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**TEACHER PERFORMANCE ASSESSMENT (TPA)
TAKEN BY INITIAL PROGRAMS
2022-2024 Academic Years**

PURPOSE

New York State registered teacher preparation programs are required to integrate a teacher performance assessment into the student teaching, practicum, or similar clinical experience (e.g., residency, mentored in-service component) by September 1, 2023. Programs have the flexibility to develop or choose a teacher performance assessment that meets their local interests and needs. This assessment would be designed to promote the professional growth of candidates who are seeking their first Initial teaching certificate

ADMINISTRATION

The administration of the assessment and its use in candidate monitoring or decisions on progression are during a teacher candidate's student teaching and/or practicum experience. This occurs in transition phase 3 – reflective practice. Office of Student Success provides training to university supervisors in order for them to guide their teacher candidates in the TPA assessment. The TPA instructions is listed on the OSS MOODLE page that all students within the program have access to at any time.

INSTRUMENT

In the Teacher Work Sample, students will plan lessons, teach them, assess the associated student work, and reflect on the experience. The purpose of the TPA Anchor Prompts is to assess their ability to plan and enact culturally responsive and sustaining practices as well as technology into their planning, teaching and assessment. (Appendix A)

Teacher Performance Assessment aligns with CAEP, and InTASC standards.

VALIDITY AND RELIABILITY

In Spring 2023 retreat, faculty were assigned groups and each group assigned the following roles: facilitator, recorder, and presenter. Facilitators lead the scoring calibration process. Faculty reviewed 4 student samples of the TPA anchor prompts. Each member scored Student 1, then discussed as group. Then scored all remaining students individually and discussed. The items were rated with a 3-point Likert scale (1- indicator not met, 2- indicator partially met, and 3- indicator met). Summary of all group's scores were discussed and validated.

ANALYSIS

In the 2022-2023 AY, the EPP collected TPA data around 124 candidates (78% white, 12% people of color, 10% not reported). Overall, candidates scored above a 2.6 in all items, with the highest scores (M=2.98) in *2d. Alignment w/National, State or Local Standards*, (M=2.94) *4c. Lesson and Unit Structure*, and (M=2.93) *2c. Appropriateness for Students*.

In the 2023-2024 AY, the EPP collected TPA data on 163 candidates across three locations:

- Garden City campus: 163 students (74% white, 23% people of color, 3% not reported)
- New York City - Brooklyn Center: 8 students (62% white, 25% people of color, 13% not reported)
- Online Program: 40 students (78% white, 12% people of color, 10% not reported)

On the Garden City Campus (163 students), *Alignment with Learning Goals* scored highest (2.97), showing these teachers excel at connecting their instruction directly to their objectives.

On the Brooklyn campus (8 students), multiple criteria received perfect scores of 3.00, including *Knowledge of Context*, *Learning Goals*, *Assessment Planning*, and *Instructional Design*. The small sample size may contribute to these perfect scores.

In the Online program (40 students), three areas stood out with perfect scores (3.00): *Welcoming & Affirming Environment*, *Inclusive Curriculum and Assessment*, and *Technology Alignment with Standards*. This highlights the program's strengths in cultural responsiveness and technology integration.

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 34 candidates did not participate in the pilot.
For the 23-24 AY, 14 candidates did not complete the TPA.

N = Total # of program completers
n= sample size
M= Mean (3 pt. rating scale)

EPP OF INITIAL PROGRAMS	2022-2023 AY						2023-2024 AY					
	OVERALL TOTAL	RACE			GENDER		OVERALL TOTAL	RACE			GENDER	
CRITERIA	N=108	White n=87	People of Color n=11	Not Reported n=10	Female n=84	Male n=24	N=163	White n=121	People of Color n=37	Not Reported n=5	Female n=109	Male n=54
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.92	2.92	3.00	2.80	2.95	2.79	2.95	2.96	2.95	2.80	2.95	2.94
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.89	2.90	2.91	2.80	2.95	2.67	2.94	2.94	2.97	2.80	2.97	2.89
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.82	2.84	2.91	2.60	2.83	2.79	2.82	2.85	2.76	2.60	2.84	2.78
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.81	2.82	2.82	2.70	2.83	2.71	2.85	2.85	2.84	2.80	2.86	2.81
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.81	2.83	2.73	2.80	2.83	2.75	2.88	2.88	2.89	2.80	2.91	2.83
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.82	2.85	2.73	2.70	2.80	2.92	2.88	2.87	2.89	3.00	2.89	2.85
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.91	2.93	2.91	2.70	2.92	2.88	2.92	2.92	2.92	3.00	2.95	2.85
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.93	2.94	3.00	2.70	2.92	2.96	2.96	2.98	2.92	3.00	2.97	2.94
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.97	3.00	3.00	2.70	2.96	3.00	2.96	2.97	2.94	3.00	2.97	2.94
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.92	2.97	2.82	2.60	2.93	2.88	2.92	2.91	2.95	3.00	2.93	2.91

6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.88	2.91	2.91	2.60	2.89	2.83	2.88	2.89	2.86	2.80	2.87	2.90
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.82	2.85	2.91	2.50	2.83	2.79	2.91	2.91	2.89	3.00	2.91	2.90
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.74	2.77	2.82	2.40	2.77	2.63	2.77	2.77	2.74	2.80	2.80	2.69
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.75	2.79	2.73	2.40	2.74	2.79	2.81	2.79	2.86	3.00	2.82	2.79
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.81	2.83	2.73	2.70	2.82	2.75	2.83	2.83	2.78	3.00	2.83	2.83
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.73	2.74	2.82	2.60	2.79	2.54	2.81	2.80	2.81	3.00	2.80	2.83
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.81	2.83	2.82	2.70	2.85	2.71	2.87	2.87	2.89	2.80	2.84	2.92
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.69	2.70	2.82	2.50	2.74	2.54	2.86	2.87	2.86	2.80	2.87	2.85
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.59	2.57	2.82	2.50	2.63	2.46	2.70	2.71	2.64	2.80	2.71	2.67
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	2.87	2.86	2.91	2.90	2.84	3.00	2.87	2.91	2.81	2.40	2.84	2.92
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.80	2.91	2.70	2.80	2.80	2.76	2.78	2.70	2.60	2.77	2.74
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.81	2.82	2.70	2.80	2.80	2.80	2.82	2.75	2.60	2.77	2.86
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.66	2.67	2.82	2.40	2.63	2.80	2.69	2.75	2.53	2.40	2.68	2.71
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.74	2.75	2.91	2.50	2.69	2.95	2.71	2.76	2.61	2.40	2.69	2.77

10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.85	2.87	2.82	2.70	2.81	3.00	2.84	2.84	2.86	2.80	2.86	2.81
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.75	2.78	2.55	2.70	2.75	2.74	2.79	2.81	2.75	2.80	2.84	2.70
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.72	2.78	2.55	2.50	2.68	2.89	2.75	2.76	2.74	2.60	2.77	2.71
OVERALL TOTAL	2.82	2.84	2.83	2.64	2.83	2.79	2.84	2.85	2.82	2.86	2.85	2.83

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - NEW YORK CITY - BROOKLYN CAMPUS

NOTE: For the 22-23 AY, 3 candidates did not participate in the pilot. For the 23-24 AY, 1 candidate did not participate.

EPP OF INITIAL PROGRAMS	2022-2023 AY						2023-2024 AY					
	OVERALL TOTAL	RACE			GENDER		OVERALL TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=1	People of Color n=1	Not Reported n=0	Female n=2	Male n=0	N=8	White n=5	People of Color n=2	Not Reported n=1	Female n=5	Male n=3
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		2.63	2.60	2.50	3.00	3.00	2.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00		2.75	2.60	3.00	3.00	3.00	2.33
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		2.75	2.80	2.50	3.00	3.00	2.33
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00	2.00		2.50		2.75	2.80	3.00	2.00	2.60	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00	2.00		2.50		2.88	3.00	3.00	2.00	2.80	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		2.50	2.40	3.00	2.00	2.60	2.33

7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50	3.00	2.00		2.50		2.88	2.80	3.00	3.00	2.80	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00	3.00		3.00		2.63	2.60	2.50	3.00	3.00	2.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00		2.88	2.80	3.00	3.00	2.80	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00		2.38	2.20	2.50	3.00	2.60	2.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00		2.88	2.80	3.00	3.00	2.80	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.74	2.75	2.91				2.13	2.00	2.00	3.00	2.20	2.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.85	2.87	2.82				2.38	2.20	2.50	3.00	2.60	2.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.75	2.78	2.55				2.88	2.80	3.00	3.00	2.80	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.72	2.78	2.55				2.88	2.80	3.00	3.00	2.80	3.00
OVERALL TOTAL	2.71	2.95	2.47		2.71		2.80	2.77	2.88	2.78	2.84	2.72

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA – ONLINE PROGRAMS

NOTE: For the 22-23 AY, 11 candidates did not participate in the pilot.

EPP OF INITIAL PROGRAMS	2022-2023 AY						2023-2024 AY					
	OVERALL TOTAL	RACE			GENDER		OVERALL TOTAL	RACE			GENDER	
CRITERIA	N=14	White n=9	People of Color n=3	Not Reported n=2	Female n=13	Male n=1	N=40	White n=31	People of Color n=5	Not Reported n=4	Female n=33	Male n=7
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00	3.00	3.00	3.00	2.93	2.94	2.80	3.00	2.91	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00	3.00	3.00	3.00	2.88	2.87	3.00	2.75	2.85	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.71	2.89	2.33	2.50	2.77	2.00	2.83	2.84	2.80	2.75	2.85	2.71
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.93	3.00	2.67	3.00	2.92	3.00	2.85	2.84	2.80	3.00	2.85	2.86
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.93	3.00	2.67	3.00	2.92	3.00	2.85	2.87	2.80	2.75	2.88	2.71
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.86	3.00	2.67	2.50	2.85	3.00	2.85	2.83	3.00	2.75	2.84	2.86
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.85	2.84	3.00	2.75	2.85	2.86
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.85	2.84	3.00	2.75	2.85	2.86
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.75	2.78	2.80	2.50	2.77	2.67
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.88	2.87	2.80	3.00	2.88	2.86
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.80	2.77	2.80	3.00	2.82	2.71
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.71	2.89	2.33	2.50	2.77	2.00	2.65	2.58	3.00	2.75	2.64	2.71
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.85	2.84	2.80	3.00	2.85	2.86

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.79	2.89	2.67	2.50	2.77	3.00	2.83	2.87	2.80	2.50	2.82	2.86
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.93	2.90	3.00	3.00	2.94	2.86
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.86	3.00	2.33	3.00	2.92	2.00	2.95	2.94	3.00	3.00	2.94	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.85	2.84	2.80	3.00	2.85	2.86
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.86	3.00	2.67	2.50	2.85	3.00	2.78	2.77	3.00	2.50	2.76	2.86
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.85	2.84	2.80	3.00	2.85	2.86
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.88	2.84	3.00	3.00	2.85	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.85	2.84	3.00	2.75	2.82	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	3.00	2.75	2.82	2.86
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.84	2.80	2.75	2.85	2.71
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.90	2.87	3.00	3.00	2.88	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.88	2.87	3.00	2.75	2.88	2.86
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.81	2.81	2.80	2.75	2.83	2.67
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.78	2.78	2.80	2.75	2.80	2.67
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00	3.00	3.00	3.00	2.88	2.87	3.00	2.75	2.88	2.86

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	3.00	2.75	2.82	2.86
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00	3.00	3.00	3.00	2.90	2.90	3.00	2.75	2.91	2.86
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.93	3.00	2.67	3.00	2.92	3.00	2.88	2.87	3.00	2.75	2.85	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.93	3.00	2.67	3.00	2.92	3.00	2.80	2.81	2.80	2.75	2.79	2.86
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00		2.85	2.80	3.00	3.00	2.84	2.86
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00		2.87	2.87	3.00	2.75	2.84	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00		2.77	2.70	3.00	3.00	2.78	2.71
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00			3.00		2.67	2.60	3.00	2.75	2.66	2.71
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00			3.00		2.82	2.80	3.00	2.75	2.81	2.86
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00			3.00		2.77	2.70	3.00	3.00	2.78	2.71
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		2.79	2.77	3.00	2.75	2.78	2.86
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		2.79	2.77	3.00	2.75	2.78	2.64
OVERALL TOTAL	2.94	2.99	2.76	2.92	2.95	2.91	2.83	2.82	2.93	2.82	2.83	2.84

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

EARLY CHILDHOOD SPECIAL ED	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
	N=2	White n=2	People of Color n=0	Not Reported n=0	Female n=2	Male n=0	N=5	White n=3	People of Color n=2	Not Reported n=0	Female n=4	Male n=1
CRITERIA	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		2.80	2.67	3.00		2.75	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00		2.60	2.33	3.00		2.50	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		2.80	2.67	3.00		2.75	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		2.80	2.67	3.00		2.75	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00		2.80	2.67	3.00		2.75	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00		2.80	2.67	3.00		2.75	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00		3.00	3.00			3.00	
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00		3.00	3.00			3.00	
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00		2.00	2.00			2.00	
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00		2.00	2.00			2.00	
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		2.60	3.00	2.00		2.50	3.00

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		2.80	2.67	3.00		2.75	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.50	2.50			2.50		2.80	2.67	3.00		2.75	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.00	2.00			2.00		2.80	2.67	3.00		2.75	3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.50	2.50			2.50		3.00	3.00	3.00		3.00	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.50	2.50			2.50		3.00	3.00	3.00		3.00	3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.50	2.50			2.50		3.00	3.00	3.00		3.00	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		3.00	3.00	3.00		3.00	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		3.00	3.00			3.00	3.00
TOTAL	2.93	2.93			2.93		2.89	2.87	2.97		2.88	3.00

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

CHILDHOOD SPECIAL ED CRITERIA	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0	N=3	White n=2	People of Color n=1	Not Reported n=0	Female n=3	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00	3.00		3.00	
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00	3.00		3.00	
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00	3.00		3.00	
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00	3.00		3.00	
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00	3.00		3.00	
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00	3.00	3.00		3.00	
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00	3.00		3.00	

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							2.67	2.50	3.00		2.67	
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00	3.00		3.00	
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00	3.00		3.00	
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00	3.00		3.00	
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00	3.00		3.00	
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00	3.00		3.00	
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							2.67	2.50	3.00		2.67	
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00	3.00	3.00		3.00	
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00	3.00	3.00		3.00	
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00	3.00	3.00		3.00	
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)							3.00	3.00	3.00		3.00	
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)							3.00	3.00	3.00		3.00	
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)							3.00	3.00	3.00		3.00	
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)							3.00	3.00	3.00		3.00	
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00	3.00		3.00	

7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)							3.00	3.00	3.00		3.00	
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)							3.00	3.00	3.00		3.00	
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)							3.00	3.00	3.00		3.00	
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)							3.00	3.00	3.00		3.00	
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							3.00	3.00	3.00		3.00	
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							3.00	3.00	3.00		3.00	
TOTAL							2.98	2.98	3.00		2.98	

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

ADOLESCENT SPECIAL ED CRITERIA	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
	N=2 M	White n=2 M	People of Color n=0 M	Not Reported n=0 M	Female n=2 M	Male n=0 M	N=2 M	White n=0 M	People of Color n=2 M	Not Reported n=0 M	Female n=1 M	Male n=1 M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00		3.00	3.00

7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00			3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.50	2.50			2.50		3.00		3.00		3.00	3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		3.00		3.00		3.00	3.00
TOTAL	2.91	2.91			2.91		3.00		3.00		3.00	3.00

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

CHILDHOOD	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=2	People of Color n=0	Not Reported n=0	Female n=1	Male n=1	N=9	White n=7	People of Color n=2	Not Reported n=0	Female n=8	Male n=1
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	2.89	2.86	3.00		2.88	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	2.50			2.00	3.00	2.67	2.71	2.50		2.63	3.00
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	2.50			2.00	3.00	2.78	2.86	2.50		2.75	3.00

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	2.50			2.00	3.00	2.56	2.57	2.50		2.50	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.89	2.86	3.00		3.00	2.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.67	2.71	2.50		2.63	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.56	2.57	2.50		2.50	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00	3.00	2.67	2.71	2.50		2.63	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	2.50			2.00	3.00	2.56	2.71	2.00		2.50	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	2.50			2.00	3.00	2.67	2.86	2.00		2.63	3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00	2.56	2.71	2.00		2.50	3.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50	2.50			2.00	3.00	2.78	2.86	2.50		2.75	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.78	2.86	2.50		2.75	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00	2.00			1.00	3.00	2.67	2.86	2.00		2.63	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00	3.00	2.44	2.71	1.50		2.38	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.50	2.50			2.00	3.00	2.44	2.57	2.00		2.50	2.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.33	2.57	1.50		2.38	2.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.33	2.57	1.50		2.38	2.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.50	2.50			2.00	3.00	2.44	2.71	1.50		2.38	3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00	3.00	2.67	2.60	3.00		2.80	2.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	3.00
TOTAL	2.88	2.88			2.75	3.00	2.78		2.55		2.77	2.88

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

STEP CHILDHOOD	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=38	White n=33	People of Color n=3	Not Reported n=2	Female n=37	Male n=1	N=39	White n=30	People of Color n=7	Not Reported n=2	Female n=36	Male n=3
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.95	2.94	3.00	3.00	2.95	3.00	2.90	2.93	2.86	2.50	2.89	2.97
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.95	2.94	3.00	3.00	2.95	3.00	2.92	2.93	3.00	2.50	2.92	2.97
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.79	2.76	3.00	3.00	2.78	3.00	2.74	2.80	2.57	2.50	2.75	2.90
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.89	2.88	3.00	3.00	2.89	3.00	2.72	2.73	2.71	2.50	2.72	2.87
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.84	2.82	3.00	3.00	2.84	3.00	2.82	2.83	2.86	2.50	2.81	2.92
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.76	2.76	2.67	3.00	2.76	3.00	2.85	2.80	3.00	3.00	2.83	2.90
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.97	2.97	3.00	3.00	2.97	2.98
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.97	3.00	3.00	2.50	2.97	3.00	2.97	2.97	3.00	3.00	2.97	2.74
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.95	2.97	3.00	2.50	2.95	3.00	2.92	2.90	3.00	3.00	2.92	2.70
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.89	2.91	3.00	2.50	2.89	3.00	2.87	2.87	2.86	3.00	2.89	2.69
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.82	2.79	3.00	3.00	2.81	3.00	2.72	2.73	2.57	3.00	2.75	2.87
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.97	3.00	3.00	2.50	2.97	3.00	2.85	2.83	2.86	3.00	2.86	2.67

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.71	2.70	2.67	3.00	2.70	3.00	2.64	2.67	2.43	3.00	2.67	2.84
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.97	2.97	3.00	3.00	2.97	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.97	2.97	3.00	3.00	2.97	2.99
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.97	2.97	3.00	3.00	2.97	2.99
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.82	2.79	3.00	3.00	2.81	3.00	2.77	2.77	2.71	3.00	2.78	2.89
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.82	2.82	3.00	2.50	2.81	3.00	2.74	2.67	3.00	3.00	2.72	2.59
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.79	2.76	3.00	3.00	2.78	3.00	2.90	2.87	3.00	3.00	2.89	2.94
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00	3.00	3.00	3.00	2.97	2.97	3.00	3.00	2.97	2.99
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.87	2.85	3.00	3.00	2.86	3.00	2.82	2.80	2.86	3.00	2.81	2.90
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.87	2.85	3.00	3.00	2.86	3.00	2.87	2.90	2.71	3.00	2.89	2.95
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.92	2.94	3.00	2.50	2.92	3.00	2.82	2.83	2.86	2.50	2.83	2.67
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.89	2.91	3.00	2.50	2.89	3.00	2.85	2.80	3.00	3.00	2.83	2.65
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.82	2.85	2.67	2.50	2.81	3.00	2.77	2.77	2.86	2.50	2.78	2.64
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.66	2.70	2.67	2.00	2.65	3.00	2.85	2.80	3.00	3.00	2.83	2.40
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.84	2.82	3.00	3.00	2.84	3.00	2.87	2.87	2.86	3.00	2.86	2.94

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.87	2.85	3.00	3.00	2.86	3.00	2.82	2.83	2.71	3.00	2.83	2.92
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.87	2.85	3.00	3.00	2.86	3.00	2.72	2.70	2.86	2.50	2.69	2.85
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.87	2.85	3.00	3.00	2.86	3.00	2.79	2.83	2.71	2.50	2.81	2.92
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.68	2.64	3.00	3.00	2.68	3.00	2.59	2.57	2.71	2.50	2.56	2.79
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	2.86	2.87	3.00	2.50	2.85	3.00	2.72	2.80	2.71	1.50	2.72	2.65
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.80	3.00	2.50	2.79	3.00	2.76	2.79	2.71	2.50	2.74	2.65
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.89	2.90	3.00	2.50	2.88	3.00	2.64	2.73	2.43	2.00	2.64	2.62
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.63	2.63	3.00	2.00	2.62	3.00	2.54	2.67	2.29	1.50	2.53	2.34
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.66	2.63	3.00	2.50	2.65	3.00	2.56	2.67	2.43	1.50	2.56	2.59
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.88	2.86	3.00	3.00	2.88	3.00	2.77	2.80	2.71	2.50	2.75	2.90
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.74	2.73	3.00	2.50	2.74	3.00	2.79	2.87	2.57	2.50	2.81	2.69
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.64	2.64	2.67	2.50	2.63	3.00	2.56	2.63	2.43	2.00	2.56	2.57
OVERALL TOTAL	2.85	2.85	2.96	2.78	2.85	3.00	2.81	2.82	2.80	2.68	2.81	2.80

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

ADOLESCENT ENGLISH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=1	People of Color n=0	Not Reported n=1	Female n=2	Male n=0	N=1	White n=1	People of Color n=0	Not Reported n=0	Female n=1	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00	2.00		2.00	2.00		2.00	2.00			2.00	
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	

3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00		2.00	2.50		2.00	2.00			2.00	
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00		2.00	2.50		2.00	2.00			2.00	
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00		3.00	3.00			3.00	
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50	3.00		2.00	2.50		2.00	2.00			2.00	
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50	3.00		2.00	2.50		2.00	2.00			2.00	
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	

10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.50	3.00		2.00	2.50		3.00	3.00			3.00	
TOTAL	2.60	2.95		2.25	2.60		2.85	2.85			2.85	

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

STEP ENGLISH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
	N=5	White n=3	People of Color n=1	Not Reported n=1	Female n=5	Male n=0	N=3	White n=1	People of Color n=2	Not Reported n=0	Female n=3	Male n=0
CRITERIA	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	

3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00	3.00	3.00		2.67	3.00	2.50		2.67	
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00	3.00	3.00		3.00	3.00	3.00		3.00	
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	

7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		3.00	3.00	3.00		3.00	
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	

10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.80	2.67	3.00	3.00	2.80		2.67	3.00	2.50		2.67	
TOTAL	2.86	2.76	3.00	3.00	2.86		2.88	3.00	2.83		2.88	

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

ADOLESCENT MATH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=1	White n=1	People of Color n=0	Not Reported n=0	Female n=1	Male n=0	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00							
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00							
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00							
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00							
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00							
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00	2.00			2.00							
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00	2.00			2.00							
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00	2.00			2.00							
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00							
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00							
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00							
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00							
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00							

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00							
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00							
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00							
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00							
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00							
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.00	2.00			2.00							
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00							
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00							
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00							
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00							
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00							
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00							
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00							
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00							
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00							

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00							
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00							
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00							
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00							
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00							
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00							
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00							
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00			3.00							
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00			3.00							
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00			3.00							
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00							
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00							
TOTAL	2.90	2.90			2.90							

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

STEP MATH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=9	White n=8	People of Color n=1	Not Reported n=0	Female n=8	Male n=1	N=8	White n=6	People of Color n=2	Not Reported n=0	Female n=7	Male n=1
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.67	2.63	3.00		2.75	2.00	3.00	3.00	3.00		3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	2.88	2.83	3.00		3.00	2.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.78	2.75	3.00		2.75	3.00	3.00	3.00	3.00		3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.89	2.88	3.00		2.88	3.00	2.88	2.83	3.00		2.86	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.75	2.67	3.00		2.71	3.00
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.88	2.83	3.00		2.86	3.00

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.63	2.50	3.00		2.71	2.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	2.88	2.83	3.00		2.86	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.67	2.63	3.00		2.75	2.00	3.00	3.00	3.00		3.00	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	2.88	2.83	3.00		2.86	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00	3.00	2.75	2.67	3.00		2.86	2.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.89	2.88	3.00		2.88	3.00	2.88	2.83	3.00		3.00	2.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.89	2.88	3.00		2.88	3.00	2.88	2.83	3.00		3.00	2.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.89	2.88	3.00		2.88	3.00	2.88	2.83	3.00		2.86	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.56	2.50	3.00		2.50	3.00	3.00	3.00	3.00		3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.56	2.50	3.00		2.63	2.00	3.00	3.00	3.00		3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	2.67	2.75	2.00		2.63	3.00	2.88	2.83	3.00		3.00	2.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.78	2.75	3.00		2.75	3.00	2.88	2.83	3.00		3.00	2.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.67	2.75	2.00		2.63	3.00	2.75	2.67	3.00		2.86	2.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.67	2.75	2.00		2.63	3.00	2.88	2.83	3.00		3.00	2.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.78	2.88	2.00		2.75	3.00	2.63	2.50	3.00		2.86	1.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.89	2.88	3.00		2.88	3.00	3.00	3.00	3.00		3.00	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.56	2.63	2.00		2.63	2.00	3.00	3.00	3.00		3.00	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.78	2.88	2.00		2.75	3.00	2.88	3.00	2.50		2.86	3.00
OVERALL TOTAL	2.87	2.87	2.85		2.86	2.90	2.93	2.90	2.99		2.95	2.73

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

STEAM MATH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=1	People of Color n=1	Not Reported n=0	Female n=2	Male n=0	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00							
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00							
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00							
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	2.00	3.00		2.50							
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00							
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00							
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00							
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00							
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00							
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00							
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00							
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00							
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00							

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00							
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00							
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00							
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00							
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00							
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00							
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00							
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00							
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00							
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00							
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00							
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00							
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00							
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00							
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00							

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00	3.00		3.00							
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00							
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00	3.00		3.00							
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00	3.00		3.00							
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00	3.00		3.00							
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.50	2.00	3.00		2.50							
TOTAL	2.98	2.95	3.00		2.98							

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - NEW YORK - BROOKLYN CENTER

STEAM MATH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0	N=1	White n=0	People of Color n=1	Not Reported n=0	Female n=1	Male n=10
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00		3.00		3.00	
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00		3.00		3.00	
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00		3.00		3.00	
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00		3.00		3.00	
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00		3.00		3.00	
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00		3.00		3.00	
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00		3.00		3.00	
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00		3.00		3.00	
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00		3.00		3.00	
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00		3.00		3.00	
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00		3.00		3.00	
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00		3.00		3.00	
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00		3.00		3.00	

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00		3.00		3.00	
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00		3.00		3.00	
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00		3.00		3.00	
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00		3.00		3.00	
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00		3.00		3.00	
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00		3.00		3.00	
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00		3.00		3.00	
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00		3.00		3.00	
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							2.00		2.00		2.00	
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00		3.00		3.00	
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00		3.00		3.00	
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00		3.00		3.00	
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00		3.00		3.00	
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00		3.00		3.00	
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00		3.00		3.00	

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00		3.00		3.00	
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00		3.00		3.00	
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00		3.00		3.00	
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00		3.00		3.00	
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)							3.00		3.00		3.00	
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)							3.00		3.00		3.00	
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)							3.00		3.00		3.00	
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)							3.00		3.00		3.00	
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)							2.00		2.00		2.00	
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)							3.00		3.00		3.00	
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							3.00		3.00		3.00	
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							3.00		3.00		3.00	
TOTAL							2.95		2.95		2.95	

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

SCIENCE	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=2	People of Color n=0	Not Reported n=0	Female n=1	Male n=1	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00						
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00						
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00						
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00						
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00						
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00						
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00						
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00						
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00						
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00						
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00						
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00						
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00						

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00						
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00						
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00						
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00						
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00						
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00						
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00						
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00	3.00						
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00	3.00						
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00			3.00	3.00						
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00						
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00						
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00						
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00						
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00						

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00						
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00						
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00						
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00			3.00	3.00						
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00	3.00						
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00						
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00						
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.50	2.50			2.00	3.00						
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00			3.00	3.00						
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.00	2.00			1.00	3.00						
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00	3.00						
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00	3.00						
TOTAL	2.96	2.96			2.93	3.00						

[illegible]

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	2.75		2.00	2.60	2.00	2.71	2.80	2.50		2.60	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.83	2.75		3.00	2.80	3.00	2.89	2.83	3.00	3.00	2.86	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.67	2.75		2.50	2.60	3.00	2.89	3.00	2.50	3.00	3.00	2.50
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00		3.00	3.00	3.00	2.89	2.83	3.00	3.00	2.86	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.83	2.75		3.00	2.80	3.00	2.78	2.83	2.50	3.00	2.71	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.67	2.75		2.50	2.80	2.00	2.89	2.83	3.00	3.00	2.86	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00		3.00	3.00	3.00	2.89	2.83	3.00	3.00	2.86	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00		3.00	3.00	3.00	2.89	2.83	3.00	3.00	2.86	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.67	2.75		2.50	2.60	3.00	2.89	3.00	2.50	3.00	3.00	2.50
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	2.75		2.00	2.60	2.00	2.67	2.67	2.50	3.00	2.71	2.50
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.67	2.75		2.50	2.80	2.00	2.67	2.67	2.50	3.00	2.57	3.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.83	2.75		3.00	2.80	3.00	3.00	3.00	3.00	3.00	3.00	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.67	2.75		2.50	2.60	3.00	2.89	2.83	3.00	3.00	2.86	3.00

7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.83	2.75		3.00	2.80	3.00	3.00	3.00	3.00	3.00	3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50	2.75		2.00	2.60	2.00	2.89	3.00	2.50	3.00	3.00	2.50
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.33	2.50		2.00	2.40	2.00	2.44	2.33	2.50	3.00	2.57	2.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	2.50	2.25		3.00	2.40	3.00	2.78	2.83	2.50	3.00	3.00	2.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.83	2.75		3.00	2.80	3.00	2.78	2.83	2.50	3.00	2.86	2.50
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.50	2.50		2.50	2.40	3.00	3.00	3.00	3.00	3.00	3.00	3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.50	2.50		2.50	2.40	3.00	2.56	2.50	2.50	3.00	2.57	2.50
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.17	2.25		2.00	2.00	3.00	2.56	2.50	2.50	3.00	2.71	2.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.83	2.75		3.00	2.80	3.00	2.89	2.83	3.00	3.00	2.86	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.83	2.75		3.00	2.80	3.00	2.67	2.67	2.50	3.00	2.86	2.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.50	2.50		2.50	2.40	3.00	2.89	2.83	3.00	3.00	2.86	3.00
TOTAL	2.77	2.79		2.71	2.77	2.75	2.87	2.87	2.81	3.00	2.89	2.78

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 2 candidates did not participate in this pilot.

ADOLESCENT SOCIAL STUDIES	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=4	White n=3	People of Color n=1	Not Reported n=0	Female n=1	Male n=3	N=2	White n=2	People of Color n=0	Not Reported n=0	Female n=0	Male n=2
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	2.50	2.50				2.50
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	2.67	2.00		2.00	2.67	2.50	2.50				2.50
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	2.67	2.00		2.00	2.67	2.50	2.50				2.50
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.25	2.00	3.00		3.00	2.00	2.50	2.50				2.50
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.50	2.50				2.50
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.50	2.50				2.50

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.50	2.50				2.50
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.50	2.50				2.50
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.50	2.50				2.50
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	2.67	2.00		2.00	2.67	2.50	2.50				2.50
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.75	3.00	2.00		2.00	3.00	3.00	3.00				3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.75	2.67	3.00		3.00	2.67	2.50	2.50				2.50
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50	2.33	3.00		3.00	2.33	2.50	2.50				2.50
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	2.33	3.00		3.00	2.33	3.00	3.00				3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	2.33	3.00		3.00	2.33	3.00	3.00				3.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	3.00	2.00		2.00	3.00	3.00	3.00				3.00

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	2.67	3.00		3.00	2.67	3.00	3.00				3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	3.00	2.00		2.00	3.00	3.00	3.00				3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.75	3.00	2.00		2.00	3.00	3.00	3.00				3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00				3.00
OVERALL TOTAL	2.83	2.83	2.83		2.83	2.83	2.78	2.78				2.78

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 1 candidate did not participate in this pilot.

STEP SOCIAL STUDIES	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=5	White n=4	People of Color n=1	Not Reported n=0	Female n=3	Male n=2	N=13	White n=10	People of Color n=3	Not Reported n=0	Female n=6	Male n=7
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	2.85	2.80	3.00		3.00	2.71
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	2.77	2.70	3.00		3.00	2.57
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00	3.00	2.92	2.90	3.00		3.00	2.86
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	3.00	2.00		2.67	3.00	2.92	2.90	3.00		3.00	2.86
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.80	3.00	2.00		2.67	3.00	2.77	2.80	2.67		2.83	2.71
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.92	2.90	3.00		3.00	2.86
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.92	3.00	2.67		2.83	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.90	2.89	3.00		3.00	2.80
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.92	2.90	3.00		3.00	2.86

3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.69	2.80	2.33		2.83	2.57
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.85	2.90	2.67		2.83	2.86
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.85	2.80	3.00		3.00	2.71
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.40	2.50	2.00		2.33	2.50	2.64	2.75	2.33		2.60	2.67
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.85	2.90	2.67		2.83	2.86
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00		3.00	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.80	3.00	2.00		2.67	3.00	2.85	2.80	3.00		3.00	2.71
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.80	2.75	3.00		3.00	2.50	2.92	2.90	3.00		3.00	2.86
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	2.92	3.00	2.67		2.83	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.80	2.75	3.00		3.00	2.50	2.77	2.80	2.67		2.67	2.86
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	2.54	2.60	2.33		2.50	2.57
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00	3.00	2.85	2.80	3.00		3.00	2.71
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.60	2.50	3.00		2.33	3.00	2.92	2.90	3.00		3.00	2.86

6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.60	2.50	3.00		2.33	3.00	2.77	2.80	2.67		2.83	2.71
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.80	3.00	2.00		2.67	3.00	2.77	2.80	2.67		2.83	2.71
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	3.00	2.00		2.67	3.00	2.77	2.80	2.67		2.67	2.86
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.60	2.75	2.00		2.33	3.00	2.92	2.90	3.00		3.00	2.86
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00	3.00	2.92	2.90	3.00		2.83	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.20	2.25	2.00		2.00	2.50	3.00	3.00	3.00		3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.20	2.25	2.00		2.00	2.50	2.50	2.67	2.00		2.50	2.50
8. CR-5 FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	2.80	2.75	3.00		2.67	3.00	3.00	3.00	3.00		3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.75	3.00		3.00	2.50	2.54	2.70	2.00		2.67	2.43
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.60	2.50	3.00		2.67	2.50	2.92	2.90	3.00		3.00	2.86
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.40	2.25	3.00		2.33	2.50	2.50	2.67	2.00		2.67	2.33
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.80	2.75	3.00		3.00	2.50	2.54	2.70	2.00		2.67	2.43
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00	3.00		3.00	3.00	2.92	2.90	3.00		3.00	2.86

10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.60	2.75	2.00		2.67	2.50	2.92	2.90	3.00		3.00	2.86
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.80	3.00	2.00		2.67	3.00	2.77	2.70	3.00		3.00	2.57
OVERALL TOTAL	2.83	2.85	2.73		2.79	2.88	2.83	2.85	2.78		2.89	2.79

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

STEAM SCIENCE	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=1	White n=1	People of Color n=0	Not Reported n=0	Female n=0	Male n=1	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00				3.00						
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00				3.00						
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00				3.00						
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00				3.00						
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00				3.00						
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00				3.00						
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00				3.00						
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00				3.00						
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00				3.00						
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00				3.00						
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00				3.00						
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00				3.00						
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00				3.00						

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00				3.00						
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00				3.00						
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00				3.00						
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00				3.00						
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00				3.00						
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00				3.00						
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00				3.00						
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00				3.00						
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00				3.00						
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00				3.00						
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00				3.00						
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00				3.00						
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00				3.00						
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.00	2.00				2.00						
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00				3.00						

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00				3.00						
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00				3.00						
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00				3.00						
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00				3.00						
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00				3.00						
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00				3.00						
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00				3.00						
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00				3.00						
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)												
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)												
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)												
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)												
TOTAL	2.97	2.97				2.97						

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - NEW YORK - BROOKLYN CENTER

STEAM SCIENCE	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=1	People of Color n=1	Not Reported n=0	Female n=2	Male n=0	N=7	White n=5	People of Color n=1	Not Reported n=1	Female n=4	Male n=3
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		2.57	2.60	2.00	3.00	3.00	2.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00		3.00		2.71	2.60	3.00	3.00	3.00	2.33
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50	3.00	2.00		2.50		2.71	2.80	2.00	3.00	3.00	2.33
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00	2.00		2.50		2.71	2.80	3.00	2.00	2.50	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50	3.00	2.00		2.50		2.86	3.00	3.00	2.00	2.75	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		2.43	2.40	3.00	2.00	2.50	2.33
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		2.43	2.40	3.00	2.00	2.50	2.33

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50	3.00	2.00		2.50		2.71	2.80	3.00	2.00	2.50	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00	2.00		2.50		2.71	2.80	3.00	2.00	2.50	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00	2.00		2.50		2.57	2.80	2.00	2.00	2.75	2.33
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00		2.43	2.20	3.00	3.00	2.50	2.33
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00		2.71	2.60	3.00	3.00	3.00	2.33
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50	2.00	3.00		2.50		2.57	2.40	3.00	3.00	2.50	2.67
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00	3.00		3.00		2.71	2.80	3.00	2.00	2.50	3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50	3.00	2.00		2.50		2.43	2.60	2.00	2.00	2.75	2.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50	3.00	2.00		2.50		2.86	2.80	3.00	3.00	2.75	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50	3.00	2.00		2.50		3.00	3.00	3.00	3.00	3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00		3.00		3.00	3.00	3.00	3.00	3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00	3.00		3.00		2.57	2.60	2.00	3.00	3.00	2.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00		2.86	2.80	3.00	3.00	2.75	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00		2.29	2.20	2.00	3.00	2.50	2.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00	3.00		3.00		2.86	2.80	3.00	3.00	2.75	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)							2.14	2.00	2.00	3.00	2.25	2.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)							2.29	2.20	2.00	3.00	2.50	2.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							2.86	2.80	3.00	3.00	2.75	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							2.86	2.80	3.00	3.00	2.75	3.00
TOTAL	2.71	2.97	2.44		2.71		2.77	2.77	2.80	2.78	2.81	2.72

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 1 candidate did not participate in this pilot.

ART UG	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=4	White n=4	People of Color n=0	Not Reported n=0	Female n=2	Male n=2	N=6	White n=5	People of Color n=1	Not Reported n=0	Female n=6	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	2.67	2.80	2.00		2.67	
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00			3.00	3.00	2.67	2.80	2.00		2.67	
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.83	2.80	3.00		2.83	
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00	2.67	2.80	2.00		2.67	
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	3.00	3.00			3.00	3.00	2.67	2.80	2.00		2.67	
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	2.75			2.50	3.00	2.83	2.80	3.00		2.83	

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	2.75			2.50	3.00	2.67	2.80	2.00		2.67	
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	2.75			2.50	3.00	2.83	3.00	2.00		2.83	
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	2.75			2.50	3.00	3.00	3.00	3.00		3.00	
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.75	2.75			2.50	3.00	3.00	3.00	3.00		3.00	
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.83	2.80	3.00		2.83	
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00			3.00	3.00	2.83	2.80	3.00		2.83	
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00			3.00	3.00	3.00	3.00	3.00		3.00	
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00	3.00	2.83	3.00	2.00		2.83	
TOTAL	2.93	2.93			2.86	3.00	2.86	2.96	2.40		2.86	

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA – ONLINE

NOTE: For the 22-23 AY, 4 candidates did not participate in this pilot.

ART GRAD	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=14	White n=9	People of Color n=3	Not Reported n=2	Female n=13	Male n=1	N=35	White n=26	People of Color n=5	Not Reported n=4	Female n=30	Male n=5
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00	3.00	3.00	3.00	2.91	2.92	2.80	3.00	2.90	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00	3.00	3.00	3.00	3.00	3.00	2.86	2.85	3.00	2.75	2.83	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.71	2.89	2.33	2.50	2.77	2.00	2.80	2.81	2.80	2.75	2.83	2.60
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	2.80	3.00	2.83	2.80
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.85	2.80	2.75	2.87	2.60
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.86	3.00	2.67	2.50	2.85	3.00	2.82	2.80	3.00	2.75	2.83	2.80
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	3.00	2.75	2.83	2.80
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	3.00	2.75	2.83	2.80
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.74	2.77	2.80	2.50	2.77	2.60
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.86	2.85	2.80	3.00	2.87	2.80
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.77	2.73	2.80	3.00	2.80	2.60

3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.71	2.89	2.33	2.50	2.77	2.00	2.71	2.65	3.00	2.75	2.70	2.80
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.83	2.81	2.80	3.00	2.83	2.80
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.79	2.89	2.67	2.50	2.77	3.00	2.80	2.85	2.80	2.50	2.80	2.80
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.91	2.88	3.00	3.00	2.93	2.80
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.86	3.00	2.33	3.00	2.92	2.00	2.94	2.92	3.00	3.00	2.93	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.83	2.81	2.80	3.00	2.83	2.80
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.86	3.00	2.67	2.50	2.85	3.00	2.74	2.73	3.00	2.50	2.73	2.80
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	2.80	3.00	2.83	2.80
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.86	2.81	3.00	3.00	2.83	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.83	2.81	3.00	2.75	2.80	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.80	2.77	3.00	2.75	2.80	2.80
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.80	2.81	2.80	2.75	2.83	2.60
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.89	2.85	3.00	3.00	2.87	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.93	3.00	2.67	3.00	2.92	3.00	2.86	2.85	3.00	2.75	2.87	2.80
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	3.00	3.00	3.00	3.00	3.00	3.00	2.80	2.81	2.80	2.75	2.83	2.60
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	3.00	3.00	3.00	3.00	3.00	3.00	2.77	2.77	2.80	2.75	2.80	2.60
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00	3.00	3.00	3.00	2.86	2.85	3.00	2.75	2.87	2.80

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.93	3.00	2.67	3.00	2.92	3.00	2.80	2.77	3.00	2.75	2.80	2.80
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	3.00	3.00	3.00	3.00	3.00	3.00	2.89	2.88	3.00	2.75	2.90	2.80
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.93	3.00	2.67	3.00	2.92	3.00	2.86	2.85	3.00	2.75	2.83	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.93	3.00	2.67	3.00	2.92	3.00	2.77	2.77	2.80	2.75	2.77	2.80
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00			3.00		2.83	2.77	3.00	3.00	2.83	2.80
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00		2.86	2.85	3.00	2.75	2.83	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00	3.00			3.00		2.83	2.77	3.00	3.00	2.83	2.80
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	3.00	3.00			3.00		2.63	2.54	3.00	2.75	2.63	2.60
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00			3.00		2.80	2.77	3.00	2.75	2.80	2.80
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00			3.00		2.74	2.65	3.00	3.00	2.77	2.60
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		2.77	2.73	3.00	2.75	2.77	2.80
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00	3.00			3.00		2.77	2.73	3.00	2.75	2.77	2.80
TOTAL	2.94	2.99	2.76	2.92	2.95	2.91	2.82	2.80	2.93	2.82	2.82	2.80

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 23-24 AY, missing data for 1 candidate.

MUSIC	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=2	White n=0	People of Color n=0	Not Reported n=2	Female n=2	Male n=0	N=6	White n=4	People of Color n=2	Not Reported n=0	Female n=3	Male n=3
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50			2.50	2.50		2.83	2.75	3.00		3.00	2.67
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00

3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50			2.50	2.50		2.83	2.75	3.00		3.00	2.67
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.50			2.50	2.50		2.67	3.00	2.00		2.33	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00			3.00	3.00		3.00	3.00	3.00		3.00	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00			3.00	3.00		3.00	3.00	3.00		3.00	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00

7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50			2.50	2.50		2.83	2.75	3.00		3.00	2.67
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50			2.50	2.50		2.83	2.75	3.00		3.00	2.67
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50			2.50	2.50		2.67	2.50	3.00		2.33	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.50			2.50	2.50		3.00	3.00	3.00		3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00			3.00	3.00		2.83	2.75	3.00		2.67	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.50			2.50	2.50		2.83	2.75	3.00		2.67	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00			3.00	3.00		2.83	2.75	3.00		2.67	3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.50			2.50	2.50		2.50	2.75	2.00		2.00	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.50			2.50	2.50		2.33	2.50	2.00		2.00	2.67
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.50			2.50	2.50		2.83	2.75	3.00		2.67	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	3.00			3.00	3.00		2.83	3.00	2.50		2.67	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.50			2.50	2.50		2.83	3.00	2.50		2.67	3.00
TOTAL	2.56			2.56	2.56		2.91	2.92	2.90		2.87	2.96

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 1 candidate did not participate in this pilot.

TESOL	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=1	White n=0	People of Color n=1	Not Reported n=0	Female n=1	Male n=0	N=4	White n=2	People of Color n=2	Not Reported n=0	Female n=2	Male n=2
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00		2.50	2.50	2.50		2.50	2.50
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00		3.00		3.00		3.00	3.00	3.00		3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00		2.75	3.00	2.50		2.50	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00		2.00		2.00		2.50	2.50	2.50		2.50	2.50
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00		2.00		2.00		2.50	2.50	2.50		2.50	2.50
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00		2.75	2.50	3.00		3.00	2.50
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00

7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00		3.00		3.00		3.00	3.00	3.00		3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	3.00		3.00		3.00		3.00	3.00	3.00		3.00	3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.00		2.00		2.00		2.75	3.00	2.50		2.50	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.00		2.00		2.00		3.00	3.00	3.00		3.00	3.00
OVERALL TOTAL	2.08		2.08		2.08		2.93	2.93	2.93		2.93	2.93

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 6 candidates did not participate in this pilot. For the 23-24 AY, 5 candidates did not complete the TPA.

PHYSICAL EDUCATION UG	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=10	White n=9	People of Color n=1	Not Reported n=0	Female n=6	Male n=4	N=29	White n=20	People of Color n=7	Not Reported n=2	Female n=13	Male n=16
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	2.78	3.00		3.00	2.50	3.00	3.00	3.00	3.00	3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	2.78	3.00		3.00	2.50	3.00	3.00	3.00	3.00	3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.80	2.78	3.00		3.00	2.50	2.76	2.75	2.86	2.50	2.69	2.81
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.60	2.56	3.00		3.00	2.00	2.86	2.80	3.00	3.00	2.92	2.81
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.70	2.67	3.00		3.00	2.25	2.79	2.75	2.86	3.00	2.85	2.75
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.90	2.89	3.00		3.00	2.75	2.83	2.80	2.86	3.00	2.77	2.88
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.80	2.78	3.00		3.00	2.50	2.86	2.85	2.86	3.00	2.92	2.81
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.90	2.89	3.00		3.00	2.75	2.97	2.95	3.00	3.00	3.00	2.94
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.90	2.90	2.86	3.00	2.85	2.94
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	3.00	3.00	3.00		3.00	3.00	2.83	2.75	3.00	3.00	2.77	2.88
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.90	2.89	3.00		3.00	2.75	2.79	2.70	3.00	3.00	2.92	2.69

3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00		3.00	3.00	2.66	2.55	2.86	3.00	2.62	2.69
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.90	2.89	3.00		3.00	2.75	2.59	2.50	2.71	3.00	2.77	2.44
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.80	2.78	3.00		3.00	2.50	2.48	2.40	2.57	3.00	2.46	2.50
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.70	2.67	3.00		3.00	2.25	2.93	2.90	3.00	3.00	3.00	2.88
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.90	2.89	3.00		3.00	2.75	2.86	2.90	2.71	3.00	2.77	2.94
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.90	2.89	3.00		3.00	2.75	2.79	2.80	2.71	3.00	2.77	2.81
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.70	2.67	3.00		3.00	2.25	2.86	2.80	3.00	3.00	3.00	2.75
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.70	2.67	3.00		3.00	2.25	2.55	2.45	2.71	3.00	2.46	2.63
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.80	2.89	2.00		2.83	2.75	2.77	2.72	2.83	3.00	2.75	2.79
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00		3.00	3.00	2.97	2.95	3.00	3.00	2.92	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.70	2.78	2.00		2.83	2.50	2.79	2.75	2.86	3.00	2.62	2.94
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.80	2.89	2.00		2.83	2.75	2.76	2.70	2.86	3.00	2.62	2.88
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.80	2.78	3.00		3.00	2.50	2.97	2.95	3.00	3.00	2.92	3.00
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.80	2.78	3.00		3.00	2.50	2.90	2.85	3.00	3.00	2.92	2.88
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.70	2.67	3.00		3.00	2.25	2.76	2.70	2.86	3.00	2.85	2.69
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.90	2.89	3.00		3.00	2.75	2.76	2.65	3.00	3.00	2.85	2.69
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.70	2.67	3.00		3.00	2.25	2.66	2.60	2.71	3.00	2.54	2.75

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.60	2.56	3.00		3.00	2.00	2.62	2.50	2.86	3.00	2.46	2.75
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.60	2.56	3.00		3.00	2.00	2.90	2.85	3.00	3.00	2.92	2.88
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.80	2.78	3.00		3.00	2.50	2.86	2.80	3.00	3.00	2.85	2.88
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.60	2.56	3.00		3.00	2.00	2.66	2.60	2.71	3.00	2.77	2.56
8. CR-5 FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00	3.00		3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.78	2.75	3.00		3.00	2.33	2.69	2.70	2.71	2.50	2.69	2.69
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.78	2.75	3.00		3.00	2.33	2.81	2.79	2.83	3.00	2.83	2.80
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.78	2.75	3.00		3.00	2.33	2.75	2.70	2.83	3.00	2.77	2.73
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00	3.00		3.00	3.00	2.79	2.70	3.00	3.00	2.69	2.87
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00	3.00		3.00	3.00	2.76	2.65	3.00	3.00	2.92	2.63
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.78	2.75	3.00		3.00	2.33	2.69	2.55	3.00	3.00	2.85	2.56
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.89	2.88	3.00		3.00	2.67	2.66	2.50	3.00	3.00	2.85	2.50
TOTAL	2.82	2.80	2.93		2.99	2.54	2.80	2.74	2.89	2.98	2.80	2.79

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 6 candidates did not participate in this pilot. For the 23-24 AY, 4 candidates did not complete the TPA.

PHYSICAL EDUCATION GRAD	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
	N=9	White n=7	People of Color n=1	Not Reported n=1	Female n=2	Male n=7	N=24	White n=22	People of Color n=2	Not Reported n=0	Female n=9	Male n=15
CRITERIA	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.67	2.57	3.00	3.00	3.00	2.57	2.96	2.95	3.00		3.00	2.93
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.56	2.43	3.00	3.00	3.00	2.43	2.92	2.95	2.50		3.00	2.87
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.89	2.86	3.00	3.00	3.00	2.86	2.83	2.91	2.00		2.89	2.80
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.78	2.71	3.00	3.00	3.00	2.71	2.92	2.95	2.50		3.00	2.87
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.89	2.86	3.00	3.00	3.00	2.86	2.88	2.91	2.50		3.00	2.80
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.96	3.00	2.50		3.00	2.93
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.92	2.91	3.00		2.89	2.93
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.88	2.91	2.50		2.89	2.87
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.96	3.00	2.50		3.00	2.93
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.67	2.71	2.00	3.00	3.00	2.57	2.92	2.95	2.50		2.89	2.93
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.67	2.71	2.00	3.00	3.00	2.57	2.75	2.77	2.50		2.67	2.80

3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.78	2.86	2.00	3.00	3.00	2.71	2.79	2.86	2.00		2.89	2.73
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.78	2.71	3.00	3.00	3.00	2.71	2.75	2.82	2.00		2.78	2.73
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.67	2.57	3.00	3.00	3.00	2.57	2.75	2.77	2.50		2.67	2.80
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.78	2.71	3.00	3.00	3.00	2.71	2.96	3.00	2.50		3.00	2.93
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.78	2.71	3.00	3.00	3.00	2.71	2.96	3.00	2.50		3.00	2.93
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.78	2.71	3.00	3.00	3.00	2.71	3.00	3.00	3.00		3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.78	2.71	3.00	3.00	3.00	2.71	2.79	2.86	2.00		3.00	2.67
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.56	2.57	2.00	3.00	3.00	2.43	2.75	2.73	3.00		2.67	2.80
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.78	2.71	3.00	3.00	3.00	2.71	2.76	2.80	2.00		2.78	2.75
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00	3.00	3.00	3.00	3.00	3.00	2.96	2.95	3.00		3.00	2.93
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.67	2.71	2.00	3.00	3.00	2.57	2.92	2.95	2.50		3.00	2.87
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.67	2.71	2.00	3.00	3.00	2.57	2.71	2.77	2.00		2.67	2.73
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.78	2.71	3.00	3.00	3.00	2.71	2.96	3.00	2.50		3.00	2.93
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.67	2.57	3.00	3.00	3.00	2.57	2.96	3.00	2.50		3.00	2.93
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	2.67	2.57	3.00	3.00	3.00	2.57	2.75	2.77	2.50		2.89	2.67
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8,9)	3.00	3.00	3.00	3.00	3.00	3.00	2.88	2.86	3.00		3.00	2.80
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.67	2.57	3.00	3.00	3.00	2.57	2.79	2.82	2.50		2.89	2.73

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.22	2.00	3.00	3.00	2.50	2.14	2.83	2.91	2.00		2.78	2.87
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.67	2.57	3.00	3.00	3.00	2.57	2.92	2.95	2.50		2.89	2.93
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00	1.71	3.00	3.00	2.00	2.00	2.79	2.82	2.50		2.89	2.73
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.11	1.86	3.00	3.00	2.00	2.14	2.71	2.77	2.00		2.78	2.67
8. CR-5 FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00		3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.67	3.00	3.00	3.00	2.75	2.88	2.86	3.00		2.89	2.87
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.80	2.67	3.00	3.00	3.00	2.75	3.00	3.00	3.00		3.00	3.00
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.80	2.67	3.00	3.00	3.00	2.75	2.87	2.90	2.50		3.00	2.80
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00		3.00	3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	3.00	3.00	3.00	3.00	3.00	3.00	2.83	2.86	2.50		2.89	2.80
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.80	2.67	3.00	3.00	3.00	2.75	2.75	2.77	2.50		2.78	2.73
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	2.80	2.67	3.00	3.00	3.00	2.75	2.83	2.86	2.50		2.89	2.80
TOTAL	2.75	2.69	2.85	3.00	2.94	2.69	2.87	2.90	2.53		2.91	2.84

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA - GARDEN CITY CAMPUS

NOTE: For the 22-23 AY, 1 candidate did not participate in pilot.

HEALTH	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=1	White n=0	People of Color n=1	Not Reported n=0	Female n=1	Male n=0	N=0	White n=0	People of Color n=0	Not Reported n=	Female n=0	Male n=0
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)	3.00		3.00		3.00							
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00							
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00							
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00							
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)	2.00		2.00		2.00							
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00		2.00		2.00							
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	2.00		2.00		2.00							
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00		3.00		3.00							
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)	3.00		3.00		3.00							
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00							
3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00							
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00							
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	2.00		2.00		2.00							

3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)	1.00		1.00		1.00							
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.00		2.00		2.00							
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00		3.00		3.00							
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.00		2.00		2.00							
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.00		2.00		2.00							
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	3.00		3.00		3.00							
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)	2.00		2.00		2.00							
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.00		2.00		2.00							
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	3.00		3.00		3.00							
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)	2.00		2.00		2.00							
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.00		2.00		2.00							
6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.00		2.00		2.00							
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.00		2.00		2.00							
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)	2.00		2.00		2.00							
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00							

7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00							
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00							
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00							
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)	2.00		2.00		2.00							
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)	3.00		3.00		3.00							
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.00		2.00		2.00							
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)	2.00		2.00		2.00							
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)	2.00		2.00		2.00							
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)	3.00		3.00		3.00							
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your unit? (CAEP R1.3; InTasc 7,8)	1.00		1.00		1.00							
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	1.00		1.00		1.00							
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)	1.00		1.00		1.00							
TOTAL	2.10		2.10		2.10							

TEACHER PERFORMANCE ASSESSMENT (TPA) CANDIDATE DATA -ONLINE

NOTE: For the 22-23 AY, 7 candidates did not participate in this pilot.

EDUCATIONAL THEATRE	2022-2023 AY						2023-2024 AY					
	TOTAL	RACE			GENDER		TOTAL	RACE			GENDER	
CRITERIA	N=0	White n=0	People of Color n=0	Not Reported n=0	Female n=0	Male n=0	N=5	White n=5	People of Color n=0	Not Reported n=0	Female n=3	Male n=2
	M	M	M	M	M	M	M	M	M	M	M	M
1. CONTEXTUAL FACTORS												
1a. Know of Com, School and Class (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00			3.00	3.00
1b. Know of Characteristics of students (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00			3.00	3.00
1c. Know of Students' varied approaches to learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00			3.00	3.00
1d. Know of students' skills & prior learning (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00			3.00	3.00
1e. Implications for Instructional Planning & Assessment (CAEP R1.1, R1.3; InTasc 1,2,3,7)							3.00	3.00			3.00	3.00
2. LEARNING GOALS												
2a. Significance challenge & variety (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00			3.00	3.00
2b. Clarity (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00			3.00	3.00
2c. Appropriateness for Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00			3.00	3.00
2d. Alignment w/National, State or Local Standards (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,7,8)							3.00	3.00				3.00
3. ASSESSMENT PLAN												
3a. Alignment with Learning Goals & Instruction (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00	3.00			3.00	3.00

3b. Clarity of Criteria & Standards for Performance (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00	3.00			3.00	3.00
3c. Multiple Modes and Approaches (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							2.20	2.20			2.00	2.50
3d. Technical Soundness (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00	3.00			3.00	3.00
3e. Adaptations based on the Individual Needs of Students (CAEP R1.1, R1.2, R1.3; InTasc 1,2,4,5,6,8)							3.00	3.00			3.00	3.00
4. DESIGN FOR INSTRUCTION												
4a. Alignment w/Learning Goals (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00			3.00	3.00
4b. Accurate Representation of Content (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00			3.00	3.00
4c. Lesson and Unit Structure (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00			3.00	3.00
4d. Use of a Variety of Instructions, Activities, Assignments & Resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00			3.00	3.00
4e. Use of Contextual Infor & Data to select appropriate assignments & resources (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00			3.00	3.00
4f. Use of Technology (CAEP R1.1, R1.2, R1.3; InTasc 1,2,3,4,5,7,8)							3.00	3.00			3.00	3.00
5. INSTRUCTIONAL DECISION MAKING												
5a. Sound professional practice (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00	3.00			3.00	3.00
5b. Adjustments based on analysis of student teaching (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00	3.00			3.00	3.00
5c. Congruence between modifications & learning goals (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,7,8,9)							3.00	3.00			3.00	3.00
6. ANALYSIS OF STUDENT LEARNING												
6a. Clarity & accuracy of presentation (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00	3.00			3.00	3.00

6b. Alignment with learning goals (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00	3.00			3.00	3.00
6c. Interpretation of data (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00	3.00				3.00
6d. Evidence of impact on student learning (CAEP R1.2, R1.3; InTasc 4,5,6,7,8)							3.00	3.00				3.00
7. REFLECTION & SELF-EVALUATION												
7a. Interpretation of student learning (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00			3.00	3.00
7b. Insights on effective instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00			3.00	3.00
7c. Alignment among goals, instruction & assessment (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00			3.00	3.00
7d. Implications for future teaching (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00			3.00	3.00
7e. Implications for professional development (CAEP R1.2, R1.3, R1.4; InTasc 5,6,7,8,9,10)							3.00	3.00			3.00	3.00
8. CR-S FRAMEWORK												
8a. Welcoming & affirming environment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9)							3.00	3.00			3.00	3.00
8b. High expectations and rigorous instruction (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)							3.00	3.00			3.00	3.00
8c. Inclusive curriculum and assessment (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,3,4,5,6,7,8,9,10)							2.25	2.25			2.00	2.50
8d. Ongoing professional learning (CAEP R1.1, R1.2, R1.3, R1.4; InTasc 1,2,4,5,6,7,8,9,10)							3.00	3.00			3.00	3.00
9. IMPLICIT BIASES												
9a. How did you examine and address your own implicit biases in your planning, teaching, and/or assessment? (CAEP R1.1, R1.2, R1.3)							3.00	3.00			3.00	3.00
10. TECHNOLOGY												
10a. How did the technology you used align with ISTE standards and the learning goals of your							3.00	3.00			3.00	3.00

unit? (CAEP R1.3; InTasc 7,8)												
10b. How did you use these particular technology tools to support your specific learners? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							3.00	3.00			3.00	3.00
10c. Why would you change which technologies you used and/or how you used those technologies if you taught the unit again? (CAEP R1.1, R1.3; InTasc 1,2,3,7,8)							3.00	3.00			3.00	3.00
OVERALL TOTAL							2.96	2.96			2.95	2.98