

## NH TCAP

**CAEP Standards: R1.1, R1.2, R1.3, R1.4, R5.1, R5.2**

**InTASC Standards: 1, 2, 4, 5, 6, 7, 9, 10**

**NH DOE 610.02(a)(1-2); 610.02(b); 610.02(c)(1-2); 610.02(d)**

### **ADMINISTRATION AND PURPOSE**

In a November 21, 2012, letter to the NH Board of Education, the NH Institutions of Higher Education (IHE) Network committed themselves to “Craft, calibrate, implement and analyze a common assessment of teacher efficacy that can be used by all EPPs, regardless of size or specialization.” This is one of four core initiatives developed by the IHE Network in a statewide initiative to increase accountability and professional collaboration among NH’s Teacher Educators. In consultation with the NH Department of Education, the IHE network (a group of NH EPPs who offer teacher licensure pathways) adopted a common performance assessment for all teacher candidates. The result of this initiative is the New Hampshire Teacher Candidate Assessment of Performance (NH TCAP), a complex, subject-specific, portfolio-style, multiple measures performance assessment designed to assess and provide formative learning experiences for beginning teachers. This proprietary assessment serves as the final evidence of a candidate’s ability to demonstrate an understanding of the InTASC standards in all four categories.

The NH TCAP is completed by all candidates during their culminating clinical experience. The course instructor provides all rubrics and guidance documents to the candidates during the clinical experience course directly preceding the culminating clinical experience. Candidates must earn an overall average score of 2.0 (with no more than one strand being scored below 2.0) to pass their culminating clinical experience and be recommended for licensure to the NH Department of Education.

This proprietary assessment serves as the final evidence of a candidate’s ability to demonstrate an understanding of the InTASC standards in all four categories.

### **CONTENT OF ASSESSMENT**

The NHTCAP, a teacher candidate performance assessment which was adopted with permission from the Performance Assessment for California Teachers (PACT), has six strands that comprise the assessment (Contextualizing Learners and Learning, Planning and Preparing, Instructing Students and Supporting Student Learning, Assessing Student Learning, Reflecting and Growing Professionally, Using Academic Language). These strands are aligned with CAEP, InTASC, and the NH Professional standards. This authentic, summative performance assessment provides robust evidence of the candidate’s knowledge and understanding of Standard 1.1, Standard 1.2, Standard 1.1, and Standard 1.4.

### **SCORING**

Candidates submit the NH TCAP through Anthology Portfolio for assessment. The EPP maintains a cadre of assessors who have been trained either through the training sessions provided by the IHE Network, or through one of the trainings held by the EPP. All scorers are experienced educators

who have maintained licensure in the State of NH, and include faculty, adjuncts, and school-based and university-based clinical educators. NH TCAP submissions are assigned to a scorer with experience in the area of licensure which aligns with the NHTCAP. Submissions are “blind scored” – the name and identifying information for the candidate is hidden from the assessor. Additionally, assessors will not be assigned to score a submission from a candidate they have mentored during the clinical experience.

Candidates must earn at least an overall average score of 2.0 (across all 12 rubrics) from a possible 4, with no more than one strand earning a score of 1.0. Each proficiency level descriptor is qualitatively defined by specific criteria aligned with the indicators. Levels represent a developmental sequence and provide opportunities for evaluators to provide specific and meaningful feedback to candidates. The attributes defined at each proficiency level are actionable, performance-based, or observable behaviors. Candidates who do not meet the minimum qualifying criteria are required to review the feedback provided by the scorer and submit a revised NH TCAP.

## **DATA**

The following data is from Fall 2023 and Spring 2024. The data is disaggregated by the licensure area, race/ethnicity, and gender at the undergraduate and post-baccalaureate level, as well as for the EPP as a whole. In order to have more robust data for comparison purposes, all licensure areas for middle and high school level content were grouped together as “Secondary.” Licensure areas of Elementary, Early Childhood and Special Education were also combined. Race/ethnicity is identified as white/non-white, again to provide more robust data. Non-white includes Hispanic/Latin X, Asian, Black or African American, American Indian, Alaskan Native, Native Hawaiian or Other Pacific Islanders, or a combination of two or more races. Faculty agreed that comparing the demographics is very difficult as the large majority of our students fall into one category, the sample size of the other categories make comparison difficult.

## **ANALYSIS AND INTERPRETATION**

The first category that is assessed on the NH TCAP is Learner and Learning. Fall 2023 and Spring 2024 NH TCAP demonstrates that candidates use their knowledge of their learners and learning to create a learning segment consisting of three to five consecutive lessons. R1.1 Learner and Learning had a mean of 2.86 out of possible 4, with 2.0 equaling a passing score. Candidates in the Elementary/Special Education programs for both Undergraduate and Post-Baccalaureate levels outscored other subgroups with scores of 3.00 (UG) and 3.09 (Post-Bacc). Means for Standard 1.1 range from 2.5-3.09 across all programs. Within the subcategory of Learner Development/Establishing a balanced instructional focus (inTASC 1) the EPP had the highest mean of 3.03.

Content Knowledge is the next standard students must demonstrate within NH TCAP. Candidates demonstrate that they have developed a proficient understanding of the critical concepts and principles of their discipline, and that they can use this knowledge to advance the learning of all students. R1.2 Content Knowledge was the EPP lowest mean at 2.73. This is above the required 2.0 but overall appears lower than other categories. Candidates in the UG Elem with SPED scored the lowest with a mean of 2.30. Across the two subcategories, inTASC Standard 4 and 5, there was range of scores with UG Elem with SPED scoring lowest in both. The small sample size UG Secondary scored the highest with an average mean of 3.00 with no variance, Post-Bacc ECE/ECSP/ELEM/SPED also scored high in both subcategories with a 2.91 mean.

The data in the NH TCAP also indicates that candidates demonstrate proficiency in Standard 1.3 Instructional Practice. The EPP mean was 3.01 the subgroups of UG ELEM with SPED and Post Bacc ECE/ECSP/ELEM/SPED scoring highest with 3.30 and 3.27 respectively, and Secondary Post-Bacc scoring lowest with 2.67.

Lastly the NH TCAP scores reflect a change in our students' Professional Responsibility, with our means being lower than our previous year's report. The Post- Bac subgroups scored higher than any of our undergraduate subgroups with the highest mean of 3.09 for ECE/ECSP/ELEM/SPED and a mean of 3 for Secondary. The subgroup of UG ECE/ELEM/SPED scored the lowest with a mean of 2.5. In Standard 9, we had an EPP mean of 2.77 this year against our mean of above a 3 in the previous year. Our scores across both subcategories are lower than last year's report.

#### **USE AND CONTINUOUS IMPROVEMENT:**

The faculty convened to review Spring 2024 data of the NH TCAP during a Fall 2024 retreat, as a part of the retreat there was a training on inter-rater reliability with a focus on how instruments are scored and read. This retreat provided valuable insights into improving consistency in our scoring practices. Additionally, some faculty members participated in a summer workshop dedicated to grading TCAPs. This hands-on experience enhanced their understanding of the grading process and highlighted variations in scoring. Faculty have worked closely with our office to ensure that our assessments are correctly being assessed, and we have met with all of our outside stakeholders regarding best TCAP practices. In the coming year, we are hopeful to better monitor our assessment practices and to provide the faculty and students with information regarding the scoring and grading of the NH TCAP.

# NH TCAP BY EPP, PROGRAM AND LEVEL FOR INTASC CATEGORIES

AY23-24

InTASC	NH 505s	CAEP	Stats	Undergraduate				Post-Baccalaureate	
				EPP n=35	ECE/ELEM/SPED n= 11	ELEM with SPED n=5	SECONDARY n=5	ECE/ECSP/ELEM/SPED n=11	SECONDARY n=3
Learner & Learning	505.03 (a) 1-5 (b) 1-4, 6-8 (c) 1,5,6,9	R1.1	Mean:	2.86	2.64	3.00	2.90	3.09	2.50
			Std Dev:	0.71	0.66	0.67	0.57	0.68	1.05
Content	505.03 (a) 4 (b) 3-6, 8 (c) 3,4,6	R1.2	Mean:	2.73	2.59	2.30	3.00	2.91	2.83
			Std Dev:	0.59	0.67	0.48	0.00	0.53	0.75
Instructional Practice	505.03 (a) 6 (b) 5,6 (c) 1-3,6-8,10,11 (d) 1-4	R1.3	Mean:	2.96	2.71	3.24	2.76	3.22	2.80
			Std Dev:	0.80	0.79	0.66	0.78	0.79	0.86
Professional Responsibility	505.03 (d) 1,2,4,5	R1.4	Mean:	2.84	2.50	2.90	2.90	3.09	3.00
			Std Dev:	0.75	0.80	0.74	0.74	0.61	0.89

# NH TCAP DATA BY EPP, PROGRAM AND LEVEL

AY 23-24

						Undergraduate			Post-Baccalaureate		
InTASC	NH 505s	CAEP	Rubrics	Stats	EPP n=35	ECE/ELEM/SPED n= 11	ELEM with SPED n=5	SECONDARY n=5	ECE/ECSP/ELEM/SPED n=11	SECONDARY n=3	
<b>Learner and Learning</b> Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.											
<b>Learner and Learning</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.1</b>	<b>RUBRICS</b>	<b>Mean:</b>	<b>2.86</b>	<b>2.64</b>	<b>3.00</b>	<b>2.90</b>	<b>3.09</b>	<b>2.50</b>
					<b>Std Dev:</b>	<b>0.71</b>	<b>0.66</b>	<b>0.67</b>	<b>0.57</b>	<b>0.68</b>	<b>1.05</b>
<b>Standard 1: Learner Development</b>	<b>505.03 (b)(1)(2)(6)(8) (c)(1)(5)(9)</b>	<b>1.1</b>	<b>R1.1</b>	<b>Establishing a Balanced Instructional Focus</b>	Mean:	3.03	2.82	3.00	3.20	3.27	2.67
					Std Dev:	0.45	0.40	0.00	0.45	0.47	0.58
<b>Standard 3: Learning Environment</b>	<b>505.03 (a)(1)(2)(3)(4)(5) (b)(1)(4)(7) (c)(1)(6)</b>	<b>1.1</b>	<b>R1.1</b>	<b>Engaging Students in Learning</b>	Mean:	2.69	2.45	3.00	2.60	2.91	2.33
					Std Dev:	0.87	0.82	1.00	0.55	0.83	1.53

<b>Content</b> Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.											
<b>Content</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.2</b>	<b>RUBRICS</b>	<b>Mean:</b>	<b>2.73</b>	<b>2.59</b>	<b>2.30</b>	<b>3.00</b>	<b>2.91</b>	<b>2.83</b>
					<b>Std Dev:</b>	<b>0.59</b>	<b>0.67</b>	<b>0.48</b>	<b>0.00</b>	<b>0.53</b>	<b>0.75</b>
<b>Standard 4: Content Knowledge</b>	<b>505.03 (a)(4) (b)(3)(4)(5)(6) (c)(3)(4)(6)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Understanding Language Demands and Resources</b>	Mean:	2.74	2.64	2.20	3.00	2.91	3.00
					Std Dev:	0.61	0.67	0.45	0.00	0.54	1.00
<b>Standard 5: Application of Content</b>	<b>505.03 (b)(4)(6)(8) (c)(4)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Making Content Accessible Developing Students Academic Language Repertoire</b>	Mean:	2.71	2.55	2.40	3.00	2.91	2.67
					Std Dev:	0.57	0.69	0.55	0.00	0.54	0.58
<b>Instructional Practice</b> Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.											
<b>Instructional Practice</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.3</b>	<b>RUBRICS</b>	<b>Mean:</b>	<b>2.96</b>	<b>2.71</b>	<b>3.24</b>	<b>2.76</b>	<b>3.22</b>	<b>2.80</b>
					<b>Std Dev:</b>	<b>0.80</b>	<b>0.79</b>	<b>0.66</b>	<b>0.78</b>	<b>0.79</b>	<b>0.86</b>

Standard 6: Assessment	505.03 (a)(6) (c)(6)(7)(8)(10) (11) (d)(3)	1.1	R1.3	Analyzing student work from an Assessment	Mean:	3.01	2.77	3.30	2.80	3.25	2.92
				Designing Assessments	Std Dev:						
				Using Assessment to Inform Teaching							
				Using Feedback to Promote Student Learning		0.77	0.74	0.66	0.83	0.75	0.67
Standard 7: Planning for Instruction	505.03 (a)(6) (b)(5)(6) (c)(1)(2)(3)	1.1	R1.3	Monitoring Student Learning During Instruction	Mean:	2.74	2.45	3.00	2.60	3.09	2.33
					Std Dev:	0.92	0.93	0.71	0.55	0.94	1.53
<b>Professional Responsibility</b> Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.											
Professional Responsibility	NH 505s	1.1	R1.4	RUBRICS	Mean:	2.84	2.50	2.90	2.90	3.09	3.00
					Std Dev:	0.75	0.80	0.74	0.74	0.61	0.89
Standard 9: Professional	505.03 (d)(1)(2)(5)	1.1	R1.2		Mean:	2.77	2.36	2.80	2.80	3.00	3.33

Learning and Ethical Practice				Monitoring Student Progress	Std Dev:	0.73	0.81	0.84	0.84	0.45	0.58
Standard 10: Leadership and Collaboration	505.03 (d)(4)	1.1	R1.2	Reflecting on Learning	Mean:	2.91	2.64	3.00	3.00	3.18	2.67
					Std Dev:	0.78	0.81	0.71	0.71	0.75	1.15



# NH TCAP DATA BY EPP, RACE, ETHNICITY AND GENDER FOR INTASC CATEGORIES

AY 23-24

InTASC	NH 505s	CAEP	Stats	EPP n=35	White n=33	Non-White n=2	Female n=30	Male n=5
Learner & Learning	505.03 (a) 1-5 (b) 1-4, 6-8 (c) 1,5,6,9	R1.1	Mean:	2.86	2.86	2.75	2.90	2.60
			Std Dev:	0.71	0.72	0.50	0.66	0.97
Content	505.03 (a) 4 (b) 3-6, 8 (c) 3,4,6	R1.2	Mean:	2.73	2.73	2.75	2.73	2.70
			Std Dev:	0.59	0.60	0.50	0.58	0.67
Instructional Practice	505.03 (a) 6 (b) 5,6 (c) 1-3,6-8,10,11 (d) 1-4	R1.3	Mean:	2.96	2.95	3.10	2.95	3.00
			Std Dev:	0.80	0.82	0.57	0.78	0.96
Professional Responsibility	505.03 (d) 1,2,4,5	R1.4	Mean:	2.84	2.77	4.00	2.80	3.10
			Std Dev:	0.75	0.72	0.00	0.75	0.74

# NH TCAP DATA BY EPP, RACE, ETHNICITY AND GENDER FOR INTASC CATEGORIES

AY 23-24

InTASC	NH 505s	CAEP	CAEP	Rubrics	Stats	EPP n=35	White n=33	Non White n=2	Female n=30	Male n=5
<b>Learner and Learning</b> Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.										
<b>Learner and Learning</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.1</b>	<b>RUBRICS</b>	<b>Mean:</b>	<b>2.86</b>	<b>2.86</b>	<b>2.75</b>	<b>2.90</b>	<b>2.60</b>
					<b>Std Dev:</b>	<b>0.71</b>	<b>0.72</b>	<b>0.50</b>	<b>0.66</b>	<b>0.97</b>
<b>Standard 1: Learner Development</b>	<b>505.03 (b)(1)(2)(6)(8) (c)(1)(5)(9)</b>	<b>1.1</b>	<b>R1.1</b>	<b>Establishing a Balanced Instructional Focus</b>	Mean:	3.03	3.03	3.00	3.03	3.00
					Std Dev:	0.45	0.47	0.00	0.41	0.71
<b>Standard 3: Learning Environment</b>	<b>505.03 (a)(1)(2)(3)(4)(5) (b)(1)(4)(7) (c)(1)(6)</b>	<b>1.1</b>	<b>R1.1</b>	<b>Engaging Students in Learning</b>	Mean:	2.69	2.70	2.50	2.77	2.20
					Std Dev:	0.87	0.88	0.71	0.82	1.10

**Content**

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

<b>Content</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.2</b>	<b>RUBRICS</b>	<b>Mean:</b>	<b>2.73</b>	<b>2.73</b>	<b>2.75</b>	<b>2.73</b>	<b>2.70</b>
					<b>Std Dev:</b>	<b>0.59</b>	<b>0.60</b>	<b>0.50</b>	<b>0.58</b>	<b>0.67</b>
<b>Standard 4: Content Knowledge</b>	<b>505.03 (a)(4) (b)(3)(4)(5)(6) (c)(3)(4)(6)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Understanding Language Demands and Resources</b>	Mean:	2.74	2.76	2.50	2.77	2.60
					Std Dev:	0.61	0.61	0.71	0.63	0.55
<b>Standard 5: Application of Content</b>	<b>505.03 (b)(4)(6)(8) (c)(4)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Making Content Accessible Developing Students Academic Language Repertoire</b>	Mean:	2.71	2.70	3.00	2.70	2.80
					Std Dev:	0.57	0.59	0.00	0.53	0.84

**Instructional Practice**

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

<b>Instructional Practice</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.3</b>	<b>RUBRICS</b>	<b>Mean:</b>	<b>2.96</b>	<b>2.95</b>	<b>3.10</b>	<b>2.95</b>	<b>3.00</b>
					<b>Std Dev:</b>	<b>0.80</b>	<b>0.82</b>	<b>0.57</b>	<b>0.78</b>	<b>0.96</b>

<b>Standard 6: Assessment</b>	<b>505.03 (a)(6) (c)(6)(7)(8)(10)(11) (d)(3)</b>	<b>1.1</b>	<b>R1.3</b>	<b>Analyzing student work from an Assessment</b>	Mean:	3.01	3.01	3.13	2.99	3.15
				<b>Designing Assessments</b>						
				<b>Using Assessment to Inform Teaching</b>	Std Dev:	0.77	0.78	0.64	0.76	0.81
				<b>Using Feedback to Promote Student Learning</b>						
<b>Standard 7: Planning for Instruction</b>	<b>505.03 (a)(6) (b)(5)(6) (c)(1)(2)(3)</b>	<b>1.1</b>	<b>R1.3</b>	<b>Monitoring Student Learning During Instruction</b>	Mean:	2.74	2.73	3.00	2.80	2.40
					Std Dev:	0.92	0.94	0.00	0.85	1.34

### Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

<b>Professional Responsibility</b>	<b>NH 505s</b>	<b>1.1</b>	<b>R1.4</b>	<b>RUBRICS</b>	Mean:	2.84	2.77	4.00	2.80	3.10
					Std Dev:	0.75	0.72	0.00	0.75	0.74
<b>Standard 9: Professional Learning and Ethical Practice</b>	<b>505.03 (d)(1)(2)(5)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Monitoring Student Progress</b>	Mean:	2.77	2.70	4.00	2.67	3.40
					Std Dev:	0.73	0.68	0.00	0.71	0.55
<b>Standard 10: Leadership and Collaboration</b>	<b>505.03 (d)(4)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Reflecting on Learning</b>	Mean:	2.91	2.85	4.00	2.93	2.80
					Std Dev:	0.78	0.76	0.00	0.78	0.84