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. As you can see from the rubrics in the addendum below, 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 was compiled from the fall 2020, spring 2021 and fall 2021 semesters. 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. The EPP has no candidates enrolled in the Early Childhood Special Education licensure area. 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.

ANALYSIS AND INTERPRETATION

The data in the NH TCAP demonstrate that candidates use their knowledge of their learners and learning to create a learning segment consisting of three to five consecutive lessons. Three cycles of data from the NH TCAP indicate candidates perform well in Standard 1.1, with means ranging from 2.78 to 2.99 out of 4. As with the CCI, candidates score better in Learner development (InTASC 1) than Learner Environment (InTASC 3). In fall 2021 there was only one non-white candidate taking the assessment; in spring 2021, white candidates outscored non-white candidates; but in fall 2020, the reverse was true.

Through the NH TCAP, candidates demonstrate that they have developed an understanding of the critical concepts and principles of their discipline, and that they can use this knowledge to advance the learning of all students. Three cycles of data from the NH TCAP indicate candidate performance in the Content category, with means ranging from 2.74 to 3.00 out of 4 in the last three administrations. Undergraduate Secondary candidates performed better than all groups in spring 2021, and non-white candidates surpassed white candidates in fall 2020 (N=2), but not in spring 2021 (N=4).

The data in the NH TCAP also indicates that candidates demonstrate proficiency in Standard 1.3 Instructional Practice. Means for Instructional Practice for fall 2021 were 2.82; for spring 2021: 2.96; and for fall 2020: 2.98. Of the three standards for Instructional Practice, candidates do the best in Assessment. Non-white candidates (N=2) outscored their peers in fall 2020, but not in spring 2021 (N=4). ECE/ELEM/SPED candidates outscore others in the Instructional Practice category.

Candidates also score well on the NH TCAP in the Professional Responsibility category. Three administrations have means of 2.78, 2.88, and 2.63. In all three administrations candidate means are higher for InTASC standard 9: Professional Learning and Ethical Practice than for standard 10: Leadership and Collaboration. ECE/ELEM/SPED candidates and post-bac Secondary candidates have the highest means. Non-white candidates have higher means in fall 2020, but not in spring 2021.

USE AND CONTINUOUS IMPROVEMENT:

Faculty review the data NH TCAP every year at the data retreats. Data have been fairly consistent and reflect improvements in candidate scores obtained in 2017-2018 in Academic Language, Learner Context, and the Assessment rubrics. After analyzing those low scores, faculty revised the lesson plan template to reflect the same terminology in the TCAP rubrics and critical tasks were added to early courses to give candidates an opportunity/experience to conduct "mini TCAPs". As a result of these changes, scores improved in the Academic Language rubrics from 2.26 mean in 2017-18 to 3.0 in fall 2021. Scores improved in the Assessment rubrics from 2.76 mean in 2017-18 to 2.92 in fall 2021. Scores improved in the Learner Development rubrics from 2.79 mean in 2017-18 to 3.11 in Fall 2021.

NH TCAP BY EPP, PROGRAM AND LEVEL FOR INTASC CATEGORIES

SPRING 2022

INTASC CATEGORIES	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	STATS	EPP N=66	ECE/ELEM/ SPED N=13	Undergraduate ELEM with SPED N=23	Secondary N=5	Post-Baccalaureate ECE/ECSP/ELEM /SPED N=11	Secondary N=14
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.89	3.00	2.70	3.10	3.09	2.86
				Standard Deviation	0.78	0.75	0.79	0.99	0.43	0.89
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	2.66	2.49	2.48	2.53	2.94	2.93
				Standard Deviation	0.73	0.85	0.70	0.92	0.43	0.64
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.77	2.62	2.73	2.96	2.96	2.77
				Standard Deviation	0.78	0.63	0.79	1.02	0.64	0.87
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.92	2.46	2.79	3.10	3.09	3.36
				Standard Deviation	0.75	0.58	0.79	0.74	0.75	0.56

NH TCAP DATA BY EPP, PROGRAM AND LEVEL

SPRING 2022

InTASC	NH 610s	CAEP	CAEP	RUBRICS		EPP N=66	ECE/ECSP/ ELEM/SPED N=13	Undergraduate ELEM with SPED N=23	Secondary N=5	Post-Baccalaureate ECE/ECSP/ ELEM/SPED N=11	Secondary N=14
Learner and Learning 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.											
Learner and Learning	**610.02 (a)**	**1.1**	**R1.1**	**RUBRICS**	**Mean**	**2.89**	**3.00**	**2.70**	**3.10**	**3.09**	**2.86**
					Standard Deviation	**0.78**	**0.75**	**0.79**	**0.99**	**0.43**	**0.89**
Standard 1: Learner Development	**610.02 (a) (1)**	**1.1**	**R1.1**	**Establishing a Balanced Instructional Focus**	**Mean**	**2.97**	**3.08**	2.74	3.00	3.09	3.14
					Standard Deviation	**0.61**	**0.76**	0.62	0.71	0.30	0.53
Standard 3: Learning Environment	**610.02 (a) (3)**	**1.1**	**R1.1**	**Engaging Students in Learning**	**Mean**	**2.80**	**2.92**	2.65	3.20	3.09	2.57
					Standard Deviation	**0.92**	**0.76**	0.93	1.30	0.54	1.09

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.

Content	610.02 (b)	1.1	R1.2	RUBRICS	Mean	2.66	2.49	2.48	2.53	2.94	2.93
					Standard Deviation	0.73	0.85	0.70	0.92	0.43	0.64
Standard 4: Content Knowledge	610.02 (b) (1)	1.1	R1.2	**Understanding Language Demands and Resources**	Mean	2.62	2.23	2.48	2.40	3.09	2.93
					Standard Deviation	0.65	0.60	0.59	0.89	0.30	0.62
Standard 5: Application of Content	610.02 (b) (2)	1.1	R1.2	**Making Content Accessible** **Developing Students' Academic Language Repertoire**	Mean	2.67	2.62	2.48	2.60	2.86	2.93
					Standard Deviation	0.77	0.94	0.75	0.97	0.47	0.66

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.

Instructional Practice	610.02 (c)	1.1	R1.3	RUBRICS	Mean	2.77	2.62	2.73	2.96	2.96	2.77
					Standard Deviation	0.78	0.63	0.79	1.02	0.64	0.87
		1.1	R1.3		Mean	2.81	2.62	2.77	2.95	2.95	2.89

Standard 6: Assessment	610.02 (c) (1)			Analyzing student Work from an Assessment Designing Assessments Using Assessment to Inform Teaching Using Feedback to Promote Student Learning	**Standard Deviation**	0.75	0.66	0.77	1.00	0.61	0.78
Standard 7: Planning for Instruction	610.02 (c) (2)	**1.1**	**R1.3**	Monitoring Student Learning During Instruction	Mean	2.62	2.62	2.57	3.00	3.00	2.29
					Standard Deviation	0.87	0.51	0.84	1.22	0.77	1.07

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.

Professional Responsibility	610.02 (d)	1.1	R1.4	**RUBRICS**	Mean	**2.92**	**2.46**	**2.79**	**3.10**	**3.09**	**3.36**
					Standard Deviation	**0.75**	**0.58**	**0.79**	**0.74**	**0.75**	**0.56**
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	1.1	R1.4	Monitoring Student Progress	Mean	2.95	2.62	2.87	3.20	3.09	3.21
					Standard Deviation	0.73	0.65	0.81	0.84	0.70	0.58

Standard 10: Leadership and Collaboration	610.02 (d) (2)	**1.1**	R1.4	Reflecting on Learning	Mean	2.88	2.31	2.70	3.00	3.09	3.50
					Standard Deviation	0.77	0.48	0.76	0.71	0.83	0.52

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

SPRING 2022

InTASC	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	STATISTICS	EPP N=66	White N=60	Non-White N=6	Female N=62	Male N=4
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	**2.89**	**2.86**	**3.17**	**2.92**	**2.38**
				Standard Deviation	**0.78**	**0.75**	**1.03**	**0.75**	**1.06**
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	**2.66**	**2.63**	**2.89**	**2.66**	**2.58**
				Standard Deviation	**0.73**	**0.72**	**0.83**	**0.73**	**0.67**
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	**2.77**	**2.75**	**2.97**	**2.80**	**2.35**
				Standard Deviation	**0.78**	**0.77**	**0.85**	**0.78**	**0.75**
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	**2.92**	**2.89**	**3.17**	**2.92**	**2.88**
				Standard Deviation	**0.75**	**0.75**	**0.72**	**0.75**	**0.83**

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

SPRING 2022

InTASC	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	RUBRICS	STATISTICS	EPP N=66	White N=60	Non-White N=6	Female N=62	Male N=4
Learner and Learning 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.										
Learner and Learning	610.02(a)	1.1	R1.1		**Mean** **Standard Deviation**	**2.89** **0.78**	**2.86** **0.75**	**3.17** **1.03**	**2.92** **0.75**	**2.38** **1.06**
Standard 1: Learner Development	610.02 (a) (1)	1.1	R1.1	**Establishing a Balanced Instructional Focus**	**Mean** **Standard Deviation**	**2.97** **0.61**	**2.95** **0.59**	3.17 0.75	2.97 0.60	3.00 0.82
Standard 3: Learning Environments	610.02 (a) (3)	1.1	R1.1	**Engaging Students in Learning**	**Mean** **Standard Deviation**	**2.80** **0.92**	**2.77** **0.87**	3.17 1.33	2.87 0.88	1.75 0.96

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.

Content	**610.0 2(b)**	**1.1**	**R1.2**	**RUBRICS**	**Mean**	**2.66**	**2.63**	**2.89**	**2.66**	**2.58**
					Standard Deviation	**0.73**	**0.72**	**0.83**	**0.73**	**0.67**
Standard 4: Content Knowledge	610.0 2 (b) (1)	1.1	R1.2	**Understanding Language Demands and Resources**	Mean	2.62	2.60	2.83	2.61	2.75
					Standard Deviation	0.65	0.64	0.75	0.66	0.50
Standard 5: Application of Content	610.0 2 (b) (2)	1.1	R1.2	**Making Content Accessible** **Developing Students' Academic Language Repertoire**	Mean	2.67	2.65	2.92	2.69	2.50
					Standard Deviation	0.77	0.75	0.90	0.77	0.76

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.

Instructional Practice	**610.0 2 (c)**	**1.1**	**R1.3**	**RUBRICS**	**Mean**	**2.77**	**2.75**	**2.97**	**2.80**	**2.35**
					Standard Deviation	**0.78**	**0.77**	**0.85**	**0.78**	**0.75**
Standard 6: Assessment	610.0 2 (c) (1)	1.1	R1.3	Analyzing student Work from an Assessment	**Mean**	**2.81**	**2.80**	**2.96**	**2.83**	**2.56**
					Standard Deviation	**0.75**	**0.75**	**0.75**	**0.76**	**0.63**

				Designing Assessments Using Assessment to Inform Teaching Using Feedback to Promote Student Learning						
Standard 7: Planning for Instruction	610.02 (c) (2)	**1.1**	**R1.3**	Monitoring Student Learning During Instruction	Mean	2.62	2.58	3.00	2.69	1.50
					Standard Deviation	0.87	0.83	1.26	0.84	0.58

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.

Professional Responsibility	610.02(d)	1.1	R1.4	**RUBRICS**	**Mean**	**2.92**	**2.89**	**3.17**	**2.92**	**2.88**
					Standard Deviation	**0.75**	**0.75**	**0.72**	**0.75**	**0.83**
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	**1.1**	R1.4	Monitoring Student Progress	Mean	2.95	2.95	3.00	2.95	3.00
					Standard Deviation	0.73	0.75	0.63	0.73	0.82
Standard 10: Leadership and Collaboration	610.02 (d) (2)	**1.1**	R1.4	Reflecting on Learning	Mean	2.88	2.83	3.33	2.89	2.75
					Standard Deviation	0.77	0.76	0.82	0.77	0.96

NH TCAP BY EPP, PROGRAM AND LEVEL FOR INTASC CATEGORIES

FALL 2021

| INTASC CATEGORIES | NH 610s | 2016 CAEP STANDARDS | 2022 CAEP STANDARDS | STATS | EPP N=9 | Undergraduate | | | Post-Baccalaureate | |
						ECE/ELEM/SP ED N=9	Secondary N=0		ECE/ECSP/ELEM/SP ED N=0	Secondary N=0
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.78	2.78	N/A		N/A	N/A
				Standard Deviation	0.81	0.81	N/A		N/A	N/A
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	3.00	3.00	N/A		N/A	N/A
				Standard Deviation	0.73	0.73	N/A		N/A	N/A
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.82	2.82	N/A		N/A	N/A
				Standard Deviation	0.83	0.83	N/A		N/A	N/A
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.78	2.78	N/A		N/A	N/A
				Standard Deviation	0.94	0.94	N/A		N/A	N/A

*Post-Baccalaureate programs are cohort based and completes the NH TCAP in the spring

NH TCAP DATA BY EPP, PROGRAM AND LEVEL

FALL 2021

InTASC	NH 610s	CAEP	CAEP	RUBRICS		EPP	Undergraduate ECE/ECSP/ ELEM/SPED	Secondary	Post-Baccalaureate ECE/ECSP/ ELEM/SPED	Secondary
						N=9	N=9	N=0	N=0	N=0
Learner and Learning 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.										
Learner and Learning	610.02(a)	1.1	R1.1	RUBRICS	Mean	2.78	2.78	N/A	N/A	N/A
					Standard Deviation	0.81	0.81	N/A	N/A	N/A
Standard 1: Learner Development	610.02 (a) (1)	1.1	R1.1	**Establishing a Balanced Instructional Focus**	Mean	3.11	3.11	N/A	N/A	N/A
					Standard Deviation	0.60	0.60	N/A	N/A	N/A
Standard 3: Learning Environment	610.02 (a) (3)	1.1	R1.1	**Engaging Students in Learning**	Mean	2.44	2.44	N/A	N/A	N/A
					Standard Deviation	0.88	0.88	N/A	N/A	N/A

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.

Content	**610.02(b)**	**1.1**	**R1.2**	**RUBRICS**	**Mean**	**3.00**	**3.00**	**N/A**	**N/A**	**N/A**
					Standard Deviation	**0.73**	**0.73**	**N/A**	**N/A**	**N/A**
Standard 4: Content Knowledge	**610.02 (b) (1)**	**1.1**	R1.2	**Understanding Language Demands and Resources**	Mean	3.00	3.00	**N/A**	**N/A**	**N/A**
					Standard Deviation	0.71	0.71	**N/A**	**N/A**	**N/A**
Standard 5: Application of Content	**610.02 (b) (2)**	**1.1**	R1.2	**Making Content Accessible** **Developing Students' Academic Language Repertoire**	Mean	3.00	3.00	**N/A**	**N/A**	**N/A**
					Standard Deviation	0.77	0.77	**N/A**	**N/A**	**N/A**

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.

Instructional Practice	**610.02 (c)**	**1.1**	**R1.3**	**RUBRICS**	**Mean**	**2.82**	**2.82**	**N/A**	**N/A**	**N/A**
					Standard Deviation	**0.83**	**0.83**	**N/A**	**N/A**	**N/A**
Standard 6: Assessment	**610.02 (c) (1)**	**1.1**	**R1.3**	Analyzing student Work from an Assessment	**Mean**	**2.92**	**2.92**	**N/A**	**N/A**	**N/A**
					Standard Deviation	**0.77**	**0.77**	**N/A**	**N/A**	**N/A**

				Designing Assessments Using Assessment to Inform Teaching Using Feedback to Promote Student Learning						
Standard 7: Planning for Instruction	610.02 (c) (2)	**1.1**	**R1.3**	Monitoring Student Learning During Instruction	Mean	2.44	2.44	**N/A**	**N/A**	**N/A**
					Standard Deviation	1.01	1.01	**N/A**	**N/A**	**N/A**

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.

Professional Responsibility	610.02(d)	1.1	R1.4	**RUBRICS**	Mean	2.78	2.78	N/A	N/A	N/A
					Standard Deviation	0.94	0.94	N/A	N/A	N/A
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	**1.1**	R1.4	Monitoring Student Progress	Mean	2.67	2.67	**N/A**	**N/A**	**N/A**
					Standard Deviation	1.00	1.00	**N/A**	**N/A**	**N/A**
Standard 10: Leadership and Collaboration	610.02 (d) (2)	**1.1**	R1.4	Reflecting on Learning	Mean	2.89	2.89	**N/A**	**N/A**	**N/A**
					Standard Deviation	0.93	0.93	**N/A**	**N/A**	**N/A**

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

FALL 2021

InTASC	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	STATISTICS	EPP N=9	White N=8	Non-White N=1	Female N=9	Male N=0
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.78	2.88	2.00	2.78	N/A
				Standard Deviation	0.81	0.72	1.41	0.81	N/A
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	3.00	3.08	2.33	3.00	N/A
				Standard Deviation	0.73	0.72	0.58	0.73	N/A
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.82	2.88	2.40	2.82	N/A
				Standard Deviation	0.83	0.79	1.14	0.83	N/A
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.78	2.88	2.00	2.78	N/A
				Standard Deviation	0.94	0.89	1.41	0.94	N/A

NH TCAP DATA BY EPP, RACE, ETHNICITY AND GENDER FOR INTASC
FALL 2021

InTASC	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	RUBRICS	STATISTICS	EPP N=9	White N=8	Non-White N=1	Female N=9	Male N=0
Learner and Learning 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.										
Learner and Learning	**610.02(a)**	**1.1**	**R1.1**		**Mean** **Standard Deviation**	**2.78** **0.81**	**2.88** **0.72**	**2.00** **1.41**	**2.78** **0.81**	**N/A** **N/A**
Standard 1: Learner Development	610.02 (a) (1)	1.1	R1.1	**Establishing a Balanced Instructional Focus**	Mean	3.11	3.13	3.00	3.11	N/A
					Standard Deviation	**0.60**	**0.64**	0.00	**0.60**	N/A
Standard 3: Learning Environments	610.02 (a) (3)	1.1	R1.1	**Engaging Students in Learning**	Mean	2.44	2.63	1.00	2.44	N/A
					Standard Deviation	**0.88**	**0.74**	0.00	**0.88**	N/A
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.

Content	610.02(b)	1.1	R1.2	RUBRICS	Mean	3.00	3.08	2.33	3.00	N/A
					Standard Deviation	0.73	0.72	0.58	0.73	N/A
Standard 4: Content Knowledge	610.02 (b)(1)	1.1	R1.2	**Understanding Language Demands and Resources**	Mean	3.00	3.00	3.00	3.00	N/A
					Standard Deviation	0.71	0.76	0.00	0.71	N/A
Standard 5: Application of Content	610.02 (b)(2)	1.1	R1.2	**Making Content Accessible** **Developing Students' Academic Language Repertoire**	Mean	3.00	3.13	2.00	3.00	N/A
					Standard Deviation	0.77	0.72	0.00	0.77	N/A

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.

Instructional Practice	610.02 (c)	1.1	R1.3	RUBRICS	Mean	2.82	2.88	2.40	2.82	N/A
					Standard Deviation	0.83	0.79	1.14	0.83	N/A
Standard 6: Assessment	610.02 (c)(1)	1.1	R1.3	Analyzing student Work from an Assessment Designing Assessments	**Mean**	2.92	2.94	2.75	2.92	N/A
					Standard Deviation	0.77	0.76	0.96	0.77	N/A

				Using Assessment to Inform Teaching Using Feedback to Promote Student Learning						
Standard 7: Planning for Instruction	610.02 (c) (2)	**1.1**	**R1.3**	Monitoring Student Learning During Instruction	Mean	2.44	2.63	1.00	2.44	**N/A**
					Standard Deviation	1.01	0.92	0.00	1.01	**N/A**

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.

Professional Responsibility	610.02(d)	1.1	R1.4	**RUBRICS**	**Mean**	2.78	2.88	2.00	2.78	N/A
					Standard Deviation	0.94	0.89	1.41	0.94	N/A
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	**1.1**	R1.4	Monitoring Student Progress	Mean	2.67	2.88	1.00	2.67	**N/A**
					Standard Deviation	1.00	0.83	0.00	1.00	**N/A**
Standard 10: Leadership and Collaboration	610.02 (d) (2)	**1.1**	R1.4	Reflecting on Learning	Mean	2.89	2.88	3.00	2.89	**N/A**
					Standard Deviation	0.93	0.99	0.00	0.93	**N/A**