

Quinnipiac University SOE Measure 3. Candidate Competency at Program Completion

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 SOE completers' preparedness for teaching. In almost all cases, on average our candidates scored well above the state required cut score for their content areas in 2021-2022 (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 2021-2022 and 2022-2023 academic years are reported in Table 3.1 (below). Though the CSDE suspended a state-wide edTPA cut score, our EPP has opted to maintain the requirement set by the original state-determined cut-scores as a requirement for candidates to be recommended for certification. Candidates whose edTPA portfolios fall short of the cut-score are assessed holistically for recommendation on a case-by-case basis.

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). With only one exception (2021-2022 Social Studies) EPP average scores on Praxis II licensure exams are consistently above state and national averages.

In the spring semester of the 2021-2022 academic year, the EPP began working with our colleagues in the College of Arts and Sciences 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 also 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 wish to highlight that while all candidates must take the Praxis II as a requirement for program completion, we cannot require passing scores from candidates who plan to seek certification in a state other than Connecticut. Among 2022 & 2023 completers, respectively, 55% and 42.6% were certified and hired to teach in a state outside Connecticut. We encourage readers to interpret the effectiveness of our EPP through our Praxis II pass rates mindful that a significant proportion of our recent cohort were not required to pass the Praxis II exam, but did so regardless.

Among EDL candidates, content knowledge is evidenced, in part, through performance on the CAT. 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 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

All MAT candidates 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). The Form D is completed by candidates' Supervisors (Table 3.7) and Cooperating Teachers (Table 3.8) during Student Teaching in the final semester and 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.

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) at two time points during their tenure in the EPP. The EDA includes 9 dispositional criteria, scored on a Likert-scale range of 1 to 3. 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. For the 2021-2022 Academic Year, we adopted a slightly 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. We look forward to continuing this new approach to EDA data collection in order to examine trends across program areas, tracks, and by cohort.

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. Adrienne Wilson at the University of Tampa. At this time we have successfully collected data associated with EDL cohorts entering during 2022 Spring, 2022 Summer, and 2023 Spring semesters (Table 3.11) as well as from the EDL cohort engaged in Internship during Fall 2023 (Table 3.12). Now that 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 Vision, Conflict Resolution, Positive Attitude, and Effective Communication. This approach to disposition assessment, provides EDL candidates an opportunity to assesses EDL candidates' dispositions across their time in the program and provides candidates an opportunity to consider the dispositions considered necessary for leadership at the start of their time in the EDL program.

Trends and External Benchmarks

We notice that in most program areas our edTPA scores (Table 3.1) are above state averages and candidates scores in History in 2022-2023 were above state averages again, whereas they had fallen slightly below in 2021-2022. The edTPA cut score was waived through August 31, 2022. As noted above, on Praxis II, EPP average scores are almost always above state and national averages for Elementary and Secondary candidates (Table 3.2-3.4) which is remarkable given nearly half of candidates are not required to meet Connecticut 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 benchmarks¹ (Table 3.6) indicate 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. However, 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 also feel that our SPED and EDL candidates demonstrate exceptional competence at completion as measured by 100% pass rates on CAT scores and, among EDL candidates, dispositions as assessed through the EDLDA instrument. As we continue to accumulate collected data, we will be able to examine trends across cohorts and program areas going forward.

Measure 3: Data Table Guide

EdTPA	
3.1 EdTPA Exam Outcomes.....	p. 4
Licensure Exams	
3.2 MAT Elementary Candidates: Praxis II	p. 5
3.3 MAT Elementary Candidates Foundation of Reading.....	p. 5
3.4 MAT Secondary Candidates: Praxis II	p. 5
3.5 MAT Educational Leadership Candidates: CAT.....	p. 6
State Licensing Measures	
3.6 EPP and Regional SOE Certification Rates.....	p. 6
Student Teaching Evaluation	
3.7 Student Teaching Form D Assessment by Cooperating Teacher	p. 7
3.8 Student Teaching Form D Assessment by Supervisor.....	p. 8
Disposition Assessments	
3.9 MAT Candidates EDA Scores: Initial Self Assessment	p. 9
3.10 MAT Candidates EDA Scores: Assessment by Internship Advisor.....	p. 10
3.11 EDL Candidates EDLDA Scores: Initial Self-Assessment.....	p. 11
3.12 EDL Candidates EDLDA Scores: Assessment by Internship Advisor.....	p. 11
3.13 EDL Candidates EDLDA Scores: Growth from Initial to Internship.....	p. 11

¹ https://title2.ed.gov/Public/Report/Providers/Providers.aspx?p=4_10
2024 Annual Report

edTPA Data

Table 3.1. EdTPA Exam Outcomes for MAT Candidates: 2017-2019 and 2021-2023.

		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 Studies (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
	STDEV	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		
*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 2016-2023.

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	115	167.5-181	200	118	172	95.7	173.3	11.2	171.5	169.3
2021-2022	MS Reading & Language	44	162-171	193	144	168	93.9	167.9	10.1	167.7	165.7
2022-2023	Arts	52	161.0-175.0	193	131	167	86.5	166.9	12.8	167.4	166.4
2016-2019		116	167.8-190	200	143	176	94.8	177.3	13.9	172.6	172.9
2021-2022	Praxis II: 5003 Elem Ed: MS Mathematics	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
2016-2019		115	158.5-173	199	119	166	91.3	166.2	13.0	165.3	165.6
2021-2022	Praxis II: 5004 Elem Ed: MS Social Studies	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
2016-2019		116	162.75-178	195	134	170	96.6	171.1	10.2	168.9	168.5
2021-2022	Praxis II: 5005 Elem Ed: MS Science	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

Table 3.3. Licensure Exam Outcomes for Elementary Candidates: Foundations of Reading 2016-2023.

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	

Table 3.4. Licensure Exam Outcomes for Secondary Candidates: Praxis II 2016-2023.

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	Praxis II 5039: English Language Arts Content Knowledge	18	175.5-183	191	161	179.0	167.0	94.4	179.3	7.3	175.2	174.1
2021-2022		5	172-177	184	166	173.0	168.0	80.0	174.4	6.0	173.0	170.9
2022-2023		3	data not available due to low n				168.0	66.6	174.3		170.0	169.7
2016-2019	Praxis II 5081: Social Studies Content Knowledge	19	162.5-174.0	197	155	169.0	162.0	84.2	170.4	11.1	165.2	161.5
2021-2022		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
2016-2019	Praxis II 5235: Biology Content Knowledge	9	167.0-173.0	180	155	170.0	152.0	100.0	168.8	8.3	166.1	163.6
2021-2022		5	166-174	196	140	168.0	152.0	80.0	168.8	17.9	162.6	160.6
2022-2023		2	data not available due to low n					100.0	160.5		158.9	159.4
2016-2019	Praxis II 5161: Mathematics Content Knowledge	23	160.0-166.5	178	151	162.0	160.0	78.2	164.0	7.2	160.0	155.6
2021-2022		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	62.5	165.4	12.4	160.6	156.5
2016-2019	Praxis II 5543: SPED Core Knowledge and Mild to Moderate Applications	41	169-185	194	157	178.0	158.0	97.6	177.1	9.6	176.0	171.6
2021-2022		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

Quinnipiac University SOE Measure 3. Candidate Competency at Program Completion

Table 3.5. Licensure Exam Outcomes for Educational Leadership (EDL) Candidates: CAT 2018-2023.

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	Connecticut	32	167.75-177.25	192	160	172	100.0	172.5	7.6	170.2	169.8
2021-2022	Administrator Test	21	163-176	187	154	170	100.0	169.7	9.2	168.8	168.2
2022-2023	6412	43	162-176	195	147	170	100	170.8	8.7	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	2023	2022	2021	2020	2019	2018	2017
Quinnipiac MAT ²	91% ³	97%	88%	96%	90%	96%	96%
Quinnipiac EDL	93%	87%	86%	100%	100%	100%	100%
Statewide				-	-	87%	90%
University of Connecticut				-	-	98%	94%
Fairfield University				-	-	100%	83%
Western Connecticut State University				-	-	93%	95%

²In 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 in 2018 and an additional 9% were certified in 2019 or 2020 or in a different state (total 96%).

³In 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.

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
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
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	-	-	-
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
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
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
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	-	-	-
<i>Secondary Spanish is no longer a program area in MAT at Quinnipiac University</i>						
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
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

MAT Supervisor Form D Evaluations

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

		N	Total Possible	High Score	Low Score	Mean	Stdev
Elementary							
TaskStream Title							
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
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
Secondary Science							
2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary Scienc		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	-
Secondary English							
2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary 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	-
Secondary Social Studies							
2017 ED 601 Form D Student Teaching Supervisor Evaluation Supervisor Second		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
Secondary Math							
2017 ED 601 Form D Student Teaching Evaluation Supervisor Secondary Mather		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
Secondary Spanish							
2017 ED 601 Form D Student Teaching Evaluation: Supervisor Secondary Spanis		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		-	-	-	-	-	-
<i>Secondary Spanish is no longer a program area in MAT at Quinnipiac University</i>							
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
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

Dispositions Instrument: MAT Candidates

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

EDA Scores by Criterion: Initial Self Assessment											
		2024		2025 (n=57)		2026 (n=18)		2027		2028	
4+1 MAT	Criterion	Mean	Stdev	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			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			Collect Fall 2024	Collect Fall 2025
	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				
Data collection not initiated in time for this cohort (2021)											
		2024 (n=8)		2025 (n=4)		2026		2027		2028	
Graduate MAT	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication:	2.76	0.44	2.75	0.45						
	Written Communication	2.71	0.47	2.83	0.39						
	Professionalism	2.94	0.24	3.00	0.00						
	Positive Attitude	2.81	0.40	2.92	0.29						
	Preparedness	2.82	0.39	2.88	0.34						
	Appreciation of and value for cultural and academic diversity	2.93	0.27	2.88	0.35	Collect Fall 2024		Collect Fall 2025		Collect Fall 2026	
	Collaboration	2.71	0.46	2.92	0.29						
	Self-Regulation	2.57	0.51	2.63	0.52						
	Social-Emotional Learning	2.81	0.40	3.00	0.00						
	Average EDA Score	2.79	0.11	2.87	0.29						
		2024 (n=8)		2025 (n=61)		2026 (n=18)		2027		2028	
EPP-Wide	Criterion	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	2.83	0.45				
	Professionalism	2.94	0.24	2.92	0.25	2.92	0.27				
	Positive Attitude	2.81	0.40	2.87	0.33	2.83	0.38				
	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	2.83	0.38			Collect Fall 2024 (4+1) and Fall 2025 (GradMAT)	Collect Fall 2025 (4+1) and Fall 2026 (GradMAT)
	Collaboration	2.71	0.46	2.79	0.42	2.91	0.29				
	Self-Regulation	2.57	0.51	2.66	0.47	2.64	0.49				
	Social-Emotional Learning	2.81	0.40	2.91	0.29	2.89	0.32				
	Average EDA Score	2.79	0.11	2.81	0.11	2.84	0.37				

Quinnipiac University SOE Measure 3. Candidate Competency at Program Completion

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)		2023 (n=50)		2024		2025	
		Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.89	0.33	2.91	0.29	Collect Fall 2023		Collect Fall 2024	
	Written Communication	2.96	0.20	2.97	0.17				
	Professionalism	2.94	0.26	2.97	0.17				
	Positive Attitude	2.89	0.31	2.89	0.32				
	Preparedness	2.90	0.32	2.92	0.28				
	Appreciation of and value for cultural and academic diversity	2.91	0.29	2.86	0.35				
	Collaboration	2.86	0.34	2.92	0.27				
	Self-Regulation	2.78	0.42	2.84	0.37				
	Social-Emotional Learning	2.89	0.31	2.89	0.31				
	Average EDA Score	2.89	0.05	2.91	0.28				
Graduate MAT									
Graduate MAT	Criterion	2022 (n=20)		2023 (n=14)		2024		2025	
		Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication:	2.92	0.28	2.93	0.26	Collect Fall 2023		Collect Fall 2024	
	Written Communication	2.93	0.27	2.93	0.26				
	Professionalism	2.90	0.33	2.93	0.26				
	Positive Attitude	2.85	0.40	2.81	0.45				
	Preparedness	2.91	0.28	2.79	0.41				
	Appreciation of and value for cultural and academic diversity	2.78	0.42	2.71	0.46				
	Collaboration	2.80	0.40	2.71	0.51				
	Self-Regulation	2.60	0.50	2.57	0.50				
	Social-Emotional Learning	2.82	0.43	2.81	0.40				
	Average EDA Score	2.83	0.10	2.80	0.12				
EPP-Wide									
EPP-Wide	Criterion	2022 (n=69)		2023 (n=64)		2024		2025	
		Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.90	0.32	2.91	0.29	Collect Fall 2023		Collect Fall 2024	
	Written Communication	2.95	0.22	2.96	0.19				
	Professionalism	2.93	0.28	2.96	0.19				
	Positive Attitude	2.88	0.34	2.87	0.35				
	Preparedness	2.90	0.31	2.89	0.31				
	Appreciation of and value for cultural and academic diversity	2.87	0.34	2.83	0.37				
	Collaboration	2.85	0.36	2.88	0.32				
	Self-Regulation	2.72	0.45	2.78	0.40				
	Social-Emotional Learning	2.87	0.35	2.87	0.33				
	Average EDA Score	2.87	0.33	2.88	0.31				

Dispositions Instrument: EDL Candidates

Table 3.11. EDL Disposition Assessment (EDLDA) Initial Self-Assessment.

EDLDA Scores by Criterion: Initial Self Assessment		Summer 2021		Spring 2022 (n=10)		Summer 2022 (n=15)		Spring 2023 (n=12)		Summer 2023 (n=13)	
Disposition	Criterion	EDLDA Data Collection not yet implemented at this timepoint	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	
	2. Determination/ Perseverance (NELP 2.1)		1.70	0.48	1.93	0.26	1.83	0.39	1.69	0.48	
	3. Vision (NELP 1.1)		1.30	0.82	1.47	0.52	1.25	0.45	1.15	0.38	
	4. Driven to Learn (NELP 2.1)		2.00	0.00	1.93	0.26	1.92	0.29	1.92	0.28	
	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	
	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	
	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	
	8. High Expectations for All		1.80	0.42	1.87	0.35	1.67	0.49	1.46	0.52	
	9. Positive Attitude		1.60	0.52	1.60	0.51	1.75	0.45	1.69	0.48	
	10. Effective Communication (NELP 5.3)		1.60	0.52	1.33	0.49	1.33	0.49	1.31	0.48	
	11. Integrity NELP 2.1		1.80	0.42	1.87	0.35	1.83	0.39	1.62	0.51	
	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	
	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	
	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	
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			

Table 3.12. EDL Disposition Assessment (EDLDA) Final Assessment by Internship Advisor.

EDLDA Scores by Criterion: Internship Mentor Assessment		Fall 2022 (n=17)		Spring 2023 (n=18)		Fall 2023 (n=32)		Spring 2024 (n=)		Fall 2024 (n=)	
Disposition	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
	1. Confidence	1.88	0.33	1.83	0.38	1.94	0.25				
	2. Determination/ Perseverance (NELP 2.1)	2.00	0.00	1.89	0.32	1.97	0.18				
	3. Vision (NELP 1.1)	1.88	0.33	1.94	0.24	1.91	0.30				
	4. Driven to Learn (NELP 2.1)	2.00	0.00	1.94	0.24	2.00	0.00				
	5. Conflict Resolution (NELP 2.1, 2.2, 2.3)	1.88	0.33	1.94	0.24	1.88	0.34				
	6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)	2.00	0.00	2.00	0.00	1.97	0.18				
	7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)	2.00	0.00	1.94	0.24	1.97	0.18				
	8. High Expectations for All	1.94	0.24	1.89	0.32	1.94	0.25				
	9. Positive Attitude	1.94	0.24	1.94	0.24	2.00	0.00				
	10. Effective Communication (NELP 5.3)	2.00	0.00	1.89	0.32	1.97	0.18				
	11. Integrity NELP 2.1	1.94	0.24	1.94	0.24	1.97	0.18				
	12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3)	2.00	0.00	1.94	0.24	1.94	0.25				
	13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3)	2.00	0.00	2.00	0.00	1.97	0.18				
	14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3)	1.94	0.24	1.94	0.24	1.88	0.34				
15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)	2.00	0.00	1.94	0.24	1.94	0.25					

Data will be collected in Spring 2024 Data will be collected in Fall 2024

Table 3.13. EDL Disposition Assessment (EDLDA) Differences (Final minus Initial Assessment).

EDLDA Scores: Difference in means from Initial to Internship		Fall 2022 Cohort		Spr 2023 Cohort	Fall 2023 Cohort
Disposition	Criterion	Mean	Stdev	Mean	Mean
	1. Confidence			0.33	0.47
	2. Determination/ Perseverance (NELP 2.1)			0.19	0.04
	3. Vision (NELP 1.1)			0.64	0.44
	4. Driven to Learn (NELP 2.1)			-0.06	0.07
	5. Conflict Resolution (NELP 2.1, 2.2, 2.3)			0.54	0.48
	6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)			0.20	0.17
	7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)			0.24	0.24
	8. High Expectations for All			0.09	0.07
	9. Positive Attitude			0.34	0.40
	10. Effective Communication (NELP 5.3)			0.29	0.64
	11. Integrity NELP 2.1			0.14	0.10
	12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3)			0.24	0.07
	13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3)			0.30	0.10
	14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3)			0.34	0.01
15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)			0.14	0.14	

Differences cannot be calculated for this cohort as EDLDA was not implemented when they began in Summer 2021