*During the COVID-19, CSDE granted candidates who completed all requirements of an in-state teacher preparation program except for licensure assessments, a Three-Year Nonrenewable Interim Certificate. For this reason, licensure exam data may be incomplete during that time period.*

**EdTPA**

The EdTPA not only serves as an exam which our candidates must pass in order to graduate from the program and achieve certification, it also provides a baseline of MAT completers' preparedness for teaching. In almost all cases, on average our candidates scored well above the state required cut score for their content areas which has remained the same since 2021-22 (Table 3.1). We also wish to highlight that although edTPA was not slated to be a CSDE requirement until 2020, EPP candidates began submitting this assessment in 2015 as part of a state-wide pilot. In the 2019 cohort, MAT candidates were required to submit edTPA, but cut scores were not required. For the 2020 cohort, edTPA was a requirement until suspended due to COVID-19. The edTPA was reinstated for the 2022 graduating cohort, and scores collected during the 2021-22, 2022-23, and 2023-24 academic years are reported in Table 3.1 (below).

In 2024, the State of Connecticut Legislation passed Public Act No. 24-41 AN ACT CONCERNING EDUCATOR CERTIFICATION, TEACHERS, PARAEDUCATORS AND MANDATED REPORTER REQUIREMENTS. One of the changes impacting EPPs throught this Act is not only was edTPA repealed as a state requirement for certification, but that no EPP can use the results of edTPA to deny a candidate successful completion of their program. The language in Section 15[1] of this Act addressing the changes in edTPA is as follows:

> *(a) On and after July 1, 2024, the State Board of Education shall not (1) use the results of the preservice performance assessment, edTPA, as adopted by the State Board of Education on December 7, 2016, to deny an application for the issuance of an initial educator certificate under section 10-145b, as amended by this act, and (2) require a teacher preparation program, as defined in section 10-10a, offered at an institution of higher education in the state to use edTPA as a (A) preservice performance assessment for such teacher preparation program, and (B) program completion requirement.*
> *(b) On and after July 1, 2024, no institution of higher education in the state that offers a teacher preparation program shall use the results of edTPA to deny a candidate successful completion of such teacher preparation program. Nothing in this subsection shall prevent an institution of higher education from using such results as a diagnostic tool for the purpose of providing any necessary remedial instruction to a candidate while such candidate is enrolled in such teacher preparation program.*

We were impacted by the state's recently passed legislation indicating that "*the State Board of Education shall not…use the results of the preservice performance assessment, edTPA…to deny an application for the issuance of an initial educator certificate*" and that "*no institution of higher education in the state that offers a teacher preparation program shall use the results of edTPA to deny a candidate successful completion of such teacher preparation program*" leaves us in a situation where candidates may elect to submit an edTPA portfolio that is less than their best work, knowing that the EPP cannot use the results of the edTPA in any way other than as a *"diagnostic tool"* following which an EPP may provide "*necessary remedial instruction to a candidate while such candidate is enrolled in such teacher preparation program.*" Indeed, many candidates edTPA scores are not returned until the week of, or weeks following, commencement ceremonies rendering its use as a diagnostic tool for "*remedial instruction to a candidate while such candidate is enrolled in such teacher preparation program*" effectively useless.

Regardless, at the present time, as an EPP we have determined that we will continue to require our candidates to complete edTPA as a summative assessment in their final semester in conjunction with their Student Teaching or Induction semester. In 2024 we began communicating this requirement to our candidates as follows:

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[1] https://cga.ct.gov/2024/ACT/PA/PDF/2024PA-00041-R00HB-05436-PA.PDF

"Additionally, edTPA remains the capstone assessment for the Internship Course and *completion and submission of the edTPA is required by* <u>*all MAT candidates*</u>. A passing grade for each candidates' Internship course will depend on receipt of a successful edTPA score, which is currently
- 44 for 18 rubric scales (Elementary program areas)
- 37 for 15-rubric scales (Secondary Biology, Chemistry, English, Social Studies/History, Mathematics and Special Education program areas)
- 32 for 13-rubric scales (World Languages)

**No candidate will be required to submit edTPA more than one time.** In the rare event your edTPA score is below our passing score, your work in the MAT program will be holistically reviewed and you will be required to submit alternative evidence of meeting the capstone course requirements, as determined by this review. Such alternative evidence will be constructed for the individual candidate and will be based on remediating areas of weakness that were diagnosed through the edTPA scores and feedback received. If grades must be submitted before a final edTPA score is received or remediation is complete, candidates will temporarily receive an *Incomplete* until the outcome is finalized.

While we understand that edTPA is no longer required for licensure in Connecticut, we also know that all high-quality teacher preparation programs that produce excellent teachers require a performance-based assessment of some kind. Though there are some programs that may not require this type of rigor, QU MAT is not one of them. Quinnipiac's reputation for producing highly prepared teachers, with a 98% hire rate within 4 months of graduation, and the success of our alumni in the classroom, is distinctive – and graduating from a program that is so highly regarded means we reach beyond what is simply required, to what is critical to producing strong, capable, talented professionals."

Candidates whose edTPA portfolios fall short of the cut-score are assessed holistically for remediation on a case-by-case basis. This includes review of course and exam grades, scores and feedback on Student Teaching Form D and Educator Disposition Assessments (EDA), scores on licensure exams, and discussion with the candidates MAT program advisor. In 2023-24, we had ten candidates whose edTPA scores were returned *after* this legislation was passed and put into effect. Eight of those candidates missed the cut score by 5 points or fewer or had portfolios marked as "incomplete". Their GPAs ranged from 3.83-4.0. Six of the eight had passed their other licensure exams, and advisors for eight of the ten candidates indicated they had no reservations regarding recommending the candidate for certification. A review of Form D scores, from both Cooperating Teacher and Supervisor, as well as EDA scores revealed six of the candidates were very highly rated in both skills and dispositions. This review process also identified a flaw in the implementaion of the new Initial certification in Special Education program area, whereby no Form D data was collected for the first cohort of Special Education candidates. This gap was immediately flagged and corrected for the subsequent cohort.

Those candidates who were within 5 points or less of the cut score and who had positive feedback and high scores on the above mentioned requirements and forms were determined to not be in need of remediation and were recommended for certification. The remaining candidates who were determined to be in need of remediation met with our MAT faculty member, who serves as our edTPA coordinator, to review the areas of weakness indicated by the edTPA portfolio task scores. Candidates reviewed, discussed, and revised their work with our edTPA coordinator until such time as the edTPA coordinator felt confident that the candidates weaknesses had been successfully remediated, at which time they were recommended for certification. We will continue this process going forward and hope that the legislative changes do not lead to a decrease in edTPA scores as a result of candidates opting to do less than their best work, though we acknowledge that has become a distinct possibility. We will watch for and report trends in edTPA data going forward under these new legislative requirements.

**Licensure Exam Outcomes: MAT and EDL**

As noted previously, licensure exam requirements were suspended for the 2020 graduating cohort. Licensure exam data collected during the 2021-2022 and 2022-2023 Academic Years is reported below. Regardless of the state certification they ultimately seek, EPP candidates must complete the appropriate Praxis II exams. To fulfill Praxis II requirements, Elementary education candidates must complete two licensure exams including Praxis II Multiple Subjects Exam (Table 3.2) and Connecticut Foundations of Reading Test (Table 3.3). Secondary education candidates must complete a Praxis II subject knowledge competency test in the area for which certification is sought (Table 3.4). Prior to ending our Secondary Spanish certification program area in 2021-2022, Secondary Spanish candidates were required to pass both the Oral Proficiency Interview (OPI) and/or Written Proficiency Test (WPT) in order to meet State requirements (data not included).

In the spring semester of the 2021-2022 academic year, the EPP began working with our colleagues in the College of Arts and Sciences (CAS) to review specific areas on which our Secondary History, Secondary Social Studies, and Secondary Mathematics candidates tended to struggle in their Praxis II exams. The MAT Program Director worked closely with faculty in the Departments of Mathematics, English, and History in order to examine and refine the curriculum within 500-Level courses our candidates take in order to ensure strong content knowledge for classroom teaching and to better prepare them for their Praxis II licensure exams. We are extremely pleased to report that our Praxis II passing scores for Secondary English, Social Studies, Biology, and Mathematics content areas have all increased significantly for 2023-24 following implementation of these changes in 500-level courses and content and collaboration with our partners in CAS. We are eager to monitor trends in Praxis II licensure exams going forward. Unfortunately, 2023-24 marked the first year since the 2016-2019 data that a candidate did not pass the Special Education Praxis II licensure exam during year when annual reporting data was collected. We will continue to monitor and provide support for our SPED candidates to determine if this was an outlier or the beginning of a trend.

In Summer 2023, the CSDE convened the Connecticut Educator Certification Council (CECC). The stated goal of the CECC is engaging in a collaborative and consensus-based process to align Connecticut's educator certification processes to better address current challenges across the state and to ensure that Connecticut will continue to attract and retain effective educators for employment in public schools, statewide. One of the initial priorities of the CECC was to conduct a study of passing rates on CSDE required licensure exams and investigate alternative ways for candidates to demonstrate content mastery (i.e. other than licensure exams such as Praxis II). While this work remains in progress, concurrently the CSDE coordinated with Educational Testing Service (ETS) to pilot the Praxis Bridge option in our state. This Bridge option would allow Elementary candidates who missed their Praxis II Elementary Multiple Subjects cut-scores by one Standard Error Measure (SEM) to take an adaptive module to demonstrate content knowledge on the area of the Praxis II assessment that they did not pass. The pilot was determined to be successful and on 2024-25, several of our candidates took advantage of this opportunity, through which they received passing scores for one or more Praxis II Elementary Multiple Subjects subtest. These outcomes will be shared in the 2026 Annual Report.

We wish to highlight that while all MAT candidates must take the Praxis II as a requirement for program completion, we cannot require that candidates who plan to seek certification in a state other than Connecticut retake the exam for a passing score if they do not receive a CSDE passing score initially. Among 2022, 2023, and 2024 completers, respectively, 55%, 42.6%, and 27% were certified and hired to teach in a state outside Connecticut. Therefore, we encourage readers to interpret the effectiveness of our EPP through our Praxis II pass rates mindful that a significant proporation of our cohorts were not required to pass the Praxis II exam, but did so regardless. We are encouraged that our Elementary Praxis II Multiple subjects passing rates for Mathematics subtest has gone up following the modification of MA 200, taken by Elementary MAT 4+1 candidates and intended to specifically support them in developing their mathematics skills. We are also encouraged that our scores for Reading and Language Arts subtest has remained over 85%. Based on feedback from Elementary candidates indicating success with the Praxis II bridge modules, we anticipate passing rates on Social Studies and Science subtest will increase in 2024-25 which we will report on in further detail in our 2026 Annual Report.

Among EDL candidates, content knowledge is evidenced, in part, through performance on the Connecticut Administrator Test (CAT) licensure exam. On average, EDL candidates consistently outperform state and all test takers (Table 3.5) and 100% have passed the CAT, particularly noteworthy since the comparison made in Table CM is between EPP EDL test-takers' *first* scores and state and all-test takers' *best* scores, which may include scores resulting from second, third, etc. attempts.

### State Licensing Measures: MAT and EDL Certification Rates

Completers in both the MAT and EDL programs within the EPP have consistently high certification rates, as illustrated in Table 3.6. The few MAT candidates who were not certified to teach, most commonly due to challenges that arise during their final semester and Student Teaching, graduate with a Master's degree from Quinnipiac University and often decide to pursue careers in areas of education outside of K-12 Classroom teaching.

### Student Teaching Evaluations: MAT Form D

Prior to 2023, *all* MAT candidates were required to Student Teach for a minimum of 50 days (10 weeks) and are supported and assessed through conferences and a variety of observation instruments including Student Teaching Form D (Table 3.7; 3.8). In 2023-24, we had our first cohort of candidates who were eligible to complete their clinical experience requirement under the ED 199 Resident Educator Certificate (REC) pathway, following successful completion of 10-months in our program and a full-time internship experience at a partner school. Under an ED 199, the CSDE accepts 10-months of successful full-time teaching in lieu of 50 days of student teaching.

Whether an MAT candidate participated in trafitional Student Teaching or was hired under an ED 199, it was intended that the Form D would completed by candidates' Supervisors (Table 3.7) and Cooperating Teachers (Table 3.8) during that final semester to assesses candidates on each of the 10 InTasc Standards. It was implemented in its present form with our 2019 cohort. In 2020, we conducted the following correlational analyses which were submitted with our Self-Study Report (SSR):

- Student Teaching Form D: Cooperating Teacher scores and University Supervisor scores
- Student Teaching Form D scores and Educator Disposition Assessment (EDA)
- EDA and edTPA task scores by degree level (4+1 and Graduate MAT) and cohort

As described in Measure 1, when we examined relationships between Supervisor and Cooperating Teacher Form D scores, we found a strong, significant correlation between scores assigned by Supervisors and Cooperating Teachers ($r = 0.839$, $p<0.001$) that persisted when candidates were disaggregated by 4+1 ($r=0.766$, $p<0.001$) and GradMAT ($0.944$, $p<0.001$) tracks and by cohort year.

The Form D remains a strong indicator of a candidates' preparedness to teach from the perspective of the Cooperating Teacher and University Supervisor. The Form D will also become an important part of holistic edTPA review as needed resulting from the 2024 CSDE legislation changes.

### Dispositions Instrument: MAT Candidates

To assess professional attributes and dispositions, as of the 2018 cohort, all MAT candidates are scored on the proprietary Educator Disposition Assessment (EDA), a valid and reliable instrument, at two time points during their tenure in the EPP. From 2018-2020, candidates were assessed during the second semester after their first semester in the EPP by a course instructor, and during Internship (penultimate semester) by their Internship Advisor. From the 2021-2022 Academic Year and forward, we adopted a new protocol for assessing candidates on the EDA. As of 2021, candidates complete the EDA as a self-assessment during their first semester in the program (Table 3.9). They are then assessed during their penultimate semester by their Internship Advisors (Table 3.10) consistent with previous protocol. This approach not only provides candidates an opportunity to consider the dispositions considered necessary for teaching but to reflect on themselves and their progress towards developing such dispositions. In this way, the EDA not only provides a way to assesses candidates' dispositions as they progress through the

program but provides candidates an opportunity to consider the dispositions considered necessary for teaching early in the program.

The EDA includes 9 dispositional criteria, scored on a Likert-scale range of 1 to 3. The 2025 Annual Report marks the first opportunity to examine change in EDA scores across a cohort from initial self-assessment to final internship assessment. This data is presented in Table 3.11 and reveals that Internship Advisors scored this small (n=8) cohort of GradMAT candidates *lower* on each of the 9 dispositions than the candidates had scored themselves in their initial semester. We noticed that this particular cohort of GradMAT candidates, in general, tended to struggle with lower Student Teaching Form D scores and a higher number of candidates receiving *Incomplete* or non-passing scores on their edTPA than we had previously observed. We will consider ways to support candidates awareness around, and development of, dispositions necessary for the profession and look forward to next year when we can examine trends across program areas, tracks, and by cohort, more broadly.

### Dispositions Instrument: EDL Candidates

To assess professional attributes and dispositions among our advanced candidates, as of the incoming January 2022 cohort, all EDL candidates will be scored on the proprietary EDL Disposition Assessment (EDLDA) at two time points: at the start of their first semester in the EPP (conduct a self-assessment) and during their internship (assessed by internship advisor). The EDLDA was made available for use by our EPP through a partnership with its developer, Dr. Adrianne Wilson at the University of Tampa.  At this time we have successfully collected data associated with EDL cohorts entering during 2022 Spring, 2022 Summer, 2023 Spring, 2023 Summer, 2024 Spring, and 2024 Summer semesters (Table 3.11) as well as from the EDL cohort engaged in Internship during Spring 2023, Fall 2023, and Spring 2024 (Table 3.12). Now that several cohorts who completed the initial EDLDA self-assessment have entered their internships, we are able to review EDLDA trends within a cohort (Table 3.13). On average, we observed increases in scores associated with nearly all dispositional attributes, most notably Confidence, Vision, Conflict Resolution, and Effective Communication, in many cases seeing increases nearly 0.5 points on the 3-point scale. We are pleased to observe that our candidates are demonstrating growth and progress by these indicators, and that on average disposition scores across all EDL candidates are approaching a value of 2 on the 3 point scale (0-Needs Improvement, 1-Developing, 2-Meets Expectations) when assessed during their internship. Overall, we believe this approach to disposition assessment provides EDL candidates an opportunity to consider the dispositions considered necessary for leadership at the start of their time in the EDL program while allowing us insight into areas of growth among our candidates in the program.

### Trends and External Benchmarks

We notice that this cohort marks the first year when for most program areas our edTPA scores (Table 3.1) were at or slighyl below state averages. We are not certain how the legislative changes found within Public Act No. 24-41 will impact our candidates edTPA scores or the statewide averages. We will carefully monitor candidate progress using a variety of metrics in order to understand our candidates growth and preparedness to teach. On average our candidates Praxis II scores are consistently nearly always at or above state and national averages for Elementary and Secondary candidates (Table 3.2-3.4), with the exception of Elementary Multiple Subjects Social Studies and Science subtests. This outcome is quite remarkable given nearly half of our candidates are not required to meet Connectocut Praxis II score requirements for their out-of-state certification. The EPP also has very consistent certification rates year after year and comparison against external benchmarks[2] (Table 3.6) revealing Quinnipiac is above the Statewide Average and competitive with other regional SOEs. We are, at this time, unaware of external benchmarks against which to compare Student Teaching and Disposition data. In the 2023-2024 academic year, we discovered that Supervisors of SPED candidates hired under an ED 199 did not assess them according to the Student Teaching form D. This was, fortunately, a small group of candidates (n=2) and

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[2] https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10

will be addressed moving forward.  In 2024, we also had a small number of candidates who struggled with the MAT program, had low dispositional scores as assessed by Form D, and were counseled to complete the MAT but not pursue certification. However, overall the results presented below suggest that our MAT candidates demonstrate competency to teach effectively, as assessed by both their Supervisors and Cooperating Teachers through the Form D, as assessed by their Internship Advisors through the EDA, and as measured by Licensure exam scores and certification rates. We will continue to monitor our GradMAT candidates as the scores in the most recent cohort within this track were lower than we would like to see.

We will engage in discussion around the data and consider reasons why this outcome might have occurred as well was ways to address any issues we identify. Finally, we also feel that our EDL candidates continue to demonstrate exceptional competence at completion as measured by 100% pass rates on CAT scores and strong dispositions as assessed through the EDLDA instrument. As we continue to accumulate collected data, so that will be able to examine trends across cohorts and program areas, and uncover and review areas for our own continuous improvement, going forward

**Measure 3: Data Table Guide**

**edTPA Data**

Table 3.1. EdTPA Exam Outcomes for MAT Candidates: 2017-2019 and 2021-2024.

**Table 1. 4+1 MAT Candidates' EdTPA Task Scores by Program Area**

| | | Total Score | | | Planning Task | | | Instruction Task | | | Assessment Task | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2017 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary (n=3) | Mean | 52.0 | 45.0 | 53.5 | 14.0 | 12.7 | 15.1 | 16.3 | 13.8 | 14.8 | 13.0 | 12.5 | 15.1 |
| | STDEV | 1.0 | | | 1.0 | | | 1.5 | | | 3.6 | | |
| Secondary Math (n=1) | Mean | 39.0 | | 40.5 | 16.0 | | 13.4 | 12.0 | | 13.4 | 11.0 | | 13.7 |
| | STDEV | | | | | | | | | | | | |
| Secondary ELA (n=1) | Mean | 44.0 | 43.8 | 45.7 | 17.0 | 15.0 | 15.6 | 13.0 | 14.3 | 15.0 | 14.0 | 14.4 | 15.1 |
| | STDEV | | | | | | | | | | | | |
| **2018 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary (n=23) | Mean | 54.3 | 49.8 | 52.3 | 14.7 | 13.8 | 14.6 | 14.7 | 14.0 | 14.4 | 15.4 | 14.0 | 14.9 |
| | STDEV | 5.8 | | | 2.3 | | | 1.6 | | | 2.5 | | |
| Secondary ELA (n=1) | Mean | 48.0 | 44.8 | 46.1 | 15.0 | 15.9 | 15.8 | 16.0 | 14.1 | 15.0 | 17.0 | 14.7 | 15.3 |
| | STDEV | | | | | | | | | | | | |
| Secondary Math (n=1) | Mean | 43.0 | 37.8 | 40.4 | 13.0 | 12.6 | 13.3 | 14.0 | 13.4 | 13.5 | 16.0 | 11.8 | 13.6 |
| | STDEV | | | | | | | | | | | | |
| Secondary Social Studes (n=1) | Mean | 43.0 | 46.1 | 45.2 | 15.0 | 15.3 | 15.3 | 15.0 | 15.3 | 14.8 | 12.5 | 15.5 | 15.1 |
| | STDEV | | | | | | | | | | | | |
| **2019 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=32) | Mean | 53.9 | 48.9 | 51.8 | 14.9 | 13.5 | 14,4 | 15.4 | 13.9 | 14.3 | 15.3 | 13.8 | 14.8 |
| | STDEV | 8.0 | | | 2.6 | | | 2.3 | | | 2.3 | | |
| Secondary ELA (n=7) | Mean | 49.6 | 44.5 | 46.1 | 16.4 | 15.2 | 15.7 | 16.7 | 14.7 | 15.0 | 16.4 | 14.6 | 15.4 |
| | STDEV | 5.4 | | | 2.4 | | | 2.0 | | | 1.5 | | |
| Secondary History (n=8) | Mean | 41.3 | 43.0 | 44.7 | 13.0 | 14.4 | 15.0 | 14.3 | 14.6 | 14.7 | 13.7 | 14.0 | 15.0 |
| | STDEV | 7.6 | | | 3.7 | | | 2.1 | | | 2.7 | | |
| Secondary Biology (n=1) | Mean | I | 40.1 | 42.1 | I | 13.5 | 14.1 | 12.0 | 13.5 | 13.6 | 11.0 | 13.2 | 14.1 |
| | STDEV | | | | | | | | | | | | |
| Secondary Math (n=5) | Mean | 39.2 | 38.0 | 40.0 | 13.0 | 12.5 | 13.1 | 12.8 | 12.9 | 13.3 | 13.4 | 12.6 | 13.5 |
| | STDEV | 5.8 | | | 1.4 | | | 2.2 | | | 2.6 | | |
| **2021-2022 Test Takers** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=37) | Mean | 48.5 | 48.0 | 51.2 | 13.1 | 13.1 | 14.2 | 13.8 | 13.7 | 14.1 | 13.8 | 13.6 | 14.7 |
| | STDEV | 6.5 | | | 2.3 | | | 1.5 | | | 2.2 | | |
| Secondary ELA (n=5) | Mean | 40.2 | 44.4 | 46.0 | 13.0 | 15.3 | 15.6 | 13.6 | 14.3 | 14.8 | 13.6 | 14.8 | 15.6 |
| | STDEV | 5.0 | | | 2.2 | | | 1.7 | | | 2.1 | | |
| Secondary History (n=7) | Mean | 42.6 | 44.1 | 44.7 | 14.4 | 14.7 | 14.9 | 14.8 | 14.6 | 14.7 | 13.4 | 14.7 | 15.1 |
| | STDEV | 2.2 | | | 1.3 | | | 1.0 | | | 1.2 | | |
| Secondary Science (n=1) | Mean | 43.0 | 40.5 | 42.2 | 14.0 | 13.3 | 14.0 | 12.0 | 13.3 | 13.6 | 17.0 | 13.8 | 14.6 |
| | STDEV | | | | | | | | | | | | |
| Secondary Math (n=4) | Mean | 39.3 | 37.6 | 39.6 | 12.5 | 12.3 | 12.9 | 12.5 | 12.6 | 13.2 | 14.3 | 12.7 | 13.5 |
| | | 1.7 | | | 1.0 | | | 0.6 | | | 1.5 | | |
| **2022-2023 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=41) | Mean | 52.5 | 49.3 | 51.3 | 14.3 | 13.4 | 14.3 | 14.6 | 13.9 | 14.1 | 15.1 | 14.1 | 14.8 |
| | STDEV | 4.1 | | | 1.8 | | | 1.0 | | | 1.9 | | |
| Secondary ELA (n=0) | Mean | | 45.5 | 45.8 | | 15.4 | 15.5 | | 14.7 | 14.8 | | 15.4 | 15.5 |
| | STDEV | | | | | | | | | | | | |
| Secondary History (n=4) | Mean | 45.0 | 44.8 | 44.7 | 15.3 | 14.9 | 14.9 | 14.8 | 14.8 | 14.7 | 15.0 | 15.1 | 15.0 |
| | STDEV | 3.1 | | | 0.8 | | | 1.1 | | | 1.9 | | |
| Secondary Science (n=0) | Mean | | 42.2 | 42.3 | | 13.9 | 14.2 | | 13.9 | 13.5 | | 14.4 | 14.6 |
| | STDEV | | | | | | | | | | | | |
| Secondary Math (n=3) | Mean | 43.3 | 38.4 | 39.0 | 13.3 | 12.2 | 12.7 | 13.3 | 13.0 | 13.0 | 16.7 | 13.2 | 13.3 |
| | STDEV | 1.2 | | | 0.5 | | | 1.2 | | | 0.5 | | |
| **2023-2024 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=34) | Mean | 49.9 | 50.4 | 51.7 | 13.5 | 13.8 | 14.4 | 14.1 | 14.0 | 14.2 | 14.4 | 14.4 | 14.8 |
| | STDEV | 6.0 | | | 2.4 | | | 1.2 | | | 2.1 | | |
| Secondary ELA (n=3) | Mean | 48.3 | 46.0 | 45.6 | 16.7 | 15.6 | 15.5 | 15.3 | 14.9 | 14.6 | 16.3 | 15.5 | 15.4 |
| | STDEV | 1.5 | | | 1.5 | | | 0.6 | | | 2.1 | | |
| Secondary History (n=7) | Mean | 45.3 | 45.3 | 45.4 | 14.8 | 14.9 | 15.1 | 15.3 | 14.8 | 14.9 | 15.2 | 15.5 | 15.3 |
| | STDEV | 3.7 | | | 0.8 | | | 1.7 | | | 1.9 | | |
| Secondary Science (n=0) | Mean | | 42.4 | 42.8 | | 14.3 | 14.4 | | 13.4 | 13.6 | | 14.4 | 14.7 |
| | STDEV | | | | | | | | | | | | |
| Secondary Math (n=3) | Mean | 34.0 | 38.0 | 39.6 | 10.7 | 12.2 | 12.7 | 12.0 | 13.1 | 13.2 | 11.3 | 12.6 | 13.3 |
| | STDEV | 2.6 | | | 2.5 | | | 1.0 | | | 0.6 | | |

*Elementary Education: Literacy with Mathematics Task 4

**Cut scores for 2021-22 are 32 for World Language, 44 for Elementary, and 37 for all Content areas.

*Quinnipiac University SOE Measure 3. Candidate Competency at Program Completion*

**Table 2. Graduate MAT Candidates' EdTPA Task Scores by Program Area**

| | | Total Score | | | Planning Task | | | Instruction Task | | | Assessment Task | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2018 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary (n=2) | Mean | 61.5 | 49.8 | 52.3 | 17.5 | 13.8 | 14.6 | 16.0 | 14.0 | 14.4 | 17.5 | 14.0 | 14.9 |
| | STDEV | 3.5 | | | 3.5 | | | 1.4 | | | 0.7 | | |
| **2019 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=9) | Mean | 51.6 | 48.9 | 51.8 | 14.4 | 13.5 | 14.4 | 13.9 | 13.9 | 14.3 | 14.2 | 13.8 | 14.8 |
| | STDEV | 4.9 | | | 2.8 | | | 2.3 | | | 2.0 | | |
| Secondary Mathematics (n=4) | Mean | 38.8 | 38.0 | 40.0 | 12.8 | 12.5 | 13.1 | 12.3 | 12.9 | 13.3 | 13.8 | 12.6 | 13.5 |
| | STDEV | 5.9 | | | 2.5 | | | 1.3 | | | 3.0 | | |
| Secondary Spanish (n=3) | Mean | 27.7 | 33.9 | 35.2 | 9.7 | 11.6 | 11.9 | 10.2 | 12.2 | 12.5 | 7.8 | 10.1 | 10.8 |
| | STDEV | 0.6 | | | 0.6 | | | 0.8 | | | 0.8 | | |
| Secondary ELA (n=2) | Mean | 40.0 | 44.5 | 46.1 | 14.5 | 15.2 | 15.7 | 12.5 | 14.7 | 15.0 | 13.0 | 14.6 | 15.4 |
| | STDEV | 4.2 | | | 0.7 | | | 2.1 | | | 1.4 | | |
| Secondary History (n=2) | Mean | 46.5 | 43.0 | 44.7 | 17.5 | 14.4 | 15.0 | 15.0 | 14.6 | 14.7 | 14.0 | 14.0 | 15.0 |
| | STDEV | 12.0 | | | 4.9 | | | 1.4 | | | 5.7 | | |
| **2021-2022 Test Takers** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=14) | Mean | 49.4 | 48.0 | 51.2 | 13.3 | 13.1 | 14.2 | 14.3 | 13.7 | 14.1 | 13.5 | 13.6 | 14.7 |
| | STDEV | 5.7 | | | 2.1 | | | 1.6 | | | 2.7 | | |
| Secondary ELA (n=1) | Mean | 40.0 | 44.4 | 46.0 | 16.0 | 15.3 | 15.6 | 13.0 | 14.3 | 14.8 | 11.0 | 14.8 | 15.6 |
| | STDEV | | | | | | | | | | n/a | | |
| Secondary History (n=5) | Mean | 44.8 | 44.1 | 44.7 | 14.7 | 14.7 | 14.9 | 15.3 | 14.6 | 14.7 | 14.7 | 14.7 | 15.1 |
| | STDEV | 1.3 | | | 0.4 | | | 1.0 | | | 1.1 | | |
| Secondary Science (n=5) | Mean | 39.8 | 40.5 | 42.2 | 12.4 | 13.3 | 14.0 | 13.0 | 13.3 | 13.6 | 14.3 | 13.8 | 14.6 |
| | STDEV | 5.2 | | | 0.9 | | | 2.9 | | | 2.1 | | |
| Secondary Math (n=1) | Mean | 31 | 37.6 | 39.6 | 10 | 12.3 | 12.9 | 11 | 12.6 | 13.2 | 10 | 12.7 | 13.5 |
| | STDEV | | | | | | | | | | | | |
| World Languages (n=1) | Mean | 36.0 | 32.5 | 34.0 | 14.0 | 11.3 | 11.5 | 12.0 | 11.9 | 12.0 | 10.0 | 9.3 | 10.5 |
| | STDEV | | | | | | | | | | | | |
| **2022-2023 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=9) | Mean | 52.3 | 49.3 | 51.3 | 14.2 | 13.4 | 14.3 | 15.0 | 13.9 | 14.1 | 15.1 | 14.1 | 14.8 |
| | STDEV | 8.2 | | | 3.0 | | | 2.4 | | | 2.9 | | |
| **2023-2024 Cohort** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Elementary* (n=4) | Mean | 46.5 | 50.4 | 51.7 | 13.0 | 13.8 | 14.4 | 14.3 | 14.0 | 14.2 | 13.3 | 14.4 | 14.8 |
| | STDEV | 4.9 | | | 2.0 | | | 0.6 | | | 1.7 | | |
| **2022-2024 Cohorts** | | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l | EPP | State | Nat'l |
| Secondary ELA (n=2) | Mean | 54.0 | 46.0 | 45.8 | 19.0 | 15.5 | 15.5 | 16.5 | 14.95 | 14.7 | 18.5 | 15.5 | 15.5 |
| | STDEV | 5.6 | | | 1.4 | | | 2.1 | | | 2.1 | | |
| Secondary History (n=3) | Mean | 44.3 | 45.1 | 45.1 | 14.7 | 14.9 | 15.0 | 14.7 | 14.8 | 14.8 | 15.0 | 15.3 | 15.2 |
| | STDEV | 0.6 | | | 0.6 | | | 0.6 | | | 0.0 | | |
| Secondary Science (n=3) | Mean | 39.0 | 42.2 | 42.3 | 12.7 | 13.9 | 14.2 | 13.0 | 13.9 | 13.5 | 13.3 | 14.4 | 14.6 |
| | STDEV | 1.4 | | | 0.5 | | | 0.8 | | | 1.2 | | |
| Secondary Math (n=2) | Mean | 41.5 | 38.7 | 39.8 | 14.5 | 12.4 | 12.8 | 12.5 | 13.2 | 31.2 | 14.5 | 13.0 | 13.4 |
| | STDEV | | | | | | | | | | | | |
| Special Education (n=1) | Mean | | 43.1 | 43.0 | | 14.6 | 14.6 | | 14.6 | 14.5 | | 13.7 | 13.8 |
| | STDEV | | | | | | | | | | | | |

*Elementary Education: Literacy with Mathematics Task 4
**Cut scores for 2021-22 are 32 for World Language, 44 for Elementary, and 37 for all Content areas.

**Licensure Exam Outcomes: MAT & EDL Candidates**

Table 3.2. Licensure Exam Outcomes for MAT Elementary Candidates: Praxis II 2016-2024.

**Praxis II: Elementary Candidates**

| EPP Wide | | N | IQR | Highest Score Observed | Lowest Score Observed | Median | Final Score Acceptable (%) | EPP Average | EPP Stdev | State-Wide | All Test Takers |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-2019 | Praxis II: 5002 Elem Ed MS Reading & Language Arts | 115 | 167.5-181 | 200 | 118 | 172 | 95.7 | 173.3 | 11.2 | 171.5 | 169.3 |
| 2021-2022 | | 44 | 162-171 | 193 | 144 | 168 | 93.9 | 167.9 | 10.1 | 167.7 | 165.7 |
| 2022-2023 | | 52 | 161.0-175.0 | 193 | 131 | 167 | 86.5 | 166.9 | 12.8 | 167.4 | 166.4 |
| 2023-2024 | | 36 | 166.5-177 | 193 | 127 | 173 | 86.1 | 170.2 | 14.1 | 168.6 | 166.4 |
| 2016-2019 | Praxis II: 5003 Elem Ed: MS Mathematics | 116 | 167.8-190 | 200 | 143 | 176 | 94.8 | 177.3 | 13.9 | 172.6 | 172.9 |
| 2021-2022 | | 50 | 153-182 | 200 | 117 | 170 | 78.0 | 167.9 | 20.1 | - | 168.9 |
| 2022-2023 | | 52 | 156.5-181.5 | 200 | 128 | 165.5 | 75.0 | 167.2 | 18.7 | 165.6 | 167.4 |
| 2023-2024 | | 38 | 164-181 | 200 | 128 | 169 | 81.6 | 171.1 | 16.0 | 169.5 | 166.6 |
| 2016-2019 | Praxis II: 5004 Elem Ed: MS Social Studies | 115 | 158.5-173 | 199 | 119 | 166 | 91.3 | 166.2 | 13.0 | 165.3 | 165.6 |
| 2021-2022 | | 55 | 151-173 | 193 | 134 | 161 | 81.8 | 161.8 | 14.5 | 161.1 | 163.7 |
| 2022-2023 | | 52 | 156.5-181.5 | 200 | 128 | 165.5 | 75.0 | 167.2 | 18.7 | 165.6 | 167.4 |
| 2023-2024 | | 34 | 144-173 | 194 | 115 | 152.5 | 47.1 | 157.3 | 19.3 | 160.6 | 162.3 |
| 2016-2019 | Praxis II: 5005 Elem Ed: MS Science | 116 | 162.75-178 | 195 | 134 | 170 | 96.6 | 171.1 | 10.2 | 168.9 | 168.5 |
| 2021-2022 | | 54 | 161-181 | 195 | 116 | 170 | 90.7 | 169.7 | 14.6 | 165.2 | 166.9 |
| 2022-2023 | | 48 | 154-176.5 | 190 | 126 | 162 | 62.5 | 163.0 | 15.8 | 165.1 | 166.2 |
| 2023-2024 | | 30 | 155-169 | 200 | 133 | 162.5 | 63.3 | 162.3 | 14.1 | 165.2 | 165.3 |

Table 3.3. Licensure Exam Outcomes for Elementary Candidates: Foundations of Reading 2016-2024.

**MAT Elementary Education Candidates Foundations of Reading Scores**

| | | N | IQR | Highest Score Observed | Lowest Score Observed | Median | Passing Score | Final Passing (%) | EPP Average | EPP STDEV | State Average | State Pass Rate (%) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **EPP Wide: Old Foundations of Reading Test** | | | | | | | | | | | | |
| | 2016-2019 | 98 | 250-269.5 | 290 | 237 | 258 | 240 | 93.8 | 260.4 | 13.5 | 248.4 | 76.2 |
| Subscore Category | 1 | 98 | 3-4 | 4 | 2 | 3 | - | - | 3.4 | 0.6 | 3.0 | |
| | 2 | 98 | 3-4 | 4 | 2 | 3 | - | - | 3.3 | 0.7 | 3.0 | |
| | 3 | 98 | 3-4 | 4 | 2 | 4 | - | - | 3.4 | 0.8 | 3.1 | |
| | 4 | 98 | 2-3 | 4 | 1 | 3 | - | - | 2.7 | 0.7 | 2.5 | |
| **EPP Wide: New Foundations of Reading Test** | | | | | | | | | | | | |
| | 2021-2022 | 50 | 245.3-261.8 | 291 | 199 | 257.5 | 233 | 88.0 | 253.5 | 17.6 | 250.3 | 87 |
| Subscore Category | 1 | 50 | 3-4 | 4 | 2 | 3 | - | - | 3.1 | 0.75 | 3.0 | - |
| | 2 | 50 | 3-3.75 | 4 | 2 | 3 | - | - | 3.0 | 0.68 | 3.0 | - |
| | 3 | 50 | 3-4 | 4 | 2 | 3 | - | - | 3.1 | 0.73 | 3.1 | - |
| | 4 | 50 | 2-3 | 4 | 2 | 2 | - | - | 2.4 | 0.61 | 2.5 | - |
| | 5 | 50 | 2-3 | 4 | 1 | 3 | - | - | 2.7 | 0.60 | 2.6 | - |
| | 2022-2023 | 54 | 239-261 | 288 | 198 | 250 | 233 | 85.0 | 248.9 | 19.2 | | 83 |
| Subscore Category | 1 | 54 | 2-3 | 4 | 2 | 3 | - | - | 2.9 | 0.73 | 2.9 | - |
| | 2 | 54 | 2-3 | 4 | 2 | 3 | - | - | 2.9 | 0.68 | 2.9 | - |
| | 3 | 54 | 2-3 | 4 | 2 | 3 | - | - | 2.9 | 0.74 | 3.0 | - |
| | 4 | 54 | 2-3 | 4 | 1 | 3 | - | - | 2.5 | 0.64 | 2.5 | - |
| | 5 | 54 | 2-3 | 4 | 1 | 2 | - | - | 2.4 | 0.63 | 2.5 | - |
| | 2023-24 | 41 | 255-273 | 285 | 198 | 255 | 233 | 80.0 | 254.7 | 19.9 | | 70 |
| Subscore Category | 1 | 41 | 3-4 | 4 | 2 | 3 | - | - | 3.1 | 0.75 | 3.1 | - |
| | 2 | 41 | 4-4 | 4 | 2 | 4 | - | - | 3.4 | 0.76 | 3.4 | - |
| | 3 | 41 | 4-4 | 4 | 1 | 4 | - | - | 3.3 | 0.89 | 3.3 | - |
| | 4 | 41 | 2-3 | 3 | 1 | 2 | - | - | 2.3 | 0.53 | 2.3 | - |
| | 5 | 41 | 2.5-3 | 4 | 1 | 2.5 | - | - | 2.5 | 0.71 | 2.5 | - |

Table 3.4. Licensure Exam Outcomes for Secondary Candidates: Praxis II 2016-2024.

| Praxis II: Secondary Candidates & Cross-Endorsers (SPED) | | N | IQR | Highest Score Observed | Lowest Score Observed | Median | Passing Score | Final Passing (%) | EPP Average | EPP STDEV | State Average | National Average |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-2019 | | 18 | 175.5-183 | 191 | 161 | 179.0 | 167.0 | 94.4 | 179.3 | 7.3 | 175.2 | 174.1 |
| 2021-2022 | Praxis II 5039: English Language Arts Content Knowledge | 5 | 172-177 | 184 | 166 | 173.0 | 168.0 | 80.0 | 174.4 | 6.0 | 173.0 | 170.9 |
| 2022-2023 | | 3 | data not provided due to low n | | | | 168.0 | 100.0 | 177.0 | n/a | 170.0 | 169.7 |
| 2023-2024 | | 3 | data not provided due to low n | | | | 168.0 | 100.0 | 183.3 | n/a | 171.1 | 170.0 |
| 2016-2019 | | 19 | 162.5-174.0 | 197 | 155 | 169.0 | 162.0 | 84.2 | 170.4 | 11.1 | 165.2 | 161.5 |
| 2021-2022 | Praxis II 5081: Social Studies Content Knowledge | 15 | 151-172 | 199 | 122 | 162.0 | 162.0 | 66.7 | 161.5 | 16.5 | 164.6 | 165.1 |
| 2022-2023 | | 16 | 157.5-176.0 | 181 | 143 | 164.5 | 162.0 | 62.5 | 164.7 | 11.8 | 164.2 | 163.7 |
| 2023-2024 | | 3 | data not provided due to low n | | | | 162.0 | 100.0 | 166.3 | n/a | 165.0 | 162.9 |
| 2016-2019 | | 9 | 167.0-173.0 | 180 | 155 | 170.0 | 152.0 | 100.0 | 168.8 | 8.3 | 166.1 | 163.6 |
| 2021-2022 | Praxis II 5235: Biology Content Knowledge | 5 | 166-174 | 196 | 140 | 168.0 | 152.0 | 80.0 | 168.8 | 17.9 | 162.6 | 160.6 |
| 2022-2023 | | 2 | data not provided due to low n | | | | 152.0 | 100.0 | 160.5 | n/a | 158.9 | 159.4 |
| 2023-2024 | Praxis II: 5236 Biology Content | 3 | data not provided due to low n | | | | 152.0 | 100.0 | 175.0 | n/a | 156.3 | 157.2 |
| 2016-2019 | | 23 | 160.0-166.5 | 178 | 151 | 162.0 | 160.0 | 78.2 | 164.0 | 7.2 | 160.0 | 155.6 |
| 2021-2022 | Praxis II 5161: Mathematics Content Knowledge | 7 | 139-193 | 199 | 136 | 159.0 | 160.0 | 57.1 | 163.0 | 23.4 | 154.8 | 150.9 |
| 2022-2023 | | 8 | 154.5-173 | 187 | 147 | 167.0 | 160.0 | 62.5 | 165.4 | 12.4 | 160.6 | 156.5 |
| 2023-2024 | | 9 | 159-181 | 193 | 147 | 178.0 | 160.0 | 77.8 | 172.6 | 15.2 | 167.1 | 163.7 |
| 2016-2019 | | 41 | 169-185 | 194 | 157 | 178.0 | 158.0 | 97.6 | 177.1 | 9.6 | 176.0 | 171.6 |
| 2021-2022 | Praxis II 5543: SPED Core Knowledge and Mild to Moderate Applications | 10 | 179-183 | 190 | 169 | 180.5 | 158.0 | 100.0 | 180.1 | 5.7 | 172.6 | 170.2 |
| 2022-2023 | | 9 | 174-180 | 182 | 171 | 177.0 | 158.0 | 100.0 | 176.8 | 4.1 | 172.4 | 170.2 |
| 2023-2024 | | 4 | 181-185.3 | 186 | 137 | 181.0 | 158.0 | 75.0 | 171.3 | 23.2 | 172.4 | 169.4 |

Table 3.5. Licensure Exam Outcomes for Educational Leadership (EDL) Candidates: CAT 2018-2024.

| 6412 Connecticut Administrator Test | | N | IQR | Highest Score Observed | Lowest Score Observed | Median | Final Score Acceptable (%) | EPP Average | EPP STDEV | State Average | All Test Takers* |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-2019 | | 32 | 167.75-177.25 | 192 | 160 | 172 | 100.0 | 172.5 | 7.6 | 170.2 | 169.8 |
| 2021-2022 | Connecticut Administrator Test 6412 | 21 | 163-176 | 187 | 154 | 170 | 100.0 | 169.7 | 9.2 | 168.8 | 168.2 |
| 2022-2023 | | 43 | 162-176 | 195 | 147 | 170 | 100.0 | 170.8 | 8.7 | 168.9 | 169.4 |
| 2023-2024 | | 51 | 165-176 | 183 | 150 | 170 | 100.0 | 169.5 | 7.7 | 168.9 | 169.4 |

**State Licensing Measures: MAT & EDL Certification Rates**

Table 3.6. Quinnipiac and Regional SOE Certification Rates by Cohort Graduation Year

| Cohort Year | 2024 | 2023 | 2022 | 2021 | 2020 | 2019 | 2018 | 2017 |
|---|---|---|---|---|---|---|---|---|
| Quinnipiac MAT[3] | 91% | 91%[4] | 97% | 88% | 96% | 90% | 96% | 96% |
| Quinnipiac EDL | 86% | 93% | 87% | 86% | 100% | 100% | 100% | 100% |
| Statewide | tbd | 76.3% | 78.2% | 80.2% | 84.5% | 84.1% | 87% | 90% |
| University of Connecticut | tbd | 87.9% | 92.4% | 91.2% | 91.9% | 91.9% | 98% | 94% |
| Fairfield University | tbd | 71.7% | 73.7% | 78.2% | 96.7% | 85.2% | 100% | 83% |
| Western Connecticut State University | tbd | 66.7% | 72.9% | 77.3% | 86.0% | 82.4% | 93% | 95% |

[3]In the 2017 cohort, 90% of MAT completers were certified in CT in 2017 and an additional 6% were certified in 2018 or in a different state (total 96%). In the 2018 cohort, 87% were certified in CT and an additional 9% were certified in 2019 or 2020 or in a different state (total 96%). In the 2023 cohort, 75.4% were certified in CT and an additional 15.4% were certified in a different state (total 90.8%).

[4]In the 2023 cohort, 6% of completers took teaching positions at schools for which certification was not required and 3% opted not to take licensure exams.

**Student Teaching Evaluations:**

Table 3.7. Student Teaching Form D Assessment of Candidates by their Cooperating Teachers.

Table AD.1. Student Teaching Form D Data: Evaluation by Cooperating Teacher

| TaskStream Rubric Title | N | Total Possible | High Score | Low Score | Mean | Stdev |
|---|---|---|---|---|---|---|
| **Elementary** | | | | | | |
| **Graduate MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher | 12 | 3.00 | 3.00 | 1.84 | 2.83 | 0.34 |
| 2018 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 2.61 | 3.70 | 0.47 |
| 2019 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 3.73 | 3.92 | 0.10 |
| 2022 Form D Rubric - Student Teaching | 8 | 4.00 | 4.00 | 2.85 | 3.47 | 0.42 |
| 2023 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 2.97 | 3.46 | 0.39 |
| 2024 Form D Rubric - Student Teaching | 3 | 4.00 | 3.30 | 1.18 | 2.40 | 1.09 |
| **4+1 MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher | 26 | 3.00 | 3.00 | 2.65 | 2.94 | 0.11 |
| 2018 Form D Rubric - Student Teaching | 31 | 4.00 | 4.00 | 3.32 | 3.87 | 0.17 |
| 2019 Form D Rubric - Student Teaching | 29 | 4.00 | 4.00 | 3.41 | 3.90 | 0.16 |
| 2022 Form D Rubric - Student Teaching | 17 | 4.00 | 4.00 | 3.21 | 3.68 | 0.27 |
| 2023 Form D Rubric - Student Teaching | 37 | 4.00 | 4.00 | 2.67 | 3.42 | 0.39 |
| 2024 Form D Rubric - Student Teaching | 34 | 4.00 | 4.00 | 2.85 | 3.42 | 0.34 |
| **Secondary Science** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary S | 6 | 3.00 | 3.00 | 2.81 | 2.95 | 0.07 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 3.68 | 3.59 | 3.64 | 0.06 |
| 2019 Form D Rubric - Student Teaching | 1 | 4.00 | 2.54 | - | - | - |
| 2022 Form D Rubric - Student Teaching | 5 | 4.00 | 3.70 | 3.00 | 3.26 | 0.27 |
| 2023 Form D Rubric - Student Teaching | 1 | 4.00 | 3.15 | - | - | - |
| 2024 Form D Rubric - Student Teaching | 0 | - | - | - | - | - |
| **Secondary English** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary E | 9 | 3.00 | 3.00 | 2.06 | 2.84 | 0.30 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 3.93 | 3.90 | 3.92 | 0.02 |
| 2019 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 2.54 | 3.73 | 0.48 |
| 2022 Form D Rubric - Student Teaching | 6 | 4.00 | 3.39 | 3.00 | 3.12 | 0.14 |
| 2023 Form D Rubric - Student Teaching | 2 | 4.00 | 4.00 | 4.00 | 4.00 | 0.00 |
| 2024 Form D Rubric - Student Teaching | 5 | 4.00 | 4.00 | 3.21 | 3.71 | 0.32 |
| **Secondary Social Studies** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary H | 7 | 3.00 | 3.00 | 2.72 | 2.91 | 0.12 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 4.00 | 3.68 | 3.84 | 0.22 |
| 2019 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 2.30 | 3.59 | 0.55 |
| 2022 Form D Rubric - Student Teaching | 4 | 4.00 | 3.70 | 2.61 | 3.19 | 0.42 |
| 2023 Form D Rubric - Student Teaching | 9 | 4.00 | 3.82 | 2.45 | 3.22 | 0.38 |
| 2024 Form D Rubric - Student Teaching | 10 | 4.00 | 3.52 | 2.42 | 3.07 | 0.36 |
| **Secondary Math** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary M | 8 | 3.00 | 3.00 | 2.77 | 2.89 | 0.39 |
| 2018 Form D Rubric - Student Teaching | 6 | 4.00 | 4.00 | 3.24 | 3.78 | 0.29 |
| 2019 Form D Rubric - Student Teaching | 10 | 4.00 | 4.00 | 2.85 | 3.76 | 0.10 |
| 2022 Form D Rubric - Student Teaching | 5 | 4.00 | 3.70 | 3.15 | 3.30 | 0.22 |
| 2023 Form D Rubric - Student Teaching | 4 | 4.00 | 3.97 | 2.82 | 3.39 | 0.49 |
| 2024 Form D Rubric - Student Teaching | 5 | 4.00 | 3.94 | 2.58 | 3.28 | 0.50 |
| **Secondary Spanish** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation Cooperating Teacher Secondary S | 4 | 3.00 | 2.94 | 2.71 | 2.82 | 0.11 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 3.83 | 3.66 | 3.75 | 0.12 |
| 2019 Form D Rubric - Student Teaching | 3 | 4.00 | 3.83 | 3.10 | 3.50 | 0.37 |
| 2022 Form D Rubric - Student Teaching | 1 | 4.00 | 3.91 | - | - | - |
| *Secondary Spanish is no longer a program area in MAT at Quinnipiac University* | | | | | | |
| **EPP Wide** | | | | | | |
| **Graduate MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher | 20 | 3.00 | 3.00 | 1.84 | 2.86 | 0.31 |
| 2018 Form D Rubric - Student Teaching | 14 | 4.00 | 4.00 | 2.61 | 3.74 | 0.47 |
| 2019 Form D Rubric - Student Teaching | 19 | 4.00 | 4.00 | 3.10 | 3.83 | 0.22 |
| 2022 Form D Rubric - Student Teaching | 19 | 4.00 | 4.00 | 2.85 | 3.44 | 0.38 |
| 2023 Form D Rubric - Student Teaching | 13 | 4.00 | 4.00 | 2.97 | 3.57 | 0.38 |
| 2024 Form D Rubric - Student Teaching | 7 | 4.00 | 4.00 | 1.18 | 2.78 | 0.88 |
| **4+1 MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation Cooperating Teacher | 52 | 3.00 | 3.00 | 2.06 | 2.91 | 0.28 |
| 2018 Form D Rubric - Student Teaching | 40 | 4.00 | 4.00 | 3.24 | 3.85 | 0.19 |
| 2019 Form D Rubric - Student Teaching | 51 | 4.00 | 4.00 | 2.30 | 3.77 | 0.39 |
| 2022 Form D Rubric - Student Teaching | 27 | 4.00 | 4.00 | 2.88 | 3.47 | 0.34 |
| 2023 Form D Rubric - Student Teaching | 49 | 4.00 | 4.00 | 2.45 | 3.36 | 0.40 |
| 2024 Form D Rubric - Student Teaching | 50 | 4.00 | 4.00 | 2.76 | 3.39 | 0.35 |

**MAT Supervisor Form D Evaluations**

Table 3.8. Student Teaching Form D Assessment of Candidates by their Student Teaching Supervisors.

Table AC.1. Student Teaching Form D Data: Evaluation by Supervisor

| TaskStream Title | N | Total Possible | High Score | Low Score | Mean | Stdev |
|---|---|---|---|---|---|---|
| **Elementary** | | | | | | |
| **Graduate MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation: Supervisor | 12 | 3.00 | 3.00 | 1.77 | 2.85 | 0.37 |
| 2018 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 2.71 | 3.74 | 0.43 |
| 2019 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 3.73 | 3.92 | 0.11 |
| 2022 Form D Rubric - Student Teaching | 8 | 4.00 | 4.00 | 2.82 | 3.42 | 0.44 |
| 2023 Form D Rubric - Student Teaching | 8 | 4.00 | 4.00 | 3.00 | 3.59 | 0.38 |
| 2024 Form D Rubric - Student Teaching | 1 | 4.00 | 3.18 | 3.18 | 3.18 | - |
| **4+1 MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation: Supervisor | 26 | 3.00 | 3.00 | 2.68 | 2.96 | 0.09 |
| 2018 Form D Rubric - Student Teaching | 31 | 4.00 | 4.00 | 3.00 | 3.87 | 0.21 |
| 2019 Form D Rubric - Student Teaching | 30 | 4.00 | 4.00 | 3.12 | 3.86 | 0.23 |
| 2022 Form D Rubric - Student Teaching | 21 | 4.00 | 4.00 | 2.97 | 3.58 | 0.40 |
| 2023 Form D Rubric - Student Teaching | 41 | 4.00 | 4.00 | 2.76 | 3.52 | 0.41 |
| 2024 Form D Rubric - Student Teaching | 28 | 4.00 | 4.00 | 3.00 | 3.62 | 0.35 |
| **Secondary Science** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation: Supervisor Sec. Science (Bio) | 6 | 3.00 | 3.00 | 2.87 | 2.95 | 0.06 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 3.70 | 3.43 | 3.57 | 0.19 |
| 2019 Form D Rubric - Student Teaching | 1 | 4.00 | 2.78 | 2.78 | 2.78 | - |
| 2022 Form D Rubric - Student Teaching | 7 | 4.00 | 3.82 | 3.09 | 3.35 | 0.24 |
| 2023 Form D Rubric - Student Teaching | 1 | 4.00 | 3.18 | 3.18 | 3.18 | - |
| 2024 Form D Rubric - Student Teaching | 0 | - | - | - | - | - |
| **Secondary English** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation: Supervisor Sec.English | 9 | 3.00 | 3.00 | 2.74 | 2.94 | 0.08 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 4.00 | 3.98 | 3.99 | 0.01 |
| 2019 Form D Rubric - Student Teaching | 9 | 4.00 | 4.00 | 3.22 | 3.82 | 0.26 |
| 2022 Form D Rubric - Student Teaching | 6 | 4.00 | 4.00 | 3.00 | 3.33 | 0.44 |
| 2023 Form D Rubric - Student Teaching | 1 | 4.00 | 3.79 | 3.79 | 3.79 | - |
| 2024 Form D Rubric - Student Teaching | 4 | 4.00 | 4.00 | 4.00 | 4.00 | 0.00 |
| **Secondary Social Studies** | | | | | | |
| 2017 ED 601 Form D Student Teaching Supervisor Evaluation Supervisor Sec. Hist. | 7 | 3.00 | 3.00 | 2.81 | 2.91 | 0.09 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 4.00 | 3.88 | 3.94 | 0.08 |
| 2019 Form D Rubric - Student Teaching | 10 | 4.00 | 4.00 | 2.60 | 3.58 | 0.37 |
| 2022 Form D Rubric - Student Teaching | 8 | 4.00 | 3.70 | 2.61 | 3.19 | 0.42 |
| 2023 Form D Rubric - Student Teaching | 6 | 4.00 | 3.73 | 2.55 | 3.06 | 0.39 |
| 2024 Form D Rubric - Student Teaching | 6 | 4.00 | 3.27 | 2.67 | 2.92 | 0.24 |
| **Secondary Math** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation Supervisor Sec. Mathematics | 8 | 3.00 | 3.00 | 2.74 | 3.90 | 0.12 |
| 2018 Form D Rubric - Student Teaching | 6 | 4.00 | 3.90 | 3.32 | 3.64 | 0.22 |
| 2019 Form D Rubric - Student Teaching | 10 | 4.00 | 4.00 | 2.76 | 3.66 | 0.43 |
| 2022 Form D Rubric - Student Teaching | 3 | 4.00 | 3.15 | 2.91 | 3.06 | 0.13 |
| 2023 Form D Rubric - Student Teaching | 4 | 4.00 | 3.27 | 2.88 | 3.06 | 0.18 |
| 2024 Form D Rubric - Student Teaching | 4 | 4.00 | 3.52 | 2.48 | 3.12 | 0.45 |
| **Secondary Spanish** | | | | | | |
| 2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary Spanish | 2 | 3.00 | 3.00 | 2.61 | 2.81 | 0.19 |
| 2018 Form D Rubric - Student Teaching | 2 | 4.00 | 3.73 | 3.63 | 3.68 | 0.07 |
| 2019 Form D Rubric - Student Teaching | 3 | 4.00 | 3.73 | 3.39 | 3.55 | 0.17 |
| 2022 Form D Rubric - Student Teaching | - | - | - | - | - | - |
| *Secondary Spanish is no longer a program area in MAT at Quinnipiac University* | | | | | | |
| **EPP Wide** | | | | | | |
| **Graduate MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation Supervisor | 21 | 3.00 | 3.00 | 1.77 | 2.88 | 0.26 |
| 2018 Form D Rubric - Student Teaching | 14 | 4.00 | 4.00 | 2.71 | 3.76 | 0.47 |
| 2019 Form D Rubric - Student Teaching | 20 | 4.00 | 4.00 | 3.39 | 3.82 | 0.19 |
| 2022 Form D Rubric - Student Teaching | 18 | 4.00 | 4.00 | 2.82 | 3.35 | 0.39 |
| 2023 Form D Rubric - Student Teaching | 10 | 4.00 | 4.00 | 3.00 | 3.58 | 0.36 |
| 2024 Form D Rubric - Student Teaching | 5 | 4.00 | 4.00 | 2.48 | 3.28 | 0.70 |
| **4+1 MAT** | | | | | | |
| 2017 ED 601 Form D Elementary Student Teaching Evaluation Supervisor | 52 | 3.00 | 3.00 | 2.61 | 2.94 | 0.18 |
| 2018 Form D Rubric - Student Teaching | 40 | 4.00 | 4.00 | 3.00 | 3.83 | 0.24 |
| 2019 Form D Rubric - Student Teaching | 52 | 4.00 | 4.00 | 2.60 | 3.75 | 0.36 |
| 2022 Form D Rubric - Student Teaching | 35 | 4.00 | 4.00 | 2.61 | 3.44 | 0.42 |
| 2023 Form D Rubric - Student Teaching | 51 | 4.00 | 4.00 | 2.55 | 3.43 | 0.43 |
| 2024 Form D Rubric - Student Teaching | 38 | 4.00 | 4.00 | 2.67 | 3.53 | 0.40 |

**Dispositions Instrument: MAT Candidates**

Table 3.9. Educator Disposition Assessment (EDA) scores from Initial Self-Assessment.

**EDA Scores by Criterion: Initial Self Assessment by Graduation Cohort**

| 4+1 MAT | Criterion | 2024 | | 2025 (n=57) | | May 2026 (n=18) | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev |
| Disposition | Oral Communication | | | 2.64 | 0.49 | 2.81 | 0.39 | | | | |
| | Written Communication | | | 2.75 | 0.46 | 2.83 | 0.45 | | | | |
| | Professionalism | | | 2.91 | 0.28 | 2.92 | 0.27 | | | | |
| | Positive Attitude | Data collection not initiated in time for this cohort (2021) | | 2.87 | 0.34 | 2.83 | 0.38 | Collect Fall 2024 | | Collect Fall 2025 | |
| | Preparedness | | | 2.88 | 0.32 | 2.88 | 0.33 | | | | |
| | Appreciation of and value for cultural and academic diversity | | | 2.89 | 0.31 | 2.83 | 0.38 | | | | |
| | Collaboration | | | 2.78 | 0.42 | 2.91 | 0.29 | | | | |
| | Self-Regulation | | | 2.67 | 0.47 | 2.64 | 0.49 | | | | |
| | Social-Emotional Learning | | | 2.91 | 0.29 | 2.89 | 0.32 | | | | |
| | Average EDA Score | | | 2.81 | 0.11 | 2.84 | 0.37 | | | | |

| Graduate MAT | | May 2024 (n=8) | | May 2025 (n=4) | | Dec 2025 (n=17) | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev |
| Disposition | Oral Communication: | 2.76 | 0.44 | 2.75 | 0.45 | 2.80 | 0.40 | | | | |
| | Written Communication | 2.71 | 0.47 | 2.83 | 0.39 | 2.76 | 0.43 | | | | |
| | Professionalism | 2.94 | 0.24 | 3.00 | 0.00 | 2.96 | 0.19 | | | | |
| | Positive Attitude | 2.81 | 0.40 | 2.92 | 0.29 | 2.78 | 0.42 | Collect Summer 2025 | | Collect Summer 2026 | |
| | Preparedness | 2.82 | 0.39 | 2.88 | 0.34 | 2.88 | 0.32 | | | | |
| | Appreciation of and value for cultural and academic diversity | 2.93 | 0.27 | 2.88 | 0.35 | 2.79 | 0.41 | | | | |
| | Collaboration | 2.71 | 0.46 | 2.92 | 0.29 | 2.86 | 0.35 | | | | |
| | Self-Regulation | 2.57 | 0.51 | 2.63 | 0.52 | 2.68 | 0.47 | | | | |
| | Social-Emotional Learning | 2.81 | 0.40 | 3.00 | 0.00 | 2.90 | 0.30 | | | | |
| | Average EDA Score | 2.79 | 0.11 | 2.87 | 0.29 | 2.85 | 0.36 | | | | |

| EPP-Wide | Criterion | 2024 (n=8) | | 2025 (n=61) | | Dec25/May26 (n=35) | | 2027 | | 2028 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev |
| Disposition | Oral Communication | 2.76 | 0.44 | 2.65 | 0.48 | 2.81 | 0.39 | | | | |
| | Written Communication | 2.71 | 0.47 | 2.75 | 0.43 | 2.80 | 0.44 | | | | |
| | Professionalism | 2.94 | 0.24 | 2.92 | 0.25 | 2.94 | 0.23 | | | | |
| | Positive Attitude | 2.81 | 0.40 | 2.87 | 0.33 | 2.81 | 0.39 | | | | |
| | Preparedness | 2.82 | 0.39 | 2.88 | 0.34 | 2.88 | 0.33 | Collect Fall 2024 (4+1) and Fall 2025 (GradMAT) | | Collect Fall 2025 (4+1) and Fall 2026 (GradMAT) | |
| | Appreciation of and value for cultural and academic diversity | 2.93 | 0.27 | 2.89 | 0.31 | 2.81 | 0.39 | | | | |
| | Collaboration | 2.71 | 0.46 | 2.79 | 0.42 | 2.89 | 0.32 | | | | |
| | Self-Regulation | 2.57 | 0.51 | 2.66 | 0.47 | 2.66 | 0.48 | | | | |
| | Social-Emotional Learning | 2.81 | 0.40 | 2.91 | 0.29 | 2.90 | 0.31 | | | | |
| | Average EDA Score | 2.79 | 0.11 | 2.81 | 0.11 | 2.85 | 0.36 | | | | |

Table 3.10. Educator Disposition Assessment (EDA) scores from Final Internship Assessment.

**EDA Scores by Criterion: Final Internship Assessment**

| 4+1 MAT | Criterion | 2022 (n=49) Mean | 2022 (n=49) Stdev | 2023 (n=50) Mean | 2023 (n=50) Stdev | 2024 (n=48) Mean | 2024 (n=48) Stdev | 2025 Mean | 2025 Stdev | 2026 Mean | 2026 Stdev |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disposition | Oral Communication | 2.89 | 0.33 | 2.91 | 0.29 | 2.94 | 0.25 | | | | |
| | Written Communication | 2.96 | 0.20 | 2.97 | 0.17 | 3.00 | 0.00 | | | | |
| | Professionalism | 2.94 | 0.26 | 2.97 | 0.17 | 2.99 | 0.09 | | | | |
| | Positive Attitude | 2.89 | 0.31 | 2.89 | 0.32 | 2.96 | 0.19 | | | | |
| | Preparedness | 2.90 | 0.32 | 2.92 | 0.28 | 2.98 | 0.14 | Collect Fall 2024 | | Collect Fall 2025 | |
| | Appreciation of and value for cultural and academic diversity | 2.91 | 0.29 | 2.86 | 0.35 | 2.92 | 0.28 | | | | |
| | Collaboration | 2.86 | 0.34 | 2.92 | 0.27 | 2.95 | 0.23 | | | | |
| | Self-Regulation | 2.78 | 0.42 | 2.84 | 0.37 | 2.91 | 0.29 | | | | |
| | Social-Emotional Learning | 2.89 | 0.31 | 2.89 | 0.31 | 2.96 | 0.19 | | | | |
| | Average EDA Score | 2.89 | 0.05 | 2.91 | 0.28 | 2.96 | 0.19 | | | | |

| Graduate MAT | Criterion | 2022 (n=20) Mean | 2022 (n=20) Stdev | 2023 (n=14) Mean | 2023 (n=14) Stdev | 2024 (n=8) Mean | 2024 (n=8) Stdev | Dec 2025 Mean | Dec 2025 Stdev | Dec 2026 Mean | Dec 2026 Stdev |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disposition | Oral Communication: | 2.92 | 0.28 | 2.93 | 0.26 | 2.54 | 0.51 | | | | |
| | Written Communication | 2.93 | 0.27 | 2.93 | 0.26 | 2.63 | 0.50 | | | | |
| | Professionalism | 2.90 | 0.33 | 2.93 | 0.26 | 2.55 | 0.64 | | | | |
| | Positive Attitude | 2.85 | 0.40 | 2.81 | 0.45 | 2.33 | 0.76 | | | | |
| | Preparedness | 2.91 | 0.28 | 2.79 | 0.41 | 2.44 | 0.70 | Collect Spring 2025 | | Collect Spring 2026 | |
| | Appreciation of and value for cultural and academic diversity | 2.78 | 0.42 | 2.71 | 0.46 | 2.29 | 0.61 | | | | |
| | Collaboration | 2.80 | 0.40 | 2.71 | 0.51 | 2.45 | 0.76 | | | | |
| | Self-Regulation | 2.60 | 0.50 | 2.57 | 0.50 | 2.21 | 0.70 | | | | |
| | Social-Emotional Learning | 2.82 | 0.43 | 2.81 | 0.40 | 2.55 | 0.60 | | | | |
| | Average EDA Score | 2.83 | 0.10 | 2.80 | 0.12 | 2.46 | 0.65 | | | | |

| EPP-Wide | Criterion | 2022 (n=69) Mean | 2022 (n=69) Stdev | 2023 (n=64) Mean | 2023 (n=64) Stdev | 2024 (n=56) Mean | 2024 (n=56) Stdev | 2025 Mean | 2025 Stdev | 2026 Mean | 2026 Stdev |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Disposition | Oral Communication | 2.90 | 0.32 | 2.91 | 0.29 | 2.88 | 0.33 | | | | |
| | Written Communication | 2.95 | 0.22 | 2.96 | 0.19 | 2.94 | 0.24 | | | | |
| | Professionalism | 2.93 | 0.28 | 2.96 | 0.19 | 2.93 | 0.30 | | | | |
| | Positive Attitude | 2.88 | 0.34 | 2.87 | 0.35 | 2.87 | 0.41 | | | | |
| | Preparedness | 2.90 | 0.31 | 2.89 | 0.31 | 2.90 | 0.35 | Collect Fall 2024 & Spring 2025 | | Collect Fall 2025 & Spring 2026 | |
| | Appreciation of and value for cultural and academic diversity | 2.87 | 0.34 | 2.83 | 0.37 | 2.83 | 0.41 | | | | |
| | Collaboration | 2.85 | 0.36 | 2.88 | 0.32 | 2.88 | 0.39 | | | | |
| | Self-Regulation | 2.72 | 0.45 | 2.78 | 0.40 | 2.80 | 0.45 | | | | |
| | Social-Emotional Learning | 2.87 | 0.35 | 2.87 | 0.33 | 2.90 | 0.32 | | | | |
| | Average EDA Score | 2.87 | 0.33 | 2.88 | 0.31 | 2.89 | 0.35 | | | | |

Table 3.11. Educator Disposition Assessment (EDL) Differences (Final minus Initial Assessment).

| EDA Scores by Criterion: Difference in scores between Internship and Initial Assessment | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | **2024** | **2025 (n=57)** | **2026 (n=18)** | **2027** | **2028** |
| **4+1 MAT** | **Criterion** | | | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** |
| Disposition | Oral Communication | | Data collection not initiated in time for this cohort (2021) | Available Spring 2026 | Available Spring 2027 | Available Spring 2028 | Available Spring 2029 |
| | Written Communication | | | | | | |
| | Professionalism | | | | | | |
| | Positive Attitude | | | | | | |
| | Preparedness | | | | | | |
| | Appreciation of and value for cultural and academic diversity | | | | | | |
| | Collaboration | | | | | | |
| | Self-Regulation | | | | | | |
| | Social-Emotional Learning | | | | | | |
| | Average EDA Score | | | | | | |

| | | **2024 (n=8)** | **May 2025 (n=4)** | **Dec 2025 (n=30)** | **2026** | **2027** |
|---|---|---|---|---|---|---|
| **Graduate MAT** | | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** |
| Disposition | Oral Communication: | -0.22 | Available Spring 2026 | Available Spring 2027 | Available Spring 2028 | Available Spring 2029 |
| | Written Communication | -0.09 | | | | |
| | Professionalism | -0.39 | | | | |
| | Positive Attitude | -0.48 | | | | |
| | Preparedness | -0.38 | | | | |
| | Appreciation of and value for cultural and academic diversity | -0.64 | | | | |
| | Collaboration | -0.26 | | | | |
| | Self-Regulation | -0.36 | | | | |
| | Social-Emotional Learning | -0.26 | | | | |
| | Average EDA Score | -0.32 | | | | |

| | | **2024 (n=8)** | **2025 (n=61)** | **2026 (n=18)** | **2027** | **2028** |
|---|---|---|---|---|---|---|
| **EPP-Wide** | **Criterion** | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** | **Difference in Mean** |
| Disposition | Oral Communication | -0.22 | Available Spring 2026 | Available Spring 2027 | Available Spring 2028 | Available Spring 2029 |
| | Written Communication | -0.09 | | | | |
| | Professionalism | -0.39 | | | | |
| | Positive Attitude | -0.48 | | | | |
| | Preparedness | -0.38 | | | | |
| | Appreciation of and value for cultural and academic diversity | -0.64 | | | | |
| | Collaboration | -0.26 | | | | |
| | Self-Regulation | -0.36 | | | | |
| | Social-Emotional Learning | -0.26 | | | | |
| | Average EDA Score | -0.32 | | | | |

**Dispositions Instrument: EDL Candidates**

Table 3.12. EDL Disposition Assessment (EDLDA) Initial Self-Assessment.

| EDLDA Scores by Criterion: Initial Self Assessment | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Spring 2022 (n=10) | | Summer 2022 (n=15) | | Spring 2023 (n=12) | | Summer 2023 (n=13) | | Spring 2024 (n=17) | | Summer 2024 (n=20) | |
| Criterion | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev |
| 1. Confidence | 1.50 | 0.53 | 1.47 | 0.52 | 1.58 | 0.51 | 1.23 | 0.44 | 1.35 | 0.49 | 1.40 | 0.50 |
| 2. Determination/ Perseverance (NELP 2.1) | 1.70 | 0.48 | 1.93 | 0.26 | 1.83 | 0.39 | 1.69 | 0.48 | 1.82 | 0.39 | 1.90 | 0.31 |
| 3. Vision (NELP 1.1) | 1.30 | 0.82 | 1.47 | 0.52 | 1.25 | 0.45 | 1.15 | 0.38 | 1.24 | 0.44 | 1.25 | 0.44 |
| 4. Driven to Learn (NELP 2.1) | 2.00 | 0.00 | 1.93 | 0.26 | 1.92 | 0.29 | 1.92 | 0.28 | 1.88 | 0.33 | 1.90 | 0.31 |
| 5. Conflict Resolution (NELP 2.1, 2.2, 2.3) | 1.40 | 0.70 | 1.40 | 0.63 | 1.08 | 0.51 | 1.38 | 0.51 | 1.18 | 0.39 | 1.25 | 0.44 |
| 6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1) | 1.80 | 0.42 | 1.80 | 0.41 | 1.67 | 0.49 | 1.69 | 0.48 | 1.47 | 0.51 | 1.70 | 0.47 |
| 7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3) | 1.70 | 0.48 | 1.73 | 0.46 | 1.67 | 0.49 | 1.69 | 0.48 | 1.71 | 0.47 | 1.70 | 0.47 |
| 8. High Expectations for All | 1.80 | 0.42 | 1.87 | 0.35 | 1.67 | 0.49 | 1.46 | 0.52 | 1.82 | 0.39 | 1.50 | 0.51 |
| 9. Positive Attitude | 1.60 | 0.52 | 1.60 | 0.51 | 1.75 | 0.45 | 1.69 | 0.48 | 1.65 | 0.49 | 1.70 | 0.47 |
| 10. Effective Communication (NELP 5.3) | 1.60 | 0.52 | 1.33 | 0.49 | 1.33 | 0.49 | 1.31 | 0.48 | 1.41 | 0.51 | 1.50 | 0.51 |
| 11. Integrity NELP 2.1 | 1.80 | 0.42 | 1.87 | 0.35 | 1.83 | 0.39 | 1.62 | 0.51 | 1.71 | 0.47 | 1.60 | 0.50 |
| 12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3) | 1.70 | 0.48 | 1.87 | 0.35 | 1.75 | 0.45 | 1.46 | 0.52 | 1.59 | 0.51 | 1.50 | 0.51 |
| 13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3 ) | 1.70 | 0.48 | 1.87 | 0.35 | 1.83 | 0.39 | 1.69 | 0.48 | 1.82 | 0.39 | 1.80 | 0.41 |
| 14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3) | 1.60 | 0.52 | 1.87 | 0.35 | 1.58 | 0.51 | 1.46 | 0.66 | 1.65 | 0.49 | 1.65 | 0.49 |
| 15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3) | 1.80 | 0.42 | 1.80 | 0.41 | 1.75 | 0.45 | 1.46 | 0.52 | 1.53 | 0.51 | 1.60 | 0.50 |

Table 3.13. EDL Disposition Assessment (EDLDA) Final Assessment by Internship Advisor.

| EDLDA Scores by Criterion: Internship Mentor Assessment | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Spring 2023 (n=18) | | Fall 2023 (n=32) | | Spring 2024 (n=18) | | Fall 2024 (n=) | | Spring 2025 (n=) | | Fall 2025 (n=) | |
| Criterion | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev | Mean | Stdev |
| 1. Confidence | 1.83 | 0.38 | 1.94 | 0.25 | 1.83 | 0.38 | | | | | | |
| 2. Determination/ Perseverance (NELP 2.1) | 1.89 | 0.32 | 1.97 | 0.18 | 1.94 | 0.24 | | | | | | |
| 3. Vision (NELP 1.1) | 1.94 | 0.24 | 1.91 | 0.30 | 1.72 | 0.46 | | | | | | |
| 4. Driven to Learn (NELP 2.1) | 1.94 | 0.24 | 2.00 | 0.00 | 2.00 | 0.00 | | | | | | |
| 5. Conflict Resolution (NELP 2.1, 2.2, 2.3) | 1.94 | 0.24 | 1.88 | 0.34 | 1.78 | 0.43 | | | | | | |
| 6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1) | 2.00 | 0.00 | 1.97 | 0.18 | 2.00 | 0.00 | | | | | | |
| 7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3) | 1.94 | 0.24 | 1.97 | 0.18 | 1.94 | 0.24 | Data will be collected in Fall 2024 | | Data will be collected in Spring 2024 | | Data will be collected in Fall 2024 | |
| 8. High Expectations for All | 1.89 | 0.32 | 1.94 | 0.25 | 1.94 | 0.24 | | | | | | |
| 9. Positive Attitude | 1.94 | 0.24 | 2.00 | 0.00 | 1.94 | 0.24 | | | | | | |
| 10. Effective Communication (NELP 5.3) | 1.89 | 0.32 | 1.97 | 0.18 | 1.89 | 0.32 | | | | | | |
| 11. Integrity NELP 2.1 | 1.94 | 0.24 | 1.97 | 0.18 | 2.00 | 0.00 | | | | | | |
| 12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3) | 1.94 | 0.24 | 1.94 | 0.25 | 1.89 | 0.32 | | | | | | |
| 13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3 ) | 2.00 | 0.00 | 1.97 | 0.18 | 1.94 | 0.24 | | | | | | |
| 14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3) | 1.94 | 0.24 | 1.88 | 0.34 | 1.89 | 0.32 | | | | | | |
| 15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3) | 1.94 | 0.24 | 1.94 | 0.25 | 1.94 | 0.24 | | | | | | |

Table 3.14. EDL Disposition Assessment (EDLDA) Differences (Final minus Initial Assessment).

| EDLDA Scores: Difference in means from Initial to Internship | | | | |
|---|---|---|---|---|
| | Spr 2023 Cohort | Fall 2023 Cohort | Spr 2024 Cohort | Fall 2024 Cohort |
| Criterion | Mean Diff | Mean Diff | Mean Diff | Mean Diff |
| 1. Confidence | 0.33 | 0.47 | 0.25 | |
| 2. Determination/ Perseverance (NELP 2.1) | 0.19 | 0.04 | 0.11 | |
| 3. Vision (NELP 1.1) | 0.64 | 0.44 | 0.47 | |
| 4. Driven to Learn (NELP 2.1) | -0.06 | 0.07 | 0.08 | |
| 5. Conflict Resolution (NELP 2.1, 2.2, 2.3) | 0.54 | 0.48 | 0.69 | |
| 6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1) | 0.20 | 0.17 | 0.33 | |
| 7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3) | 0.24 | 0.24 | 0.28 | |
| 8. High Expectations for All | 0.09 | 0.07 | 0.28 | |
| 9. Positive Attitude | 0.34 | 0.40 | 0.19 | |
| 10. Effective Communication (NELP 5.3) | 0.29 | 0.64 | 0.56 | |
| 11. Integrity NELP 2.1 | 0.14 | 0.10 | 0.17 | |
| 12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3) | 0.24 | 0.07 | 0.14 | |
| 13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3 ) | 0.30 | 0.10 | 0.11 | |
| 14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3) | 0.34 | 0.01 | 0.31 | |
| 15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3) | 0.14 | 0.14 | 0.19 | |