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 One of the changes impacting EPPs throught this Act is not only was edTPA repealed as a state requirement for certification, but that no EPP can use the results of edTPA to deny a candidate successful completion of their program.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:

---

[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* all MAT candidates. 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

---

[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.

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	Data collection not initiated in time for this cohort (2021)	2.64	0.49	2.81	0.39	Collect Fall 2024		Collect Fall 2025	
	Written Communication		2.75	0.46	2.83	0.45				
	Professionalism		2.91	0.28	2.92	0.27				
	Positive Attitude		2.87	0.34	2.83	0.38				
	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	Collect Summer 2025		Collect Summer 2026	
	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				
	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	Collect Fall 2024 (4+1) and Fall 2025 (GradMAT)		Collect Fall 2025 (4+1) and Fall 2026 (GradMAT)	
	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				
	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	Stdev	2023 (n=50) Mean	Stdev	2024 (n=48) Mean	Stdev	2025 Mean	Stdev	2026 Mean	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	Stdev	2023 (n=14) Mean	Stdev	2024 (n=8) Mean	Stdev	Dec 2025 Mean	Stdev	Dec 2026 Mean	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	Stdev	2023 (n=64) Mean	Stdev	2024 (n=56) Mean	Stdev	2025 Mean	Stdev	2026 Mean	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

4+1 MAT	Criterion	2024	2025 (n=57) Difference in Mean	2026 (n=18) Difference in Mean	2027 Difference in Mean	2028 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					

Graduate MAT		2024 (n=8) Difference in Mean	May 2025 (n=4) Difference in Mean	Dec 2025 (n=30) Difference in Mean	2026 Difference in Mean	2027 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				

EPP-Wide	Criterion	2024 (n=8) Difference in Mean	2025 (n=61) Difference in Mean	2026 (n=18) Difference in Mean	2027 Difference in Mean	2028 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	Data will be collected in Fall 2024		Data will be collected in Spring 2024		Data will be collected in Fall 2024	
7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)	1.94	0.24	1.97	0.18	1.94	0.24						
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	