**EDTPA OVERALL PERFORMANCE**

Candidates must meet a state determined edTPA cut score in order to be recommended for state certification. The overall candidate mean for the EPP (University of Alabama College of Education) was higher than the state mean and the national mean.

### July 2021–June 2022 Mean Scores

<table>
<thead>
<tr>
<th>Rubric Portfolios</th>
<th>EPP</th>
<th>Alabama (State Mean)</th>
<th>National</th>
<th>State Cut Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 rubric portfolios (Elementary Ed.)</td>
<td>53.6</td>
<td>52.3 N=1,018</td>
<td>51.3 N=9,854</td>
<td>44</td>
</tr>
<tr>
<td>15 rubric portfolios (Secondary, P.E., music, special education, early childhood)</td>
<td>43.8</td>
<td>43 N=1,252</td>
<td>42.9 N=25,936</td>
<td>37</td>
</tr>
</tbody>
</table>

### 2021–2022 edTPA Successes

- **Over 94%** of candidates passed edTPA on their first attempt.
- **100%** of 2021-2022 candidates **passed edTPA prior to graduation**

**Highest Scoring Rubrics**

- Rubric 3 - Using knowledge of students to inform teaching and learning.
- Rubric 6 - Creating a safe and respectful learning environment.
- Rubric 12 - Providing feedback to guide learning.

The mean scores of these 3 rubrics are higher than 3 (the target score).
Initial certification candidates earned a mean score of 2.99 out of 5, exceeding the target expectation (3 out of 5) on the edTPA rubric element (1,3,5,7,9,11,12,13,15)* aligned to CAEP Standard R1.3 (Instructional Practice). This score indicates that candidates, on average, demonstrated the knowledge and skills of a qualified teacher through their ability to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

A mean score of 3.01
with a target of 3

THE LEARNER AND LEARNING

Initial certification candidates earned a mean score of 2.95 out of 5, approaching the target expectation (3 out of 5) on the edTPA rubric element (2,3,6,7,8,9)* aligned to CAEP Standard R1.1 (The Learner and Learning). This score indicates that candidates, on average, demonstrated the knowledge and skills of a qualified teacher, through their ability to apply critical concepts and principles of learner development (InTASC Standard 1), learner differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) to work effectively with diverse P-12 students and their families.

A mean score of 2.95
with a target of 3

CONTENT

Initial certification candidates earned a mean score of 2.92 out of 5, approaching the target expectation (3 out of 5) on the edTPA rubric element (1,4,7,8,9,14)* aligned to CAEP Standard R1.2 (Content). This score indicates that candidates, on average, demonstrated the knowledge and skills of a qualified teacher, through their ability to know central concepts of their content area (InTASC Standard 4) and apply content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students.

A mean score of 2.92
with a target of 3

INSTRUCTIONAL PRACTICE

Initial certification candidates earned a mean score of 2.88 out of 5, approaching the target expectation (3 out of 5) on the edTPA rubric element (5,10,15)* aligned to CAEP Standard R1.4 (Professional Responsibility). This score indicates that candidates, on average, demonstrated the knowledge and skills of a qualified teacher through their ability to engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning, and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

A mean score of 2.88
with a target of 3

PLEASE NOTE: The College of Education determined the edTPA rubric that most closely aligned with CAEP Standard based on CAEPCon 2022.