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 2023-June 2024 Mean Scores

	EPP	Alabama (State Mean)	National	State Cut Score
18 rubric portfolios (Elementary Ed.)	53.3 N=110	52.6 N=1,020	51.2 N=7,743	44
15 rubric portfolios (Secondary, P.E. music, special education, early childhood)	43.9 N=82	43.0 N=1,256	42.7 N=21,263	37

edTPA 2023-2024 Successes

97.8% of candidates passed edTPA on their **first attempt**.
not including condition codes

100% of 2023-2024 candidates **passed** edTPA **prior to graduation**

Highest Scoring Rubrics

Rubric 12 - Providing Feedback to Guide Learning
(Task 3: Assessment)

Rubric 15 - Using Assessment to Inform Instruction
(Task 3: Assessment)

Rubric 4 - Identifying and Supporting Language Demands
(Task 1: Planning)

The mean scores of t*hese rubrics are higher than 3 (the target score).*

CANDIDATE COMPETENCY AT PROGRAM COMPLETION

EDTPA BSE OVERALL PERFORMANCE

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

July 2023-June 2024 BSE Mean Scores

	EPP	Alabama (State Mean)	National	State Cut Score
18 rubric portfolios (Elementary Ed.)	53.4 N=102	52.6 N=1,020	51.2 N=7,743	44
15 rubric portfolios (Secondary, P.E. music, special education, early childhood)	44.9 N=62	43.0 N=1,256	42.7 N=21,263	37

edTPA 2023-2024 BSE Successes

97.6% of BSE candidates passed edTPA on their **first attempt**.
not including condition codes

100% of 2023-2024 BSE candidates **passed** edTPA **prior to graduation**

Highest Scoring Rubrics

Rubric 12 - Providing Feedback to Guide Learning
(Task 3: Assessment)

Rubric 15 - Using Assessment to Inform Instruction
(Task 3: Assessment)

Rubric 3 - Using Knowledge of Students to Inform Teaching & Learning
(Task 1: Planning)

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

CANDIDATE COMPETENCY AT PROGRAM COMPLETION

EDTPA ALTMA OVERALL PERFORMANCE

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

July 2023-June 2024 ALTMA Mean Scores

	EPP	Alabama (State Mean)	National	State Cut Score
18 rubric portfolios (Elementary Ed.)	55.0 N=6	52.6 N=1,020	51.2 N=7,743	44
15 rubric portfolios (Secondary, P.E. music, special education, early childhood)	44.3 N=13	43.0 N=1,256	42.7 N=21,263	37

edTPA 2023-2024 ALTMA Successes

100% of ALTMA candidates passed edTPA on their **first attempt**.

100% of 2023-2024 ALTMA candidates **passed** edTPA **prior to graduation**

Highest Scoring Rubrics

Rubric 12 - Providing Feedback to Guide Learning
(Task 3: Assessment)

Rubric 6 - Using assessment to inform instruction.
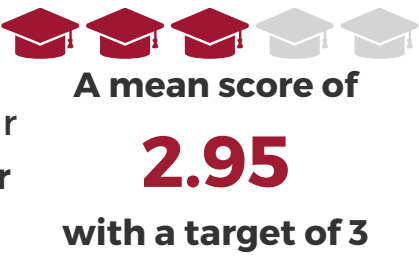*(Task 2: Instruction)*

Rubric 3 - Using Knowledge of Students to Inform Teaching & Learning
(Task 1: Planning)

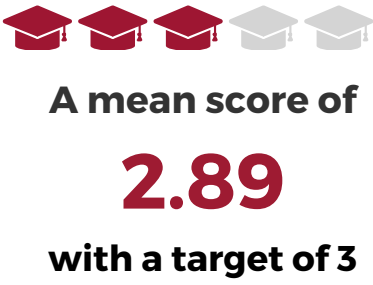The mean scores of t*hese rubrics are higher than 3 (the target score).*

CANDIDATE COMPETENCY AT PROGRAM COMPLETION

THE LEARNER AND LEARNING

Initial certification Bachelor of Science in Education (BSE) 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.
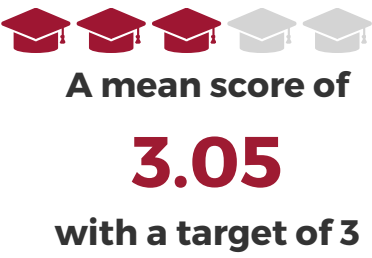
A mean score of
2.95
with a target of 3
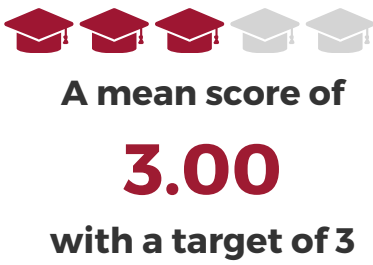
CONTENT

A mean score of
2.89
with a target of 3

BSE candidates earned a mean score of **2.89** 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

BSE candidates earned a mean score of **3.05** 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
3.05
with a target of 3

PROFESSIONAL RESPONSIBILITY
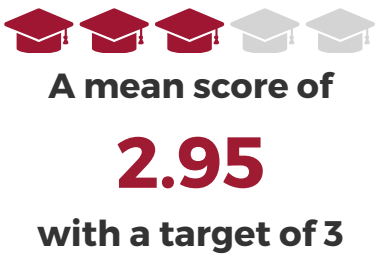
A mean score of
3.00
with a target of 3

BSE candidates earned a mean score of **3.00** 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.

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

CANDIDATE COMPETENCY AT PROGRAM COMPLETION

THE LEARNER AND LEARNING

Initial certification Alternative Masters (ALTMA) 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.
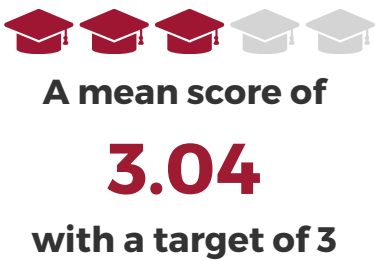
A mean score of
2.95
with a target of 3
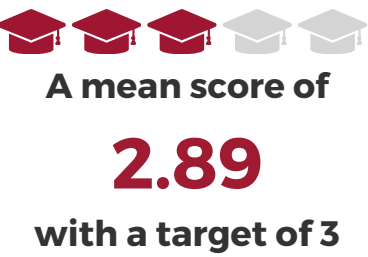
CONTENT

A mean score of
2.93
with a target of 3
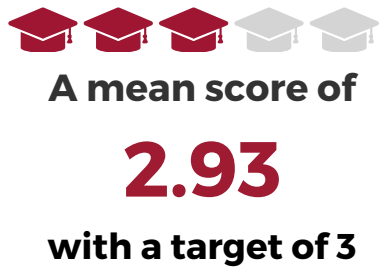
ALTMA candidates earned a mean score of **2.93** out of 5, approaching the target expectation (3 out of 5) on the edTPA rubric element (1,4,7,8,9,14)* aligned to CAEP Standard **R1.2 (Content).** This score indicates that candidates, on average, demonstrated the knowledge and skills of a **qualified 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

ALTMA candidates earned a mean score of **3.04** 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
3.04
with a target of 3

PROFESSIONAL RESPONSIBILITY

A mean score of
2.89
with a target of 3

ALTMA candidates earned a mean score of **2.89** 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.