

## High-Leverage Practice and edTPA Rubric Crosswalk

This crosswalk is designed for teacher preparation programs to help support teacher candidates on the edTPA teacher portfolio using High Leverage Practices materials from the Collaboration for Effective Educator Development, Accountability and Reform Center (CEEDAR) and the Council for Exceptional Children (CEC). Specifically, the authors of the crosswalk have found that the high leverage practices can support candidates identify, select, and justify evidence and research-based supports for edTPA.

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High Leverage Practices in Special Education	edTPA Special Education Rubric
Collaborate with families to support student learning and secure needed services (HLP 3)	Learning Environment (edTPA Rubric 6)
Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs (HLP 4)	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Justification of Instruction and Support (edTPA Rubric 3)
	Planning Assessments to Monitor and Support Learning (edTPA Rubric 5)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
	Analyzing the Focus Learner's Performance (edTPA Rubric 11)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
	Learner Understanding and Use of Feedback (edTPA Rubric 13)
	Using Assessment to Inform Instruction (edTPA Rubric 15)
Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (HLP 5)	Planning for Alignment and Development of Knowledge and Skills (edTPA Rubric 1)
	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Planning Assessments to Monitor and Support Learning (edTPA Rubric 5)
	Deepening Learning (edTPA Rubric 8)

	Analyzing the Focus Learner's Performance (edTPA Rubric 11)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
	Learner Understanding and Use of Feedback (edTPA Rubric 13)
	Using Assessment to Inform Instruction (edTPA Rubric 15)
Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (HLP 6)	Deepening Learning (edTPA Rubric 8)
	Supporting Teaching and Learning (edTPA Rubric 9)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
	Analyzing the Focus Learner's Performance (edTPA Rubric 11)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
	Learner Understanding and Use of Feedback (edTPA Rubric 13)
Establish a consistent, organized, and respectful learning environment (HLP 7)	Using Assessment to Inform Instruction (edTPA Rubric 15)
	Learning Environment (edTPA Rubric 6)
Provide positive and constructive feedback to guide students' learning and behavior (HLP 8)	Engaging the Focus Learner (edTPA Rubric 7)
	Engaging the Focus Learner (edTPA Rubric 7)
	Deepening Learning (edTPA Rubric 8)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
Identify and prioritize long- and short-term learning goals (HLP 11)	Learner Understanding and Use of Feedback (edTPA Rubric 13)
	Planning for Alignment and Development of Knowledge and Skills (edTPA Rubric 1)
	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Supporting the Focus Learner's Use of Expressive / Receptive Communication (edTPA Rubric 4)

	Planning Assessments to Monitor and Support Learning (edTPA Rubric 5)
	Deepening Learning (edTPA Rubric 8)
	Supporting Teaching and Learning (edTPA Rubric 9)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
	Analyzing the Focus Learner's Performance (edTPA Rubric 11)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
	Learner Understanding and Use of Feedback (edTPA Rubric 13)
	Explaining the Focus Learner's Use of Communication (Rubric 14)
	Using Assessment to Inform Instruction (edTPA Rubric 15)
Systematically design instruction toward a specific learning goal (HLP 12)	Planning for Alignment and Development of Knowledge and Skills (edTPA Rubric 1)
	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Supporting the Focus Learner's Use of Expressive / Receptive Communication (edTPA Rubric 4)
	Engaging the Focus Learner (edTPA Rubric 7)
	Deepening Learning (edTPA Rubric 8)
	Supporting Teaching and Learning (edTPA Rubric 9)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
	Learner Understanding and Use of Feedback (edTPA Rubric 13)
Using Assessment to Inform Instruction (edTPA Rubric 15)	
Adapt curriculum tasks and materials for specific learning goals (HLP 13)	Planning for Alignment and Development of Knowledge and Skills (edTPA Rubric 1)

	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Justification of Instruction and Support (edTPA Rubric 3)
	Supporting the Focus Learner's Use of Expressive / Receptive Communication (edTPA Rubric 4)
	Supporting Teaching and Learning (edTPA Rubric 9)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
	Analyzing the Focus Learner's Performance (edTPA Rubric 11)
	Explaining the Focus Learner's Use of Communication (Rubric 14)
	Using Assessment to Inform Instruction (edTPA Rubric 15)
Teach cognitive and metacognitive strategies to support learning and independence (HLP 14)	Planning for Alignment and Development of Knowledge and Skills (edTPA Rubric 1)
	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Justification of Instruction and Support (edTPA Rubric 3)
	Planning Assessments to Monitor and Support Learning (edTPA Rubric 5)
	Learning Environment (edTPA Rubric 6)
	Engaging the Focus Learning (edTPA 7)
	Deepening Learning (edTPA Rubric 8)
	Supporting Teaching and Learning (edTPA Rubric 9)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
Learner Understanding and Use of Feedback (edTPA Rubric 13)	
Use strategies to promote active student engagement (HLP 18)	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
	Supporting the Focus Learner's Use of Expressive / Receptive Communication (edTPA Rubric 4)

	Planning Assessments to Monitor and Support Learning (edTPA Rubric 5)
	Engaging the Focus Learning (edTPA Rubric 7)
	Deepening Learning (edTPA Rubric 8)
	Explaining the Focus Learner's Use of Communication (Rubric 14)
Provide intensive instruction (HLP 20)	Planning Challenge and Support for the Focus Learner (edTPA Rubric 2)
Teach students to maintain and generalize new learning across time and settings (HLP 21)	Planning for Alignment and Development of Knowledge and Skills (edTPA Rubric 1)
	Justification of Instruction and Support (edTPA Rubric 3)
	Supporting the Focus Learner's Use of Expressive / Receptive Communication (edTPA Rubric 4)
	Analyzing Teaching Effectiveness (edTPA Rubric 10)
	Explaining the Focus Learner's Use of Communication (Rubric 14)
Provide positive and constructive feedback to guide students' learning and behavior (HLP 22)	Deepening Learning (edTPA Rubric 8)
	Using Feedback to Guide Further Learning (edTPA Rubric 12)
	Learner Understanding and Use of Feedback (edTPA Rubric 13)

\*HLP 15, 16, and 17 are effective high leverage instructional practices; however, edTPA does not require that teacher candidates use these specific strategies.

Resources:

Stanford Center for Assessment, Learning, and Equity (2019). edTPA Special Education Assessment Handbook

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. Retrieved from: <http://cedar.education.ufl.edu/portfolio/ccsc-2017-high-leverage-practices/>