



NH TCAP

Completers Data (September 2024 – August 2025)

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

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

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 is from Fall 2024 and Spring 2025. 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. In AY2024-2025, we only had students who identified themselves as white.

ANALYSIS AND INTERPRETATION

The first category that is assessed on the NHTCAP is Learner and Learning. Fall 2024 and Spring 2025 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. The following analysis details the performance of candidates across the four primary standards. Overall, there was a marked upward trend in all categories compared to the previous reporting cycle, with all mean scores significantly exceeding the passing threshold of 2.0. R1.1 Learner and Learning candidates achieved a strong mean of 3.27 (out of 4.0), a notable increase from the previous year's mean of 2.86. Our Post-Baccalaureate candidates scored the highest overall mean with the ECE/ECSP/ELEM/SPED group scoring a mean of 3.38. In "Establishing a Balanced Instructional Focus" (Standard 1) and "Engaging Students in Learning" (Standard 3), the EPP maintained a consistent mean of 3.27.

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 3.23. This is above the required 2.0, and is a significant improvement from the previous year's mean of 2.73. We saw an overall increase across all licensure areas in this area from AY2023-2024 including Undergraduate ELEM with SPED who had a mean score of 3.17 in AY2024-2025 compared to an AY2023-2024 mean score of 2.30. Undergraduate ECE/ELEM/SPED had the lowest mean score of 3.03 but had the largest standard deviation. Across all licensure areas Standards 4 and 5 were scored very similarly with Standard 4 having a mean score of 3.2 and Standard 5 having a mean score of 3.25.

The data in the NH TCAP also indicates that candidates demonstrate high levels of proficiency in Standard 1.3 Instructional Practice. Effective instructional practice requires that candidates understand and integrate assessment, planning, and strategies in coordinated ways to maximize student learning. The EPP mean for this category was 3.34, representing a notable increase from the 3.01 mean reported in the previous cycle. Within the subcategories, Standard 6 (Assessment) emerged as a particular area of strength with a mean of 3.36, as candidates demonstrated a sophisticated ability to analyze student work and use feedback to inform instruction. Standard 7 (Planning for Instruction) followed closely with a mean of 3.27.

Lastly, the NH TCAP scores reflect a significant and positive shift in our students' Professional Responsibility. This standard assesses the candidate's ability to engage in continuous professional learning, ethical practice, and leadership through collaboration. While the previous year's report indicated a decline in this area with a mean of 2.77, the EPP mean for the current cycle has surged to 3.42, the highest overall mean among the four standards.

Performance was exceptionally strong in "Reflecting on Learning" (Standard 10), which earned the highest subcategory mean of 3.53, indicating that candidates are successfully examining their practice to improve student outcomes. In Standard 9 (Professional Learning and Ethical Practice), the EPP achieved a mean of 3.30. This widespread improvement across all licensure areas suggests that the program has effectively addressed previous concerns regarding candidate professional growth and ethical engagement.

USE AND CONTINUOUS IMPROVEMENT:

The Education Department faculty, that is part of the School of Arts, Sciences and Education, convened for a Winter 2026 retreat to analyze AY 2024–2025 New Hampshire Teacher Candidate Assessment of Performance (NH TCAP) data. These data review sessions build upon the inter-rater reliability training and scoring calibration workshops implemented in 2024 to strengthen assessment consistency across programs. This review process reflects the department’s continuous improvement model, in which faculty collaboratively analyze candidate performance data to identify program strengths, areas for growth, and targeted program revisions. Analysis of AY 2024–2025 TCAP results demonstrated a significant positive shift across all four primary standards. Notably, candidate performance improved in R1.2 Content Knowledge, which was a goal in AY 2023–2024. Candidates across all subgroups achieved an average score above 3.0 in R1.2, indicating strengthened ability to demonstrate accurate and developmentally appropriate content knowledge aligned to instructional practice. These results suggest that prior program revisions are contributing to improved candidate performance.

The EPP will continue monitoring candidate performance data and stakeholder feedback to evaluate the impact of this revision on candidate readiness and equitable instructional practice. Results will be reviewed during future faculty data retreats as part of the ongoing continuous improvement cycle and used to identify targeted instructional priorities and structural program considerations. This analysis reflects an active quality assurance system and a clear commitment to continuous improvement, consistent with the expectations of CAEP Standard 5.

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InTASC Standards by PEPP Overview

InTASC	NH 505s	CAEP	Stats	Undergraduate				Post-Baccalaureate	
				EPP n=30	ECE/ELEM/SPED n=11	ELEMwith SPED n=4	SECONDARY n=1	ECE/ECSP/ELEM/SPED n=12	SECONDARY n=2
Learner & Learning	505.03 (a) 1-5 (b) 1-4, 6-8 (c) 1,5,6,9	R1.1	Mean:	3.27	3.09	3.25	4.00	3.38	3.25
			Std Dev:	0.55	0.61	0.46	0.00	0.49	0.50
Content	505.03 (a) 4 (b) 3-6, 8 (c) 3,4,6	R1.2	Mean:	3.23	3.03	3.17	3.67	3.42	3.17
			Std Dev:	0.65	0.85	0.39	0.58	0.50	0.41
Instructional Practice	505.03 (a) 6 (b) 5,6 (c) 1-3,6-8,10,11 (d) 1-4	R1.3	Mean:	3.34	3.20	3.45	4.00	3.40	3.20
			Std Dev:	0.62	0.73	0.51	0.00	0.56	0.42
Professional Responsibility	505.03 (d) 1,2,4,5	R1.4	Mean:	3.42	3.32	3.50	4.00	3.50	3.00
			Std Dev:	0.62	0.78	0.53	0.00	0.51	0.00

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TCAP Standards by PEPP

InTASC	NH505s	CAEP	CAEP	Rubrics	Stats	Undergraduate			Post-Baccalaureate		
						EPP n=30	ECE/ELEM /SPED n=11	ELEM with SPED n=4	SECONDARY n=1	ECE/ECSP/ ELEM/SPED n=12	SECONDARY n=2
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	NH505s	1.1	R1.1	RUBRICS	Mean:	3.27	3.09	3.25	4.00	3.38	3.25
					Std Dev:	0.55	0.61	0.46	0.00	0.49	0.50
Standard 1: Learner Development	505.03 (b)(1)(2)(6)(8) (c)(1)(5)(9)	1.1	R1.1	Establishing a Balanced Instructional Focus	Mean:	3.27	3.27	3.00	4.00	3.33	3.00
					Std Dev:	0.45	0.47	0.00	0.00	0.49	0.00
Standard 3: Learning Environment	505.03 (a)(1)(2)(3)(4)(5) (b)(1)(4)(7) (c)(1)(6)	1.1	R1.1	Engaging Students in Learning	Mean:	3.27	2.91	3.50	4.00	3.42	3.50
					Std Dev:	0.64	0.70	0.58	0.00	0.51	0.71

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	NH 505s	1.1	R1.2	RUBRICS	Mean:	3.23	3.03	3.17	3.67	3.42	3.17
					Std Dev:	0.65	0.85	0.39	0.58	0.50	0.41

Standard 4: Content Knowledge	505.03 (a)(4) (b)(3)(4)(5)(6) (c)(3)(4)(6)	1.1	R1.2	Understanding Language Demands and Resources	Mean:	3.20	3.00	3.25	4.00	3.33	3.00
					Std Dev:	0.66	0.89	0.50	0.00	0.49	0.00

Standard 5: Application of Content	505.03 (b)(4)(6)(8) (c)(4)	1.1	R1.2	Making Content Accessible Developing Students Academic Language Repertoire	Mean:	3.25	3.05	3.13	3.50	3.46	3.25
					Std Dev:	0.65	0.84	0.35	0.71	0.51	0.50

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	NH 505s	1.1	R1.3	RUBRICS	Mean:	3.34	3.20	3.45	4.00	3.40	3.20
					Std Dev:	0.62	0.73	0.51	0.00	0.56	0.42

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:	3.36	3.25	3.50	4.00	3.38	3.25
				Designing Assessments	Std Dev:	0.59	0.65	0.52	0.00	0.57	0.46
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:	3.27	3.00	3.25	4.00	3.50	3.00
					Std Dev:	0.74	1.00	0.50	0.00	0.52	0.00

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. Acycle 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	NH505s	1.1	R1.4	RUBRICS	Mean:	3.42	3.32	3.50	4.00	3.50	3.00
					Std Dev:	0.62	0.78	0.53	0.00	0.51	0.00
Standard 9: Professional Learning and Ethical Practice	505.03 (d)(1)(2)(5)	1.1	R1.2	Monitoring Student Progress	Mean:	3.30	3.27	3.00	4.00	3.42	3.00
					Std Dev:	0.65	0.90	0.00	0.00	0.51	0.00
Standard 10: Leadership and Collaboration	505.03 (d)(4)	1.1	R1.2	Reflecting on Learning	Mean:	3.53	3.36	4.00	4.00	3.58	3.00
					Std Dev:	0.57	0.67	0.00	0.00	0.51	0.00

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InTASC Standards by Demographic Overview

InTASC	NH505s	CAEP	Stats	EPP n=30	White n=30	Female n=28	Male n=2
Learner & Learning	505.03 (a) 1-5 (b) 1-4, 6-8 (c) 1,5,6,9	RI.1	Mean:	3.27	3.27	3.25	3.50
			Std Dev:	0.55	0.55	0.55	0.58
Content	505.03 (a) 4 (b) 3-6, 8 (c) 3,4,6	RI.2	Mean:	3.23	3.23	3.21	3.50
			Std Dev:	0.65	0.65	0.66	0.55
Instructional Practice	505.03 (a) 6 (b) 5,6 (c) 1-3,6-8,10,11 (d) 1-4	RI.3	Mean:	3.34	3.34	3.33	3.50
			Std Dev:	0.62	0.62	0.63	0.53
Professional Responsibility	505.03 (d) 1,2,4,5	RI.4	Mean:	3.42	3.42	3.41	3.50
			Std Dev:	0.62	0.62	0.63	0.58

TCAP Standards by Demographic

InTASC	NH 505s	CAEP	CAEP	Rubrics	Stats	EPP n=30	White n=30	Female n=28	Male n=2
<p>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.</p>									
Learner and Learning	NH 505s	1.1	R1.1	RUBRICS	Mean:	3.27	3.27	3.25	3.50
					Std Dev:	0.55	0.55	0.55	0.58
Standard 1: Learner Development	505.03 (b)(1)(2)(6)(8) (c)(1)(5)(9)	1.1	R1.1	Establishing a Balanced Instructional Focus	Mean:	3.27	3.27	3.25	3.50
					Std Dev:	0.45	0.45	0.44	0.71
Standard 3: Learning Environment	505.03 (a)(1)(2)(3)(4)(5) (b)(1)(4)(7) (c)(1)(6)	1.1	R1.1	Engaging Students in Learning	Mean:	3.27	3.27	3.25	3.50
					Std Dev:	0.64	0.64	0.65	0.71
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	NH 505s	1.1	R1.2	RUBRICS	Mean:	3.23	3.23	3.21	3.50
					Std Dev:	0.65	0.65	0.66	0.55

Standard 4: Content Knowledge	505.03 (a)(4) (b)(3)(4)(5)(6) (c)(3)(4)(6)	1.1	R1.2	Understanding Language Demands and Resources	Mean:	3.20	3.20	3.18	3.50
					Std Dev:	0.66	0.66	0.67	0.71
Standard 5: Application of Content	505.03 (b)(4)(6)(8) (c)(4)	1.1	R1.2	Making Content Accessible Developing Students Academic Language Repertoire	Mean:	3.25	3.25	3.23	3.50
					Std Dev:	0.65	0.65	0.66	0.58

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	NH 505s	1.1	R1.3	RUBRICS	Mean:	3.34	3.34	3.33	3.50
					Std Dev:	0.62	0.62	0.63	0.53

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 Designing Assessments Using Assessment to Inform Teaching Using Feedback to Promote Student Learning	Mean:	3.36	3.36	3.35	3.50
					Std Dev:	0.59	0.59	0.60	0.53
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:	3.27	3.27	3.25	3.50
					Std Dev:	0.74	0.74	0.75	0.71
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	NH 505s	1.1	R1.4	RUBRICS	Mean:	3.42	3.42	3.41	3.50
					Std Dev:	0.62	0.62	0.63	0.58
Standard 9: Professional Learning and Ethical Practice	505.03 (d)(1)(2)(5)	1.1	R1.2	Monitoring Student Progress	Mean:	3.30	3.30	3.29	3.50
					Std Dev:	0.65	0.65	0.66	0.71
Standard 10: Leadership and Collaboration	505.03 (d)(4)	1.1	R1.2	Reflecting on Learning	Mean:	3.53	3.53	3.54	3.50
					Std Dev:	0.57	0.57	0.58	0.71