

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 for 15 rubric portfolios and **higher** than the **national** mean for 18 rubric portfolios.

July 2024-June 2025 Mean Scores

	EPP	Alabama (State Mean)	National	State Cut Score
18 rubric portfolios (Elementary Ed.)	52.9 N=117	53.0 N=849	51.7 N=5,285	44
15 rubric portfolios (Secondary, P.E. music, special education, early childhood)	44.6 N=94	43.5 N=1,272	43.3 N=19,524	37

edTPA 2024-2025 Successes

97.1% of candidates passed edTPA on their **first attempt.**

not including condition codes

100% of 2024-2025 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 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 for 15 rubric portfolios and **higher** than the **national** mean for 18 rubric portfolios.

July 2024-June 2025 BSE Mean Scores

	EPP	Alabama (State Mean)	National	State Cut Score
18 rubric portfolios (Elementary Ed.)	52.9 N=117	53.0 N=849	51.7 N=5,285	44
15 rubric portfolios (Secondary, P.E. music, special education, early childhood)	44.9 N=87	43.5 N=1,272	43.3 N=19,524	37

edTPA 2024-2025 BSE Successes

96.9% of BSE candidates passed edTPA on their **first attempt.**

not including condition codes

100% of 2024-2025 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 for 15 rubric portfolios.

July 2024-June 2025 ALTMA Mean Scores

	EPP	Alabama (State Mean)	National	State Cut Score
18 rubric portfolios (Elementary Ed.)	N/A N=0	53.0 N=849	51.7 N=5,285	44
15 rubric portfolios (Secondary, P.E. music, special education, early childhood)	43.6 N=7	43.5 N=1,272	43.3 N=19,524	37

edTPA 2024-2025 ALTMA Successes

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

100% of 2024-2025 ALTMA candidates **passed** edTPA **prior to graduation**

Highest Scoring Rubrics

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

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

Rubric 6 - The Learning Environment
(Task 2: Instruction)

The mean scores of these 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 **2.90** 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 **2.90** with a target of 3

NOTE: For 15-rubrics, there is a mean score of **2.90 nationally** and **2.90 statewide** on edTPA rubric elements (2,3,6,7,8, and 9).
NOTE: For 18-rubrics, there is a mean score of **2.88 nationally** and **2.93 statewide** on edTPA rubric elements (2,3,6,7,8, and 9).

CONTENT

BSE candidates earned a mean score of **2.83** 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 **2.83** with a target of 3

NOTE: For 15-rubrics, there is a mean score of **2.87 nationally** and **2.87 statewide** on edTPA rubric elements (1,4,7,8,9, and 14).
NOTE: For 18-rubrics, there is a mean score of **2.82 nationally** and **2.87 statewide** on edTPA rubric elements (1,4,7,8,9, and 14).

INSTRUCTIONAL PRACTICE

BSE 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 **2.99** with a target of 3

NOTE: For 15-rubrics, there is a mean score of **2.90 nationally** and **2.91 statewide** on edTPA rubric elements (1,3,5,7,9,11,12,13, and 15).
NOTE: For 18-rubrics, there is a mean score of **2.93 nationally** and **3.00 statewide** on edTPA rubric elements (1,3,5,7,9,11,12,13, and 15).

PROFESSIONAL RESPONSIBILITY

BSE candidates earned a mean score of **2.96** 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 **2.96** with a target of 3

NOTE: For 15-rubrics, there is a mean score of **2.80 nationally** and **2.83 statewide** on edTPA rubric elements (5,10, and 15).
NOTE: For 18-rubrics, there is a mean score of **2.83 nationally** and **2.93 statewide** on edTPA rubric elements (5,10, and 15).

***PLEASE NOTE:** 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 **2.78** 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 **2.78** with a target of 3

NOTE: For 15-rubrics, there is a mean score of 2.90 nationally and statewide on edTPA rubric elements (2,3,6,7,8, and 9).
NOTE: For 18-rubrics, there is a mean score of 2.88 nationally and 2.93 statewide on edTPA rubric elements (2,3,6,7,8, and 9).

CONTENT

ALTMA candidates earned a mean score of **2.80** 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 **2.80** with a target of 3

NOTE: For 15-rubrics, there is a mean score of 2.87 nationally and 2.87 statewide on edTPA rubric elements (1,4,7,8,9, and 14).
NOTE: For 18-rubrics, there is a mean score of 2.82 nationally and 2.87 statewide on edTPA rubric elements (1,4,7,8,9, and 14).

INSTRUCTIONAL PRACTICE

ALTMA candidates earned a mean score of **2.88** 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 **2.88** with a target of 3

NOTE: For 15-rubrics, there is a mean score of 2.90 nationally and 2.91 statewide on edTPA rubric elements (1,3,5,7,9,11,12,13, and 15).
NOTE: For 18-rubrics, there is a mean score of 2.93 nationally and 3.00 statewide on edTPA rubric elements (1,3,5,7,9,11,12,13, and 15).

PROFESSIONAL RESPONSIBILITY

ALTMA candidates earned a mean score of **2.63** 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 **2.63** with a target of 3

NOTE: For 15-rubrics, there is a mean score of 2.80 nationally and 2.83 statewide on edTPA rubric elements (5,10, and 15).
NOTE: For 18-rubrics, there is a mean score of 2.83 nationally and 2.93 statewide on edTPA rubric elements (5,10, and 15).

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