

# CANDIDATE COMPETENCY AT PROGRAM COMPLETION

## 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

	<b>EPP</b>	<b>Alabama (State Mean)</b>	<b>National</b>	<b>State Cut Score</b>
<b>18 rubric portfolios (Elementary Ed.)</b>	<b>53.6</b> <b>N=104</b>	<b>52.3</b> <b>N=1,018</b>	<b>51.3</b> <b>N=9,854</b>	<b>44</b>
<b>15 rubric portfolios (Secondary, P.E. music, special education, early childhood)</b>	<b>43.8</b> <b>N=85</b>	<b>43</b> <b>N=1,252</b>	<b>42.9</b> <b>N=25,936</b>	<b>37</b>

## 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.

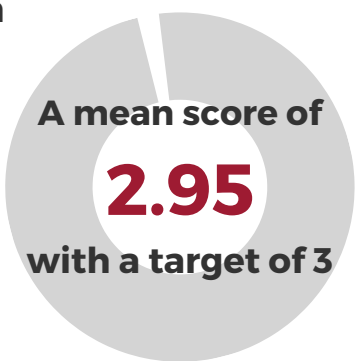
Rubric 12 - Providing feedback to guide learning.

The mean scores of these 3 rubrics are higher than 3 (the target score).

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## 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.



## 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.



## INSTRUCTIONAL PRACTICE

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.



## PROFESSIONAL RESPONSIBILITY

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.



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