

Tk20 User Guide for Students

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TK20 is the assessment and accreditation database for Clinical I and II intern information, including Clinical I and Clinical II Assessments. This guide will walk you through how to navigate the system.

Best Practices:

- Use the most recent version of your Internet browser. Recommended browsers:
 - Google Chrome, Firefox, and Safari
- DO NOT use the browser back button
 - Instead navigate using the “back” options
- DO NOT sign into Tk20 using multiple browser windows
- Wait until a page fully loads before taking a subsequent action
 - Always sign out of Tk20 before closing browser window.

I. Signing In and Signing Out

As students when signing in to Tk20 you will go through the Nest portal. After you enter your username and password you will be directed to another page where you can click on the Tk20 Assessment link.



Newly accepted applicants who have not claimed their NetID: enter your CUID (the eight-digit number without the letter "M") and PIN below.

Former students who would like to make an official transcript request: visit the [Red Hawk Central site](#) for instructions.

Login

User Name What's This?

Password What's This?

[Sign In](#)

To manage your University NetID account, please visit the: [University NetID Account Form](#)
[Forgot Your PIN?](#)

Questions or concerns? Please email nest@mail.montclair.edu or contact the IT Service Desk at 973-655-7971.



Announcements

You currently have no announcements.

Show Hidden

Advising Appointments

Schedule an appointment with your advisor through [Navigate](#).

Tk20 Comprehensive Assessment System

[Tk20 Comprehensive Assessment System](#)

Employee Resources

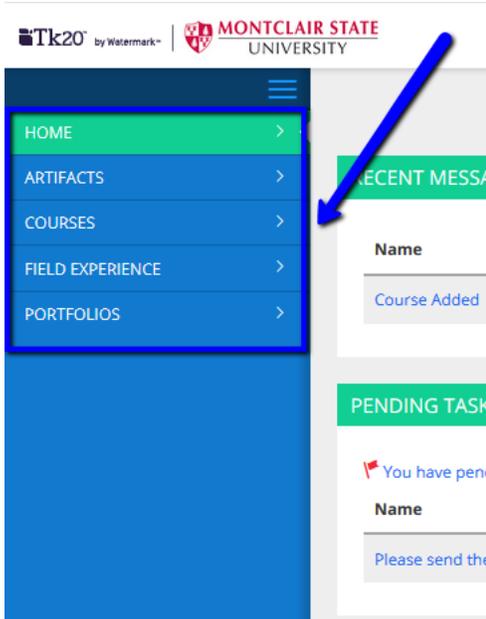
Over the coming weeks we will be adding additional functionality for Faculty and Staff.

You will now be on your homepage. On the homepage you will see recent messages, pending task, news and program transition points.

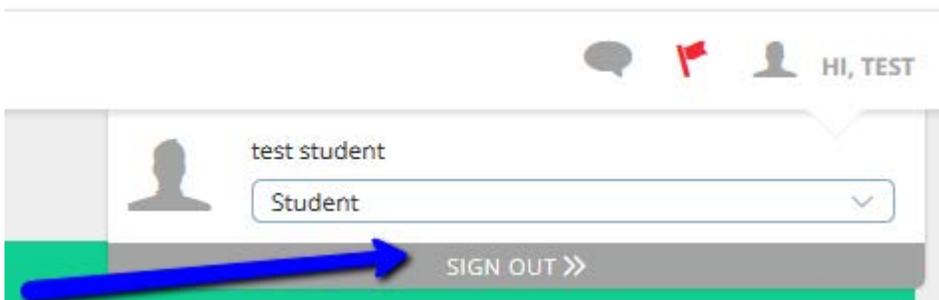
The screenshot shows the Tk20 homepage with a blue navigation sidebar on the left. The main content area is divided into several sections:

- RECENT MESSAGES:** A table with columns Name, From, and Received. One message is listed: "Course Added" from "Murray, Caroline" received on "08/13/2019".
- PENDING TASKS:** A notification "You have pending tasks in courses." followed by a table with columns Name, Type, From, and Due Date. One task is listed: "Please send the Assignment Positive Behavior Supports for Diverse Learners" of type "Assignment" from "Generic, UA" due on "12/13/2019".
- NEWS:** Tabs for "Today's News" and "Archived News". Below the tabs, it says "There is no data to display."
- PROGRAM TRANSITION POINTS:** A tab for "Principal" showing "Teaching Field: Hlth and Phys Ed". Below this, there are fields for "Admission Date:" and "Graduation Date:", both of which are empty. At the bottom, it says "There are no previous transition points for this program."

On the left side of your screen you will see the navigation pane. It is composed of multiple tabs that you will use to navigate within Tk20.



To sign out of Tk20 click on your name at the top right of the page. A box will appear where you can click the **sign out** button.

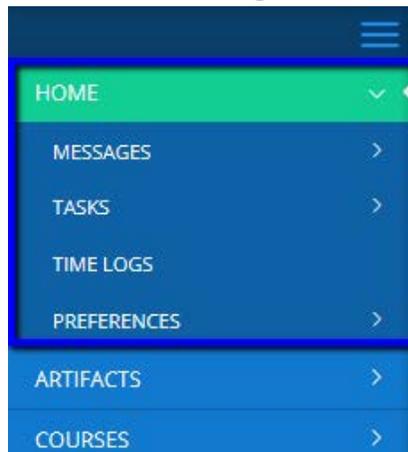




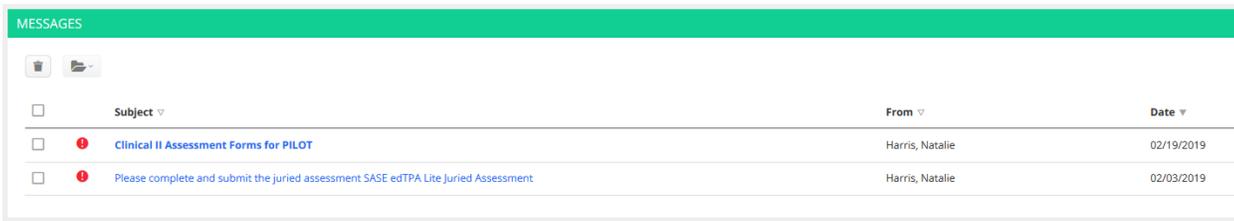
II. Home Tab

The Home tab consist of multiple buttons including:

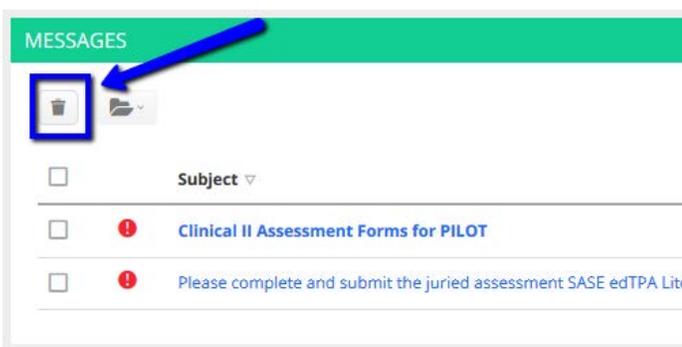
- Messages
- Tasks



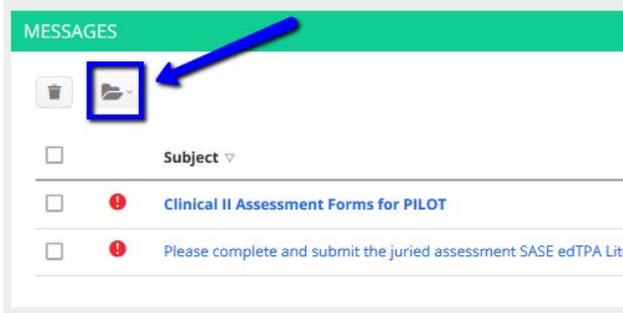
Messages button provides you with a list of messages that have been sent to you.



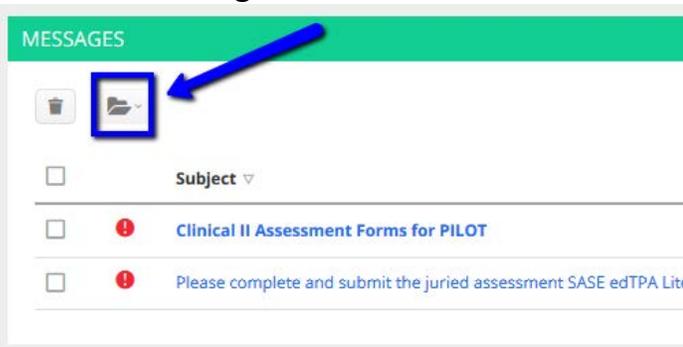
To **delete** a message click on the check box of the message and then click the trash bin icon on the upper-left of the screen



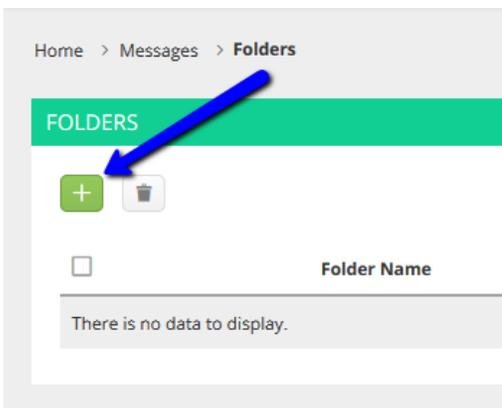
To **archive** a message click on the check box of the message and then click the folder icon



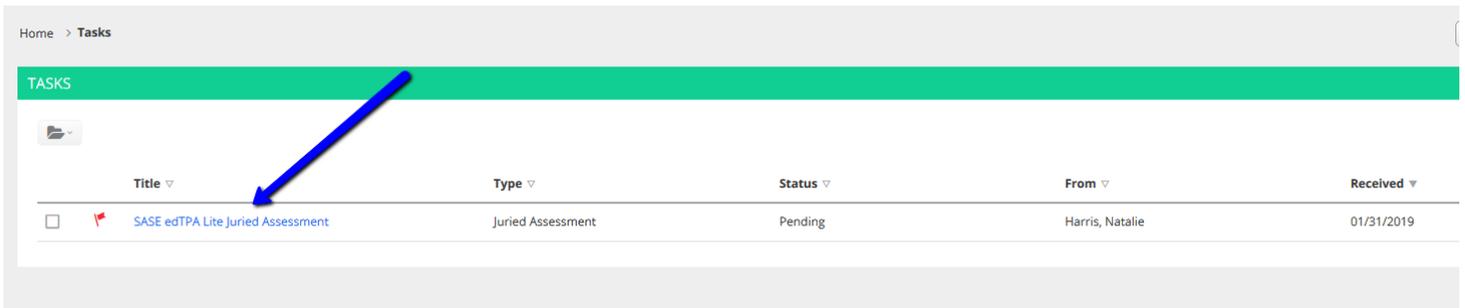
You also have the option to compose a message, view your sent messages and view your archived messages.



Under the **folders** button, you have the option to create folders for your messages by clicking on the green plus(+) button. You will need to name your folder and click **add**.



Tasks is the next menu option. This will provide a list of any pending items you will need to complete. You can archive task by clicking on the checkbox and then clicking on the folder icon.



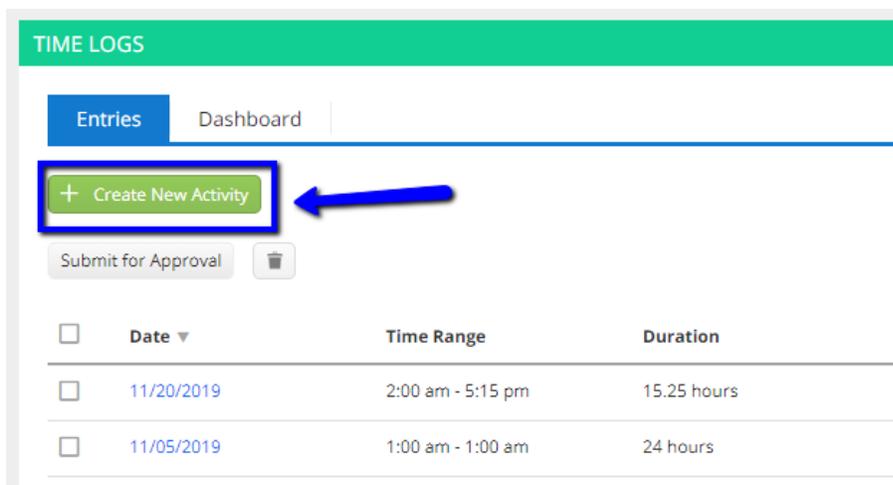
III. Time Logs

Time Logs is where you will be able to create entries to record your clinical hours.

Step 1: Click Time Logs.



Step 2: On the time log screen, click the green **Create New Activity button to add a new time log.**





Step 3. Complete the **Activity Details** tab.

Select **Clinical Experience Clinical Practice Time Log** from Time Log drop down menu.

For Reviewer E-mail, enter your Cooperating Teacher's e-mail address.

CREATE NEW ACTIVITY

Activity Details Questions

Time Log:* Clinical Experience and Clinical Practice Time Log

Activity:* Teaching

Reviewer Email:* harrism@optonline.net

Date:* 10/05/2020

Time Range:* Start Time: 10 : 00 am End Time: 11 : 00 am

Description: Taught lesson on plate tectonics.

Create Cancel

Step 4: Complete the **Questions** tab and click the **Create** button.

Home > Time Logs > 10/05/2020 Help Desk Request Support

10/05/2020

Activity Details Questions

SITE DETAILS

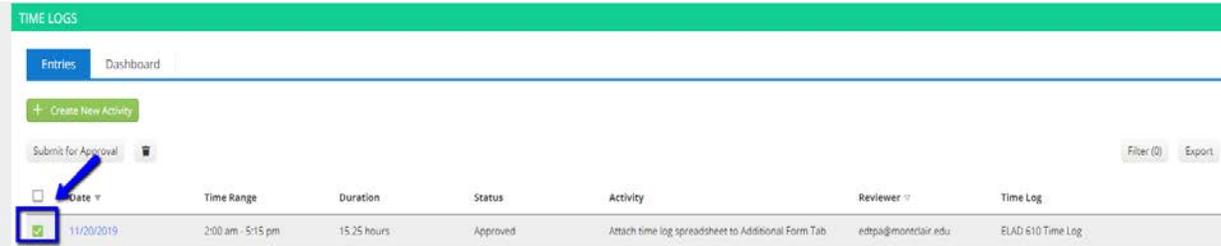
Name of school or site

Associated course

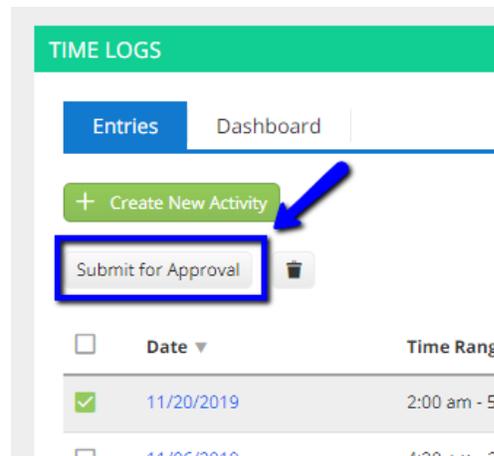
Cooperating teacher or other school personnel to whom you report

Create Cancel

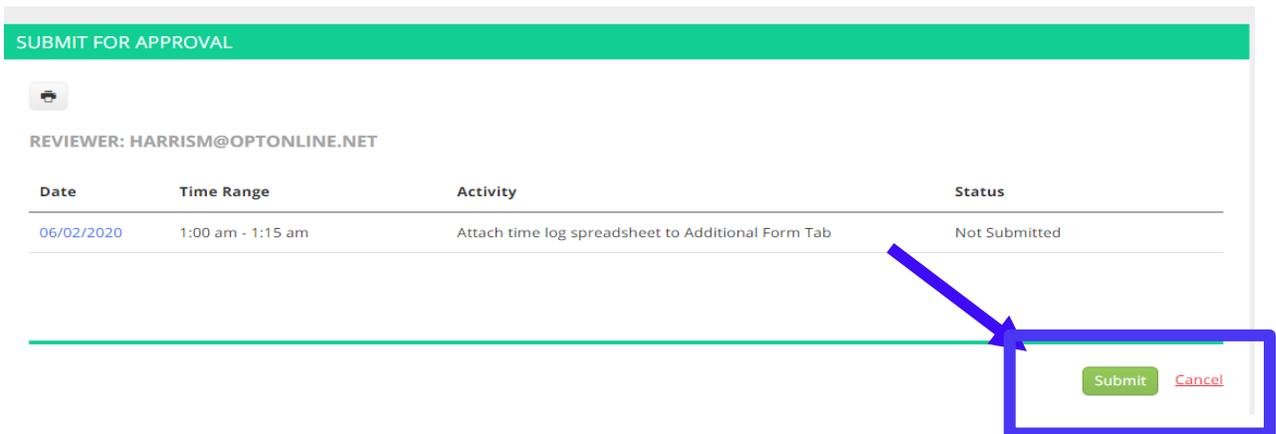
Step 5: Once you click **Create**, you will be brought back to your time log dashboard. To submit the time log(s) for your Cooperating Teacher to approve, click the square button next to the time log(s) you would like to submit.



Step 6: Click **Submit for Approval**.



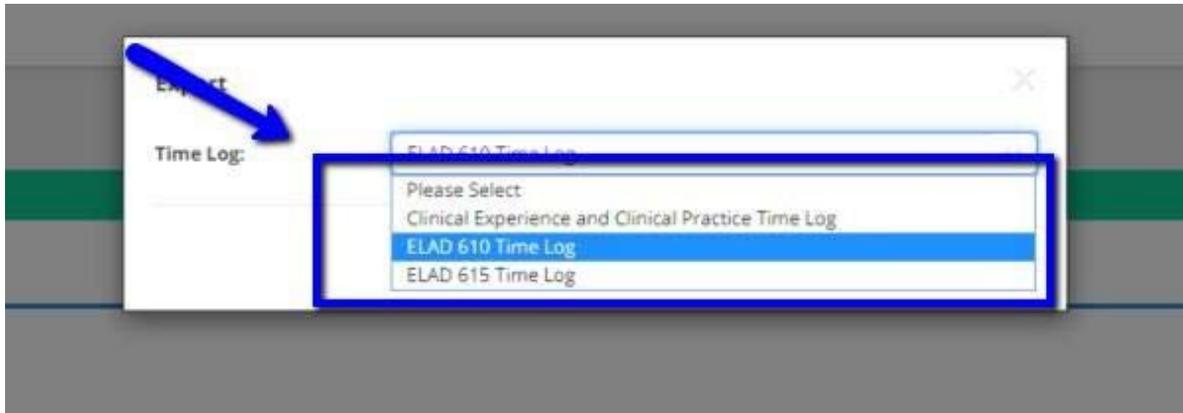
Step 7: Click the Green **Submit** button. This sends an email to your Cooperating Teacher with a link to your Time Logs.



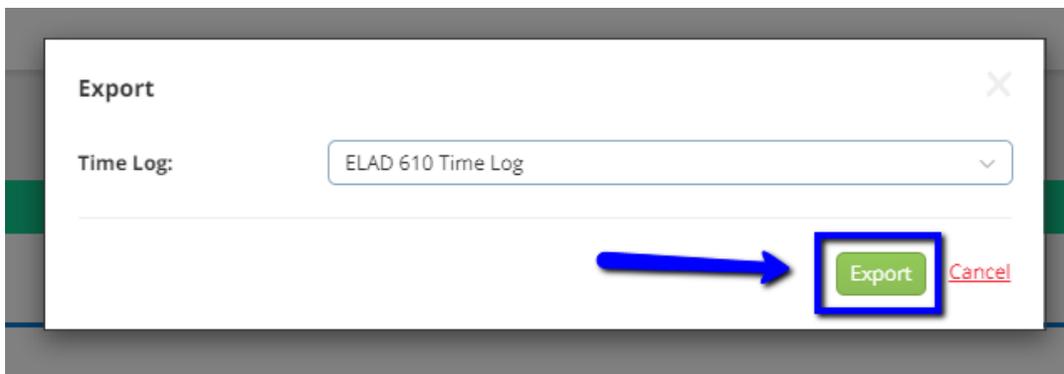
Step 8: You can export a report of your time logs. Click on the **Export** button.



Step 9: A dialogue box with a drop down menu will pop up. Click the drop down menu and select the time log.

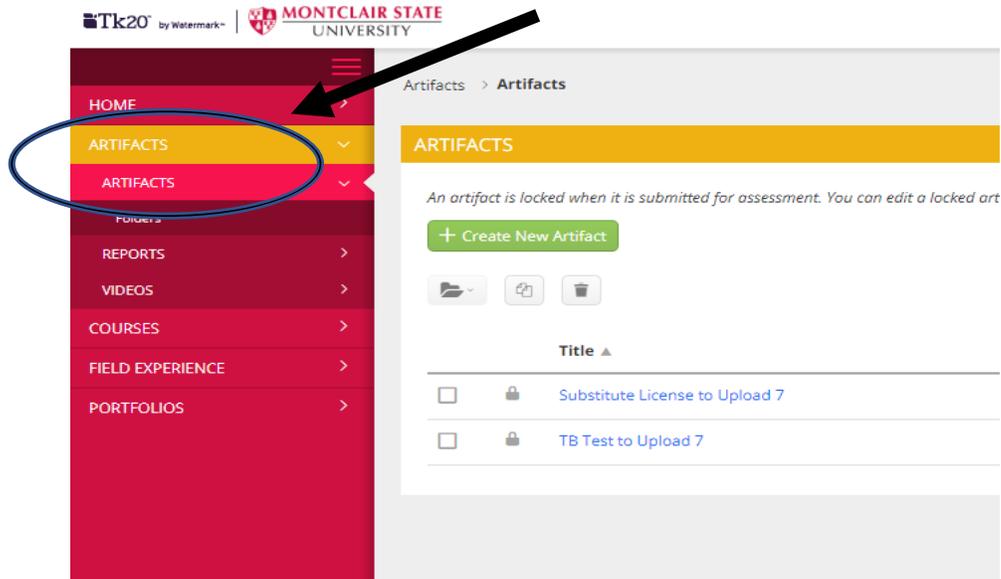


Step 10: Click the green Export button.

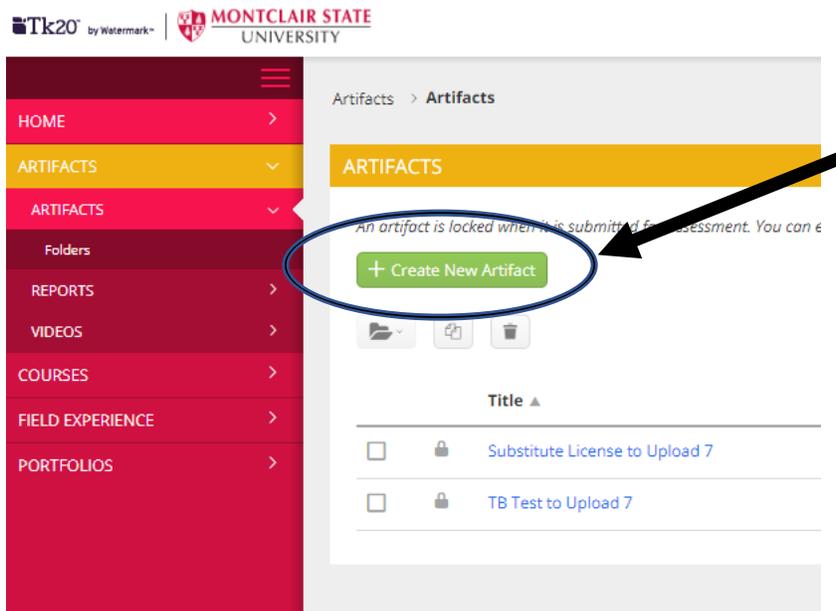


IV. Dispositions Self-Assessment

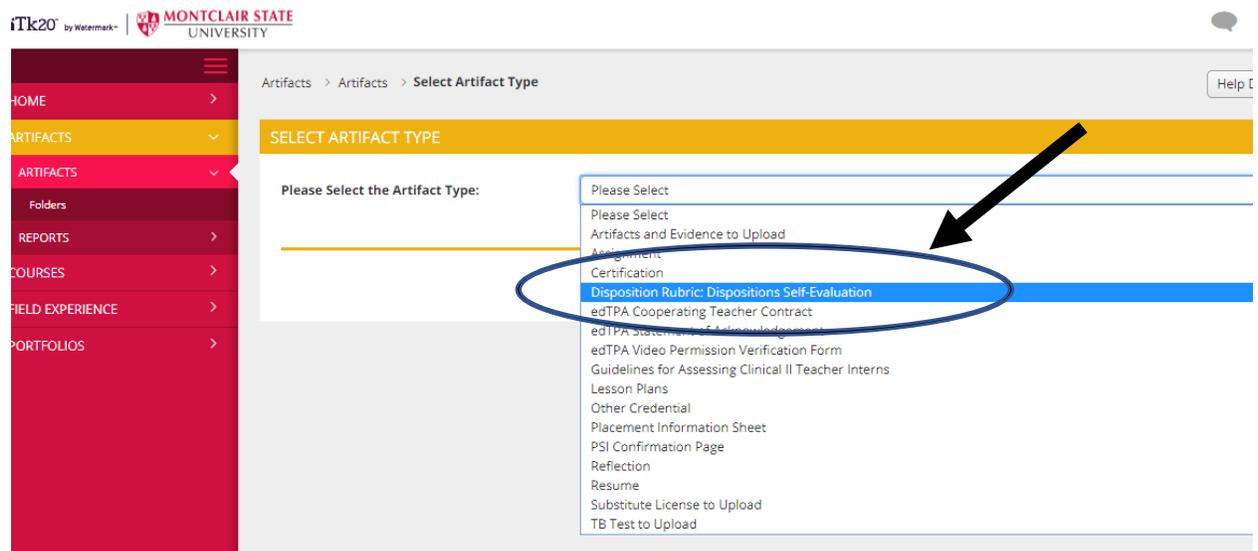
Step 1: This will open your Home page in Tk20. Click on **Artifacts** in the left-hand side menu.



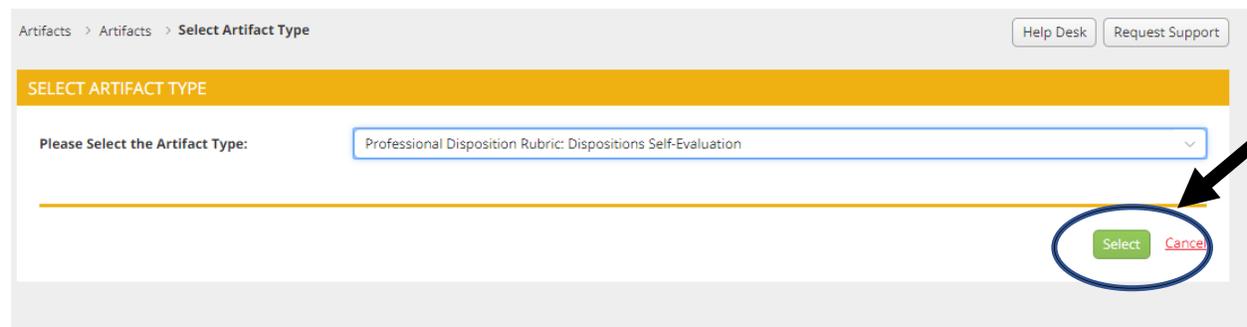
Step 2: Click on the green **Create a New Artifact** button.



Step 3: From the Select the type of artifact drop down menu, select **Dispositions Rubric**.



Step 4: Then click **Select**.



Step 5: This opens the **Professional Dispositions Rubric**. Ignore the Description box and proceed to completing the rubric. Take some time reflect on each professional disposition on the rubric. Review the rubric progression levels (4-3-2-1) and select the level that you honestly believe describes you. This is a self-assessment and will not be used to evaluate your performance in the program.



PROFESSIONAL DISPOSITION RUBRIC

	Exceeds expectations	Meets expectations	Meets expectations with reservation	Does not meet expectations	Score
1. Provides and reflects upon equitable learning opportunities for all students. (MSU 28) (InTASC 2) (NJPTS 2) (CAEP 3.3) <input type="checkbox"/> NA	<input type="radio"/> 4 Candidate demonstrates and articulates a commitment to education for all students; focuses on students' assets instead of deficits; communicates a strong belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.	<input checked="" type="radio"/> 3 Candidate demonstrates a commitment to education for all students; focuses on students' assets instead of deficits; appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.	<input type="radio"/> 2 Candidate demonstrates a basic commitment to education for all students; however, s/he focuses on students' deficits instead of assets.	<input type="radio"/> 1 Candidate does not demonstrate a commitment to education for all students; does not engage learners at all levels and abilities; focuses on students' deficits instead of assets.	<input type="text"/>

Step 6: Enter any comments into the **Comments** box you may have to yourself about something you would like to improve or to the College.

Step 7: Saving your assessment.

- You will see your total score and mean score displayed.
- There is not need to attach any files Attach Documents
- Click **Create** when you have completed the rubric.

TOTAL

GRADE

Total Score:

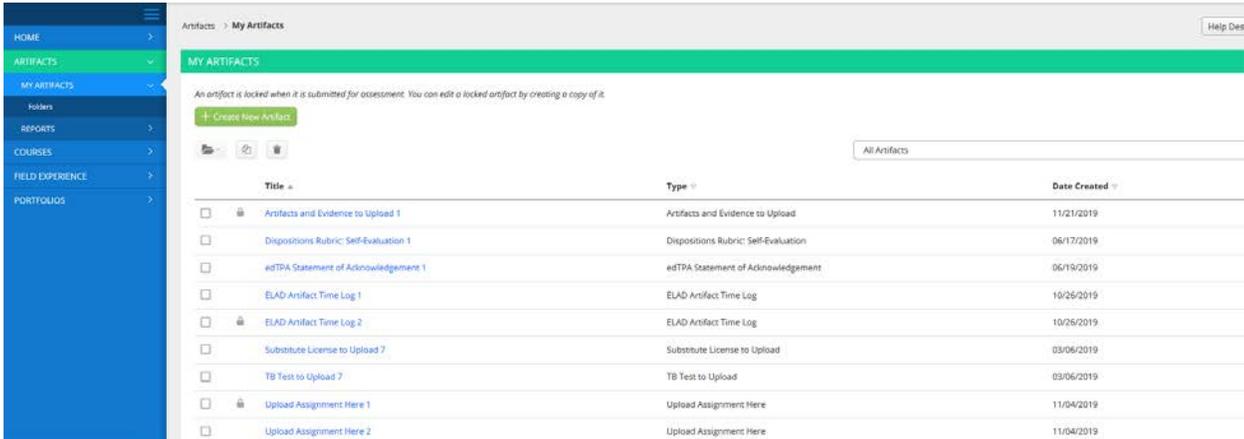
Total Mean: 0.0

Attached Documents:

Drag and drop files here

V. Artifacts

The **Artifacts** section allows you to upload various documents pertaining to your courses.



Artifacts > My Artifacts

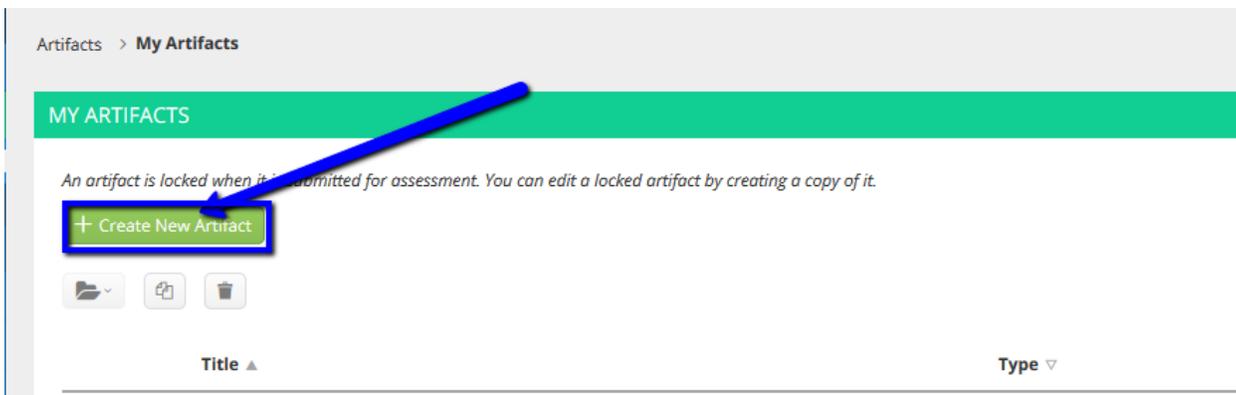
MY ARTIFACTS

An artifact is locked when it is submitted for assessment. You can edit a locked artifact by creating a copy of it.

+ Create New Artifact

	Title ▲	Type ▼	Date Created ▼
<input type="checkbox"/>	Artifacts and Evidence to Upload 1	Artifacts and Evidence to Upload	11/21/2019
<input type="checkbox"/>	Dispositions Rubric: Self-Evaluation 1	Dispositions Rubric: Self-Evaluation	06/17/2019
<input type="checkbox"/>	edTPA Statement of Acknowledgement 1	edTPA Statement of Acknowledgement	06/19/2019
<input type="checkbox"/>	ELAD Artifact Time Log 1	ELAD Artifact Time Log	10/26/2019
<input type="checkbox"/>	ELAD Artifact Time Log 2	ELAD Artifact Time Log	10/26/2019
<input type="checkbox"/>	Substitute License to Upload 7	Substitute License to Upload	03/06/2019
<input type="checkbox"/>	TB Test to Upload 7	TB Test to Upload	03/06/2019
<input type="checkbox"/>	Upload Assignment Here 1	Upload Assignment Here	11/04/2019
<input type="checkbox"/>	Upload Assignment Here 2	Upload Assignment Here	11/04/2019

When you click on **create artifact**, you will have to option to select the artifact type that you would like to upload.



Artifacts > My Artifacts

MY ARTIFACTS

An artifact is locked when it is submitted for assessment. You can edit a locked artifact by creating a copy of it.

+ Create New Artifact

File Copy Trash

Title ▲ Type ▼



Artifacts > My Artifacts > Select Artifact Type Help Desk Request Support

SELECT ARTIFACT TYPE

Please Select the Artifact Type

- Please Select
- Artifacts and Evidence to Upload
- Certification
- Disposition Rubric: Disposition Assessment
- Disposition Rubric: Disposition Self-Evaluation
- edTPA Cooperating Teacher Contract
- edTPA Statement of Acknowledgement
- edTPA Video Permission Verification Form
- ELAD Artifact Time Log
- ELAD Time Log Form for Courses
- Lesson Plans
- Other Credential
- Placement Information Sheet
- Reflection
- Resume
- Substitute License to Upload
- TB Test to Upload
- Upload Assignment Here

Once you select the artifact type, you will be able to create a description of the artifact and upload the document or file you want to use.

Artifacts > My Artifacts > Create New Artifact Help Desk Request Support

CREATE NEW ARTIFACT

Artifact

Title:*

Description:

UNTITLED GROUP

Attached Documents:

Drag and drop files here

VI. Course Based Assessments

Courses contains you a view of current, previous and future courses and assignments. It also shows a list of pending task that you may have.

Courses > Courses > My Courses

MY COURSES

Current Courses | Previous Courses | Future Courses | Pending tasks

COURSES TAKEN

Number	Section Title	Section	Status	Subject	Term
 test course fall 2019	Test Course fall 2019	01	Active		FALL 2019

The **Coursework** tab shows a list of assignments and the respective due dates.

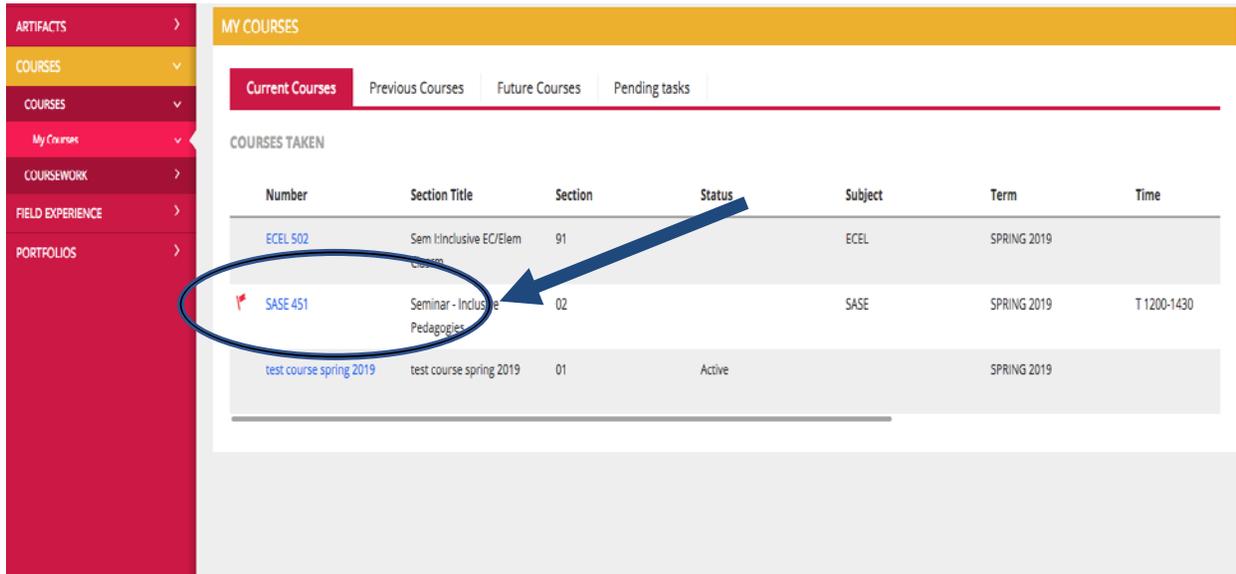
Courses > Coursework > Assignments

Help Desk | Request S

ASSIGNMENTS

<input type="checkbox"/>	Title	Type	Course	Status	Sent By	Due Date
<input type="checkbox"/>	 Positive Behavior Supports for Diverse Learners	Assignment	Test Course fall 2019	Open For Editing	Generic, UA	12/13/2019 01:00:00 AM
<input type="checkbox"/>	ELAD Time Log	Assignment	Test Course fall 2019	Assessment Pending Extended	Harris, Natalie	12/01/2019 01:00:00 AM
<input type="checkbox"/>	ELAD Test Time Log Artifact	Assignment	Test Course fall 2019	Assessment Pending Extended	Harris, Natalie	11/30/2019 01:00:00 AM

Step 1: Click on the class in which the assignment is associated.



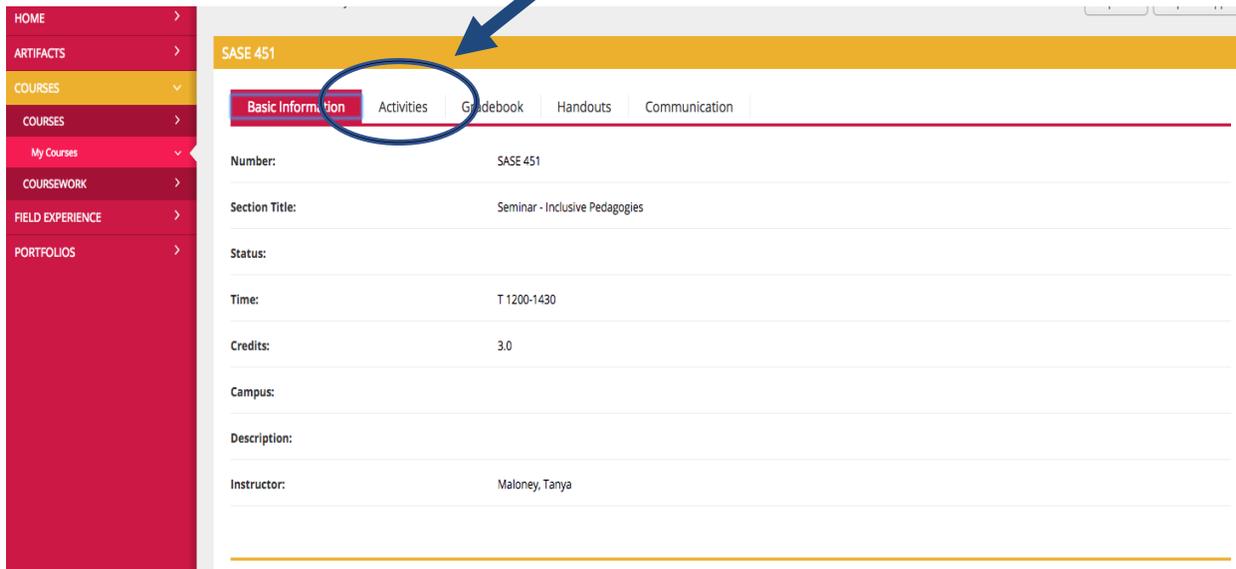
MY COURSES

Current Courses | Previous Courses | Future Courses | Pending tasks

COURSES TAKEN

Number	Section Title	Section	Status	Subject	Term	Time
ECEL 502	Sem I Inclusive EC/Elem	91		ECEL	SPRING 2019	
SASE 451	Seminar - Inclusive Pedagogies	02		SASE	SPRING 2019	T 1200-1430
test course spring 2019	test course spring 2019	01	Active		SPRING 2019	

Step 2: Click on 'Activities'.



SASE 451

Basic Information | **Activities** | Guidebook | Handouts | Communication

Number: SASE 451

Section Title: Seminar - Inclusive Pedagogies

Status:

Time: T 1200-1430

Credits: 3.0

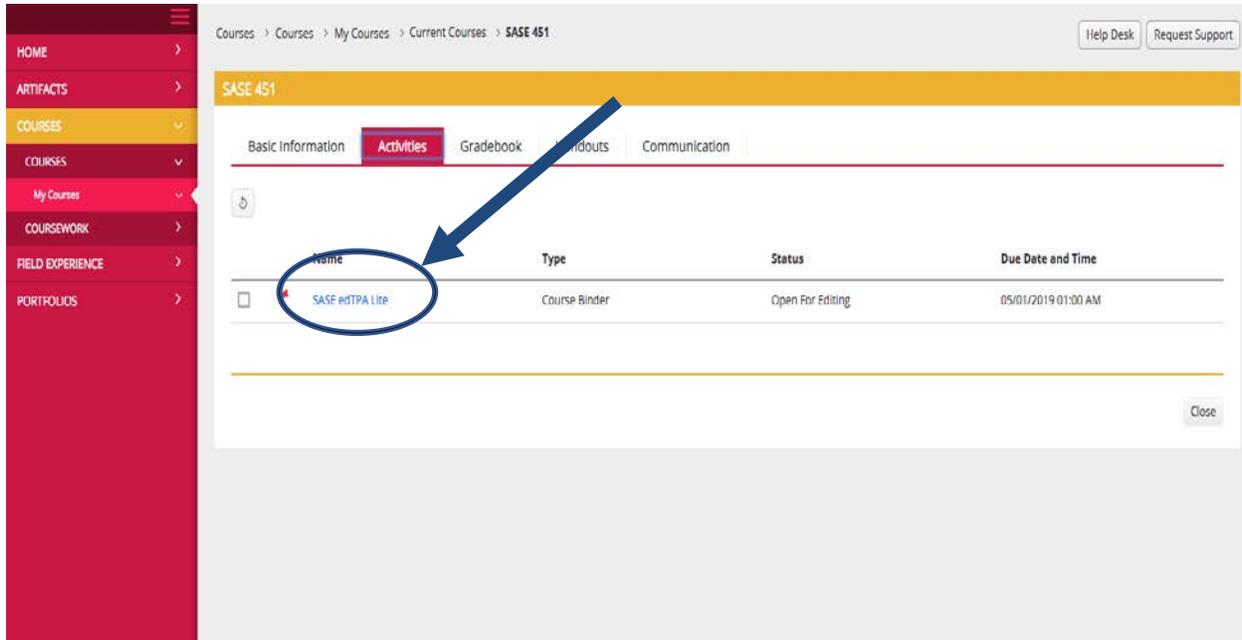
Campus:

Description:

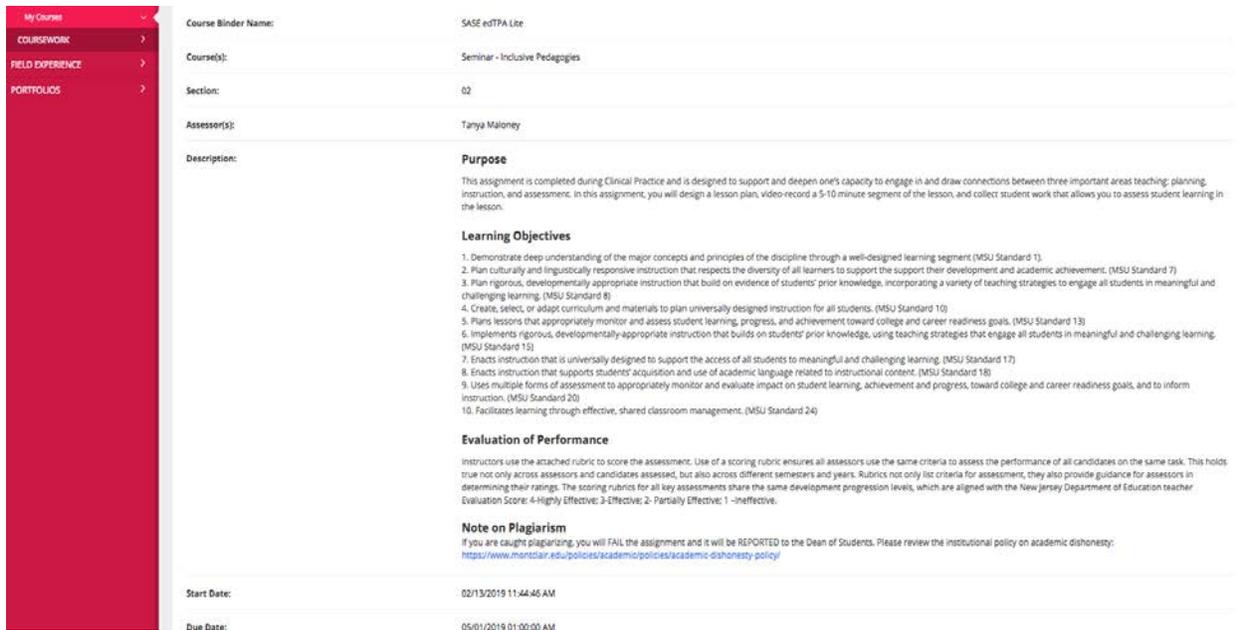
Instructor: Maloney, Tanya



Step 3: Click on the assignment name to open it. This is the ‘course binder’ in Tk20.



Step 4: The first page will bring you to information about the assessment. You can go ahead and review the start/end date and any other important instructions there.

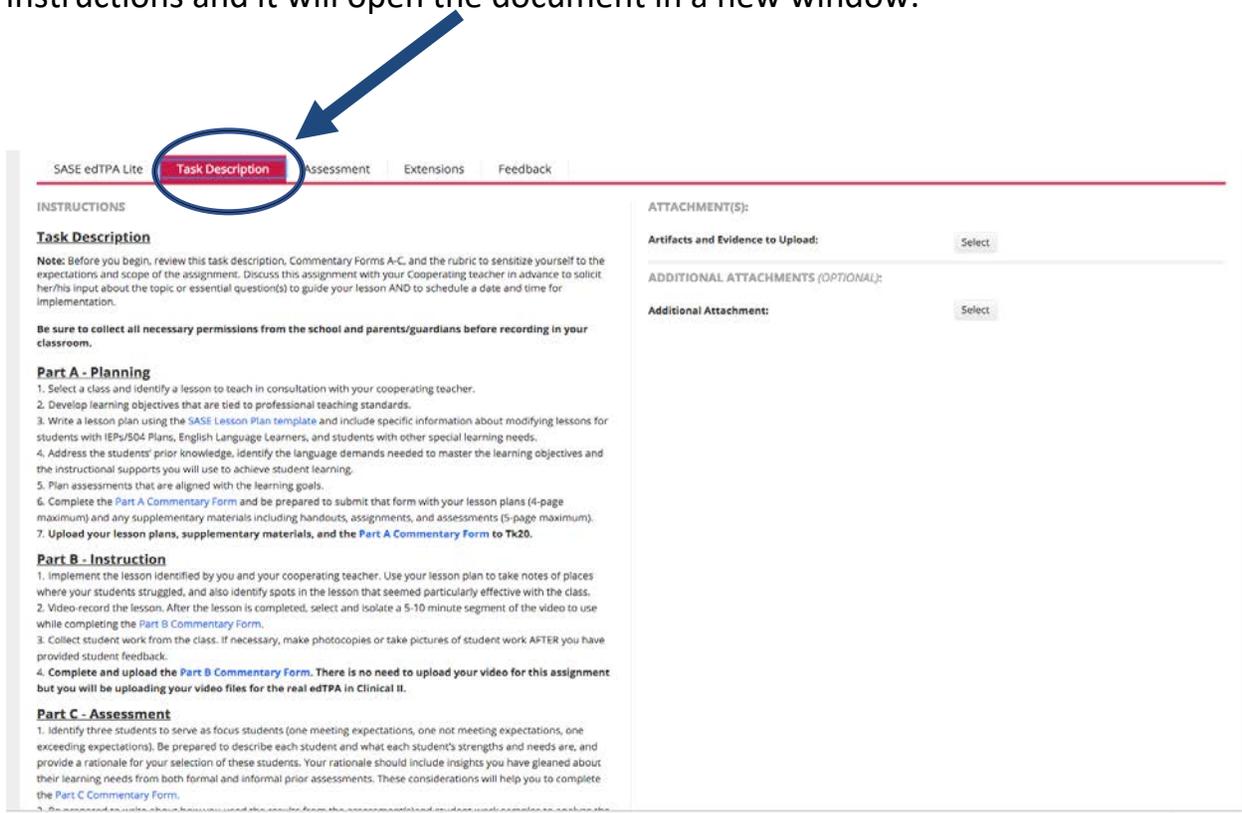




Step 5: You will want to take note that there are multiple tabs at the top. Each of these tabs is a clickable link.



Step 6: Click on the 'Task Description' tab. You will see the instructions for the assessment. Additionally, you will see some embedded links in the instructions. If you need a copy of any template, you can click on that blue hyperlink in the instructions and it will open the document in a new window.





Step 7: After you completed the assignment, it is time to upload. Over to the right-hand side there is an attachment section. This is where you are going to upload each part of your assessment. Click **'Select'**.

The screenshot shows the SASE edTPA Lite interface. On the left, there are tabs for 'Task Description', 'Assessment', 'Extensions', and 'Feedback'. The 'Task Description' tab is active, showing instructions for the assignment. On the right, there is an 'ATTACHMENT(S):' section with two 'Select' buttons. A blue circle highlights the first 'Select' button, and a blue arrow points to it from the right side of the page.

Step 8: To upload your file, click the green button **'Select File'** and then double click on your document.

The screenshot shows the 'Create New Artifact' form. At the top, there are tabs for 'Create New Artifact' and 'Select Existing'. Below the tabs, there is a 'Title:' field with the text 'Artifacts and Evidence to Upload 4'. Below the title field is a 'Description:' field. At the bottom, there is an 'Attached Documents:' section with a green button labeled '+ Select File(s)'. A blue circle highlights this button, and a blue arrow points to it from the left side of the page. At the bottom right of the form, there are 'Add' and 'Cancel' buttons.



Step 9: You will see that the upload was successful. Then you will want to click the green button **'Add'**.

SELECT ARTIFACTS AND EVIDENCE TO UPLOAD

Create New Artifact | Select Existing

Upload any lesson materials, assessments or other artifacts.

Title:* Artifacts and Evidence to Upload 4

Description:

Attached Documents: + Select File(s)

Part_A_Context_for_Learning_Information (1).docx (51.32 kb)

Drag and drop files here

Add Cancel

Step 10: As you can see, your document has been added to your attachments. If you need to upload more than one document, you can click on **'Additional Attachments'** and go through the same process.

SASE EDTPA LITE

SASE edTPA Lite | Task Description | Assessment | Extensions | Feedback

INSTRUCTIONS

Task Description

Note: Before you begin, review this task description, Commentary Forms A-C, and the rubric to sensitize yourself to the expectations and scope of the assignment. Discuss this assignment with your Cooperating teacher in advance to solicit her/his input about the topic or essential question(s) to guide your lesson AND to schedule a date and time for implementation.

Be sure to collect all necessary permissions from the school and parents/guardians before recording in your classroom.

Part A - Planning

1. Select a class and identify a lesson to teach in consultation with your cooperating teacher.
2. Develop learning objectives that are tied to professional teaching standards.
3. Write a lesson plan using the SASE Lesson Plan template and include specific information about modifying lessons for students with IEP/504 Plans, English Language Learners, and students with other special learning needs.
4. Address the students' prior knowledge, identify the language demands needed to master the learning objectives and the instructional supports you will use to achieve student learning.
5. Plan assessments that are aligned with the learning goals.
6. Complete the Part A Commentary Form and be prepared to submit that form with your lesson plans (4-page maximum) and any supplementary materials including handouts, assignments, and assessments (5-page maximum).
7. Upload your lesson plans, supplementary materials, and the Part A Commentary Form to TK20.

Part B - Instruction

1. Implement the lesson identified by you and your cooperating teacher. Use your lesson plan to take notes of places where your students struggled, and also identify spots in the lesson that seemed particularly effective with the class.
2. Video-record the lesson. After the lesson is completed, select and isolate a 5-10 minute segment of the video to

ATTACHMENT(S):

Artifacts and Evidence to Upload 4
Attached on 03/20/2020 at 11:12 AM

ADDITIONAL ATTACHMENTS (OPTIONAL):

Additional Attachment: Select



Step 11: Make sure you remember to hit the ‘**Save**’ button at the bottom of the page.

Part C - Assessment

1. Identify three students to serve as focus students (one meeting expectations, one not meeting expectations, one exceeding expectations). Be prepared to describe each student and what each student's strengths and needs are, and provide a rationale for your selection of these students. Your rationale should include insights you have gleaned about their learning needs from both formal and informal prior assessments. These considerations will help you to complete the [Part C Commentary Form](#).
2. Be prepared to write about how you used the results from the assessment(s) and student work samples to analyze the learning of your focus students.
3. Be prepared to write about how the feedback you provided to your students can guide them to improve their own learning.
4. Be prepared to write about what if any changes you would make to your instructions based on the results of the lesson and evidence from the assessment.
5. Be prepared to justify your instructional decisions using research and theory.
6. **Complete and upload the [Part C Commentary Form](#).**

Step 12: Once you are finished with the entire course binder, you will click the green button ‘**Submit**’ at the bottom of the page. Only hit ‘**Submit**’ once you are completely finished.

Part C - Assessment

1. Identify three students to serve as focus students (one meeting expectations, one not meeting expectations, one exceeding expectations). Be prepared to describe each student and what each student's strengths and needs are, and provide a rationale for your selection of these students. Your rationale should include insights you have gleaned about their learning needs from both formal and informal prior assessments. These considerations will help you to complete the [Part C Commentary Form](#).
2. Be prepared to write about how you used the results from the assessment(s) and student work samples to analyze the learning of your focus students.
3. Be prepared to write about how the feedback you provided to your students can guide them to improve their own learning.
4. Be prepared to write about what if any changes you would make to your instructions based on the results of the lesson and evidence from the assessments.
5. Be prepared to justify your instructional decisions using research and theory.
6. **Complete and upload the [Part C Commentary Form](#).**

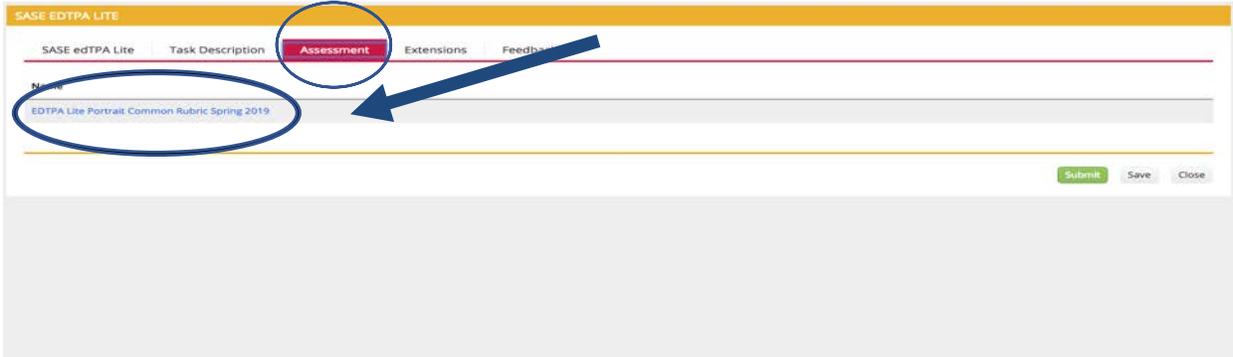
*If you click ‘Submit’ before your binder is ready, check the box next to the name of your Course Binder. Then click the  ‘Recall’ button.

Basic Information **Activities** Gradebook Handouts Communication



Name	Type	Status	Due Date and Time
<input checked="" type="checkbox"/> CASE edTPA Lite	Course Binder	Review in Progress	05/01/2019 01:00 AM

Step 13: To review the rubric for the assignment, click on the ‘**Assessment**’ tab then Click on the blue hyperlink to see the rubric.



This is a sample of what the rubric will look like.

EDTPA Lite Portrait Common Rubric Spring 2019

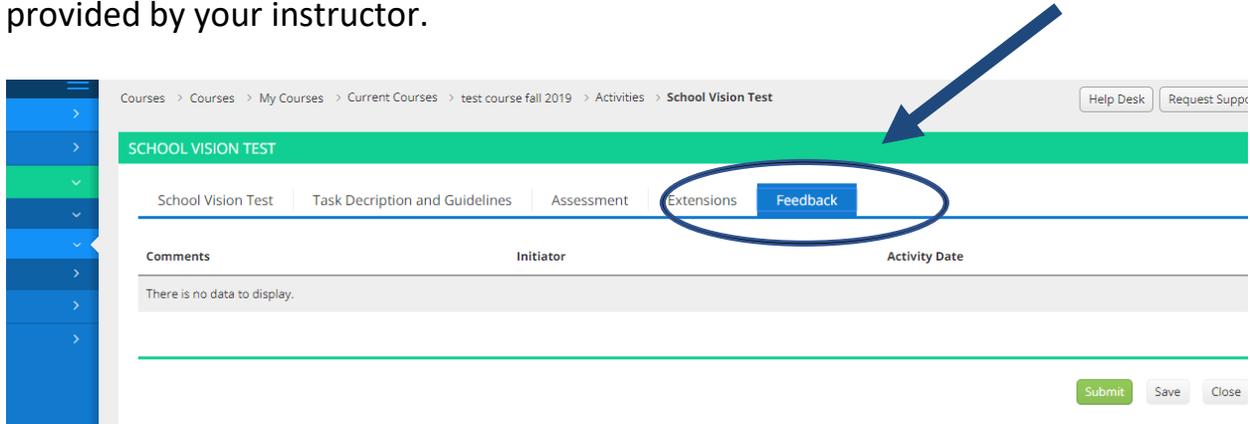
Student Name :
test student 2

MONTCLAIR STATE UNIVERSITY
EDTPA LITE /PORTRAIT OF TEACHING AND LEARNING COMMON RUBRIC

Planning for Instruction

	Level 4 Highly Effective	Level 3 Effective	Level 2 Partially Effective	Level 1 Ineffective	Score/Comment
1. Using Knowledge of Students to Inform Instruction (MSU 7, 8) (InTASC 2, 5, 7) (NJPTS 2, 5, 7) (CAEP 1.1)	● Candidate uses knowledge of students' prior academic learning AND personal, cultural, or community assets to inform instruction, referencing specific evidence.	● Candidate uses knowledge of students' prior academic learning OR personal, cultural, or community assets to inform instruction, referencing specific evidence.	● Candidate uses limited knowledge of students' prior academic learning or personal, cultural, or community assets to inform instruction and lacks references to specific evidence.	● Candidate misrepresents OR presents a deficit view of students and their backgrounds.	
2. Using Research and Theory to Support Instructional Decisions (MSU 29) (InTASC 9) (NJPTS 9)	● Candidate justifies instructional decisions using clear, specific, and concrete	● Candidate references research OR theory, but connections to instructional	● Candidate mentions research and /or theory but makes no connection to instructional	● There is no discussion of research and/or theory to justify instructional	

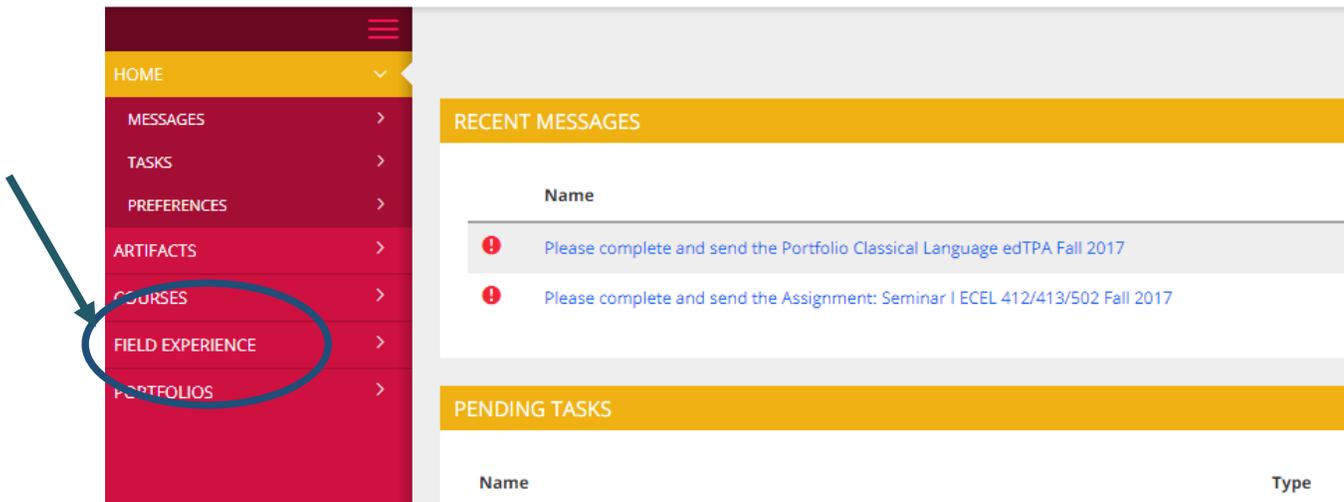
Step 14: Click on the **'Feedback'** tab to review additional narrative feedback provided by your instructor.



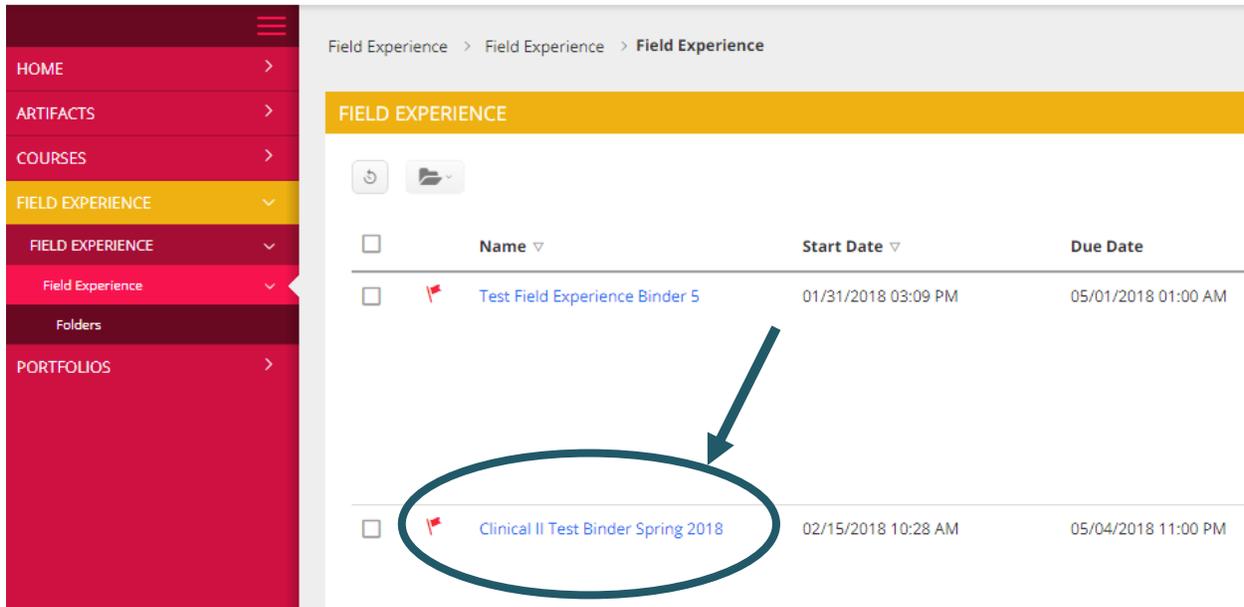
VII. Field Experience

In Tk20, Clinical Practice is known as Field Experience. This is where you will review your Clinical Assessments.

Step 1: Click on the **Field Experience** on the left.



Step 2: Click on the **Field Experience Binder** you want to view.

Field Experience > Field Experience > Field Experience

FIELD EXPERIENCE

<input type="checkbox"/>	Name ▾	Start Date ▾	Due Date
<input type="checkbox"/>	Test Field Experience Binder 5	01/31/2018 03:09 PM	05/01/2018 01:00 AM
<input type="checkbox"/>	Clinical II Test Binder Spring 2018	02/15/2018 10:28 AM	05/04/2018 11:00 PM

Step 3: From the **Assessment tab** on this page, you can view the scored Clinical Assessments.



Field Experience > Field Experience > Field Experience > Clinical II Test Binder Spring 2018

CLINICAL II TEST BINDER SPRING 2018

Clinical II Test Binder Spring 2018 | Clinical Internship | **Assessment** | Feedback

Field Experience Forms

- Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 1
- Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 2
- Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 3
- Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 4
- Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 5



Step 4: Please note that there are separate links for Clinical Assessment completed by each CT and mentor. If you have more than one CT and/or mentor, the forms will be listed separately.

CLINICAL II TEST BINDER SPRING 2018

Clinical II Test Binder Spring 2018 Clinical Internship **Assessment** Feedback

Field Experience Forms

Field Experience Forms	Role	Committee Member
Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 1 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 2 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 3 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 4 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 5 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 6 Summarized Record of Clinical II: Art, Latin, Music, TESL: Summarized Record of Clinical II	Cooperating Teacher	Staff, test site staff
Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 1 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 2 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 3 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 4 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 5 Clinical II Progress Report: Art, Health, Latin, Music, TESL: Progress Report 6 Summarized Record of Clinical II: Art, Latin, Music, TESL: Summarized Record of Clinical II	Cooperating Teacher	Staff, test site staff
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Step 5: View the completed assessment and comments from your CT and Mentor. You can print or save the form if you like.

Clinical II Test Binder Spring 2018

[Print-Friendly View](#)

The Progress Report is the formative assessment that the cooperating teacher, education mentor, and subject mentor complete based on specific pre-planned observations as a representative of Montclair State University's Teacher Education Program. Progress Reports have been designed by the Teacher Education Program to fit into a larger picture of candidate assessment that begins with the first Teacher Education course candidate intake and ends with their program completion. Progress Report criteria are based on the MSU Standards, which articulate the learning outcomes—including knowledge, skills, and dispositions—we expect candidates to demonstrate proficiency in by the time they complete the Teacher Education Program. These Standards guide the implementation, and evaluation of curriculum and clinical experiences for candidates as well as the assessment of candidates throughout the program. The Standards, in turn, are derived from the Portrait of a Teacher. The Portrait reflects the commitment of the Teacher Education Program's faculty and staff, as well as the members of the Montclair State University Network for Educational Renewal, to the preparation of skillful and humane teachers. Complete this form within 2-3 business days of conducting an official observation. All fields are required. The teacher intern will be able to view this form online after it is submitted.

1. PLANNING FOR STUDENT LEARNING

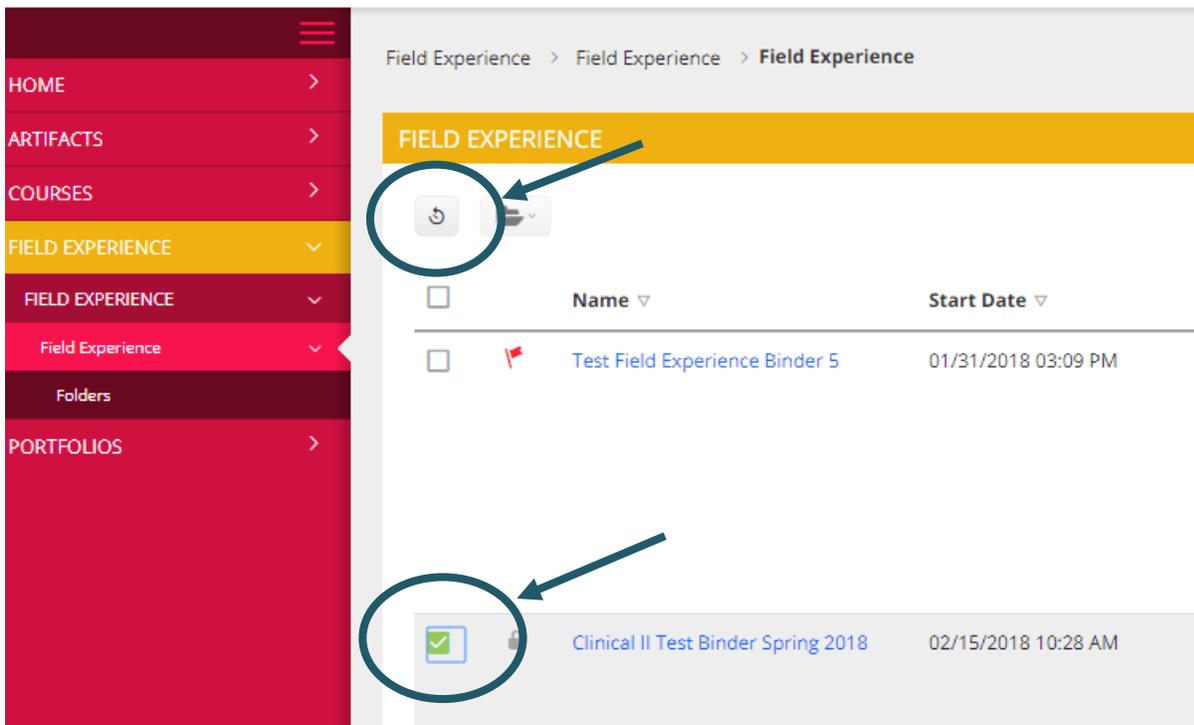
1. Planning for Student Learning

	Does not meet expectations	Meets expectations	Exceeds expectations	Score/Comment
1a. Stating clear and meaningful learning goals/objectives (MSU Standards 1, 2, and 3 edTPA Rubric 1)	1 ● 2 ● Lesson plan lacks clear and meaningful learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not	3 ● 4 ● Lesson plan includes clear and meaningful learning goals/objectives that are appropriate for the students. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.	5 ● Lesson plan consistently includes clear and meaningful learning goals/objectives that are appropriate for the students and are appropriately aligned with the NJ Core Curriculum Content Standards. Teacher intern provides a well thought out	

Step 6: (The “oops” step) If you accidentally ‘Submit’ the binder, you can make changes by “Recalling” the binder.

1. Click **Field Experience** in main navigation menu.
2. Click on Field Experience in the secondary menu to see a list of Field Experience binder, including the one(s) you have submitted.
3. Place a checkmark next to the binder you want to edit, then click the Recall button , at the top.
4. If you are able to successfully recall the binder, you can click on the name of the binder in the master list to make changes.

Note: If assessment of you binder has already begun, you will receive the following message “The following binder cannot be recalled as they have a locked – late status or have assessments saved.”



The screenshot shows the 'FIELD EXPERIENCE' section of the application. The left sidebar contains navigation options: HOME, ARTIFACTS, COURSES, FIELD EXPERIENCE (selected), FIELD EXPERIENCE (sub-menu), Field Experience (sub-menu), Folders, and PORTFOLIOS. The main content area displays a list of binders with columns for Name and Start Date. A red circle highlights the 'Recall' button (a circular arrow icon) at the top of the binder list. Another red circle highlights a checkmark in the checkbox column next to the binder 'Clinical II Test Binder Spring 2018'.

	Name ▾	Start Date ▾
<input type="checkbox"/>	Test Field Experience Binder 5	01/31/2018 03:09 PM
<input checked="" type="checkbox"/>	Clinical II Test Binder Spring 2018	02/15/2018 10:28 AM



VII. Portfolios

The **Portfolios** tab shows you a view of the portfolios you have create.

When you click on an existing **portfolio** you will see a description of the portfolio. You will also see any information about the tasks associated with the course portfolio that would need to be completed. Including the **edTPA portfolio**.

Portfolios > Portfolios > My Portfolios

My PORTFOLIOS

<input type="checkbox"/>	Name	Status	edTPA™ Status	Sent By	Updated
<input type="checkbox"/>	Classical Language edTPA Fall 2017 test	Open For Editing	Track My edTPA™ Transfer	Romano, Samantha	10/18/2017
<input type="checkbox"/>	edTPA Classical Language Portfolio	Open For Editing	Track My edTPA™ Transfer	Generic, UA	10/10/2017
<input type="checkbox"/>	Test Elementary edTPA fall 2019	Open For Editing	Track My edTPA™ Transfer	Generic, UA	04/05/2019

Portfolios > Portfolios > My Portfolios > Received Portfolios > Classical Language edTPA Fall 2017...

CLASSICAL LANGUAGE EDTPA FALL 2017 TEST

Classical Language edTPA Fall 2017 test

Task1 | Task2 | Task3 | Assessment | Standards | Extensions | Feedback

Portfolio Name: Classical Language edTPA Fall 2017 test

Description:
 If you have any questions regarding your handbook, please contact [Pearson Customer Support](#).
 Please click [here](#) to download your handbook. Use the following login credentials to access your edTPA handbook.
 Username: edtpa
 Password: tk20!
 Please click [here](#) to download the Tk20 Guide for edTPA Candidates.
 Please click [here](#) to download the edTPA Errata Sheet.
 For additional reference:
 Please click [here](#) to download the edTPA "Making Good Choices" support guide.
 Please click [here](#) to download the supplemental resource, "Understanding Rubric Level Progressions."
 Clicking "Submit" submits your portfolio only to assigned on-campus assessors.
 Clicking "Transfer to Pearson" transfers your portfolio to Pearson, and automatically submits your portfolio to assigned on-campus assessors.

Authorization Key: [Validate/Reserve Key with Pearson](#)

Don't have a key? [Get my edTPA™ Authorization Key](#)

Submit [Transfer to Pearson](#) Save Close

FAQs

What is my username and password?

- If you have an email account, you will log in using the Tk20 link in Nest

Can I see all assessments in one place for all of my interns?

- When you log into TK20 and go to the Field Experience tab on the left side of the screen, you will see a list of your interns' assessments. A red flag indicates you need to assess that intern. A green check indicates you have already completed that assessment.

How do I download or print an assessment for my records?

- On the top right, underneath the 'Submit' and "Close" button, there is a blue 'Printer Friendly View' button. Click that to save or print the assessment.

Who can see the assessments I've completed for an intern?

- The intern will be able to see the assessment and the other cooperating teachers and mentors will be able to see the assessments.

Can I see what other evaluators have completed for an intern?

- You will see the assessments completed by the other evaluators on the same page as your own.

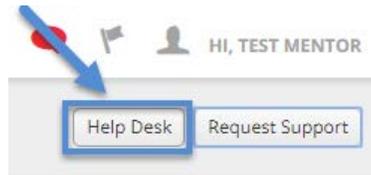
I made a mistake on an assessment. How do I fix it?

- If you "Saved" or "Completed" the assessment you can simply go back to that intern's assessment and make the changes.
- If you already "Submitted" the assessment, you can make changes by clicking the "Revoke" button. Please note that after changes have been made, you will need to 'submit' the binder again.

Who do I contact for assistance?

- MSU contact is <mailto:tk20@montclair.edu>
- The TK20 Help Desk has a library of videos and help guides. You can access the help guides by clicking the **Help Desk** button in the upper right hand

corner.



If the knowledge base of quick guides and tutorials in the Help Desk don't have what you need, you can email support@Tk20.com for additional assistance 24 hours a day, Monday through Friday, as well as on Saturday and Sunday from 11:30 AM to 9 PM (Central). You can also call us at 1-800-311-5656, Monday through Thursday, 7 AM to 7 PM (Central), and Friday, 7AM to 6 PM (Central).

I see a mistake in the system (name, school, etc.). Who do I notify?

- MSU contact is <mailto:tk20@montclair.edu>