



### **New Hampshire Teacher Candidate Assessment of Performance (NHTCAP)**

In a November 21, 2012 letter to the NH Board of Education, the NH 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 NHs Teacher Educators. In consultation with the NH Department of Education, the IHE network is 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 (NHTCAP)**, 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 R1.1, R1.2, R1.3, and R1.4.

The table below indicates the content that is assessed and indicates where each rubric component aligns to the InTASC standards.

INSTRUMENT AREA	INTASC	InTASC Model Core Teaching Standards									
		The Learner and Learning			Content		Instructional Practice			Professional Responsibility	
		Standards 1-3			Standards 4-5		Standards 6-8			Standards 9-10	
		1	2	3	4	5	6	7	8	9	10
		Learner Development	Learning Differences	Learning Environments	Content Knowledge	Application of Content	Assessment	Planning for Instruction	Instructional Strategies	Professional Learning and Ethical Practice	Leadership and Collaboration Profession
NH Ed 610s	Ed 610.02 (a) (1)	Ed 610.02 (a) (2)	Ed 610.02 (a) (3)	Ed 610.02 (b) (1)	Ed 610.02 (b) (2)	Ed 610.02 (c) (1)	Ed 610.02 (c) (2)	Ed 610.02 (c) (3)	Ed 610.02 (d) (1)	Ed 610.02 (d) (2)	
TCAP		TCAP RUBRIC									
PLANNING AND PREPARING	1: Establishing a Balanced Instructional Focus	X									
	2: Making Content Accessible					X					
	3: Designing Assessments						X				
INSTRUCTING STUDENTS AND SUPPORTING STUDENT	4: Engaging Student Learning		X								
	5: Monitoring Student Learning During Instruction							X			
ASSESSMENT	6: Analyzing Student Work from an Assessment							X			
	7: Using Feedback to Promote Student Learning							X			

	8: Using Assessment to Inform Teaching							X				
REFLECTING AND GROWING PROFESSIONALLY	9: Monitoring Student Progress										X	
	10: Reflecting on Learning											X
USING ACADEMIC LANGUAGE	11: Understanding Language Demands and Resources				X							
	12: Students' Academic Language Repertoire						X					

Each component is scored using a scale of 1-4, with the proficiencies to be demonstrated clearly delineated for each level. Additionally, indicators reflect an increasing complexity and degree of difficulty as you move from 1 to 4 on the rubric.

NH TCAP BY EPP, PROGRAM AND LEVEL FOR INTASC CATEGORIES

SPRING 2021

INTASC CATEGORIES	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	STATS	EPP N=58	Undergraduate		Post-Baccalaureate	
						ECE/ECSP/ELEM/SPED N=30	Secondary N=5	ECE/ECSP/ELEM/SPED N=14	Secondary N=9
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.99	3.03	3.10	2.89	2.94
				Standard Deviation	0.75	0.80	0.57	0.57	0.94
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	2.76	2.80	2.53	2.64	2.96
				Standard Deviation	0.77	0.80	0.99	0.58	0.81
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.96	3.03	2.84	2.94	2.80
				Standard Deviation	0.74	0.72	0.69	0.63	0.94
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.88	3.02	2.50	2.61	3.06
				Standard Deviation	0.74	0.68	0.85	0.74	0.73

NH TCAP DATA BY EPP, PROGRAM AND LEVEL

SPRING 2021

InTASC	NH 610s	CAEP	CAEP	RUBRICS	Undergraduate			Post-Baccalaureate		
					EPP N=58	ECE/ELEM/SPED N=30	Secondary N=5	ECE/ECSP/ELEM/SPED N=14	Secondary N=9	
<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>610.02(a)</b>	<b>1.1</b>	<b>R1.1</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.99</b>	<b>3.03</b>	<b>3.10</b>	<b>2.89</b>	<b>2.94</b>
	<b>)</b>				<b>Standard Deviation</b>	<b>0.75</b>	<b>0.80</b>	<b>0.57</b>	<b>0.57</b>	<b>0.94</b>
Standard 1: Learner Development	<b>610.02 (a) (1)</b>	<b>1.1</b>	<b>R1.1</b>	<b>Establishing a Balanced Instructional Focus</b>	<b>Mean</b>	<b>3.12</b>	<b>3.17</b>	3.00	2.93	3.33
					<b>Standard Deviation</b>	<b>0.68</b>	<b>0.70</b>	0.71	0.62	0.71
Standard 3: Learning Environments	<b>610.02 (a) (3)</b>	<b>1.1</b>	<b>R1.1</b>	<b>Engaging Students in Learning</b>	<b>Mean</b>	<b>2.86</b>	<b>2.90</b>	3.20	2.86	2.56
					<b>Standard Deviation</b>	<b>0.80</b>	<b>0.88</b>	0.45	0.53	1.01
<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>610.02(b)</b>	<b>1.1</b>	<b>R1.2</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.76</b>	<b>2.80</b>	<b>2.53</b>	<b>2.64</b>	<b>2.96</b>
	<b>)</b>				<b>Standard Deviation</b>	<b>0.77</b>	<b>0.80</b>	<b>0.99</b>	<b>0.58</b>	<b>0.81</b>
Standard 4: Content Knowledge	<b>610.02 (b) (1)</b>	<b>1.1</b>	R1.2	<b>Understanding Language Demands and Resources</b>	Mean	2.69	2.67	2.40	2.71	2.89
					Standard Deviation	0.73	0.76	0.89	0.61	0.78
Standard 5: Application of Content	<b>610.02 (b) (2)</b>	<b>1.1</b>	R1.2	<b>Making Content Accessible</b>	Mean	2.80	2.87	2.60	2.61	3.00
					Standard Deviation	0.79	0.81	1.07	0.57	0.84
				<b>Developing Students' Academic Language Repertoire</b>						

### **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>610.02 (c)</b>	<b>1.1</b>	<b>R1.3</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.96</b>	<b>3.03</b>	<b>2.84</b>	<b>2.94</b>	<b>2.80</b>
					<b>Standard Deviation</b>	<b>0.74</b>	<b>0.72</b>	<b>0.69</b>	<b>0.63</b>	<b>0.94</b>
Standard 6: Assessment	<b>610.02 (c) (1)</b>	<b>1.1</b>	<b>R1.3</b>	Analyzing student Work from an Assessment	Mean	3.00	3.07	2.90	2.98	2.86
					Standard Deviation	0.73	0.71	0.72	0.67	0.90

				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	2.79	2.90	2.60	2.79	2.56
					Standard Deviation	0.74	0.76	0.55	0.43	1.13

**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	<b>RUBRICS</b>	Mean	2.88	3.02	2.50	2.61	3.06
					Standard Deviation	0.74	0.68	0.85	0.74	0.73
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	1.1	R1.4	Monitoring Student Progress	Mean	2.93	3.07	2.80	2.79	2.78
					Standard Deviation	0.70	0.64	1.10	0.80	0.44

Standard 10: Leadership and Collaboration	610.02 (d) (2)	1.1	R1.4	Reflecting on Learning	Mean	2.83	2.97	2.20	2.43	3.33
					Standard Deviation	0.78	0.72	0.45	0.65	0.87

**NH TCAP DATA BY EPP, RACE, ETHNICITY AND GENDER FOR INTASC CATEGORIES**  
**SPRING 2021**

InTASC	NH 610s	2016 CAEP STANDAR DS	2022 CAEP STANDAR DS	STATISTICS	EPP	White	Non-White	Female	Male
					N=58	N=54	N=4	N=50	N=8
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.99	3.01	2.75	3.03	2.75
				Standard Deviation	0.75	0.74	0.89	0.77	0.58
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	2.76	2.83	1.92	2.75	2.83
				Standard Deviation	0.77	0.74	0.67	0.79	0.70
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.96	2.99	2.50	3.00	2.70
				Standard Deviation	0.74	0.74	0.61	0.74	0.69
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.88	2.93	2.25	2.91	2.69
				Standard Deviation	0.74	0.73	0.46	0.74	0.70



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

InTASC	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	RUBRICS	STATISTICS	EPP N=58	White N=54	Non-White N=4	Female N=50	Male N=8
<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>610.02 (a)</b>	<b>1.1</b>	<b>R1.1</b>	<b>RUBRICS</b>	<b>Mean Standard Deviation</b>	<b>2.99 0.75</b>	<b>3.01 0.74</b>	<b>2.75 0.89</b>	<b>3.03 0.77</b>	<b>2.75 0.58</b>
Standard 1: Learner Development	610.02 (a) (1)	1.1	R1.1	Establishing a Balanced Instructional Focus	Mean	3.12	3.11	3.25	3.14	3.00
					Standard Deviation	0.68	0.69	0.50	0.70	0.53
Standard 3: Learning Environments	610.02 (a) (3)	1.1	R1.1	Engaging Students in Learning	Mean	2.86	2.91	2.25	2.92	2.50
					Standard Deviation	0.80	0.78	0.96	0.83	0.53

**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>610.02 (b)</b>	<b>1.1</b>	<b>R1.2</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.76</b>	<b>2.83</b>	<b>1.92</b>	<b>2.75</b>	<b>2.83</b>
					<b>Standard Deviation</b>	<b>0.77</b>	<b>0.74</b>	<b>0.67</b>	<b>0.79</b>	<b>0.70</b>
Standard 4: Content Knowledge	<b>610.02 (b) (1)</b>	<b>1.1</b>	R1.2	<b>Understanding Language Demands and Resources</b>	Mean	2.69	2.76	1.75	2.68	2.75
					Standard Deviation	0.73	0.70	0.50	0.74	0.71
Standard 5: Application of Content	<b>610.02 (b) (2)</b>	<b>1.1</b>	R1.2	<b>Making Content Accessible</b>	Mean	2.80	2.86	2.00	2.79	2.88
				<b>Developing Students’ Academic Language Repertoire</b>	Standard Deviation	0.79	0.77	0.76	0.81	0.72

**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>610.02 (c)</b>	<b>1.1</b>	<b>R1.3</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.96</b>	<b>2.99</b>	<b>2.50</b>	<b>3.00</b>	<b>2.70</b>
					<b>Standard Deviation</b>	<b>0.74</b>	<b>0.74</b>	<b>0.61</b>	<b>0.74</b>	<b>0.69</b>

Standard 6: Assessment	610.02 (c) (1)	1.1	R1.3	Analyzing student Work from an Assessment	Mean	3.00	3.03	2.56	3.04	2.75
				Designing Assessments	Standard Deviation	0.73	0.74	0.51	0.73	0.72
				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	2.79	2.83	2.25	2.84	2.50
					Standard Deviation	0.74	0.72	0.96	0.77	0.53
<p><b>Professional Responsibility</b></p> <p>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.</p>										
Professional Responsibility	610.02 (d)	1.1	R1.4	RUBRICS	Mean	2.88	2.93	2.25	2.91	2.69
					Standard Deviation	0.74	0.73	0.46	0.74	0.70
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	1.1	R1.4	Monitoring Student Progress	Mean	2.93	2.96	2.50	2.94	2.88
					Standard Deviation	0.70	0.70	0.58	0.71	0.64

Standard 10: Leadership and Collaboration	610.02 (d) (2)	1.1	R1.4	Reflecting on Learning	Mean	2.83	2.89	2.00	2.88	2.50
					Standard Deviation	0.78	0.77	0.00	0.77	0.76

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

**FALL 2020**

INTASC CATEGORIES	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARD S	RUBRICS	EPP N=8	Undergraduate		Post-Baccalaureate	
						ECE/ELEM/SP ED N=8	Secondary N=0	ECE/ECSP/ELEM/S PED N=0	Secondary N=0
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.94	2.94	N/A	N/A	N/A
				Standard Deviation	0.68	0.68	N/A	N/A	N/A
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	2.75	2.75	N/A	N/A	N/A
				Standard Deviation	0.61	0.61	N/A	N/A	N/A
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.98	2.98	N/A	N/A	N/A
				Standard Deviation	0.62	0.62	N/A	N/A	N/A
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.63	2.63	N/A	N/A	N/A
				Standard Deviation	0.62	0.62	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 2020

InTASC	NH 610s	CAE P	CAE P	RUBRICS	EPP N=8	Undergraduate		Post-Baccalaureate		
						ECE/ELEM/SPED N=8	Secondary N=0	ECE/ECSP/ELEM/SPED N=0	Secondary N=0	
<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>610.02(a)</b>	<b>1.1</b>	<b>R1.1</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.94</b>	<b>2.94</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
					<b>Standard Deviation</b>	<b>0.68</b>	<b>0.68</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard 1: Learner Development	610.02 (a) (1)	1.1	R1.1	Establishing a Balanced Instructional Focus	Mean	2.88	2.88	N/A	N/A	N/A
					Standard Deviation	0.83	0.83	N/A	N/A	N/A
Standard 3: Learning Environments	610.02 (a) (3)	1.1	R1.1	Engaging Students in Learning	Mean	3.00	3.00	N/A	N/A	N/A
					Standard Deviation	0.53	0.53	N/A	N/A	N/A
<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>610.02(b)</b>	<b>1.1</b>	<b>R1.2</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.75</b>	<b>2.75</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
	<b>)</b>				<b>Standard Deviation</b>	<b>0.61</b>	<b>0.61</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard 4: Content Knowledge	<b>610.02 (b) (1)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Understanding Language Demands and Resources</b>	Mean	2.50	2.50	N/A	N/A	N/A
					Standard Deviation	0.53	0.53	N/A	N/A	N/A
Standard 5: Application of Content	<b>610.02 (b) (2)</b>	<b>1.1</b>	<b>R1.2</b>	<b>Making Content Accessible</b>	Mean	2.88	2.88	N/A	N/A	N/A
				<b>Developing Students' Academic Language Repertoire</b>	Standard Deviation	0.62	0.62	N/A	N/A	N/A
<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>610.02 (c)</b>	<b>1.1</b>	<b>R1.3</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.98</b>	<b>2.98</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
					<b>Standard Deviation</b>	<b>0.62</b>	<b>0.62</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard 6: Assessment	<b>610.02 (c) (1)</b>	<b>1.1</b>	<b>R1.3</b>	Analyzing student Work from an Assessment	Mean	2.97	2.97	N/A	N/A	N/A
				Designing Assessments	Standard Deviation	0.65	0.65	N/A	N/A	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	3.00	3.00	N/A	N/A	N/A
					Standard Deviation	0.53	0.53	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.

<b>Professional Responsibility</b>	610.02(d)	1.1	R1.4	<b>RUBRICS</b>	Mean	2.63	2.63	N/A	N/A	N/A
					Standard Deviation	0.62	0.62	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	2.88	2.88	N/A	N/A	N/A
					Standard Deviation	0.64	0.64	N/A	N/A	N/A
Standard 10: Leadership and Collaboration	610.02 (d) (2)	1.1	R1.4	Reflecting on Learning	Mean	2.38	2.38	N/A	N/A	N/A
					Standard Deviation	0.52	0.52	N/A	N/A	N/A

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

FALL 2020

InTASC	NH 610s	2016 CAEP STANDARDS	2022 CAEP STANDARDS	STATISTICS	EPP N=8	White N=6	Non-White N=2	Female N=8	Male N=0
Learner and Learning	610.02 (a)	1.1	R1.1	Mean	2.94	2.67	3.75	2.94	N/A
				Standard Deviation	0.68	0.49	0.50	0.68	N/A
Content Knowledge	610.02 (b)	1.1	R1.2	Mean	2.75	2.67	3.00	2.75	N/A
				Standard Deviation	0.61	0.59	0.63	0.61	N/A
Instructional Practice	610.02 (c)	1.1	R1.3	Mean	2.98	2.83	3.40	2.98	N/A
				Standard Deviation	0.62	0.53	0.70	0.62	N/A
Professional Responsibility	610.02 (d)	1.1	R1.4	Mean	2.63	2.50	3.00	2.63	N/A
				Standard Deviation	0.62	0.52	0.82	0.62	N/A

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

FALL 2020

InTASC	NH 610s	2016 CAEP STANDARD S	2022 CAEP STANDARD S	RUBRICS	STATISTICS	EPP N=8	White N=6	Non-White N=2	Female N=8	Male N=0
<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.

Learner and Learning	610.02(a)	1.1	R1.1	RUBRICS	Mean Standard Deviation	2.94 0.68	2.67 0.49	3.75 0.50	2.94 0.68	N/A N/A
Standard 1: Learner Development	610.02 (a) (1)	1.1	R1.1	Establishing a Balanced Instructional Focus	Mean	2.88	2.50	4.00	2.88	N/A
					Standard Deviation	0.83	0.55	0.00	0.83	N/A
Standard 3: Learning Environments	610.02 (a) (3)	1.1	R1.1	Engaging Students in Learning	Mean	3.00	2.83	3.50	3.00	N/A
					Standard Deviation	0.53	0.41	0.71	0.53	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 Standard Deviation	2.75 0.61	2.67 0.59	3.00 0.63	2.75 0.61	N/A N/A
Standard 4: Content Knowledge	610.02 (b) (1)	1.1	R1.2	Understanding Language Demands and Resources	Mean	2.50	2.50	2.50	2.50	N/A
					Standard Deviation	0.53	0.55	0.71	0.53	N/A
				Making Content Accessible	Mean	2.88	2.75	3.25	2.88	N/A

Standard 5: Application of Content	610.02 (b) (2)	1.1	R1.2	<b>Developing Students' Academic Language Repertoire</b>	Standard Deviation	0.62	0.62	0.50	0.62	<b>N/A</b>
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**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>610.02 (c)</b>	<b>1.1</b>	<b>R1.3</b>	<b>RUBRICS</b>	<b>Mean</b>	<b>2.98</b>	<b>2.83</b>	<b>3.40</b>	<b>2.98</b>	<b>N/A</b>
					<b>Standard Deviation</b>	<b>0.62</b>	<b>0.53</b>	<b>0.70</b>	<b>0.62</b>	<b>N/A</b>
Standard 6: Assessment	<b>610.02 (c) (1)</b>	<b>1.1</b>	<b>R1.3</b>	Analyzing student Work from an Assessment	<b>Mean</b>	<b>2.97</b>	<b>2.83</b>	<b>3.38</b>	<b>2.97</b>	<b>N/A</b>
				Designing Assessments	<b>Standard Deviation</b>	<b>0.65</b>	<b>0.56</b>	<b>0.74</b>	<b>0.65</b>	<b>N/A</b>
				Using Assessment to Inform Teaching						
				Using Assessment to Inform Teaching						
	610.02	1.1	R1.3		Mean	3.00	2.83	3.50	3.00	N/A

Standard 7: Planning for Instruction	(c) (2)			Monitoring Student Learning During Instruction	Standard Deviation	0.53	0.41	0.71	0.53	N/A
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**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>610.02(d)</b>	<b>1.1</b>	<b>R1.4</b>	<b>RUBRICS</b>	Mean	2.63	2.50	3.00	2.63	N/A
					Standard Deviation	0.62	0.52	0.82	0.62	N/A
Standard 9: Professional Learning and Ethical Practice	610.02 (d) (1)	1.1	R1.4	Monitoring Student Progress	Mean	2.88	2.67	3.50	2.88	N/A
					Standard Deviation	0.64	0.52	0.71	0.64	N/A
Standard 10: Leadership and Collaboration	610.02 (d) (2)	1.1	R1.4	Reflecting on Learning	Mean	2.38	2.33	2.50	2.38	N/A
					Standard Deviation	0.52	0.52	0.71	0.52	N/A