Exhibit 1.1.B   edTPA: Teacher Performance Assessment

CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6,5.1, 5.2

NJPST Standards: 1-9,11

INTasc Standards: 1-9

1. During which part of the candidate's experience is the assessment used? Is the assessment used just once or multiple times during the candidate's preparation?

Candidates (both MAT and undergraduate) complete the edTPA assessment during their full-time clinical practice in their last semester of their initial teacher-training program. Candidates must pass the exam in order to graduate from Monmouth University and obtain teacher certification. As of the 2017-2018 school year, the State of New Jersey requires edTPA for licensure for all initial teaching program certifications. Specific requirements set forth by the New Jersey Department of Education is found at http://www.nj.gov/education/educators/rpr/preparation/assessment/. For the 2017-2018 and 2018-2019 school years, the pass rate has been set to scorable completion of the portfolio. The State also does not allow the edTPA assessment to be taken in Special Education, therefor candidates complete it in their primary area for certification. Although the EPP piloted edTPA for the 16-17 school year, the assessments were scored in house and are not included in this data. Data from Fall 18 will be shared with the site visit team in April 2019.

2. Who uses the assessment and how the individuals are trained on the use of the assessment.

edTPA is a subject-specific, performance-based assessment and support system used to measure and support the skills and knowledge that teachers need when they start teaching in their own classrooms. The assessment is focused on three tasks: planning, instruction, and assessment. Each teacher candidate must prepare a portfolio of evidence using their content specific handbook during their full-time clinical practice. The portfolio guides the candidate to show readiness to teach using lesson plans designed to support the strengths and needs of their students; engage real students in ambitious learning; analyze whether their students are learning, and refine their instruction to increase their instructional effectiveness. Candidates videotape themselves at work in a real classroom, and the unedited videos recordings are then scored by highly trained educators. Evidence is uploaded and candidates respond to directed commentary prompts to complete the portfolio.

Candidates are informed of the edTPA assessment throughout their coursework, beginning with ED 250/510, the first education course for all initial certification programs. Information about edTPA is also included in the undergraduate and graduate student handbooks for the

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

EPP's initial certification program candidates. The Office of Certification and Field Placements posts support materials and information on their portal in which all teacher preparation students and candidates have access to. Every course has embedded activities to assist in preparing candidates for edTPA. Individual content handbooks are loaded into each candidate's Foliotek (third party platform) assessment portfolio page at the beginning of their yearlong clinical practice which begins the first semester of their senior year.

While candidates are in the final semester of their undergraduate or MAT program, they register in ED EDTPA in order to pay for their portfolio, enabling students to use their financial aid. During this semester candidates are also registered for full-time clinical practice. At the beginning of this final semester, candidates are provided an orientation to edTPA. Completion of edTPA is supported throughout the full time clinical practice primarily through four writing days. The first three writing days are strategically scheduled to align with the task that should be completed. The purpose of the fourth and final writing day is complete the portfolio and upload the portfolio to Foliotek. Candidates are also guided through the process of migrating their portfolio from Foliotek to Pearson, who scores the assessment.

3. What is the intended use of the assessment and what is the assessment purported to measure?

The intended use of edTPA is gain subject-specific performance based data to compliment other measures used by the EPP in respect to the InTASC and New Jersey Professional Standards for Teaching. It is a capstone assessment measure planning instruction and assessment while students are in their full time clinical practice. The 13-18 rubric assessment is purported to measure teacher candidate performance in planning, instruction and assessment. All

4. Please describe how validity/trustworthiness was established for the assessment.
This proprietary assessment has validity measures on pages 20- 23 in the edTPA Field Test Summary (Exhibit 3.5.A) manual

5. Please describe how reliability/consistency was established for the assessment.

This proprietary assessment has reliability measures on pages 23-24 in the edTPA Field Test Summary (Exhibit 3.5.A)

6. Data analysis and interpretation.
The 15 rubrics of edTPA are evaluated using a five-point rubric. Disaggregated data are presented in three ways: Overall by edTPA Task, InTASC Category and overall by task. Disaggregation of data are by handbook and assessment title. In most cases this matches EPP program names, however candidates in programs with multiple certification areas are only assessed with one handbook. Health and Physical Education majors can choose the

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

Health or PE assessment. Also, there is no testing in the State of NJ of Teachers of Students with Disabilities. Therefore, this report does not include data for the TSD program. The students in programs in which TSD endorsements are included took the assessment in the primary certification areas. For example, those students who are enrolled in the P-3 TSD program completed the edTPA portfolio in Early Childhood (P-3). The majority of our TSD students are elementary majors.

It is of primary importance to note that the State of New Jersey Requires a completed portfolio in order to become certified. There is no established cut score until the 2019-2020 school year. Therefore, there may be a slight negative effect on the data because candidates were not aiming for a particularly high score, rather to complete the assessment. This however did not affect the performance outcome scores of our candidates. Generally speaking, candidates scored above the state average and commensurate with national averages on most content areas assessed.

The EPP *n* for the spring of 18 was 92, with the Fall 17 *n*=32.

Overall EPP InTASC Strengths: The two categories in which the EPP scored highest were Category 1 (The Learner and Learning) and Category 3 (Instructional Practice). The Fall 17 and Sp 18 mean score for Category 3 was 2.85 (out of 5). In the Fall of 17, the EPP score on Category 1 was 2.84, and the Spring 18 mean score was 2.85. The EPP lowest scores were in Category 4, Professional Responsibility, however the scores were still respectable (Fall17 & Sp 18 means were both 2.65).   The data is shared below by InTASC category.

InTASC Category 1: The Learner and Learning
Data from edTPA for Spring 18 and Fall 17 demonstrates that EPP candidates are achieving strong scores in InTASC category 1. Category 1, along with Category 3 are areas in which the EPP scored highest. There are 10 rubrics that were used to collect, analyze and interpret data for InTASC Category 1 (Rubrics 1-9, 14). This alignment was conducted by edTPA and shared with all partners. The EPP overall mean scores for InTASC category 1 are Spring 18= 2.85; and Fall 17= 2.84. This shows a slight increase over time. Looking at results for Fall 17, our largest program, Elementary Education (n=17) achieved a mean of 2.99, the highest of any EPP program. ECE (n=4) had the next highest mean of 2.82, followed by Physical Education (n=1) at 2.8. PE really is not consequential because of the low *n*. The three lowest scores in Category 1 came from programs with low enrollment: Health *(n=1) m= 2.2*, Science *(n=1) m=2.4,* and History *(n=2) m=2.4*. When analyzing items in InTASC category one for the Fall of 2017, three great strengths appeared:

> Rubric 3 Using Knowledge of Students to Inform Teaching and Learning. 6/11 programs in which EPP data were reported scored a 3.0 or higher.
> Rubric 4 Identifying and Supporting Language Demands.7/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 6. Learning Environment. 9/11 of the programs in which the EPP reported data scored at or above a 3.0.

Two relative areas of need in item analysis were:
Rubric 9: Subject Specific Pedagogy: 3/12 programs in which EPP data was reported scored a 3.0 or higher.
Rubric 14: Analyzing Students' Language Use and Content Learning: 3/11 programs in which EPP data was reported scored a 3.0 or higher.

Spring 2018 results consisted of our largest EPP *(n=92)*. The Elementary Education *mean* score of 2.89, slightly above the EPP *mean* of 2.85. The highest score on Category 1 in this semester came from Visual Arts *(n=7)* whose candidates achieved a mean score of 3.14. Also of note, History candidates *(n=3)* averaged a score of 3.09. The three lowest scores relative to the EPP *means* were in PE *(n=4: mean= 2.25)*, Health *(n=1, mean=2.30)* and Early Childhood (P-3: *n=2, mean 2.35)*. Also of note, the PE assessment, with an *n* of only 4, also had a *mean score* of 2.82.

In terms of item analysis for InTASC category 1 scores, the two items in which the EPP scored high across the most programs were:

Rubric 6 Learning Environment. 10/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 5 Planning Assessments to Monitor and Support Student Learning. 6 /11 programs in which EPP data was reported scored a 3.0 or higher.

The items in which the EPP scored lowest across programs include:

Rubric7 Engaging Students in Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 8: Deepening Student Learning. 3/12 programs in which EPP data was reported scored a 3.0 or higher.

InTASC Category 2 Content Knowledge
EPP candidates have strong content knowledge as evidenced by the edTPA data. There are eight rubrics that were aligned by edTPA to make up the InTASC Category 2 scores (1-4,7-9,14). The EPP *means* for this category were 2.83 (Spring 18) and 2.82 (Fall 17). For both semesters, Elementary, and Visual Arts candidates scored highest, with History also showing scores above EPP average for the Spring 2018. The lowest scores in Spring 2018 and Fall 2017 were in low enrollment programs. Sp 2018: Spanish *(n=2, m=181)*, PE *(n=4, m=2.21)* and Health *(n=1, m=2.25); *Fall 2017: Spanish *(n=1, m=2.0),* Health *(n=1, m=2.13)*.

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

Areas of Strength for Spring 2018 and Fall 2017:

Rubric 3: Using Knowledge of Students To Inform Instruction (Spring 2018 and Fall 2017). 6/11 programs in which EPP data was reported scored a 3.0 or higher.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017).7/11 programs in which EPP data was reported scored a 3.0 or higher.

Areas of Relative need for Spring 2018 and Fall 2017 include:

Rubric 14: Analyzing Students' Language Use and Content Learning (Spring '18, Fall '17).3/11 (Fall 2017) and 4/12 (Spring 18) programs in which EPP data was reported scored a 3.0 or higher.

Rubric 9: Subject Specific Pedagogy (Fall 2017): 4/11 programs in which EPP data was reported scored a 3.0 or higher.

InTASC Category 3: Instructional Practice
The data indicate that EPP candidates have strong knowledge and skills in the InTASC category of Instructional Practice. There are 13 edTPA rubrics aligned with this category (1-9, 11-13, 15). The EPP mean scores for both series of data was 2.85. This category overall is a strength for MU as the highest EPP scores across two series of data were presented in this category. Spring of 2018 data revealed candidates in Visual Arts, Performing Arts History, Elementary, math and English all scored above the EPP mean. Early childhood (P-3), Spanish and Health programs fell below the EPP means. These programs falling below the mean all had low numbers. In Fall of 2017, the highest scores were achieved by Elementary Education, Visual Arts and Early Childhood. Elementary Education and Visual Arts scores were amongst the highest for both semesters. History Science and Health had the lowest scores (also had low numbers).

When looking at item analysis, clear strengths emerged across the two series of data.

Rubric 6: Learning Environment. Spring 2018 had 11/12 programs with a rubric mean of 3 or better. In Fall 2017, 10/11 programs demonstrated a rubric mean of 3 or better.

Rubric12: Providing Feedback to guide learners. Spring 2018 demonstrated 1/12 programs achieving a score at or above m=3.0 or better.

Rubric 4: Identifying and Supporting Language Demands (Fall 2017).7/11 programs in which EPP data was reported scored a 3.0 or higher.

Item analysis indicated relative areas of need for improvement on the following rubrics:

Rubric15: Using Assessment to Inform Instruction (Spring 2018). 1/12 programs scored a *mean* of 3.0 or better.

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

Rubric 11: Analysis of Student Learning (Spring 2018). 3/12 programs scored a *mean* score of 3.0 or better.

Rubric 3: Subject-Specific Pedagogy (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

Rubric 13: Student use of Feedback (Fall 2017). 3/11 programs scored a *mean* score of 3.0 or better.

InTASC Category 4: Professional Responsibility

Data from the edTPA reveal EPP candidates have improved over time to demonstrate strong skills and knowledge in InTASC Category 4: Professional Responsibility. There are two rubrics (10,15) that measure Professional Practice. This category was a relative weakness for the EPP, with means at 2.65 for both series of data. Elementary, Spanish and Visual Arts scored among the top programs in Fall 2017. Elementary, Performing Arts and Math presented the highest scores in Spring 2018. Some of the lowest mean scores amongst all categories were for two programs with *n=1*, Science and Math, both with *means= 1.50.* In the Spring of 2018 the lowest scores in this area were in Science and Health. This data will be triangulated with CPAST and the High Leverage Teaching Proficiency Rubrics to provide depth and breadth and to determine if this is a weakness for Science , Math and Health. The EPP is not concerned, as this assessment only aligned with two items, therefore, it provides a very small sampling.

Overall Interpretations of the data:
1. The EPP data on edTPA through the four categories demonstrates MU candidates are strong in all four categories as an EPP.
2. Candidates at MU scored highest in Categories 1 and 3, providing evidence that MU candidates have a strong foundation of learning and learners, as well as instructional practice.
3. Elementary programs have strong strengths in all four tasks. Elementary programs outperformed EPP means in all categories.
4. Visual Arts, although has low numbers, had amongst the highest scores on one or both series of data for each category.
5. The lack of professional responsibility items make it difficult to generalize results. These results will be triangulated with other data to look specifically at non-academic criteria.

7. Use of Data for Continuous improvement. Data is shared on an ongoing basis by the Assistant Dean at several constituency meetings including: Deans Educational Leadership Council, Deans Meeting, Dean's advisory Council, UTEAC (University Teacher Education Advisory Council), SOE Faculty Retreat, and faculty meetings. Discussions resulting from data sharing have prompted improvements such as:

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

a. edTPA writing day implementation – four edTPA writing days have been mandated at critical times throughout the semester to provide support for the edTPA process.
b. SOE university based supervisors, faculty, and other administration have been involved with in-house scoring training.
c. The EPP hosted a training through NJACTE to EPP and state professionals who wanted more training in edTPA.
d. The Assistant Dean presented data at the national edTPA Implementation Conference.
e. The New Jersey Department of Education program administration met with pilot edTPA candidates to discuss how improvements can be made to the process.
f. Department chairs have worked with programs to infuse edTPA activities in to all courses. An edTPA matrix was created to share where edTPA rubrics are taught.
g. A series of monthly professional development for faculty was offered throughout the pilot year.

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

INTASC Categories (1-4)

Fall 2017

Category 1 The Learner and Learning (Standards 1-3)

INTASC/NJPST Standards	CAEP Standards	Rubrics			EPP N=32	Elementary N=17	Spanish N=1	History-Secondary N=2	Visual Arts N=1	Science-Secondary N=1	Early Childhood Ed N=4	Mathematics Secondary N=1	Performing Arts N=3	Health Education N=1	Physical Education N=1	MAT N=7	UG N=25
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	Planning for Content Understandings	1	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3	3.29	2.72
				Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0	0.70	0.449
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	Planning to Support Varied Student Needs	2	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5	3.29	2.82
				Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0	0.70	0.61
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	Using Knowledge of Students to Inform Teaching and Learning	3	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3	3.14	2.84
				Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0	0.64	0.46
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	Identifying and Supporting Language Demands	4	Mean:	3	3		2	3	3	2.8	3	2.7	3	3	3.43	2.83
				Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0	0.43	0.55
1, 6, 8	1.1, 1.2, 1.4, 1.5	Planning Assessments to Monitor and Support Student Learning	5	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	3	3.14	2.68
				Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0	0.83	0.55
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	Learning Environment	6	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	3	3.14	3.00
				Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0	0.35	0.28
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	Engaging Students in Learning	7	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5	3.43	2.66
				Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0	0.73	0.54
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	Deepening Student Learning	8	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3	2.86	2.76
				Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0	0.35	0.53
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	Subject-Specific Pedagogy	9	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3	3.14	2.60
				Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0	0.64	0.75
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	Analyzing Students' Language Use and Content Learning	14	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	2	3.14	2.65
				Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0	0.35	0.53
				Mean	2.84	2.33	2.75	2.40	3.00	2.40	2.82	2.60	2.63	2.20	2.80	3.20	2.76
				Std. Dev.	0.53	0.55	0.00	0.20	0.00	0.00	0.33	0.00	0.43	0.00	0.00	0.58	0.54
				Overall Mean	2.73												
				Overall Std. Dev.	0.25												

Exhibit 1.1.B edTPA: Teacher Performance Assessment

Spring 2018
Category 1 The Learner and Learning (Standards 1-3)

InTASC/NJPST Standards	CAEP Standards		Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science-Secondary	Early Childhood Ed	Mathematics Secondary	Performing Arts	Health Education	Physical Education	English-Secondary	MAT	UG
					N=32	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N-=1	N=4	N=16	N= 27	N= 65
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1	3.07	2.76
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.5	0.8	2.8	0	0	0.5	0.66	0.77
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8	3.07	2.74
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4	0.47	0.56
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9	3.11	2.86
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	1.2	0	0	0.8	0.68	0.72
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8	2.92	2.81
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7	0.67	0.63
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	3.1	3.04	2.78
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0	0.4	0.5	0.58	0.75
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	3.1	3.02	3.02
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0.5	0.2	0.23	0.21
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9	2.93	2.78
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6	0.47	0.51
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9	2.81	2.90
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7	0.55	0.58
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8	2.93	2.80
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8	0.86	0.77
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	2.7	2.87	2.66
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0	0	0	0.4	0.8	0.51	0.64
			Mean		2.85	2.89	2.44	3.09	3.14	2.56	2.35	2.96	2.96	2.30	2.25	2.91	2.96	2.81
			Std. Dev.		0.61	0.57	0.19	0.35	0.50	0.44	0.25	0.30	0.45	0.00	0.41	0.60	0.57	0.62
			Overall Mean		2.75													
			Overall Std. Dev.		0.42													

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Fall 2017

Category 2 Content Knowledge (Standards 4 and 5)

INTASC/NJPST Standards	CAEP Standards	#	Rubrics		EPP N=32	Elementary N=17	Spanish N=1	History-Secondary N=2	Visual Arts N=1	Science-Secondary N=1	Early Childhood Ed N=4	Mathematics-Secondary N=1	Performing Arts N=3	Health Education N=1	Physical Education N=1	MAT N=7	UG N=25
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3	3.29	2.72
				Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0	0.70	0.449
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5	3.29	2.82
				Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0	0.70	0.61
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3	3.14	2.84
				Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0	0.64	0.46
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3	3.43	2.83
				Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0	0.49	0.55
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5	3.43	2.66
				Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0	0.73	0.54
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3	2.86	2.76
				Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0	0.35	0.53
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3	3.14	2.60
				Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0	0.64	0.75
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	2	3.14	2.65
				Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0	0.35	0.53
				Mean	2.825	2.9875	2	2.3125	3	2.25	2.8	2.625	2.65	2.125	2.75	3.21	2.73
				Std. Dev.	0.625	0.575	0	0.1875	0	0	0.3	0	0.45	0	0	0.58	0.57
				Overall Mean	2.64												
				Overall Std. Dev.	0.25												

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Spring 2018
Category 2 Content Knowledge (Standards 4 and 5)

InTASC/NJPST Standards	CAEP Standards		Rubrics		EPP N=32	Elementary N=46	Spanish N=2	History-Secondary N=3	Visual Arts N=7	Science-Secondary N=5	Early Childhood Ed N=2	Mathematics Secondary N=3	Performing Arts N=3	Health Education N-=1	Physical Education N=4	English-Secondary N=16	MAT N= 27	UG N= 65
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1	3.07	2.76
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.5	0.8	2.8	0	0	0.5	0.66	0.77
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8	3.07	2.74
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4	0.47	0.56
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9	3.11	2.86
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	1.2	0	0	0.8	0.68	0.72
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8	2.92	2.81
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7	0.67	0.63
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9	2.93	2.78
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6	0.47	0.51
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9	2.81	2.90
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7	0.55	0.58
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8	2.93	2.80
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8	0.86	0.77
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	2.7	2.87	2.66
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0	0	0	0.4	0.8	0.51	0.64
				Mean	2.83	2.90	1.81	3.08	3.11	2.45	2.38	2.91	2.91	2.25	2.21	2.86	2.96	2.79
				Std. Dev.	0.65	0.60	0.19	0.38	0.53	0.55	0.25	0.31	0.50	0.00	0.40	0.66	0.61	0.65
				Overall Mean	2.68													
				Overall Std. Dev.	0.45													

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Fall 2017

Category 3 Instructional Practice (Standards 6-8)

INTASC/NJPST Standards	CAEP Standards		Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science-Secondary	Early Childhood	Mathematics-Secondary	Performing Arts	Health Education	Physical Education	MAT	UG
					N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1	N=7	N=25
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3	3.29	2.72
				Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0	0.70	0.443
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5	3.29	2.82
				Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0	0.70	0.61
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3	3.14	2.84
				Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0	0.64	0.46
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3	3.43	2.83
				Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0	0.49	0.55
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	3	3.14	2.68
				Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0	0.83	0.55
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	3	3.14	3.00
				Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0	0.35	0.28
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	3	2.5	3.43	2.66
				Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0	0.73	0.54
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3	2.86	2.76
				Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0	0.35	0.53
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3	3.14	2.60
				Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0	0.64	0.75
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.7	3	3	3	3	3	3	2	2	2	2.5	3.29	2.62
				Std. Dev:	0.7	0.8	0	0	0	0	0	0	0.8	0	0	0.70	0.68
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.2	3.4	4	0	4	2	3.5	2	2.5	2	3	3.57	3.14
				Std. Dev:	0.8	0.8	0	0	0	0	0.5	0	0.4	0	0	0.73	0.84
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.7	2.9	3	0.5	3	2	2.5	2	2.3	3	2	3.29	2.56
				Std. Dev:	0.8	1	0	0.5	0	0	0.5	0	0.5	0	0	0.88	0.75
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	2	2.86	2.66
				Std. Dev:	0.8	0.6	0	0.5	0	0	0.7	0	0.8	0	0	0.83	0.78
				Mean	2.85	3.02	2.69	1.92	3.08	2.23	2.86	2.38	2.55	2.31	2.73	3.22	2.76
				Std. Dev.	0.65	0.63	0.00	0.15	0.00	0.00	0.38	0.00	0.52	0.00	0.00	0.66	0.60
				Overall Mean	2.66												
				Overall Std. Dev.	0.28												

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Spring 2018
Category 3 Instructional Practice (Standards 6-8)

InTASC/NJPST Standards	CAEP Standards	#	Rubrics		EPP N=32	Elementary N=46	Spanish N=2	History-Secondary N=3	Visual Arts N=7	Science-Secondary N=5	Early Childhood Ed N=2	Mathematics Secondary N=3	Performing Arts N=3	Health Education N=1	Physical Education N=4	English-Secondary N=16	MAT N=27	UG N=65
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1	3.07	2.76
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.5	0.8	2.8	0	0	0.5	0.66	0.77
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8	3.07	2.74
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4	0.47	0.56
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9	3.11	2.86
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	1.2	0	0	0.8	0.68	0.72
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8	2.92	2.81
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7	0.67	0.63
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	3.1	3.04	2.78
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0	0.4	0.5	0.58	0.75
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	3.1	3.02	3.02
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0.5	0.2	0.29	0.21
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9	2.93	2.78
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6	0.47	0.51
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9	2.81	2.90
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7	0.55	0.58
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8	2.93	2.80
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8	0.86	0.77
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	3	2.9	2	2.3	3.1	2.2	2	3	2.7	2	1.8	2.8	2.81	2.71
				Std. Dev:	1	0.7	0	0.5	0.6	1.2	0	0	1.2	0	0.8	0.8	0.82	0.84
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.1	3.2	3	3.3	2.9	2.4	1.5	3.3	4	3	2	3.1	3.07	3.08
				Std. Dev:	0.9	0.7	0	0.5	0.8	0.5	0.5	0.5	0.8	0	0.7	0.9	0.86	0.86
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.5	2.7	2.5	2.7	3	2	1	2	3.3	3	1.8	2.4	2.67	2.43
				Std. Dev:	0.8	0.7	0.5	0.5	0.5	0.6	0	0	0.9	0	0.4	0.7	0.77	0.75
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	2.6	2.78	2.70
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9	0.74	0.74
				Mean	2.85	2.92	2.27	3.02	3.08	2.43	2.12	2.90	3.07	2.31	2.18	2.87	2.94	2.80
				Std. Dev.	0.68	0.61	0.19	0.38	0.53	0.55	0.27	0.28	0.61	0.00	0.47	0.65	0.64	0.67

Overall Mean	2.70
Overall Std. Dev.	0.47

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Fall 2017
Category 4 Professional Responsibility (Standards 9 and 10)

INTASC/NJPST Standards	CAEP Standards		Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science -Secondary	Early Childhood Ed	Mathematics Secondary	Performing Arts	Health Education	Physical Education	MAT	UG
					N=32	N=17	N=1	N=2	N=1	N=1	N=4	N=1	N=3	N=1	N=1	N= 7	N= 25
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	3	2.5	3	2	2.8	2	2	2	2	2.86	2.60
				Std. Dev:	0.5	0.3	0	0.5	0	0	0.4	0	0	0	0	0.35	0.49
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	2	2.86	2.66
				Std. Dev:	0.8	0.6	0	0.5	0	0	0.7	0	0.8	0	0	0.83	0.78
				Mean	2.65	2.85	3.00	2.50	3.00	1.50	2.30	1.50	2.10	2.50	2.00	2.86	2.63
				Std. Dev.	0.65	0.45	0.00	0.50	0.00	0.00	0.55	0.00	0.40	0.00	0.00	0.59	0.64
				Overall Mean	2.46												
				Overall Std. Dev.	0.29												

Spring 2018
Category 4 Professional Responsibility (Standards 9 and 10)

InTASC/NJPST Standards	CAEP Standards		Rubrics		EPP	Elementary	Spanish	History-Secondary	Visual Arts	Science -Secondary	Early Childhood Ed	Mathematics Secondary	Performing Arts	Health Education	Physical Education	English -Secondary	MAT	UG
					N=32	N=46	N=2	N=3	N=7	N=5	N=2	N=3	N=3	N-=1	N=4	N=16	N= 27	N= 65
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	2	2.3	2.6	2	3	2.7	2.3	2	2.5	2.6	2.70	2.60
				Std. Dev:	0.6	0.6	0	0.5	0.5	0	0	0.5	0.5	0	0.5	0.7	0.60	0.60
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	2.6	2.78	2.70
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9	0.74	0.74
				Mean	2.65	2.85	2.25	2.30	2.65	2.00	2.50	2.75	2.80	2.00	2.50	2.60	2.74	2.65
				Std. Dev.	0.65	0.65	0.25	0.50	0.50	0.45	0.50	0.35	0.50	0.00	0.50	0.80	0.67	0.67
				Overall Mean	2.52													
				Overall Std. Dev.	0.50													

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Fall 2017 Data

INTASC/ NJPST Standards	CAEP Standards		Rubrics		EPP N=32	Elementary N=17	Spanish N=1	History-Secondary N=2	Visual Arts N=1	Science-Secondary N=1	Early Childhood Ed N=4	Mathematics-Secondary N=1	Performing Arts N=3	Health Education N=1	Physical Education N=1	MAT N=7	UG N=25
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.8	3	3	2.5	3	2	3	2	2.7	2	3	3.29	2.72
				Std. Dev:	0.6	0.6	0	0.5	0	0	0	0	0.5	0	0	0.70	0.449
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.9	3	4	3	3	2	2.5	3	2.7	2	2.5	3.29	2.82
				Std. Dev:	0.7	0.7	0	0	0	0	0.5	0	0.5	0	0	0.70	0.61
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	3	3	3	2	2.8	2	3	2	3	3.14	2.84
				Std. Dev:	0.5	0.5	0	0	0	0	0.4	0	0	0	0	0.64	0.46
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5,	4	Identifying and Supporting Language Demands	Mean:	3	3		2	3	3	2.8	3	2.7	3	3	3.43	2.83
				Std. Dev:	0.6	0.6		0	0	0	0.4	0	0.5	0	0	0.49	0.55
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.8	2.9	3	2.5	3	3	2.5	2	3	2	3	3.14	2.68
				Std. Dev:	0.6	0.7	0	0.5	0	0	0.5	0	0.8	0	0	0.83	0.55
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3.1	3	3	3	3	3.3	3	2.7	3	3	3.14	3.00
				Std. Dev:	0.3	0.2	0	0	0	0	0.4	0	0.5	0	0	0.35	0.28
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	7	Engaging Students in Learning	Mean:	2.8	3.1	2	2	3	2	3	3	2.3	2	2.5	3.43	2.66
				Std. Dev:	0.7	0.7	0	0	0	0	0	0	0.5	0	0	0.73	0.54
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.8	2.9	3	2	3	2	3	4	2.3	2	3	2.86	2.76
				Std. Dev:	0.5	0.3	0	0	0	0	0.7	0	0.5	0	0	0.35	0.53
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.7	3.1	1	2	3	2	2.3	2	2.7	2	3	3.14	2.60
				Std. Dev:	0.8	0.7	0	0	0	0	0.4	0	0.5	0	0	0.64	0.75
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	3	2.5	3	2	2.8	2	2	2	2	2.86	2.60
				Std. Dev:	0.5	0.3	0	0.5	0	0	0.4	0	0	0	0	0.35	0.49
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	2.7	3	3	0	3	3	3	2	2	2	2.5	3.29	2.62
				Std. Dev:	0.7	0.8	0	0	0	0	0	0	0.8	0	0	0.70	0.68
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.2	3.4	4	0	4	2	3.5	2	2.5	2	3	3.57	3.14
				Std. Dev:	0.8	0.8	0	0	0	0	0.5	0	0.4	0	0	0.73	0.84
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.7	2.9	3	0.5	3	2	2.5	2	2.3	3	2	3.29	2.56
				Std. Dev:	0.8	1	0	0.5	0	0	0.5	0	0.5	0	0	0.88	0.75
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.8		2	3	3	3	2	2.8	2	2	3.14	2.65
				Std. Dev:	0.6	0.5		1	0	0	0	0	0.6	0	0	0.35	0.53
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	3	2.5	3	1	3	1	2.2	3	2	2.86	2.66
				Std. Dev:	0.8	0.6	0	0.5	0	0	0.7	0	0.8	0	0	0.83	0.78
				Mean	2.82	2.99	2.92	1.97	3.07	2.27	2.87	2.33	2.53	2.27	2.63	3.19	2.74
				Std. Dev.	0.63	0.60	0.00	0.23	0.00	0.00	0.36	0.00	0.49	0.00	0.00	0.62	0.53
				Overall Mean	2.66												
				Overall Std. Dev.	0.27												

Exhibit 1.1.B   edTPA: Teacher Performance Assessment

Spring 2018 Data

INTASC/ NJPST Standards	CAEP Standards		Rubrics		EPP N=32	Elementary N=46	Spanish N=2	History-Secondary N=3	Visual Arts N=7	Science-Secondary N=5	Early Childhood Ed N=2	Mathematics-Secondary N=3	Performing Arts N=3	Health Education N=1	Physical Education N=4	English-Secondary N=16	MAT N=27	UG N=65
2, 3, 4, 7, 8	1.1, 1.2, 1.4, 1.5, 3.3	1	Planning for Content Understandings	Mean:	2.9	2.8	2	3.3	3.1	2.6	2.5	3.2	2	2	2	3.1	3.07	2.76
				Std. Dev:	0.8	0.8	0	0.5	0.8	0.5	0.5	0.8	2.8	0	0	0.5	0.66	0.77
1, 2, 4, 7, 8	1.1, 1.2, 1.4, 3.3, 3.6	2	Planning to Support Varied Student Needs	Mean:	2.8	2.9	3	2.7	3.1	2.6	2	2.7	3	3	2.3	2.8	3.07	2.74
				Std. Dev:	0.6	0.6	0	0.5	0.3	0.5	0	0.5	0	0	0.8	0.4	0.47	0.56
1, 2, 4, 7	1.1, 1.2, 1.4, 1.5, 3.3	3	Using Knowledge of Students to Inform Teaching and Learning	Mean:	2.9	3	2.5	3	3.3	2.4	2.5	3.3	3.3	3	2	2.9	3.11	2.86
				Std. Dev:	0.7	0.7	0.5	0	0.5	0.5	0.5	0.5	1.2	0	0	0.8	0.68	0.72
1, 2, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5	4	Identifying and Supporting Language Demands	Mean:	2.8	2.9		3.7	3.3	2	2.5	3	3	2	2	2.8	2.92	2.81
				Std. Dev:	0.6	0.5		0.5	0.5	0.6	0.5	0	0	0	0.7	0.7	0.67	0.63
1, 6, 8	1.1, 1.2, 1.4, 1.5	5	Planning Assessments to Monitor and Support Student Learning	Mean:	2.9	2.7	2	3.3	3.4	3	1.5	3.3	3.3	2	2.3	3.1	3.04	2.78
				Std. Dev:	0.7	0.7	0	0.5	0.5	0	0.5	0.5	0.5	0	0.4	0.5	0.58	0.75
2, 3, 8	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	6	Learning Environment	Mean:	3	3	3	3	3.1	3	3	3	3	3	2.5	3.1	3.02	3.02
				Std. Dev:	0.2	0.2	0	0	0.3	0	0	0	0	0	0.5	0.2	0.23	0.21
2, 3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5	7	Engaging Students in Learning	Mean:	2.8	2.9	2.5	3	3	2.6	3	2.3	3	2	2.3	2.9	2.93	2.78
				Std. Dev:	0.5	0.4	0.5	0	0.5	0.5	0	0.5	0	0	0.4	0.6	0.47	0.51
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	8	Deepening Student Learning	Mean:	2.9	2.9	2.5	3.3	3	2.8	3	2.8	3	2	2.5	2.9	2.81	2.90
				Std. Dev:	0.6	0.5	0.5	0.5	0.8	0.7	0	0.2	0	0	0.5	0.7	0.55	0.58
3, 4, 5, 8	1.1, 1.2, 1.3, 1.4, 1.5, 3.5	9	Subject-Specific Pedagogy	Mean:	2.8	3.1	2	3.3	3.1	2	1	3	3	1	2.3	2.8	2.93	2.80
				Std. Dev:	0.8	0.7	0	0.5	0.3	0.6	0	0	0	0	0.4	0.8	0.86	0.77
9	1.1, 1.2, 1.4, 1.5, 3.3, 3.6	10	Analyzing Teaching Effectiveness	Mean:	2.6	2.8	2	2.3	2.6	2	3	2.7	2.3	2	2.5	2.6	2.70	2.60
				Std. Dev:	0.6	0.6	0	0.5	0.5	0	0	0.5	0.5	0	0.5	0.7	0.60	0.60
6	1.1, 1.2, 1.4, 1.5, 3.6	11	Analysis of Student Learning	Mean:	3	2.9	2	2.3	3.1	2.2	2	3	2.7	2	1.8	2.8	2.81	2.71
				Std. Dev:	1	0.7	0	0.5	0.6	1.2	0	0	1.2	0	0.8	0.8	0.82	0.84
6	1.1, 1.2, 1.4, 1.5, 3.6	12	Providing Feedback to Guide Learning	Mean:	3.1	3.2	3	3.3	2.9	2.4	1.5	3.3	4	3	2	3.1	3.07	3.08
				Std. Dev:	0.9	0.7	0	0.5	0.8	0.5	0.5	0.5	0.8	0	0.7	0.9	0.86	0.86
6	1.1, 1.2, 1.4, 1.5, 3.6	13	Student Use of Feedback	Mean:	2.5	2.7	2.5	2.7	3	2	1	2	3.3	3	1.8	2.4	2.67	2.49
				Std. Dev:	0.8	0.7	0.5	0.5	0.5	0.6	0	0	0.9	0	0.4	0.7	0.77	0.75
1, 2, 4, 5	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	14	Analyzing Students' Language Use and Content Learning	Mean:	2.7	2.7		2.3	3	2.6	2.5	3	3	3	2.3	2.7	2.87	2.66
				Std. Dev:	0.6	0.6		0.5	0.5	0.5	0.5	0	0	0	0.4	0.8	0.51	0.64
6, 7, 8, 9	1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	15	Using Assessment to Inform Instruction	Mean:	2.7	2.9	2.5	2.3	2.7	2	2	2.8	3.3	2	2.5	2.6	2.78	2.70
				Std. Dev:	0.7	0.7	0.5	0.5	0.5	0.9	1	0.2	0.5	0	0.5	0.9	0.74	0.74
				Mean	2.83	2.89	2.42	2.92	3.05	2.41	2.20	2.93	3.01	2.33	2.21	2.84	2.92	2.78
				Std. Dev.	0.67	0.61	0.19	0.40	0.53	0.51	0.27	0.28	0.56	0.00	0.47	0.67	0.63	0.66
				Overall Mean	2.69														
				Overall Std. Dev.	0.46														

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

edTPA® Connections to CAEP

edTPA is a performance-based, subject-specific support and assessment system used by educator preparation programs (EPPs) nationwide. edTPA complements a multiple-measures assessment system as a summative capstone that allows candidates to integrate what they have learned about effective teaching practice throughout their program and to demonstrate that they can plan, teach, and assess based on knowledge of their students.

Using edTPA to Achieve CAEP Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) developed an evidence-based accreditation process that is rooted in its standards and requires common unit assessments that are valid and reliable. As of June 2016, programs pursuing CAEP accreditation are required to use multiple measures in their review. They are also required to make their own case as to how varied sources of data provide evidence of candidate performance and are used to inform program renewal. edTPA can contribute substantially to that body of evidence. This document offers connections among CAEP standards and elements and edTPA rubric constructs.

Aligning edTPA Evidence to CAEP Standards

CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.
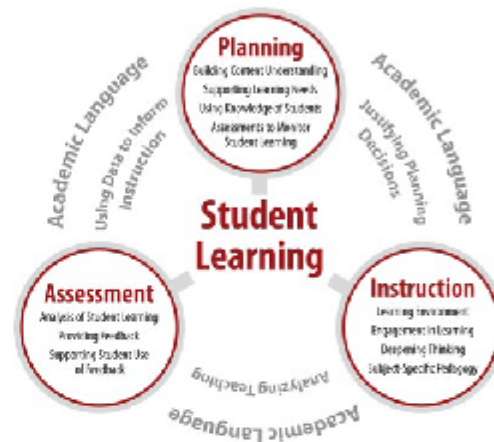
For CAEP Standard 1, Interstate Teacher Support and Assessment Consortium (InTASC) Model Core Teaching Standards are used to define and support teacher effectiveness, and to develop and inform policies and programs to prepare, license, support, and evaluate teachers. These standards maintain the delineation of knowledge, dispositions, and performances as a way to probe the complexity of the teacher's practice. Developers of edTPA used the InTASC Standards and research on effective teaching to determine and refine the constructs within edTPA rubrics and apply them in subject specific ways. The *edTPA Crosswalk: InTASC Standards* document developed by Stanford Center for Assessment, Learning and Evaluation (SCALE) includes commentary prompt excerpts and rubric language from the operational edTPA (2014) and maps their alignment with the ten InTASC Standards (2013). As the crosswalk shows, the InTASC Standards are strongly aligned with the constructs measured within the three tasks of edTPA. EPPs may find the crosswalk useful in constructing their argument for using edTPA evidence in CAEP review.

SCALE
Stanford Center for Assessment, Learning & Equity

CAEP Standard 3: Candidate Quality, Recruitment and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of CAEP Standard 4.

EPPs have a responsibility to address the quality of their candidates. This responsibility continues from purposeful recruitment to admissions selectivity, through monitoring of candidate progress and providing necessary support, to demonstrating that candidates are proficient at completion of their program and eligible for licensure.

edTPA was authored by faculty and staff at the Stanford Center for Assessment, Learning and Equity (SCALE) with input from educators around the country. It was validated in accordance with standards for licensure assessments (APA, AERA, NCME, 2014), and intended to be used as a measure of the knowledge, skills, and abilities necessary for beginning teaching. Research on edTPA supports its use as an evaluation tool for both pedagogical and subject-specific knowledge and skills — which together with other measures of teacher competence form the basis of what teacher candidates must possess starting on day one of their professional career.

The following table shows how edTPA rubric constructs align with **CAEP Standard 1: Content and Pedagogical Knowledge** and **CAEP Standard 3: Candidate Quality, Recruitment and Selectivity**. The left column shows the edTPA rubric; the center column, a description of the construct of effective teaching measured; and the right column, the corresponding CAEP standard and elements. CAEP Standards 1 and 3 are represented in the table because they show the strongest alignment between their components and the edTPA rubrics.

Following the table are descriptions of **CAEP Standard 2: Clinical Partnerships and Practice** and **CAEP Standard 4: Program Impact**. EPPs may find that CAEP Standards 2 and 4 demonstrate alignment between some of their components and the edTPA rubrics, and therefore are not represented in the table.

edTPA Rubric	Construct Measured	CAEP Standard	
R1 - Planning for Content Learning:	Candidate's plans for instruction address content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.3
R2 - Planning to support varied student learning needs	Candidate uses knowledge of his/her students to target support for students to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	3.3 3.6
R3 - Using knowledge of students to inform teaching and learning	Candidate uses knowledge of his/her students to justify instructional plans	1.1 1.2 1.4	1.5 3.3
R4 - Identifying and Supporting Language Demands	Candidate identifies and supports language demands associated with content learning tasks	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6
R5 - Planning Assessments to Monitor and Support Student Learning	Candidate selects or designs informal and formal assessments to monitor students' progress toward developing content-specific skills, concepts, strategies, and/or processes	1.1 1.2	1.4 1.5
R6 - Learning Environment	Candidate demonstrates a positive learning environment that supports students' engagement in learning	1.1 1.2 1.4 1.5	3.3 3.6
R7 - Engaging Students in Learning	Candidate actively engages students in developing content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

edTPA Rubric	Construct Measured	CAEP Standard	
R8 - Deepening Student Knowledge	Candidate elicits student responses to promote thinking and to develop content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
R9 - Subject-Specific Pedagogy	Candidate uses subject specific pedagogical strategies and/or materials to support students' understanding of content-specific skills, concepts, strategies and/or processes	1.1 1.2 1.3	1.4 1.5 3.5
R10 - Analyzing Teaching Effectiveness	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.4	1.5 3.3 3.6
R11 - Analysis of Student Learning	Candidate analyzes evidence of student learning of content-specific skills, concepts, strategies, and/or processes	1.1 1.2 1.4	1.5 3.6
R12 - Providing Feedback to Guide Learning	Candidate provides feedback to focus students that addresses their strengths and needs	1.1 1.2 1.4	1.5 3.6
R13 - Student Use of Feedback	Candidate provides opportunities for students to use feedback to guide their further learning	1.1 1.2 1.4	1.5 3.6
R14 - Analyzing Students' Language Use and Content Learning	Candidate analyzes students' use of language to develop content understanding	1.1 1.2 1.3 1.4	1.5 3.3 3.6
R15 - Using Assessment to Inform Instruction	Candidate uses the analysis of what students know and are able to do to plan next steps in instruction	1.1 1.2 1.3 1.4	1.5 3.3 3.5 3.6

CAEP Standard 2: Clinical Partnerships and Practice focuses on effective partnerships and high-quality clinical practice are central to candidates' preparation. In doing so, it lays the groundwork for opportunities for candidates to develop, practice, and demonstrate the content and pedagogical knowledge and skills that promote learning for all students.

EPPs seeking accreditation should have strong collaborative partnerships with school districts and individual school partners, as well as other community stakeholders, in order to pursue mutually beneficial and agreed upon goals for the preparation of education professionals. Partnerships can be built and maintained through clinical experiences, as demonstrated in the following excerpt:

Clinical Experiences 2.3

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in CAEP Standard 1, that are associated with a positive impact on the learning and development of all P–12 students.

When discussing edTPA's common language for "readiness to teach" with P–12 partners and other stakeholders, campuses and states using InTASC as the basis for state teaching standards and teacher evaluation will find the *edTPA Crosswalk: InTASC Standards* useful. Because edTPA is aligned to InTASC Standards, campuses and states can collaborate with P–12 partners to support candidates' experiences from preparation through entering the classroom. Further, programs may wish to use the *edTPA Professional Growth Plan* resource to support program exit goal setting and communication with P–12 partners about planning for induction support as evidence for this standard.

Exhibit 1.1.B   **edTPA: Teacher Performance Assessment**

CAEP Standard 4: Program Impact

The provider demonstrates the impact of its completers on P–12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

This standard requires evidence of program completers contributing to an expected level of student-learning growth as well as evidence that program completers can effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

SCALE is supportive of predictive validity studies that follow candidates into employment where it is possible to link teachers to classrooms, and is currently working with states that have requested these studies. Additionally, programs that have the capability to follow their candidates as they have become teachers of record have faculty working on research that focuses on predictive validity of edTPA. Finally, SCALE collaborates with researchers to develop projects that focus on the impact of edTPA implementation as an assessment and educational tool on EPPs, faculty, candidates, P–12 educators, and P–12 students' achievement.

Candidate Performance Data

Score reports are available to EPPs that participate in official edTPA scoring. Each EPP designates an edTPA score reporting contact. The contacts and their designees may access the following types of reports through their secure score reporting website. These reports and data can also be used to support an EPP's position in using edTPA data for CAEP accreditation:

- Score Reports for candidates will be available per the submission and reporting schedule.
- General Reports using *ResultsAnalyzer®*: Contacts may generate reports for all handbook areas within a defined timeframe.

- Custom Reports using *ResultsAnalyzer*: Contacts may generate handbook-specific or population-specific data for their state or program.
- Candidate Status Reports are accessible to edTPA score report contacts. These reports are updated daily and list the current status of candidates from their program as registered, submitted, and withdrawn.
- Biannual Report Access: These reports and a corresponding communication will be posted twice a year. These reports contain descriptive statistics for different populations:
  - National Report
  - State Report
  - EPP-Specific Report

Additional Resources

Additional CAEP standards information and resources include the following:

- CAEP Standards Introduction
- 2013 CAEP Standards
- *Quick Reference: Top 10 edTPA Resources*
- edTPA Frequently Asked Questions
- *2013 edTPA Field Test: Summary Report*
- *2014 edTPA Administrative Report*
- *2015 edTPA Administrative Report*

For More Information

To learn more about edTPA® and become a member of the edTPA® community, visit www.edTPA.AACTE.org