

Proposed CAEP Key Assessment: edTPA

Data and Analysis

Table of Contents

Description of the Instrument	1
History of the Instrument	2
Criteria	2
Passing Scores for Alabama.....	2
edTPA/ INTASC Standards Crosswalk.....	3
EdTPA DATA	3
ESEC Spring 2018.....	3
Secondary Education Spring 2018 SEED	3
Secondary Education Spring 2018 ALTA	5
Appendix	7
edTPA Data Tables	8
Assessment Areas for Alabama.....	11
Passing Scores for Alabama.....	15
Sample edTPA Newsletter to Candidates	16

Description of the Instrument

“Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. For each handbook field, the placement is a Pre-Kindergarten to 12th grade classroom. edTPA is a subject-specific assessment that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.”

This assessment is administered during internship for all initial candidates. In preparation for the assessment, candidates have elements from the assessment embedded in their coursework prior to internship. In addition, the EPP will hire an edTPA coordinator to support candidates' through the submission process during internship. This position is pending the addition of a new dean. The job description has been approved and a part time staff was hired spring, 2019.

Clinical educators are required to complete an edTPA training module each spring. This module along with videos and EPP created support materials are housed in Task Stream and available to candidates while they are working on their projects. The EPP is also hiring a technology and media specialist to further support candidates' technology needs.

History of the Instrument

ALSDE, "The Alabama State Board of Education approved edTPA as a pedagogical assessment option for candidates seeking initial teaching certification in the state of Alabama. Effective September 1, 2018, Alabama candidates are required to participate and pass a teacher performance assessment for licensure."

The EPP received grant funds to pilot edTPA with small cohorts of candidates prior to fall, 2018. The candidates chosen for the pilot were those who were seeking certification in states where edTPA was required for licensure. In spring, 2018, the EPP required all initial candidates to complete an edTPA assessment but they had the choice to submit to Pearson for scoring or choose to have their project scored locally. Many chose to pay the submission fee and have their project scored by Pearson. The following data and analysis pertain only to the group scored by Pearson. The candidates who were locally scored were not included in the analysis because none of our local scorers are trained by Pearson.

The EPP will official adopt edTPA as a CAEP Key Assessment beginning in fall, 2019 pending Assessment Committee approval. EPP faculty determined that it would be beneficial to have one cycle of preliminary data before replacing the Student Learning Key Assessment. Summer, 2019, faculty and the edTPA coordinator will meet to review scores and areas of growth from the first cohort of candidates who are required to submit the project. At that time, faculty will examine candidate feedback of the process along with deficiencies in specific areas to make adjustments in course work and design support materials.

Criteria

Passing Scores for Alabama

The Alabama State Board of Education has adopted a preliminary edTPA passing standard of –1 Standard Error of Measurement (SEM) below the [national recommended professional performance standard](#). (Table located in Appendix) Candidates who participate in edTPA and are successful with the preliminary edTPA passing standards may use their edTPA performance to satisfy the ALSDE pedagogical assessment certification requirement for applications received on or after December 1, 2015. The approved cutscores will remain effective until the Alabama State Board of Education adopts a final passing standard for initial certification that will be established prior to 9/1/2018.

Copies of the edTPA rubric and technical studies:

<https://scale.stanford.edu/teaching/edtpa/supporting-docs>

edTPA/ INTASC Standards Crosswalk

<https://www.uwsp.edu/education/Documents/edTPA/edtpa-crosswalk-to-intasc-2013-12114.pdf>

EdTPA DATA

ESEC Spring 2018

(Passing score is 44 out of 90. Total passing score for this program is a mean 55.5)

In the area of Literacy Planning Rubrics 1-5, out of 27 candidates who completed the edTPA Portfolio, a mean of 3.1 was scored. Task 1 indicates that candidates met expectations in the area of planning. Strengths occurred in the areas of R1 Planning for Content Learning and R9 Subject-Specific Pedagogy Planning.

Instruction Rubrics 6 through 10 show that a mean of 3.1 was scored out of 27 candidates who completed the edTPA Portfolio. Task 2 shows that candidates met expectations in all areas except R10, which indicates that candidates need to improve in lessons that address whole class needs. In order to remediate, more specified instruction in differentiation is needed to meet whole class and individual student concerns.

In the area of assessment for Rubrics 11 through 15, a mean of 3.3 was scored out of 27 candidates completed the edTPA Portfolio. This score meets expectations. Strengths occurred in the area of R11 Analysis of Student Learning.

In the area of Math Assessment, Rubrics 16 through 18, out of 27 candidates, a mean of 2.7 was scored. This score does not meet expectations. Task 4 shows the greatest need for growth is in instruction. Instructional needs in math can be addressed with conceptual understanding, mathematical reasoning and problem solving skills. Relative areas for improvement in teaching more math content and teaching specific strategies are needed.

Secondary Education Spring 2018 SEED

*(Passing score is 37 out of 75.)**

Secondary Education General Mathematics

In the area of Secondary Education General Mathematics Planning Rubrics 1-5, a mean of 2.6 was scored by the one candidate who completed the edTPA Portfolio. Task 1 shows the candidate's score was below expectations in the area of planning. Relative weakness occurred in the area of R1 Planning for Content Learning.

For Instruction Rubrics 6 through 10, a mean of 2.4 was scored by the one candidate who completed the edTPA Portfolio. Task 2 shows the candidates did not meet expectations in the area of instruction. Relative strengths occurred in the area of R10 Analysis of Teaching Effectiveness. Instruction in teaching strategies and assessment is needed to improve in this area.

In the area of assessment for Rubrics 11 through 15, a mean of 3.8 was scored by the candidate who completed the edTPA Portfolio. This score exceeded expectations.

Secondary Education Algebra

In the area of Secondary Education Algebra Planning Rubrics 1-5, a mean of 2.2 was scored by the one candidate who completed the edTPA Portfolio. Task 1 shows the candidate's score was below expectations in the area of planning. Relative area of weakness occurred in the area of R2 Planning to Support Varied Learning Needs. More instruction in teaching students with special needs is needed.

In Instruction Rubrics 6 through 10, a mean of 2.2 was scored by the one cwho completed the edTPA Portfolio. Task 2 shows the candidate did not meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 2.2 was scored by the candidate who completed the edTPA. This score was below expectations.

Secondary Education English Language Arts

In the area of Secondary Education English Language Arts Planning Rubrics 1-5, a mean of 2.8 was scored by the one candidate who completed the edTPA Portfolio. Task 1 shows the candidate's score was below expectations in the area of planning.

In Instruction Rubrics 6 through 10, a mean of 3.2 was scored by the one candidate who completed the edTPA Portfolio. Task 2 shows the candidates did meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 3.2 was scored by the candidate who completed the edTPA Portfolio. Task 3 shows the candidate met expectations in the area of assessment.

Secondary Education English Language Arts

(with conditions)

In the area of Secondary Education English Language Arts Planning Rubrics 1-5, the one candidate who completed the edTPA Portfolio with conditions received a Condition Code A as Task 1 was unscorable.

Task 1 shows the candidate's score was well below expectations in the area of planning.

In Instruction Rubrics 6 through 10, a mean of 2.4 was scored by the one candidate who completed the edTPA Portfolio. Task 2 shows the candidate did not meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 1.8 was scored by the candidate who completed the edTPA Portfolio. Task 3 shows the candidate's score did not met expectations.

Secondary Education History

In the area of Secondary Education History Planning Rubrics 1-5 a mean of 3.6 was scored by the one candidate who completed the edTPA Portfolio. Task 1 showed the candidate's score met expectations in the area of planning.

In Instruction Rubrics 6 through 10, a mean of 3.0 was scored by the candidate who completed the edTPA Portfolio. Task 2 shows the candidate did meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 3.6 was scored by the candidate who completed the edTPA Portfolio. Task 3 met expectations. Relative weakness occurred in the area of R15 Using Assessment to Inform Instruction.

* Please note that so few students in certain programs do not support accurate analyses.

Secondary Education Spring 2018

Fifth Year Non-Traditional

(Passing score is 37 out of 75.)

Secondary Education Fifth Year Non-Traditional Mathematics

In the area of Secondary Fifth Year Non-Traditional Education General Mathematics Planning Rubrics 1-5, a mean of 2.8 was scored by the one candidate who completed the edTPA Portfolio. Task 1 shows the candidate's score was below expectations in the area of planning. Relative area of strength occurred in R2 Planning to Support Varied Learning Needs. Remediation is needed in the area for R1 Planning the Content Learning.

In Instruction Rubrics 6 through 10, a mean of 2.8 was scored by the one candidate who completed the edTPA Portfolio. Task 2 showed the candidates did not meet expectations in the area of instruction. Remediation is needed for R10 Analyzing Teaching Effectiveness.

In the area of assessment for Rubrics 11 through 15, a mean of 2.8 was scored by the candidate who completed the edTPA Portfolio. Candidate did not meet expectations and remediation is needed for R11 Analysis of Student Learning and R13 Student Use of Feedback.

Secondary Education Fifth Year Non-Traditional English Language Arts

In the area of Secondary Education Algebra Planning Rubrics 1-5 a mean of 3.2 was scored by the two candidates who completed the edTPA Portfolio. Task 1 showed the candidates' score exceeded expectations in the area of planning. Relative strengths occurred in R1 Planning for Content Learning and R5 Planning Assessment to Monitor and support Student Learning.

In Instruction Rubrics 6 through 10, a mean of 3.0 was scored by the two candidates who completed the edTPA Portfolio. Task 2 shows the candidates did meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 3.4 was scored by the candidates who completed the edTPA which exceeded expectations.

Secondary Education Fifth Year Non-Traditional Economics/Social Science

In the area of Secondary Education Fifth Year Non-Traditional Economics/Social Science Planning Rubrics 1-5 a mean of 3.0 was scored by the one candidate who completed the edTPA Portfolio. Task 1 shows the candidate's score exceeded expectations in the area of planning.

In Instruction Rubrics 6 through 10, a mean of 3.0 was scored by the one candidate who completed the edTPA Portfolio. Task 2 shows the candidate did meet expectations in the area of instruction. Relative area of strengths occurred in the area of R3 Using Knowledge of Student to Inform Teaching and Learning.

In the area of assessment for Rubrics 11 through 15, a mean of 3.4 was scored by the candidate who completed the edTPA Portfolio. Task 3 shows the candidate met expectations in the area of assessment. Relative strengths occurred in the area of R15 Using Assessment to Inform Instruction.

Secondary Education Fifth Year Non-Traditional

History/Social Science

In the area of Secondary Education Fifth Year Non-Traditional History/Social Science Planning Rubrics 1-5 the two candidates who completed the edTPA Portfolio a received a mean score of 2.9. Task 1 shows both candidates' scores was below expectations in the area of planning.

In Instruction Rubrics 6 through 10, a mean of 2.8 was scored by the two candidate who completed the edTPA Portfolio. Task 2 shows the candidates did not meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 2.8 was scored by the two candidates who completed the edTPA Portfolio. Task 3 shows the candidates' scores did not met expectations.

Secondary Education Fifth Year Non-Traditional

Science

In the area of Secondary Education History Planning Rubrics 1-5 a mean of 3.1 was scored by two candidates who completed the edTPA Portfolio. Task 1 shows the candidates' score met expectations in the area of planning.

In Instruction Rubrics 6 through 10, a mean of 2.6 was scored by both candidate who completed the edTPA Portfolio. Task 2 shows the candidates did not meet expectations in the area of instruction.

In the area of assessment for Rubrics 11 through 15, a mean of 2.6 was scored by the two candidates who completed the edTPA Portfolio. Task 3 shows that the candidates' scores did not met expectations. Relative weakness occurred in the area of R15 Using Assessment to Inform Instruction.

Secondary Education Fifth Year Non-Traditional

Physical Education

In the area of Secondary Education Fifth Year Non-Traditional Physical Education Planning Rubrics 1-5 a mean of 2.3 was scored by three candidates who completed the edTPA Portfolio. Task 1 showed the candidates' scores did not meet expectations in the area of planning. Relative area of weaknesses occurred in R5 Planning Assessments to Monitor and Support Student Learning.

In Instruction Rubrics 6 through 10, a mean of 2.4 was scored by three candidates who completed the edTPA Portfolio. Task 2 shows the candidates did meet expectations in the area of instruction. Overall rigor of program instruction and assignments needs to be addressed.

In the area of assessment for Rubrics 11 through 15, a mean of 1.8 was scored by the three candidates who completed the edTPA Portfolio. Task shows that the candidates' scores fell below expectations. Relative weaknesses occur in the area of R14 Analyzing Students' Language Use and Content Learning and R15 Using Assessment to Inform Instruction.

- Please note that so few students in certain programs do not support accurate analyses.

edTPA Data Tables

1.2.1 edTPA Data and Analysis

Table 1
edTPA Scores
Fall 2017

Secondary Education	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	Total Score	Median	Mean
General Math-Secondary	2	3	3	3	3	3	3	3	3	4	3	3	3	39	3.00	3.00
English Language Arts-Secondary	3	4	4	3	3	3	2	3	3	3	2	2	3	38	3.00	2.92
English Language Arts-Secondary	3	3	3	3	3	1	1	2	2	2	2	1	1	27	2.00	2.08
Political Science-Secondary	3	3	3	3	3	3	2	3	3	3	3	2	3	37	3.00	2.85
World History-Secondary	3	3	3	3	3	3	3	2.5	3.5	3.5	3	3	3	39.5	3.00	3.04
World History-Secondary	3	3	3	3	3	2	2	2	2	3	3	3	3	35	3.00	2.69
American History-Secondary	4	3	3	3	3	4	3	3	3	4	3	2	3	41	3.00	3.15
Physical Education-General	2	3	2	3	3	2	2	3	2	1	2	3	2	30	2.00	2.31
Orlan Beeson School of Ed Means	2.88	3.13	3.00	3.00	3.00	2.63	2.25	2.69	2.69	2.94	2.63	2.36	2.63	35.93	2.69	2.75

A score of 3 is our goal.

Scores not meeting goal of 3 are highlighted in blue.

Table 2
edTPA Scores
Spring 2018

ES/E/Elementary	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	Total Score	Median	Mean
Elementary Education	2	2	3	2	2	3	3	3	3	2	3	4	2	3	3	2	3	3	48	3	2.67
Elementary Education	3	3	4	3	3	3	3	3	3	3	3	5	3	3	4	3	3	2	57	3	3.17
Elementary Education	4	4	4	3	4	3	3	3	3	3	4	4	4	4	4	4	3	2	63	4	3.50
Elementary Education	4	4	5	4	4	3	3	3	3	2	4	5	4	3	3	2	3	2	60	3	3.33
Elementary Education	2	3	3	3	3	3	3	3	3	3	3	4	4	3	4	3	3	4	57	3	3.17
Elementary Education	4	4	3	3	3	3	3	4	3	3	3	4	3	3	3	3	3	2	59	3	3.28
Elementary Education	3	3	3	3	3	3	3	3	3	2	3	4	2	2	3	2	3	3	48	3	2.72
Elementary Education	3	3	3	3	3	3	4	3	3	4	3	3	4	3	3	3	3	3	57	3	3.17
Elementary Education	3	3	3	4	3	3	3	3	3	3	4	4	4	4	3	4	3	3	60	3	3.33
Elementary Education	4	3	4	3	4	3	3	3	3	3	4	2	2	3	3	3	3	3	56	3	3.11

1.2.1 edTPA Data and Analysis

ESEC/Elementary	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	Total Score	Median	Mean
Elementary Education	3	2	3	3	3	3	3	3	3	2	3	3	2	3	3	2	3	2	49	3	2.72
Elementary Education	3	4	4	3	3	3	2	3	3	2	3	4	3	3	3	3	3	2	54	3	3.00
Elementary Education	3	D	D	1	3	3	3	3	2	2	3	1	2	2	2	E	E	E	30	*	*
Elementary Education	3	4	3	4	3	3	3	3	3	3	3	3	2	3	4	4	4	4	58	3	3.22
Elementary Education	3	2	3	3	3	3	3	4	3	3	3	4	4	3	3	2	3	2	54	3	3.00
Elementary Education	3	3	3	3	3	3	3	4	4	3	3	4	4	3	4	3	3	2	58	3	3.22
Elementary Education	3	2	3	4	3	3	4	3	4	3	3	4	3	3	4	1	2	2	54	3	3.00
Elementary Education	3	4	3	3	3	3	3	3	4	3	3	3	3	3	3	4	4	2	57	3	3.17
Elementary Education	3	2	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	54	3	3.00
Elementary Education	3	5	3	3	3	3	3	3	3	2	2	4	5	4	4	3	4	3	61	3	3.39
Elementary Education	3	2	3	2	2	3	3	2	3	3	3	4	3	3	3	3	4	4	53	3	2.94
Elementary Education	3	3	3	4	3	3	3	3	4	4	4	3	4	4	4	3	3	2	60	3	3.33
Elementary Education	3	3	3	2	3	3	3	3	3	3	2	4	3	3	2	2	3	3	51	3	2.83
Elementary Education	3	3	2	3	3	3	3	3	4	2	3	3	3	3	3	3	3	2	52	3	2.89
Elementary Education	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3	3	69	4	3.83
Elementary Education	5	4	5	4	4	3	4	3	4	5	4	4	3	4	3	4	4	3	70	4	3.89
Elementary Education	3	4	3	3	2	3	3	3	3	2	3	4	2	2	3	2	2	1	48	3	2.67
Secondary Education	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	Total Score	Median	Mean
General Mathematics-Secondary	4	2	2	3	2	3	2	2	2	3	3	4	4	4	4	N/A	N/A	N/A	44	3	2.93
Algebra-Secondary	2	2	3	2	2	3	2	2	2	2	2	4	2	1	2	N/A	N/A	N/A	33	2	2.20
English Language Arts-Secondary	3	3	3	2	3	3	3	4	3	3	3	4	3	3	3	N/A	N/A	N/A	46	3	3.07
English Language Arts-Secondary	A	A	A	A	A	3	2	2	3	2	2	2	2	1	2	N/A	N/A	N/A	21	2	2.10
History-Secondary	3	4	4	4	3	3	3	3	3	3	4	4	4	3	3	N/A	N/A	N/A	51	3	3.40
Overall Mean by Program/Row	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	Total Score	Median	Mean
ESEC/Elementary Mean	3.2	3.1	3.2	3.0	3.2	3.0	3.1	3.1	3.2	2.9	3.3	3.7	3.2	3.1	3.2	2.9	2.9	2.4	55.48	3.11	3.08
Secondary Education Mean	2.4	2.2	2.4	2.2	2	3	2.4	2.6	2.6	2.6	2.8	3.6	3	2.4	2.8	N/A	N/A	N/A	39	2.60	2.60

Passing score ESEC/Elementary = 44 (out of 90)
 Passing score Secondary Education = 37 (out of 75)
 Scores not meeting a passing score are highlighted in blue.

CONDITION CODES:
 A= Planning task unscorable
 D= Insufficient information to score
 E= Incorrect, missing or blank
 I= If a candidate has 2 or more condition codes within the same task, they receive an automatic "I" for that task and the final edTPA score is "I"

Table 3
edTPA Scores
Fall 2018

Fifth Year Non-Traditional	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	Total Score	Median	Mean
Mathematics	3	2	3	3	3	3	3	3	3	2	2	4	2	3	3	N/A	N/A	N/A	42	3	2.80
English Language Arts	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	N/A	N/A	N/A	47	3	3.13
English Language Arts	4	3	3	3	3	3	3	3	3	3	3	4	4	3	4	N/A	N/A	N/A	49	3	3.27
Economics/Social Science	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	N/A	N/A	N/A	47	3	3.13
History/Social Science	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	N/A	N/A	N/A	44	3	2.93
History/Social Science	3	3	3	2	3	3	3	3	2	3	3	3	2	2	3	N/A	N/A	N/A	41	3	2.73
Science	3	4	4	2	3	3	3	2	2	2	2	2	3	3	2	N/A	N/A	N/A	40	3	2.67
Science	3	3	3	3	3	3	3	3	2	3	3	4	2	3	2	N/A	N/A	N/A	43	3	2.87
Physical Education	2	2	3	2	2	2	3	2	3	2	2	2	1	1	1	N/A	N/A	N/A	30	2	2.00
Physical Education	1	2	2	1	2	3	2	2	3	2	1	3	2	1	1	N/A	N/A	N/A	28	2	1.87
Physical Education	3	3	2	3	2	3	3	3	2	2	3	3	2	2	2	N/A	N/A	N/A	38	3	2.53
Orlean Beeson School of Ed Means	2.82	2.82	2.91	2.55	2.82	2.91	2.91	2.73	2.55	2.55	2.64	3.27	2.45	2.45	2.45	N/A	N/A	N/A	40.82	2.82	2.72

Passing score Secondary Fifth Year Non-Traditional= 37 (out of 75)
 Scores not meeting a passing score are highlighted in blue.

Assessment Areas for Alabama

The table below matches initial teaching certification areas with the Alabama approved edTPA handbooks and established temporary passing scores.

Certification Field	edTPA Handbook	AL Passing Score
Agriscience (6–12)	Agricultural Education	37
Biology (4–8; 6–12)	Middle Childhood Science Secondary Science	37
Business/Marketing Education (6–12)	Business Education	37
Career Technologies (6–12)	Technology and Engineering Education	37
Chemistry (4–8; 6–12)	Middle Childhood Science Secondary Science	37
Early Childhood Education (P–3)	Early Childhood	37
Elementary Education (K–6)	Elementary Education (Literacy and Mathematics Combination)	44
English for Speakers of Other Languages (P–12)	English as an Additional Language	37
English Language Arts (4–8; 6–12)	Middle Childhood English-Language Arts Secondary English-Language Arts	37
Family and Consumer Sciences Education (6–12)	Family and Consumer Science	37
General Science (4–8; 6–12)	Middle Childhood Science Secondary Science	37

General Social Studies (4–8; 6–12)	Secondary History/Social Studies Middle Childhood History/Social Studies	37
Geography (4–8; 6–12)	Secondary History/Social Studies Middle Childhood History/Social Studies	37
Health Education (4–8; 6–12)	Health Education	37
Health Science (6–12)	At this time, no edTPA is required for this field.	
History (4–8; 6–12)	Middle Childhood History/Social Studies Secondary History/Social Studies	37
Mathematics (4–8; 6–12)	Middle Childhood Math Secondary Math	37
Physical Education (6–12, ABC only); P–12)	Physical Education	37
Physics (4–8; 6–12)	Middle Childhood Science Secondary Science	37
Technical Education (AL Approved Program) (6–12)	At this time, no edTPA is required for this field.	
Languages Other Than English (P–12; 4–8; 6–12)	World Language	32
American Sign Language Arabic Chinese French German Japanese Russian Spanish		

*Only current certification areas are listed.
 Additional programs for Languages Other Than English may be developed.

Classic Languages (P–12; 4–8; 6–12)	Classical Languages	32
Latin		
*Only current certification areas are listed. Additional programs for Classical Languages may be developed.		
Special Education	Special Education	37
Collaborative Teacher (K–6)	*Please note: At this time, no edTPA is required for the field of Gifted (P–12).	
Collaborative Teacher (6–12)		
Early Childhood Special Education (P–3)		
Hearing Impairment (P–12)		
Severe Multiple Disabilities (P–12)		
Visual Impairment (P–12)		
Arts (P–12)	K–12 Performing Arts	37
	Visual Arts	
Dance		
Music, Choral Music		
Music, Instrumental Music		
Theatre		
Visual Arts		
Technical Education (6–12)	At this time, no edTPA is required for this field.	
(These are on the current technical ed. fields on the CT ABC alternative approach):		
Advertising Design		
Animation		
Aviation Technology		
Automotive Service		
Building Construction		
Cabinetmaking		
Carpentry		
Collision Repair		
Commercial Photography		
Computer Electronics		
Cosmetology		
Culinary Arts		
Database Design		
Diesel Technology		
Drafting Design Technology		
Electrical Technology		
Electronics Technology		
Emergency and Fire Management Services		

Engineering
 Graphic Arts
 Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)
 Industrial Maintenance - Electrical and Instrumentation
 Industrial Maintenance – Mechanical
 Law Enforcement
 Legal Services
 Manufacturing
 Marine Technology
 Masonry
 Network Systems and Computer Services
 Power Equipment
 Plumbing
 Precision Machining
 Programming and Software Development
 Television Production
 Welding

Multiple Certifications Based on Approved Programs

Only one edTPA portfolio is to be submitted per applicant. Please use the following table for areas in which an applicant is being recommended for more than one area of certification.

Multiple Certifications Based on Approved Programs	Required edTPA Handbook	AL Passing Score
Collaborative K–6 and Collaborative 6–12	Special Education	37
Collaborative K–6 and Childhood Special Education	Special Education	37
Collaborative K–6 and Elementary Education	Elementary Education	44
Early Childhood and Early Childhood Special Education	Early Childhood	37
Early Childhood and Elementary Education	Elementary Education	44

Early Childhood, Early Childhood Special Education, Collaborative K–16, and Elementary Education	Elementary Education	44
Physics and Mathematics (UA Only)	Secondary Science	37

Passing Scores for Alabama

The Alabama State Board of Education has adopted a preliminary edTPA passing standard of –1 Standard Error of Measurement (SEM) below the [national recommended professional performance standard](#), as set out in the table below. Candidates who participate in edTPA and are successful with the preliminary edTPA passing standards may use their edTPA performance to satisfy the ALSDE pedagogical assessment certification requirement for applications received on or after December 1, 2015. The approved cutscores will remain effective until the Alabama State Board of Education adopts a final passing standard for initial certification that will be established prior to 9/1/2018.

13-Rubric Handbooks	32
15-Rubric Handbooks	37
18-Rubric Handbooks	44

Sample edTPA
Newsletter to
Candidates

Spring

February 10, 2019

SUNDAY SPOTLIGHT

edTPA tips and updates

Thursday, Feb. 14 4-4

Seminar #2 Task 2

Please email Mrs. Mungenast the type of video device you will be using to complete Task 2.

Will you use IOS, Windows or Android? We will need that information to best prepare for you on Thursday.

Please bring a video and your laptop to "practice" with for Thursday.



Tips