or not supported by either student work samples or the summary of student learning.</p> <p>OR</p> <p>The evaluation criteria, learning objective(s), and/or analysis are not aligned with each other.</p>	<p>The analysis primarily focuses on what students did right OR wrong.</p>	<p>The analysis focuses on what students did right AND wrong, including general differences in whole class/group learning.</p>	<p>The analysis includes patterns of learning for the whole class/group that are consistent with the summary and supported with specific examples from the work samples.</p>	<p>Level 4 plus:</p> <p>The analysis includes patterns of learning for individuals and subgroups supported with specific examples from the work samples.</p>

Assessment Rubrics continued

Rubric 12: Providing Feedback to Guide Further Learning

How does the CTE teacher provide students with specific feedback that addresses their strengths and needs?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Feedback is unrelated to the selected learning objective(s) from the analyzed assessment.</p> <p>OR</p> <p>Feedback contains significant content inaccuracies.</p> <p>OR</p> <p>No descriptive feedback is provided.</p>	<p>Feedback is general and addresses strengths AND/OR needs related to one or more of the selected learning objective(s) from the analyzed assessment.</p>	<p>Feedback is specific and addresses either strengths OR needs related to one or more of the selected learning objective(s) from the analyzed assessment.</p>	<p>Feedback is specific and addresses both strengths AND needs related to one or more of the selected learning objective(s) from the analyzed assessment.</p>	<p>Level 4 plus: Feedback</p> <ul style="list-style-type: none"> • provides a strategy to address an individual learning need OR • makes connections to prior learning or experience to improve learning.

Assessment Rubrics continued

Rubric 13: Student Understanding and Use of Feedback

How did or will the CTE teacher support the focus students to understand and use the feedback to guide their further learning?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Opportunities for understanding or using feedback are not described.</p> <p>OR</p> <p>The CTE teacher provides limited or no feedback to inform focus student learning.</p>	<p>The CTE teacher describes general opportunities to support the focus students to understand OR use feedback.</p>	<p>The CTE teacher explains opportunities to support the focus students to understand OR use feedback related to the learning objective(s).</p>	<p>The CTE teacher explains opportunities to support the focus students to understand AND use feedback related to the learning objective(s).</p>	<p>The CTE teacher explains targeted support for one or both focus students to understand AND use feedback related to the learning objective(s).</p>

Assessment Rubrics continued

Rubric 14: Explaining Students' Use of Workplace Communication to Develop Career and Technical Education Skills

How does the CTE teacher explain and provide evidence of students' use of workplace communication to develop and apply technical, career readiness, and/or academic skills?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The CTE teacher identifies students' communication that is unrelated or superficially related to workplace communication:</p> <ul style="list-style-type: none"> communication skill¹⁰ terminology and/or symbols written, visual, or verbal communication <p>OR</p> <p>The CTE teacher's explanation of students' workplace communication use is not consistent with the evidence submitted.</p>	<p>The CTE teacher describes how students use only one component of workplace communication:</p> <ul style="list-style-type: none"> communication skill, OR terminology and/or symbols, OR written, visual, or verbal communication 	<p>The CTE teacher describes and provides evidence of students' use of</p> <ul style="list-style-type: none"> communication skill AND terminology and/or symbols OR written, visual, or verbal communication. 	<p>The CTE teacher explains and provides evidence of students' use of</p> <ul style="list-style-type: none"> communication skill, AND terminology and/or symbols, AND written, visual, or verbal communication <p>in relation to the learning of technical, career readiness, or academic skills.</p>	<p>Level 4 plus:</p> <p>The CTE teacher's explanation and evidence address the successes and challenges for students with a variety of communication learning needs.</p>

¹⁰ The selected communication skill (e.g., describe, analyze, explain, interpret) is related to the learning task identified in Planning Commentary Prompt 4a.

Assessment Rubrics continued

Rubric 15: Analyzing Teaching Effectiveness

How does the CTE teacher propose changes to the learning segment to improve student learning related to performance on the assessment?

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The CTE teacher proposes changes unrelated to student performance on the assessment.</p> <p>OR</p> <p>Changes are not relevant to the learning objectives assessed.</p>	<p>The CTE teacher proposes changes to instruction that are superficially related to student learning needs (e.g., repeating instruction, pacing, classroom management issues).</p>	<p>The CTE teacher proposes changes that address students' collective learning needs related to performance on the assessment.</p> <p>The CTE teacher provides a vague explanation of how the changes would have improved student learning.</p>	<p>The CTE teacher proposes changes that address students' collective learning needs related to performance on the assessment.</p> <p>The CTE teacher provides a specific explanation of how the changes would have improved student learning.</p>	<p>The CTE teacher proposes changes that address individual and collective learning needs related to performance on the assessment.</p> <p>The CTE teacher provides a specific explanation of how the changes would have improved student learning.</p>

Professional Responsibilities

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

Responsibility	Description
Protect confidentiality	<p>To protect confidentiality, please remove your name and use pseudonyms or general references (e.g., “the district”) for your state, school, district, and mentor. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or institutions. During videorecording, use students’ first names only.</p> <p>To ensure confidentiality of your students and yourself, do not share your video on any publicly accessible platforms or websites (YouTube, Facebook, etc.).</p>
Acquire permissions	<p>Before you record your classroom instruction, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the videorecording.</p> <p>If you are in a preparation or support program, it may provide you with procedures and necessary forms to obtain these permissions, according to agreements with the school or district in which you are teaching.</p> <p>If you are not in a program, you should check with your school/district for videorecording procedures and permission forms. If there is no required permission form, you may refer to the sample forms found on www.edtpa.com.</p> <p>The permission forms are not to be submitted with your materials, but you should follow your program’s policy for retaining them or retain them for 4 years.</p>
Align instruction with standards	<p>As part of the assessment, you will document the alignment of your lesson plans with state, school, industry, or academic content standards that are the target of student learning. Refer to the education agency website for your state to obtain copies of relevant state standards for this assessment.</p>
Follow the guidelines for candidate support at www.edtpa.com	<p>Follow the guidelines for candidate support found at www.edtpa.com as you develop your evidence for edTPA. Although you may seek and receive advice from supervisors, program instructors, or peers during this process, the ultimate responsibility for completing this assessment lies with you. Therefore, when you submit your completed work, you must be able to confirm your adherence with certain statements, such as the following:</p> <ul style="list-style-type: none"> ■ I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment. ■ I have not previously taught this learning segment to the students/class. (This does not include revisiting the same content that students may not have learned.) ■ The video clips submitted for Instruction Task 2 are unedited (continuous) and show me teaching the students/class profiled in the evidence submitted. ■ The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment. ■ I am sole author of the commentaries and other written responses to prompts in this assessment.

Career and Technical Education Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. If you are not affiliated with a teacher preparation program, then follow the instructions for unaffiliated candidates on www.edtpa.com. Your submission must conform to the artifact and commentary specifications for each task. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. **Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements.** If you have materials that must be translated into English as per the edTPA Submission Requirements found on www.edtpa.com, those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

Planning Task 1: Artifacts and Commentary Specifications

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

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Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part D: Planned Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> ■ Submit assessments in 1 file. ■ Within the file, label assessments by corresponding lesson (Lesson 1 Assessments, Lesson 2 Assessments, etc.). ■ Order assessments as they are used in the learning segment.
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	No more than 7 pages of commentary, including prompts	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. ■ Respond to prompts before teaching the learning segment.

Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Video Clips. ¹¹	asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	Running time no more than 20 minutes combined (If the combined running time is less than 3 minutes, the clips will not be scored.)	<ul style="list-style-type: none"> ■ Before you record your video, obtain permission from the parents/guardians of your students and from adults who appear in the video. ■ When naming each clip file, include the number of the lesson shown in the video clip. ■ Clip 1 should show you interacting with the whole class/group (minimum of 4 students) to develop technical skills, career readiness skills, and/or academic concepts in a work-related context (e.g., an interactive lecture or demonstration). ■ Clip 2 should show you interacting with individuals and/or small groups of students as they are completing a work-related task that requires the use of critical thinking or problem solving and the application of technical skills, career readiness skills, and/or academic concepts (e.g., “guided practice”). ■ Make sure your videos adhere to the following requirements: <ul style="list-style-type: none"> ■ A video clip must be continuous and unedited, with no interruption in the events. ■ You and your students must be seen and heard on the video clips you submit. Your face must be shown in at least one clip. ■ If most of the audio in a clip cannot be understood by a scorer, submit another clip. ■ If there are occasional audio portions of a clip that cannot be understood that you want to use as evidence, do one of the following: (1) provide a transcript with time stamps of the inaudible portion and refer to the transcript in your response; (2) embed quotes with time-stamp references in the commentary response; (3) insert captions in the video (captions for this purpose will be considered permissible editing).

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¹¹ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on the www.edtpa.com for the current requirements.

Instruction Task 2: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Video Clips (continued)					<ul style="list-style-type: none"> If you have accidentally included individuals for whom you do not have permission to film in the video clips you plan to submit, you may use software to blur the faces of these individuals. This is not considered editing. Other portions of the submitted video clips, including the classroom, your face, and the faces of individuals for whom you have obtained permission to record, should remain unblurred. Do not include the name of the state, school, or district in your video. Use first names only for all individuals appearing in the video unless this conflicts with school policy.
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 5 pages of commentary, including prompts</p> <p>If needed, no more than 2 additional pages of supporting documentation</p>	<ul style="list-style-type: none"> Use Arial 11-point type. Single space with 1" margins on all sides. <p>IMPORTANT:</p> <ul style="list-style-type: none"> If needed, insert documentation (no more than 2 pages) at the end of the commentary file: <ul style="list-style-type: none"> digital copies of graphics, texts, or images that you or the students are using that are not clearly visible in the video a transcript for occasionally inaudible portions of the video These additional pages do not count toward the commentary page limit. If submitting documentation, include the video clip number, lesson number, and explanatory text (e.g., "Clip 1, lesson 2, text from a whiteboard that is not visible in the video," "Clip 2, lesson 4, transcription of a student response that is inaudible").

Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Student Work Samples. ¹²	<p>For written work samples: .doc; .docx; .odt; .pdf</p> <p>For audio work samples: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video work samples: asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	2	4	<p>No page limit for written work samples</p> <p>No more than 5 minutes total running time per focus student for video or audio</p>	<ul style="list-style-type: none"> ■ Use correction fluid, tape, or a felt-tip marker to mask or remove students' names, your name, and the name of the school before copying/scanning any written work samples. If your students' writing is illegible, write a transcription directly on the work sample. ■ On each written work sample, indicate the student number (Student 1 Work Sample or Student 2 Work Sample) OR Feedback Work Sample for the work sample corresponding to the feedback. ■ If more than one student appears in a video or audio work sample, upload the same work sample separately for each focus student or student receiving feedback who is seen/heard and label appropriately. Describe how to recognize each of the focus students or the student receiving the feedback in the clip and provide the label associated with the clip in prompt 1d of the Assessment Commentary. ■ If a video or audio file exceeds 5 minutes, then edit it to show how well the work sample meets the evaluation criteria. You may use multiple clips in a single file. ■ If a work sample includes both video/audio and text, then submit the text file and video/audio file separately for each focus student. Otherwise, submit either one written OR one video OR one audio work sample for each focus student. ■ When naming each work sample file, include the focus student number. ■ If the work sample is a physical product, submit a digital image inserted into one of the supported file types.

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¹² **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Student Work Samples (continued)					<ul style="list-style-type: none"> If you submit a student work sample as a video or audio clip and comments made by you or the relevant student in the work sample cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary (these pages will not count against the commentary page limit); (2) embed quotes with time-stamp references in the commentary response; or (3) insert captions in the video (captions for this purpose will be considered permissible editing).
Part B: Evidence of Feedback ¹³ And, if included, video evidence of student use of workplace communication	<p>For written feedback not written on the work samples: .doc; .docx; .odt; .pdf</p> <p>For audio feedback: asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p>For video clips (feedback and/or workplace communication use): asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	5	<p>No page limit for written feedback</p> <p>No more than 3 minutes per focus student for video or audio feedback</p> <p>No more than 5 minutes total for video evidence of student workplace communication</p>	<ul style="list-style-type: none"> Document the location of your evidence of feedback in the Assessment Commentary. If feedback is not included as part of the student work samples, submit only 1 file for each focus student—a document, video file, OR audio file—and label the file with the corresponding student number (Student 1 Feedback or Student 2 Feedback). If you submit feedback as a video or audio file or a video for workplace communication (see below) and comments made by you or the focus student cannot be clearly heard, do one of the following: (1) attach a transcription of the inaudible comments (no more than 2 additional pages) to the end of the Assessment Commentary (these pages will not count against the commentary page limit); (2) embed quotes with time-stamp references in the commentary response; or (3) embed captions in the video (captions for this purpose will be considered permissible editing). For Workplace Communication—If you choose to submit a video file of student use of workplace communication, it should be no more than 5 minutes and can consist of multiple clips. You may identify portions of clips provided for Instruction Task 2 or submit one or more entirely new clips.

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¹³ **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on www.edtpa.com for the current requirements.

Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part C: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p>No more than 8 pages of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> ■ no more than 5 additional pages for a blank copy of a written assessment or directions given to students for a performance assessment ■ if necessary, no more than 2 additional total pages of transcription of video/audio evidence for a work sample and feedback, and/or video evidence of workplace communication use 	<ul style="list-style-type: none"> ■ Use Arial 11-point type. ■ Single space with 1" margins on all sides. <p>IMPORTANT: Insert a blank copy of the chosen assessment, including directions/prompts provided to students.</p>
Part D: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

Career and Technical Education Glossary

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

504 plan: Students with 504 plans do not require specialized instruction but do have a disability that requires accommodations to provide access to full participation in the class (e.g., a student in a wheelchair may need the classroom space to be rearranged in order to access materials and move about). The 504 plan identifies supports to be provided and barriers to be removed. Like IEPs, relevant accommodations in a 504 plan are legally required to be provided by the student’s teacher. A classroom teacher should ask a special education teacher or an administrator at their school if any of the students in their class have a 504 plan to identify the required accommodations.

academic concepts: Central concepts from disciplines (e.g., English/language arts, science, art) that are relevant to the technical or career readiness skills being developed and applied in realistic settings or work-related scenarios. Examples include academic concepts and their work-related contexts include line, color, texture (interior decoration; advertising); properties of metals (welding); consideration of audience (resume, job interview). Academic concepts are about the knowledge needed, while the technical or career readiness skills are how you **apply** that knowledge.

aligned: Consistently addressing the same/similar learning objectives for students.

artifacts: Authentic work completed by you and your students including lesson plans, copies of instructional and assessment materials, video clips of your teaching, and student work samples. Artifacts are submitted as part of your evidence.

assessment (formative and summative): “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback [for both students and teachers] to modify teaching and learning activities.”¹⁴ Assessments provide evidence of students’ prior knowledge, thinking, or learning. Teachers use assessments to evaluate what students understand and how they are thinking at a given point in time for the purpose of promoting student learning. Formative assessments are intended to check on students’ developing knowledge and abilities to make sure they are on track to reach learning objectives. They may include such things as teacher questions and student responses during instruction and teacher observations of students as they work or perform as well as quizzes, oral questions of students, out-of-school assignments, journals, and progress checks on projects and performance tasks. Formative assessment can either focus on practice tasks similar to the final task or on intermediate knowledge and skills needed to reach more long-term learning goals. Summative assessments provide evidence of students’ knowledge and skills at a time when it is expected that most will have met the learning goals.

¹⁴ Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

assets (knowledge of students):

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

CTE teachers use student assets to help students learn, e.g., by using familiar contexts or analogies to common experiences or by asking students to share their work outside of school/in the community or hobbies related to the career cluster to facilitate other students' learning.

career exploration: Courses that address general career and technical education knowledge and skills that cut across career areas, e.g., researching careers that match a student's interests and skills they'd like to develop or explore further, writing resumes, interviewing for jobs, developing financial literacy skills related to being prepared for work like balancing a bank account.

career readiness skills: Skills for employment that are applicable to most careers. They include interpersonal skills, personal qualities (e.g., self-discipline, flexibility, ability to work independently), resource management (time, money, materials, personnel), information use, communication skills, technology use, systems thinking, generalized critical thinking skills, and applied general academic skills such as use of grammar or critical thinking.¹⁵

central focus: The central focus is an overarching idea, topic, theme, or performance task you use to teach the important skills and core concepts that you want students to develop and apply within the learning segment. The central focus should align with standards and learning objectives, and address the CTE components in the learning segment (development and application of technical skills, career readiness skills, and/or academic concepts in a work-related context). Examples of a central focus might be editing the color in a film, designing an exhibition building for the school, producing a part to specifications, applying design concepts (space, line, color, texture) to design a room décor, using factors affecting germination to develop a plan for tending particular kinds of plants in a greenhouse, researching career clusters that match one's interests, or writing a resume for a student-selected job or occupation.

commentary: Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written responses to questions to explain the reasoning behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your students' learning. Commentaries are

¹⁵ Based on the U.S. Department of Education, Office of Career, Technical, and Adult Education Employability Framework at https://s3.amazonaws.com/PCRN/docs/Employability_Skills_Framework_OnePager_20180212.pdf

submitted on templates, which are available either from a program with which you are affiliated or, for unaffiliated CTE teachers, from www.edtpa.com.

consecutive lessons: Lessons that continue CTE instruction from the previous lesson. If a lesson in a sequence does not take place the next school day after the previous lesson—for example, due to an assembly, state testing, instruction on an unrelated topic, or block scheduling—then the next lesson that continues the instruction is the next lesson in the sequence.

engaging students in learning: Using teaching and motivational strategies that actively involve students in learning tasks that increase their knowledge, skills, and abilities related to specific learning objectives. Engagement in learning contrasts with student participation in learning tasks that do not increase student learning because they are not well designed and/or implemented.

evaluation criteria: Performance indicators or dimensions that are used to assess evidence of student learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the student's degree of success on an assessment. Evaluation criteria can be represented in various ways, such as

- a rubric,
- a point system for different levels of performance, or
- rules for awarding full versus partial credit.

Evaluation criteria may examine such things as correctness/accuracy, cognitive complexity, innovation or craftsmanship, or quality of problem-solving strategies.

evidence: Consists of artifacts and commentaries. **Artifacts** document how you planned and implemented instruction. **Commentaries** explain your plans and what is seen in the videos or examine what you learned about your teaching practice and your students' learning. Evidence should demonstrate your ability to

- design lesson plans with instructional supports that deepen student learning,
- use knowledge of your students to inform instruction,
- foster a positive learning environment that promotes student learning,
- monitor and assess student progress toward learning objectives, and
- analyze your teaching effectiveness.

Your evidence must be submitted electronically using the Pearson ePortfolio System or a similar approved system used by the program with which you are affiliated.

IEP: Individualized Education Plan. Students with an identified disability have an Individualized Education Plan (IEP) that includes individualized learning goals and objectives as well as supports that are legally required to be provided to the student. IEPs are typically developed by a committee that includes a special educator, one or more teachers, and the parents/guardians. Not all of the IEP may be relevant to every class; for example, if the learning segment does not require reading, the goals and modifications and/or accommodations for reading are not relevant. A classroom teacher should ask a special education teacher or an administrator at their school if any of the students in their class have an IEP and identify the relevant learning goals and required supports for each student with an IEP.

learning environment: The physical and emotional context that you design, establish, and maintain throughout the learning segment. The learning environment should provide a positive and productive learning experience for students.

learning objectives: Student learning outcomes to be achieved by the end of the lesson or learning segment.

learning segment: A set of 3–5 lessons that build one upon another toward a central focus, with a clearly defined beginning and end. For lessons occurring in a large block of time, it is 3–5 hours of lessons.

learning task: Includes activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to one or more specific learning objectives. Learning tasks may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. Examples of learning tasks include

- interpreting a simulated data sheet,
- diagnosing and fixing a car problem,
- applying a protocol to shave a patient prior to surgery, and
- applying search terms to efficiently find educational requirements for a career cluster on the Internet.

patterns of learning: What individuals or groups generally understood and what a number of students were still struggling to understand. Quantitative patterns indicate how many students displayed the same understanding or struggled based on the assessment (e.g., 10 out of 15 students or 20% of the students). Qualitative patterns include descriptions of understandings, misunderstandings, and/or partial understandings that could explain the quantitative patterns (e.g., “given that most students were able to . . . it seems that they understand . . .” or “this group of students makes [a type of error], which suggests that they do not understand . . .”).

prerequisite skills: Skills needed to accomplish the planned learning tasks that most students are expected to bring to the learning segment. Prerequisite skills form the foundation on which new learning is to be developed. Students who have not learned these skills will need special support during the learning segment to develop them as they are learning the new skills.

prior learning: Includes

- what students have previously learned (not just been exposed to, but learned) in the course or in previous courses,
- skills they have developed in school or through work or hobbies outside of school, and
- experiences they are familiar with that they can use to understand content or apply skills.

The prior learning must be relevant to the learning objectives for the learning segment. Examples include

- knowing how to order fractions to increase or decrease the size of a part,
- experience with successfully growing plants outside of school, or

- knowledge of how to use personal protective equipment and basic precautions to protect against infectious diseases.

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

reasoning [for teaching decisions]: The principle or justification for a planning, instructional, or assessment choice or decision made by the CTE teacher or why the choice or decision is appropriate for these students at this point in time.

respect: Positive regard for the ideas, feelings, experiences, or traditions of students, and specific actions and conduct representative of that regard. Even though student ideas may be incorrect or feelings may not be functional for the individual or group, respect means that they are treated as opportunities for learning. Note that respectful actions and conduct are culturally defined and may be context dependent (e.g., looking someone in the eye when speaking to them is respectful in some cultures and disrespectful in others).

rubrics: Specific evaluation criteria used to indicate understanding and/or performance at increasing levels of accomplishment. For example, rubrics are used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, representing the knowledge and skills of a novice CTE teacher not yet meeting teaching standards n (Level 1) to the advanced practices of a highly accomplished beginner (Level 5).

supports for learning: Teaching strategies, learning tasks, and resources that are deliberately selected or designed to facilitate student learning of standards or learning objectives. Supports are intended to provide every student, regardless of previous learning or experience, an opportunity to accomplish rigorous learning objectives and demonstrate their learning. Some supports for learning will be general for most or all of the class, and some will be particular to specific student needs, e.g., English learners for understanding and using workplace communication in English, students who need to develop prerequisite skills as well as the skills targeted in the learning segment, students who need an alternative to written text, alternate ways for students needing specific accommodations or assistive technology to demonstrate the learning.

Example of supports for learning include:

- **Teaching strategies:** Modeling with explanations of what is important to pay attention to, pulling students with a similar need into a small group for additional instruction.
- **Learning tasks and resources:** Resources include industry standards for a product or process, flow charts to sequence steps and illustrate how one step leads to another, contrasting materials selected to illustrate different approaches or effects, workplace scenarios to practice making important decisions, posters with new terminology and symbols illustrated by examples or pictures.

technical skills: Practical knowledge needed to perform work-specific tasks or processes. The skills can be specialized or general. Examples of specialized technical skills include choosing and interpreting diagnostic tests on an engine to fix a problem, a technique for washing hands to prevent transmission of germs, following proper procedures for installing a roof that will prevent future problems. Specific technical skills are often required for certification in a career pathway or OSHA certification. Examples of general technical skills

include drafting a resume for a specific job or occupation, using a search engine to gather information about careers from the Internet, and using important distinctions to compare characteristics and requirements of different careers.

variety of learners: Students in your class/group who may require different strategies or support. These students include but are not limited to students with IEPs or 504 plans; English language learners; struggling readers; underperforming students or those with gaps in technical, professional, or academic knowledge; and/or gifted students.

workplace communication: Has several components, including **workplace communication skills, terminology/symbols, and written, visual, or verbal communication**, that students need to understand and use to be successful in a workplace environment. Students must understand and use workplace communication to express their knowledge of technical skills, career readiness skills, and academic concepts necessary in work-related contexts. They also need to be able to speak, write, read, and create visuals/products in an organized manner while accurately using the terminology, symbols, and other knowledge related to products and services in the specific CTE career field. For more examples, see the Career and Technical Education Workplace Communication Handout.

- **workplace communication skill:** In the workplace and the CTE classroom, students communicate for different reasons using workplace communication skills, which are often identified by the active verbs within the learning objectives. Examples include the need to “explain” something to a client; “evaluate” their peer’s work; or “describe” how they approach a problem to an employer. This communication skill influences the rest of the components of communication students will use, including the terminology or symbols to be included, and the verbal, written, and visual modes of communication that will need to be called upon as they explain, evaluate, or describe.
- **terminology/symbols:** The technical vocabulary and/or symbols that students need to use to clearly communicate with employers, supervisors, co-workers, or clients.
- **written, visual, or verbal communication:** Forms, formats, protocols, and conventions for communicating within the workplace or about career exploration that help organize the communication. This includes how students need to speak, what they will need to write and read, and visual/media text they will need to create, understand, or complete. For example:
 - Verbal communication: presenting to clients, discussing ideas and solving problems with co-workers, or interviewing with potential employers
 - Written and visual communication: writing reports or invoices; sketching designs/blueprints/storyboards; creating physical or electronic graphs, graphics, and visually based presentations
 - Reading: accessing information in technical manuals or information from Internet searches; interpreting graphics, diagrams/blueprints, maps, or media texts
- **supports for workplace communication:** The scaffolds, representations, and teaching strategies teachers use or provide to **support** students in understanding and authentically using workplace communication as they engage in the identified task. The supports planned within the lessons in edTPA should directly support students to understand and use each component of workplace communication (workplace communication skill; terminology and/or symbols; and written, visual, or

verbal communication) to deepen student development and application of the technical skills, career readiness skills, and academic concepts.

work-related: There is an explicit relationship between technical, professional, and/or academic skills and meaningful workplace practices, authentic work decisions, or career choice.

- **work-related context:** An actual or simulated situation relevant to a workplace or career. Examples include apprenticeships, working in simulated workplaces with authentic equipment, using protocols from a particular career pathway, problem-solving situations requiring management or the application of technical skills particular to a career pathway, or career exploration.
- **work-related task:** Tasks that include actual or simulated processes, interactions, audiences, or decision-making contexts that are found in a workplace or in career exploration. These include tasks where students:
 - use materials and resources (protocols, forms, documents, software, machinery, tools, etc.),
 - respond to scenarios or sets of scenarios that present decision-making contexts, and/or
 - interact with real or simulated role groups in the work-related context, e.g., clients, potential employers, co-workers, supervisors, etc.