## 1.1.2 Education Teacher Performance Assessment (edTPA) Licensure Scores

Elementary Education is scored on an 18-rubric scale; whereas all other exams are scored on a 15-rubric scale. From the inception of the exam to December 2017, the minimum passing score for Elementary is 49 and other exams is 41. Starting from January 1, 2018, the score was reduced to 46 (Elementary) and 38 (all other exams).

**NOTE:** 6 students did not receive a score as their exam was incomplete in each of the respective years. Their scores are not included in the mean calculations but are included in the percentage passing.

Each academic year had 1 student that did not report their score, as evidence by the TEACH account, the score was not included in the mean calculation. These students were included in the percent passing.

<table>
<thead>
<tr>
<th>Initial Program</th>
<th>AY 2015-2016</th>
<th></th>
<th></th>
<th>AY 2016-2017</th>
<th></th>
<th></th>
<th>AY 2017-2018</th>
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<td>Mean Range</td>
<td>% Passing</td>
<td>N</td>
<td>Mean Range</td>
<td>% Passing</td>
<td>N</td>
<td>Mean Range</td>
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<td>86%</td>
<td>136</td>
<td>52 28-71</td>
<td>86%</td>
<td>120</td>
<td>50 33-65</td>
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<td>48 37-57</td>
<td>82%</td>
<td>2</td>
<td>47 44-49</td>
<td>100%</td>
<td>9</td>
<td>42 33-48</td>
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<tr>
<td>Childhood Special Education</td>
<td>21</td>
<td>53 38-62</td>
<td>71%</td>
<td>9</td>
<td>46 31-63</td>
<td>44%</td>
<td>8</td>
<td>52 36-63</td>
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<tr>
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<td>44 34-48</td>
<td>75%</td>
<td>1</td>
<td>44 41-48</td>
<td>100%</td>
<td>1</td>
<td>44 41-48</td>
</tr>
<tr>
<td>Childhood Education</td>
<td>37</td>
<td>62 43-73</td>
<td>97%</td>
<td>52</td>
<td>59 48-71</td>
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<td>35</td>
<td>58 49-65</td>
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<td>92%</td>
<td>12</td>
<td>49 39-55</td>
<td>92%</td>
<td>12</td>
<td>48 38-60</td>
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<td>88%</td>
<td>9</td>
<td>43 36-49</td>
<td>78%</td>
<td>5</td>
<td>42 40-44</td>
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<td>11</td>
<td>49 32-61</td>
<td>91%</td>
<td>7</td>
<td>46 40-57</td>
</tr>
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<td>100%</td>
<td>7</td>
<td>48 37-59</td>
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<td>1</td>
<td>55 53-58</td>
<td>100%</td>
<td>6</td>
<td>48 44-56</td>
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<td>86%</td>
<td>2</td>
<td>45 45-50</td>
<td>50%</td>
<td>4</td>
<td>49 45-50</td>
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<td>100%</td>
<td>5</td>
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<td>44 37-50</td>
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<td>-</td>
<td>-</td>
<td>1</td>
<td>53 53-53</td>
<td>100%</td>
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</table>
### 1.1.2 EDUCATION TEACHER PERFORMANCE ASSESSMENT (edTPA) LICENSURE SCORES BY INTASC

**Note:** Students who have an incomplete are not represented in the table below.

**N** = # of program completers who reported their scores to Adelphi

M = Mean / T = Target

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>edTPA Rubric</th>
<th>EPP</th>
<th>Early Childhood Special Education</th>
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<td>AY 16-17</td>
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<td>Learning Differences/Learning Environment</td>
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<td>M=3.3</td>
<td>M=3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=94%</td>
<td>T=91%</td>
</tr>
<tr>
<td>Learner Development/Learning Differences</td>
<td>2. Planning to Support Varied Student Needs</td>
<td>M=3.4</td>
<td>M=3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=91%</td>
<td>T=90%</td>
</tr>
<tr>
<td>Learner Development/Learning Differences</td>
<td>3. Using Knowledge of Students to Inform Teaching and Learning</td>
<td>M=3.2</td>
<td>M=3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=85%</td>
<td>T=94%</td>
</tr>
<tr>
<td>Learner Development/Learning Differences</td>
<td>4. Identifying and Supporting Language Demands</td>
<td>M=3.3</td>
<td>M=3.2</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>T=85%</td>
</tr>
<tr>
<td>Learner Development</td>
<td>5. Planning Assessment to Monitor + Support Learning</td>
<td>M=3.3</td>
<td>M=3.2</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>T=90%</td>
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<td>Learning Differences/Learning Environment</td>
<td>6. Learning Environment</td>
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<td>M=3.2</td>
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<td></td>
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<td>T=99%</td>
</tr>
<tr>
<td>Learning Differences/Learning Environment</td>
<td>7. Engaging Students in Learning</td>
<td>M=3.1</td>
<td>M=3.2</td>
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<tr>
<td></td>
<td></td>
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<td>T=91%</td>
</tr>
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<td>Learning Environment</td>
<td>8. Deepening Student Learning</td>
<td>M=3.2</td>
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<tr>
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<td>T=89%</td>
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<td>Learning Environment</td>
<td>9. Subject-Specific Pedagogy</td>
<td>M=3.1</td>
<td>M=3.2</td>
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<tr>
<td></td>
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<td>T=91%</td>
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<td>Learner Development/Learning Differences</td>
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<td>M=3.1</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>1. Planning for Content Understandings</td>
<td>M=3.3</td>
<td>M=3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=94%</td>
<td>T=91%</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>2. Planning to Support Varied Student Needs</td>
<td>M=3.4</td>
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<tr>
<td></td>
<td></td>
<td>T=91%</td>
<td>T=90%</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>3. Using Knowledge of Students to Inform Teaching and Learning</td>
<td>M=3.2</td>
<td>M=3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=85%</td>
<td>T=94%</td>
</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>4. Identifying and Supporting Language Demands</td>
<td>M=3.3</td>
<td>M=3.2</td>
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<tr>
<td></td>
<td></td>
<td>T=88%</td>
<td>T=88%</td>
</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>7. Engaging Students in Learning</td>
<td>M=3.1</td>
<td>M=3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=89%</td>
<td>T=91%</td>
</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>8. Deepening Student Learning</td>
<td>M=3.2</td>
<td>M=3.2</td>
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<tr>
<td></td>
<td></td>
<td>T=89%</td>
<td>T=89%</td>
</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>9. Subject-Specific Pedagogy</td>
<td>M=3.1</td>
<td>M=3.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T=83%</td>
<td>T=91%</td>
</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>14. Analyzing Student’s Language Use and Content Learning</td>
<td>M=3.1</td>
<td>M=3.0</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>T=81%</td>
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</table>

**Content Knowledge**

<p>| M=3.2 | M=3.2 | M=3.2 | M=3.3 | M=3.3 | M=3.1 | M=2.8 |
| T=87% | T=89% | T=79% | T=91% | T=95% | T=79% | T=95% |</p>
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<tr>
<th>InTASC Standards</th>
<th>edTPA Rubric</th>
<th>EPP</th>
<th>Early Childhood Special Education</th>
</tr>
</thead>
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<tr>
<td><strong>Planning for Instruction/Instructional Strategies</strong></td>
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<td>M=3.3 T=91%</td>
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<td>M=3.3 T=90%</td>
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<td>M=3.2 T=85%</td>
<td>M=3.3 T=94%</td>
</tr>
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<td><strong>Instructional Strategies</strong></td>
<td>4. Identifying and Supporting Language Demands</td>
<td>M=3.3 T=88%</td>
<td>M=3.2 T=88%</td>
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<tr>
<td><strong>Assessment/Instructional Strategies</strong></td>
<td>5. Planning Assessment to Monitor + Support Learning</td>
<td>M=3.3 T=91%</td>
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<tr>
<td><strong>Instructional Strategies</strong></td>
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<td>M=3.2 T=97%</td>
<td>M=3.2 T=99%</td>
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<td>Adolescent Special Education</td>
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<td>AY 16-17 N= 9</td>
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<tr>
<td><strong>Learner Development/Learning Differences</strong></td>
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<td>M= 2.8 T= 56%</td>
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<tr>
<td><strong>Learner Development/Learning Differences</strong></td>
<td>4. Identifying and Supporting Language Demands</td>
<td>M= 3.3 T= 85%</td>
<td>M= 2.7 T= 75%</td>
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<td><strong>Learner Development/Learning Differences</strong></td>
<td>5. Planning Assessment to Monitor + Support Learning</td>
<td>M= 2.9 T= 75%</td>
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<td><strong>Learning Environment</strong></td>
<td>9. Subject-Specific Pedagogy</td>
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<td>M= 2.6 T= 75%</td>
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<td><strong>Learner Development/Learning Differences</strong></td>
<td>14. Analyzing Student’s Language Use and Content Learning</td>
<td>M= 3.2 T= 80%</td>
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<td><strong>Content Knowledge</strong></td>
<td>3. Using Knowledge of Students to Inform Teaching and Learning</td>
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<td>M= 2.8 T= 56%</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td>4. Identifying and Supporting Language Demands</td>
<td>M= 3.3 T= 85%</td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td>7. Engaging Students in Learning</td>
<td>M= 2.8 T= 65%</td>
<td>M= 2.4 T= 75%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>8. Deepening Student Learning</td>
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<td>M= 2.6 T= 75%</td>
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<tr>
<td></td>
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<tr>
<td><strong>Content Knowledge</strong></td>
<td>9. Subject-Specific Pedagogy</td>
<td>M= 2.9 T= 75%</td>
<td>M= 2.6 T= 75%</td>
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</tr>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>14. Analyzing Student’s Language Use and Content Learning</td>
<td>M= 3.2 T= 80%</td>
<td>M= 2.1 T= 75%</td>
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**Content Knowledge**

M= 3.1 T= 80%  M= 2.6 T= 52%  M= 2.9 T= 75%  M= 3.0 T= 81%  M= 2.9 T= 89%
<table>
<thead>
<tr>
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<th>edTPA Rubric</th>
<th>Childhood Special Education</th>
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## 1.1.2 EDUCATION TEACHER PERFORMANCE ASSESSMENT (edTPA) LICENSURE SCORES BY INTASC

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**Subject-Specific Pedagogy**

**Content Knowledge**

**Learner and Learning**
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## 1.1.2 EDUCATION TEACHER PERFORMANCE ASSESSMENT (edTPA) LICENSURE SCORES BY INTASC

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**AY 15-16 N=7**

**AY 16-17 N=6**

**AY 17-18 N=6**
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### Professional Responsibilities

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</tr>
<tr>
<td>Content Knowledge</td>
<td>2. Planning to Support Varied Student Needs</td>
<td>M=3.6 T= 89%</td>
<td>M=3.2 T= 90%</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Content Knowledge</td>
<td>3. Using Knowledge of Students to Inform Teaching and Learning</td>
<td>M=2.9 T= 68%</td>
<td>M=3.2 T= 90%</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>4. Identifying and Supporting Language Demands</td>
<td>M=3.0 T= 84%</td>
<td>M=2.9 T= 80%</td>
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<tr>
<td></td>
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<tr>
<td>Content Knowledge/Application of Content</td>
<td>7. Engaging Students in Learning</td>
<td>M=3.1 T= 89%</td>
<td>M=3.0 T= 90%</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>8. Deepening Student Learning</td>
<td>M=3.8 T= 95%</td>
<td>M=3.3 T= 90%</td>
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<tr>
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</tr>
<tr>
<td>Content Knowledge/Application of Content</td>
<td>9. Subject-Specific Pedagogy</td>
<td>M=3.1 T= 89%</td>
<td>M=3.0 T= 95%</td>
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<tr>
<td>Content Knowledge/Application of Content</td>
<td>14. Analyzing Student’s Language Use and Content Learning</td>
<td>M=2.4 T= 42%</td>
<td>M=2.7 T= 60%</td>
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<tr>
<td>Content Knowledge</td>
<td></td>
<td>M= 3.1 T= 77%</td>
<td>M= 3.0 T= 83%</td>
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<tr>
<td>InTASC Standards</td>
<td>edTPA Rubric</td>
<td>Physical Education</td>
<td>Health Education</td>
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<tr>
<td>Planning for Instruction/Instructional Strategies</td>
<td>1. Planning for Content Understandings</td>
<td>AY 15-16: M=3.3, T= 89%</td>
<td>AY 15-16: M=3.5, T= 100%</td>
</tr>
<tr>
<td>Planning for Instruction/Instructional Strategies</td>
<td>2. Planning to Support Varied Student Needs</td>
<td>AY 16-17: M=3.1, T= 90%</td>
<td>AY 16-17: M=4.0, T= 100%</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>4. Identifying and Supporting Language Demands</td>
<td>AY 15-16: N=0</td>
<td>AY 16-17: N=0</td>
</tr>
<tr>
<td>Assessment/Instructional Strategies</td>
<td>5. Planning Assessment to Monitor + Support Learning</td>
<td>AY 16-17: N=0</td>
<td>AY 16-17: N=0</td>
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<tr>
<td>Instructional Strategies</td>
<td>6. Learning Environment</td>
<td>AY 17-18: N=0</td>
<td>AY 17-18: N=0</td>
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<td>7. Engaging Students in Learning</td>
<td>AY 15-16: N=0</td>
<td>AY 16-17: N=0</td>
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<tr>
<td>Instructional Strategies</td>
<td>8. Deepening Student Learning</td>
<td>AY 17-18: N=0</td>
<td>AY 17-18: N=0</td>
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<tr>
<td>Instructional Strategies</td>
<td>9. Subject-Specific Pedagogy</td>
<td>AY 15-16: N=0</td>
<td>AY 16-17: N=0</td>
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<td>Assessment</td>
<td>11. Analysis of Student Learning</td>
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<td>Assessment</td>
<td>12. Using Feedback to Guide Learning</td>
<td>AY 17-18: N=0</td>
<td>AY 17-18: N=0</td>
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<td>Assessment</td>
<td>13. Student Use of Feedback</td>
<td>AY 15-16: N=0</td>
<td>AY 15-16: N=0</td>
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<td>Assessment/Instructional Strategies</td>
<td>15. Using Assessment to Inform Instruction</td>
<td>AY 16-17: N=0</td>
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### Instructional Practices

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<td>3.1</td>
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<td>2.9</td>
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### Professional Responsibilities

#### Professional Learning and Ethical Practice

<table>
<thead>
<tr>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>AY 17-18</th>
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<tbody>
<tr>
<td>N=19</td>
<td>N=20</td>
<td>N=18</td>
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| 10. Analyzing Teaching Effectiveness | 2.8 | 68% |
| 15. Using Assessment to Inform Instruction | 2.9 | 70% |
| 2.8 | 78% | 68% |
| 2.9 | 78% | 68% |
| 3.5 | 100% | 68% |