NIET		edTPA	
Designing and Planning Instruction 1. Instructional Plans 2. Student Work 3. Assessment	The Learning Environment 1. Expectations 2. Managing Student Behavior 3. Environment 4. Respectful Culture	Planning 1. Planning for Content Understandings 2. Planning to Support Varied Learners' Needs 3. Using Knowledge of Students to Inform Teaching and Learning 4. Identifying and Supporting Language Demands 5. Planning Assessments to Monitor and Support Student Learning	Instruction 1. Learning Environment 2. Engaging Students in Learning 3. Deepening Student Learning 4. Subject-Specific Pedagogy 5. Analyzing Teaching Effectiveness
Instruction 1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving		Assessment 1. Analysis of Student Learning 2. Providing Feedback to Guide Learning 3. Student Use of Feedback 4. Analyzing Students' Language Use and Content Learning 5. Using Assessment to Inform Instruction	

edTPA Rubric Alignment with NIET Rubric – Overview

edTPA Rubric	Description	NIET Rubric Indicator
Planning		
Planning for Content Understandings	Candidate's plans consistently align standards, objectives, instructional strategies and learning tasks to address concepts and subject-specific elements, including thinking skills, in a progression that builds understanding.	• Designing and Planning – Instructional Plans • Instruction – Standards and Objectives • Instruction – Teacher Content Knowledge
Planning to Support Varied Learners' Needs	Planned supports are tied to learning objectives or central focus with attention to characteristics of the whole class, specific individuals, or groups with similar needs, AND students with IEPs and 504 plans.	• Designing and Planning – Instructional Plans • Instruction – Motivating Students
Using Knowledge of Students to Inform Teaching and Learning	Candidate justifies why learning tasks (or adaptations) are appropriate using examples of students' personal/cultural/community assets and makes connections to research and/or theory about learning development.	• Designing and Planning – Instructional Plans • Instruction – Teacher Knowledge of Students
Identifying and Supporting Language Demands	Candidate identifies language demand(s) (i.e. language function, vocabulary, discourse, and/or syntax) associated with a learning task. Plans include general support for use of at least two language demands. Includes support for students at different levels of language learning.	• Instruction - Teacher Knowledge of Students • Instruction – Presenting Instructional Content • Designing and Planning – Instructional Plans
Planning Assessments to Monitor and Support Student Learning	Candidate plans for assessment(s) that provide evidence to monitor students' understanding of related subject-specific concepts, learning elements, and/or skill sets. Includes adaptations required by IEPs or 504 plans.	• Designing and Planning – Assessment • Designing and Planning – Instructional Plans • Instruction – Standards and Objectives
Instruction		
Learning Environment	Candidate demonstrates respect for and rapport with students, providing a positive and challenging learning environment that allows varied perspectives.	• The Learning Environment – Classroom Environment • The Learning Environment – Managing Student Behavior • The Learning Environment – Respectful Culture
Engaging Students in Learning	Students are engaged in meaningful learning tasks that develop and deepen specific-subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.	• Instruction – Motivating Students • Instruction – Teacher Knowledge of Students • Instruction – Standards and Objectives • Instruction – Activities and Materials • The Learning Environment – Respectful Culture
Deepening Student	Candidate elicits and builds on students' responses to promote thinking and	• Instruction – Academic Feedback

Learning	develop content understanding while facilitating student interactions toward self- evaluation.	• Instruction – Thinking • Instruction – Problem Solving • Instruction – Motivating Students • Instruction – Questioning • Instruction - Teacher Knowledge of Students
Subject-Specific Pedagogy	Candidate uses core or signature subject-specific strategies to develop and deepen student understanding and knowledge.	• Instruction – Teacher Content Knowledge
Analyzing Teaching Effectiveness	Candidate examines the impact of teaching on learning. Changes in practices are justified with evidence to better address learners' needs, and are connected to research and/or theory.	• Instruction – Presenting Instructional Content • The Learning Environment – Managing Expectations
Assessment		
Analysis of Student Learning	Candidate's analysis of student learning focuses on strengths and needs of students supported by evidence from the work samples and a summary of performance across the class. Analysis includes differences and/or patterns of whole class learning.	• Designing and Planning – Student Work • Instruction – Teacher Knowledge of Students • Instruction – Grouping Students
Providing Feedback to Guide Learning	Candidate provides feedback that is accurate and focuses on errors and/or strengths related to specific learning.	• Instruction – Academic Feedback
Student Use of Feedback	Candidate explains how s/he will support focus students to use feedback to deepen understandings and skills related to learning objectives.	• Instruction – Academic Feedback
Analyzing Students' Language Use and Content Learning	Candidate explains and provides evidence of students' use of the language function and other language demands (vocabulary, discourse, syntax) to support the development of content understandings.	• Instruction – Academic Feedback
Using Assessment to Inform Instruction	Candidate plans next steps for instruction that improves student learning and justifies the next steps based on student needs as reflected in performance on an assessment as well as theory/research.	• Designing and Planning - Assessment

edTPA Rubric Alignment with NIET Rubric – Detailed

Indicator	NIET Rubric Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	edTPA Rubric Matching Indicators	Description
Designing and Planning Instruction			

Instructional Plans	Instructional plans include:
	• **_measurable and explicit_** goals aligned to state or national content standards.
	• activities, materials, and assessments that:
	   ○ are aligned to state or national standards.
	   ○ are sequenced from basic to complex.
	   ○ build on prior student knowledge **_are relevant to students' lives, and integrate other disciplines._**
	   ○ provide appropriate time for student work, **_student reflection,_** and lesson and unit closure.
	• evidence that plan is appropriate for the age, knowledge, and interests of most learners .
	• evidence that the plan provides some opportunities to accommodate individual student needs.
		Planning - Planning for Content Understandings	Candidate's plans consistently align standards, objectives, instructional strategies and learning tasks to address concepts and subject-specific elements, including thinking skills, in a progression that builds understanding.

		Planning - Planning to Support Varied Learners' Needs	Planned supports are tied to learning objectives or central focus with attention to characteristics of the whole class, specific individuals, or groups with similar needs, AND students with IEPs and 504 plans.
		Planning – Using Knowledge of Students to Inform Teaching and Learning	Candidate justifies why learning tasks (or adaptations) are appropriate using examples of students' personal/cultural/community assets and makes connections to research and/or theory about learning development.
		Planning - Identifying and Supporting Language Demands	Candidate identifies language demand(s) (i.e. language function, vocabulary, discourse, and/or syntax) associated with a learning task. Plans include general support for use of at least two language demands. Includes support for students at different levels of language learning.
		Planning - Planning Assessments to Monitor and Support Student Learning	Candidate plans for assessment(s) that provide evidence to monitor students' understanding of related subject-specific concepts, learning elements, and/or skill sets. Includes adaptations required by IEPs or 504 plans.

	Designing and Planning Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric Matching Indicators**	**Description**
Student Work	Assignments require students to: • *(Organize)* interpret *(analyze, synthesize and evaluate)* information rather than reproduce it. • draw conclusions *(make generalizations, and produce arguments that are)* and support them through *(extended)*writing. • connect what they are learning to *(experiences, observations, feelings or situations significant in their daily lives both inside and outside of school)*prior learning and some life experiences.	Assessment - Analysis of Student Learning	Candidate's analysis of student learning focuses on strengths and needs of students supported by evidence from the work samples and a summary of performance across the class. Analysis includes differences and/or patterns of whole class learning.
Assessment	Assessment Plans: • are aligned with state or national content standards; • have *clear* measurement criteria; • measure student performance in more than *(three)* two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks and; • include performance checks throughout the school year. • *are portfolio-based with clear illustrations of student progress toward state content standards and;* • *include descriptions of how assessment results will be used to inform future instruction.*	Planning - Planning Assessments to Monitor and Support Student Learning	Candidate plans for assessment(s) that provide evidence to monitor students' understanding of related subject-specific concepts, learning elements, and/or skill sets. Includes adaptations required by IEPs or 504 plans.
		Assessment - Using Assessment to Inform Instruction	Candidate plans next steps for instruction that improves student learning and justifies the next steps based on student needs as reflected in performance on an assessment as well as theory/research.

The Learning Environment			
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric Matching Indicators**	**Description**
Managing Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where *(all)* most students can experience success. • Students *(take initiative and follow through with their own work.)* complete their work according to teacher expectations. • *Teacher optimizes instructional time, teaches more material, and demands better performance from every student.*	Instruction – Analyzing Teaching Effectiveness	Candidate examines the impact of teaching on learning. Changes in practices are justified with evidence to better address learners' needs, and are connected to research and/or theory.
Managing Student Behavior	• Students are *(consistently)* mostly well- behaved and on task, some minor learning disruptions may occur. • Teacher candidate establishes *(clear)* rules for learning and behavior. • The teacher candidate uses *(several)* some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher candidate overlooks some inconsequential behavior *(exemplar descriptor stops here)*, but other times addresses it, stopping the lesson. • The teacher candidate deals with students who have caused disruptions, *(exemplar descriptor stops here)* yet sometimes he or she addresses the entire class. • *The teacher candidate attends to disruptions quickly and firmly.*	Instruction – Learning Environment	Candidate demonstrates respect for and rapport with students, providing a positive and challenging learning environment that allows varied perspectives.

	The Learning Environment Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Classroom Environment	The classroom • welcomes *(all)* most members and guests. • is organized and understandable to *(all)* most students. • supplies, equipment, and resources are *(easily and readily)* accessible. • displays student work *(that frequently changes)*. • is arranged to promote individual and group learning.	Instruction – Learning Environment	Candidate demonstrates respect for and rapport with students, providing a positive and challenging learning environment that allows varied perspectives.
Respectful Culture	• Teacher candidate interactions with students are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • *Teacher candidate interactions with students demonstrate caring and respect for one another.* • Students exhibit respect for *(one another)* the teacher candidate and are generally polite to each other. • Teacher candidate *(seeks out and)* is sometimes receptive to the interests and opinions of students. • *Positive relationships and interdependence characterize the classroom.*	Instruction – Learning Environment	Candidate demonstrates respect for and rapport with students, providing a positive and challenging learning environment that allows varied perspectives.
		Instruction - Engaging Students in Learning	Students are engaged in meaningful learning tasks that develop and deepen specific-subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.

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Instruction			
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Standards and Objectives	• *(All)* Most learning objectives and state or national content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are *(consistently)* connected to what students have previously learned, *known from life experiences, and integrated with other disciplines.* • Expectations for student performance are clear, *demanding and high.* • State or national standards are displayed *and referenced throughout the lesson.* • There is evidence that most students demonstrate mastery of the objective.	Planning - Planning for Content Understandings	Candidate's plans consistently align standards, objectives, instructional strategies and learning tasks to address concepts and subject-specific elements, including thinking skills, in a progression that builds understanding.
		Planning - Planning Assessments to Monitor and Support Student Learning	Candidate plans for assessment(s) that provide evidence to monitor students' understanding of related subject-specific concepts, learning elements, and/or skill sets. Includes adaptations required by IEPs or 504 plans.
		Instruction - Engaging Students in Learning	Students are engaged in meaningful learning tasks that develop and deepen specific-subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.

Instruction Continued			
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Motivating Students	• The teacher *(consistently)* sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher *consistently)* sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher *(regularly)* sometimes reinforces and rewards effort.	Planning - Planning to Support Varied Learners' Needs	Planned supports are tied to learning objectives or central focus with attention to characteristics of the whole class, specific individuals, or groups with similar needs, AND students with IEPs and 504 plans.
		Instruction - Engaging Students in Learning	Students are engaged in meaningful learning tasks that develop and deepen specific-subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.
		Instruction – Deepening Student Learning	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self- evaluation.
Presenting Instructional Content	Presentation of content *(always)* most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; • examples, illustrations, analogies, and labels for new concepts and ideas; • modeling by the teacher candidate to demonstrate his or her performance expectations; • concise communication; • logical sequencing and segmenting; • all essential information and; • no irrelevant, confusing, or nonessential information.	Planning – Identifying and Supporting Language Demands	Candidate identifies language demand(s) (i.e. language function, vocabulary, discourse, and/or syntax) associated with a learning task. Plans include general support for use of at least two language demands. Includes support for students at different levels of language learning.
		Instruction – Analyzing Teaching Effectiveness	Candidate examines the impact of teaching on learning. Changes in practices are justified with evidence to better address learners' needs, and are connected to research and/or theory.

	Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Lesson Structure and Pacing	• *(All)* Most observed lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and, *end and time for reflection.* • Pacing is *(brisk)* appropriate and sometimes provides *(many)* opportunities for students who progress at different learning rates. • Routines for distributing materials are *(seamless)* efficient. • *(No)* Little instructional time is lost during transitions.	N/A	N/A
Activities and Materials	Activities and materials include *(all)* most of the following: • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher candidate-made materials, manipulatives, resources from museums, cultural centers, etc.). • *In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.*	Instruction – Engaging Students in Learning	Students are engaged in meaningful learning tasks that develop and deepen specific-subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.

Instruction Continued			
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Questioning	Teacher candidate questions are varied and high quality, providing *(a balanced mix of)* for some, but not all, question types such as: ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. • Questions are *(consistently)* usually purposeful and coherent. • A *(high)* moderate frequency of questions asked. • Questions are *(consistently)* sometimes sequenced with attention to the instructional goals. • Questions *(regularly)* sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time *(3 – 5 seconds)* is *(consistently)* sometimes provided. • The teacher calls on volunteers and no volunteers, and a balance of students based on ability and sex. • *Students generate questions that lead to further inquiry and self-directed learning.*	Instruction – Deepening Student Learning	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self- evaluation.

	Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Academic Feedback	• Oral and written feedback is *(consistently)* mostly academically focused, frequent, and mostly high quality. • Feedback is *(frequently)* sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work *(to prompt student thinking, assess the progress of each student, and provide individual feedback).* • *(Verbal and non-verbal)* Feedback from students is sometimes used to monitor and adjust instruction. • *Teacher engages students in giving specific and high-quality feedback to one another.*	Instruction – Deepening Student Learning	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self- evaluation.
		Assessment – Providing Feedback to Guide Learning	Candidate provides feedback that is accurate and focuses on errors and/or strengths related to specific learning.
		Assessment – Student Use of Feedback	Candidate explains how s/he will support focus students to use feedback to deepen understandings and skills related to learning objectives.
		Assessment – Analyzing Students' Language Use and Content Learning	Candidate explains and provides evidence of students' use of the language function and other language demands (vocabulary, discourse, syntax) to support the development of content understandings.

	Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) *(consistently)* adequately enhance student understanding and learning efficiency. • *(All)* Most students in groups know their roles, responsibilities, and group work expectations. • *(All)* Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) *(to best accomplish)* to most of the time accomplish the goals of the lesson. • ***Instructional groups, facilitates opportunities for students to set goals, reflection, and evaluate their learning.***	Assessment – Analysis of Student Learning	Candidate's analysis of student learning focuses on strengths and needs of students supported by evidence from the work samples and a summary of performance across the class. Analysis includes differences and/or patterns of whole class learning.
Teacher Content Knowledge	• Teacher displays *(extensive)* accurate content knowledge of all the subjects he or she teaches. • Teacher *(regularly)* sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher *(regularly)* sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • ***Limited content is taught in sufficient depth to allow for the development of understanding.***	Planning – Planning for Content Understandings	Candidate's plans consistently align standards, objectives, instructional strategies and learning tasks to address concepts and subject-specific elements, including thinking skills, in a progression that builds understanding.
		Instruction – Subject-Specific Pedagogy	Candidate uses core or signature subject-specific strategies to develop and deepen student understanding and knowledge.

	Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric Matching Indicators**	**Description**
Teacher Knowledge of Students	• Teacher displays understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher *(regularly)* sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	Planning – Using Knowledge of Students to Inform Teaching and Learning	Candidate justifies why learning tasks (or adaptations) are appropriate using examples of students' personal/cultural/community assets and makes connections to research and/or theory about learning development.
		Planning – Identifying and Supporting Language Demands	Candidate identifies language demand(s) (i.e. language function, vocabulary, discourse, and/or syntax) associated with a learning task. Plans include general support for use of at least two language demands. Includes support for students at different levels of language learning.
		Instruction – Deepening Student Learning	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self- evaluation.
		Instruction – Engaging Students in Learning	Students are engaged in meaningful learning tasks that develop and deepen specific-subject matter content understanding. The candidate links students' prior learning with new learning and new learning with students' personal, cultural, or community assets.
		Assessment - Analysis of Student Learning	Candidate's analysis of student learning focuses on strengths and needs of students supported by evidence from the work samples and a summary of performance across the class. Analysis includes differences and/or patterns of whole class learning.

		Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:		**edTPA Rubric Matching Indicators**	**Description**
Thinking	Over the course of multiple observations, the teacher candidate consistently and thoroughly teaches *(two)* two types of thinking such as: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher *(consistently)* sometimes provides opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. • *monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.*		Instruction – Deepening Student Learning	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self- evaluation.

	Instruction Continued		
Indicator	**NIET Rubric** Descriptors of Exemplary (4 are in blue text) and Proficient (3) ratings are below for reference:	**edTPA Rubric** **Matching Indicators**	**Description**
Problem Solving	Over the course of multiple observations the teacher candidate implements activities that teach and reinforce *(6)* 4 or more of the following problem-solving types. • Abstraction • Categorization • Drawing Conclusions or Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant or Irrelevant Information • Generating Ideas • Creating and Designing	Instruction – Deepening Student Learning	Candidate elicits and builds on students' responses to promote thinking and develop content understanding while facilitating student interactions toward self- evaluation.