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 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 (Tables 3.1-3.2). We also wish to highlight that although edTPA was not a CSDE requirement until 2020, EPP candidates began submitting this assessment in 2015 as part of a state-wide pilot. For the 2020 cohort, edTPA was a requirement until suspended due to COVID-19 but was reinstated for the 2022 graduating cohort, and scores collected since 2021-22 academic year are reported in Table 3.1-3.2 (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 One of the changes impacting EPPs throught this Act is not only was edTPA repealed as a state requirement for certification, but that no EPP can use the results of edTPA to deny a candidate successful completion of their program.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.*

As an EPP we determined that we will continue to require our MAT 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:

> "Additionally, edTPA remains the capstone assessment for the Internship Course and <u>*completion and submission of the edTPA is required by*</u> <u>*all MAT candidates*</u>. A passing grade for each candidates' Internship course will depend on receipt of a successful edTPA score, which is currently
>
> - 44 for 18 rubric scales (Elementary program areas)
> - 37 for 15-rubric scales (Secondary Biology, Chemistry, English, Social Studies/History, Mathematics and Special Education program areas)
> - 32 for 13-rubric scales (World Languages)
>
> **No candidate will be required to submit edTPA more than one time.** In the rare event your edTPA score is below our passing score, your work in the MAT program will be holistically reviewed and you will be required to submit alternative evidence of meeting the capstone course requirements, as determined by this review. Such alternative evidence will be constructed for the individual candidate and will be based on remediating areas of

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

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. We were initially concerned that by continuing to require the edTPA he 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"* we may find outselves in a situation where candidates 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."*

However, in 2023-24, ten candidates 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.

In 2024-2025, fifteen candidate's edTPA scores fell below the required cut score for their content area. Of these, thirteen of those candidates missed the cut score by 5 points or fewer or had portfolios marked as "incomplete". Their GPAs ranged from 3.48-4.0 and after reviewing Form D scores, licensure exam outcomes, and communicating with candidates advisor, eight of the thirteen were determined to not require remediation support. The remaining seven candidates met with the 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 fauculty member felt confident that the candidates weaknesses had been successfully remediated, at which time they were considered to have completed the final requirements for the course in which the edTPA is housed.

Licensure Exam Outcomes: MAT and EDL

As noted previously, licensure exam requirements were suspended for the 2020 graduating cohort. Licensure exam data collected during and since the 2021-2022 Academic Year are 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 3.3) and Connecticut Foundations of Reading Test (Table 3.4). Secondary education candidates must complete a Praxis II subject knowledge competency test in the area for which certification is sought (Table 3.5). Special Education candidates must complete a Praxis II subject knowledge competency test (Table 3.5) as well as Connecticut Foundations of Reading Test (Table 3.4). Secondary Spanish candidates are 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 content areas and Elementary multiple subjects have all increased for 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. Please note also that the pass rates are reported by academic year, and not by cohort, for the annual report. Therefore, candidates in the 2024-2025 reporting year may pass the exam after August 1, 2025 which would then be their highest reported score.

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). The CSDE coordinated with Educational Testing Service (ETS) to pilot the Praxis Bridge option in our state. This Bridge option allows 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.

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. Since 2022, 30-40% of our candidates 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 80%.

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 3.6). The 2024-2025 marks the first time in five years that any EDL candidate did not pass the CAT. Should that candidate re-take the exam after the August 31, 2025 date for this data, that will be reflected in the 2027 Annual report.

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 3.7. 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 3.8; 3.9). 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 traditional Student Teaching or was hired under an ED 199, it was intended that the Form D would completed by candidates' Cooperating Teachers (Table 3.8) and Supervisors (Table 3.9) 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 has 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 3.10). They are then assessed during their penultimate semester by their Internship Advisors (Table 3.11) 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 2026 Annual Report marks the second opportunity to examine change in EDA scores across a cohort from initial self-assessment to final internship assessment and the first for the 4+1 for whom Initial EDA data was collected in Fall 2022. The data is presented in Table 3.12. Overall, candidates in 4+1 and GradMAT tracks scores on Oral Communicaton and Written Communication increased from Initial self-Assessment to their final internship assessment while candidates scores on Professionalism, Preparedness, and Collaboration remained relatively consistent. We noticed that Internship Advisors once again scored GradMAT candidates *lower* on Positive Attitude and Social Emotional Learning than the candidates had scored themselves in their initial semester. We will investigate this further to better understand this result, look at future trends, and will consider ways to support candidates awareness around, and development of, dispositions necessary for the profession.

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, 2024 Summer, Spring 2025, and Summer 2025 semesters (Table 3.13) as well as from the EDL cohort engaged in Internship during Spring 2023, Fall 2023, Spring 2024, Fall 2025, and Spring 2025 (Table 3.14). 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 3.15). On average, we consistently observed increases in scores associated with nearly all dispositional attributes, most notably Confidence, Vision, Conflict Resolution, and Effective Communication, in many cases seeing increases of 0.5-0.75 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 unlike last year, the 2024-2025 cohort again saw most program areas our edTPA scores (Table 3.1-3.2) were at or slightly above state averages. We were not certain how the legislative changes found within Public Act No. 24-41 would impact our candidates edTPA scores or the statewide averages. Anecdotally, we have observed that using the edTPA as a summative portfolio assessment with clear communication that results will be used to support candidates through remediation has markedly decreased candidates stress and anxiety around their edTPA submissions while not resulting in lower scores. This is a very encouraging finding and we are heartened that candidates performance on the edTPA assessment remains strong while some of the stress and anxiety around preparing their edTPA has decreased. We are proud of our MAT candidates strong Praxis II and Foundations of Reading licensure pass rates (Tables 3.3-3.5) given that approximately 20% of of our candidates seek out-of-state certification only and are not required to meet Connectocut Praxis II score requirements and extremely proud of our consistently high (98% or better) pass rates on the Connecticut Administrators Test (Table 3.6) by our EDL 092 candidaets.

The EPP also has very consistent certification rates year after year and comparison against external benchmarks[2] (Table 3.7) revealing Quinnipiac is above the Statewide Average and competitive

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

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 has been corrected going forward, although there were no no MAT candidates in SPED who would have been assessed by the Form D in the 2024-2025 academic year. 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 trends over time, and consider ways to support out candidates, where scores are lower than we would like to see. Finally, we also feel that our EDL candidates continue to demonstrate exceptional competence at completion as measured by 98-100% pass rates on CAT scores and strong dispositions as assessed through the EDLDA instrument. As we continue to accumulate collected data, will examine trends across cohorts and program areas, and uncover and review areas for our own continuous improvement, going forward

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edTPA Data

Table 3.1. EdTPA Outcomes for 4+1 MAT Candidates: 2022-2025

		Total Score			Planning Task			Instruction Task			Assessment Task		
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 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		
2024-2025 Cohort		**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**
Elementary* (n=40)	Mean	48.2	47.7	51.5	13.5	13.1	14.4	13.5	13.6	14.1	13.9	13.5	14.7
	STDEV	6.9			2.1			2.7			2.1		
Secondary Math (n=7)	Mean	39.6	38.3	39.5	12.1	12.6	13.0	13.3	13.1	13.0	14.1	12.6	13.5
	STDEV	5.0			2.7			1.1			2.0		
Secondary Science (n=0)	Mean		41.1	43.8		13.9	14.8		13.0	14.0		14.2	15.0
	STDEV												
2023-2025 Cohort		**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**
Secondary ELA (n=4)	Mean	47.0	46.0	45.6	16.3	15.6	15.5	15.3	14.9	14.6	15.5	15.5	15.4
	STDEV	2.9			1.5			0.5			2.4		
Secondary History (n=9***)	Mean	45.2	45.3	45.4	14.9	14.9	15.1	15.1	14.8	14.9	15.3	15.5	15.3
	STDEV	3.1			0.6			1.5			1.7		

*Elementary Education: Literacy with Mathematics Task 4

**Passing scores are 32 for World Language, 44 for Elementary, and 37 for all Content areas.

***One candidate received an error code G (Video Issues) and received remediation support. Their score is not included.

Table 3.2. EdTPA Outcomes for GradMAT Candidates: 2022-2025

		Total Score			Planning Task			Instruction Task			Assessment Task		
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	31.0	37.6	39.6	10.0	12.3	12.9	11.0	12.6	13.2	10.0	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 Cohort		**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**
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		
2024-2025 Cohorts		**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**	**EPP**	**State**	**Nat'l**
Elementary (n=6)	Mean	46.7	47.7	51.5	12.4	13.1	14.4	13.3	13.6	14.1	13.2	13.5	14.7
	STDEV	6.4			2.2			1.8			2.0		
Secondary Science (n=4)	Mean	44.5	41.1	43.8	14.1	13.9	14.8	14.5	13.0	14.0	15.8	14.2	15.0
	STDEV	8.1			2.4			2.5			3.4		
2022-2025 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	15.0	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 Math (n=3)	Mean	39.7	38.3	39.5	13.3	12.6	13.0	12.0	13.1	13.0	14.3	12.6	13.5
	STDEV	2.5			1.5			1.0			2.5		
Special Education (n=4***)	Mean	37.0	40.1	42.3	12.0	13.8	14.4	13.8	13.9	14.4	10.3	12.4	13.6
	STDEV	1.7			1.0			1.3			1.3		

*Elementary Education: Literacy with Mathematics Task 4

**Passing scores are 32 for World Language, 44 for Elementary, and 37 for all Content areas including Special Education.

***One candidate received an error code for Planning Task and received remediation support. Their scores is included in Instruction and Assessment Tasks only.

Licensure Exam Outcomes: MAT & EDL Candidates

Table 3.3. Licensure Exam Outcomes for MAT Elementary Candidates: Praxis II 2021-2025.

EPP Wide		N	IQR	Highest Score Observed	Lowest Score Observed	Median	**Final Score Acceptable (%)**	**EPP Average**	EPP Stdev	State-Wide	All Test Takers
2021-2022	Praxis II: 5002 Elem Ed MS Reading & Language Arts	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
2024-2025		38	156.0-182.0	195	126	166.5	**84.2**	**167.1**	16.9	168.6	165.9
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
2023-2024		38	164-181	200	128	169	**81.6**	**171.1**	16.0	169.5	166.6
2024-2025		37	152.0-192.0	200	103	169	**81.1**	**169.5**	23.7	166.2	165.2
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
2023-2024		34	144-173	194	115	152.5	**47.1**	**157.3**	19.3	160.6	162.3
2024-2025		43	151.0-169.0	200	121	159	**83.7**	**159.8**	16.1	161.4	162.1
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
2023-2024		30	155-169	200	133	162.5	**63.3**	**162.3**	14.1	165.2	165.3
2024-2025		38	154-174	200	117	161	**81.6**	**161.63**	18.2	165.19	164.55

Table 3.4. Licensure Exam Outcomes for Elementary Candidates: Foundations of Reading 2016-2025.

		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												
	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	-
EPP Wide: New Foundations of Reading Test (890)												
	2024-2025	54	241.5-262.3	287	193	252	240	78.0	248.1	21.0	246	70
Subscore Category	1	54	64.3-78.8	95	32	73	-	-	69.3	13.76	-	-
	2	54	66-86	100	24	76	-	-	73.7	16.26	-	-
	3	54	68-84	100	42	79	-	-	75.3	13.11	-	-

Table 3.5. Licensure Exam Outcomes for Secondary Candidates: Praxis II 2021-2025.

		N	IQR	Highest Score Observed	Lowest Score Observed	Median	Passing Score	Final Passing (%)	EPP Average	EPP STDEV	State Average	National Average
2021-2022	Praxis II 5039: English Language Arts Content and Analysis	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
2024-2025		5	171.0-179.0	185	163	175	168.0	**80.0**	174.6	7.4	172.3	168.8
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
2024-2025		6	163.0-167.0	171	136	164	162.0	**83.3**	160.8	11.4	166.4	161.4
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
2024-2025		0	n/a	n/a	n/a	n/a	n/a	**n/a**	n/a	n/a	156.8	157.8
2021-2022	Praxis II 5161: Mathematics	7	139-193	199	136	159.0	160.0	**57.1**	163.0	23.4	154.8	150.9
2022-2023	Praxis II 5165: Mathematics	8	154.5-173	187	147	167.0	159.0	**62.5**	165.4	12.4	160.6	156.5
2023-2024		9	159-181	193	147	178.0	159.0	**77.8**	172.6	15.2	167.1	163.7
2024-2025		6	173-192	195	159	184.5	159.0	**100**	181.33	12.92	165.1	163.9
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
2024-2025	Praxis II 5535: Special Ed	9	163-175	176	137	169.0	145.0	**88.9**	164.3	13.5	172.0	169.4
2024-2025	Praxis II 5246: Chemistry	3	*data not provided due to low n*				146.0	**66.6**	157.0	19.2	151.6	154.1

Table 3.6. Licensure Exam Outcomes for Educational Leadership (EDL) Candidates: CAT 2018-2025.

		N	IQR	Highest Score Observed	Lowest Score Observed	Median	Final Score Acceptable (%)	EPP Average	EPP STDEV	State Average	All Test Takers*
2018-2019	Connecticut Administrator Test 6412	32	167.75-177.25	192	160	172	100.0	172.5	7.6	170.2	169.8
2021-2022		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
2024-2025		64	164.5-178	195	145	173	98.4	171.3	10.5	169.2	168.7

*All Test Taker data includes highest scores of all test takers for these time periods

State Licensing Measures: MAT & EDL Certification Rates

Table 3.7. Quinnipiac and Regional SOE Certification Rates by Cohort Graduation Year

Cohort Year	2025	2024	2023	2022	2021	2020	2019	2018	2017
Quinnipiac MAT[3]	95%	89%	91%[4]	97%	88%	96%	90%	96%	96%
Quinnipiac EDL	100%	86%	93%	87%	86%	100%	100%	100%	100%
Statewide	tbd	74%	76.3%	78.2%	80.2%	84.5%	84.1%	87%	90%
University of Connecticut	tbd	93%	87.9%	92.4%	91.2%	91.9%	91.9%	98%	94%
Fairfield University	tbd	81%	71.7%	73.7%	78.2%	96.7%	85.2%	100%	83%
Sacred Heart University	tbd	74%	88%	72%	94%	90%	-	-	-
Western Connecticut State University	tbd	72%	66.7%	72.9%	77.3%	86.0%	82.4%	93%	95%

[3]Certification rates for MAT Completers for various cohorts
2017: 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%); 2018: 87% were certified in CT and an additional 9% were certified in 2019 or 2020 or in a different state (total 96%); 2023: 75.4% were certified in CT and an additional 15.4% were certified in a different state (total 90.8%); 2024: 66.1% were certified in CT and an additional 23.2% were certified in a different state (total 89.3%); 2025: 76.6% were certified in CT and an additional 18.8% were certified in a different state (total 95.3%).

[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 3.8. Assessment of Candidates by their Student Teaching Supervisors (Form D).

Student Teaching Form D Data: Evaluation by Supervisor						
	N	Total Possible	High Score	Low Score	Mean	Stdev
Elementary Assessment Rubric Title						
Graduate MAT						
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	-
2025 Form D Rubric - Student Teaching	8	4.00	3.79	2.39	3.18	0.44
4+1 MAT						
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
2025 Form D Rubric - Student Teaching	36	4.00	4.00	2.91	3.60	0.37
Secondary Science						
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	-	-	-	-	-
2025 Form D Rubric - Student Teaching	6	4.00	3.94	2.94	3.41	0.45
Secondary English						
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
2025 Form D Rubric - Student Teaching	1	4.00	2.55	2.55	2.55	-
Secondary Social Studies						
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
2025 Form D Rubric - Student Teaching	2	4.00	3.00	2.97	2.98	0.02
Secondary Math						
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
2025 Form D Rubric - Student Teaching	5	4.00	3.18	2.55	2.95	0.24
Secondary Spanish						
2019 Form D Rubric - Student Teaching	3	4.00	3.73	3.39	3.55	0.17
2022 Form D Rubric - Student Teaching	-	-	-	-	-	-
No Secondary Spanish Candidates 2023-2025						
EPP Wide						
Graduate MAT						
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
2025 Form D Rubric - Student Teaching	11	4.00	3.58	2.33	3.11	0.36
4+1 MAT						
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
2025 Form D Rubric - Student Teaching	47	4.00	4.00	2.39	3.49	0.44

Table 3.9. Assessment of Candidates by their Student Teaching Supervisors.

Student Teaching Form D Data: Evaluation by Cooperating Teacher						
Assessment Rubric Title	N	Total Possible	High Score	Low Score	Mean	Stdev
Elementary						
Graduate MAT						
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
2025 Form D Rubric - Student Teaching	3	4.00	3.94	3.15	3.62	0.41
4+1 MAT						
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
2025 Form D Rubric - Student Teaching	45	4.00	4.00	2.45	3.45	0.41
Secondary Science						
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	-	-	-	-	-
2025 Form D Rubric - Student Teaching	3	4.00	3.12	2.33	2.78	0.40
Secondary English						
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
2025 Form D Rubric - Student Teaching	0	-	-	-	-	-
Secondary Social Studies						
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
2025 Form D Rubric - Student Teaching	2	4.00	2.94	2.91	2.92	0.02
Secondary Math						
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
2025 Form D Rubric - Student Teaching	9	4.00	4.00	2.52	3.31	0.43
Secondary Spanish						
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	-	-	-
No Secondary Spanish Candidates 2023-2025						
EPP Wide						
Graduate MAT						
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
2025 Form D Rubric - Student Teaching	7	4.00	3.94	2.33	3.23	0.54
4+1 MAT						
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
2025 Form D Rubric - Student Teaching	55	4.00	4.00	2.45	3.41	0.42

Dispositions Instrument: MAT Candidates

Table 3.10. Educator Disposition Assessment (EDA) scores from Initial Self-Assessment.

EDA Scores by Criterion: Initial Self Assessment by Graduation Cohort

		2024	2025 (n=57)		May 2026 (n=18)*		May 2027 (27)		2028	
4+1 MAT	**Criterion**		**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	2.83	0.38	Collect Fall 2025	
	Written Communication		2.75	0.46	2.83	0.45	2.81	0.39		
	Professionalism		2.91	0.28	2.92	0.27	2.99	0.09		
	Positive Attitude		2.87	0.34	2.83	0.38	2.90	0.30		
	Preparedness		2.88	0.32	2.88	0.33	2.89	0.32		
	Appreciation of and value for cultural and academic diversity		2.89	0.31	2.83	0.38	2.91	0.29		
	Collaboration		2.78	0.42	2.91	0.29	2.89	0.32		
	Self-Regulation		2.67	0.47	2.64	0.49	2.80	0.41		
	Social-Emotional Learning		2.91	0.29	2.89	0.32	2.94	0.24		
	Average EDA Score		2.81	0.11	2.84	0.37	2.90	0.30		

		May 2024 (n=8)		May/Dec 2025 (n=21)		Dec 2026 (n=31)		Dec 2027		Dec 2028	
Graduate MAT		**Mean**	**Stdev**	**Mean**	**Stdev**	**Mean**	**Stdev**	**Mean**	**Stdev**	**Mean**	**Stdev**
Disposition	Oral Communication:	2.76	0.44	2.79	0.41	2.70	0.46	Collect Summer 2026		Collect Summer 2027	
	Written Communication	2.71	0.47	2.76	0.43	2.74	0.44				
	Professionalism	2.94	0.24	2.97	0.17	2.93	0.26				
	Positive Attitude	2.81	0.40	2.81	0.40	2.85	0.36				
	Preparedness	2.82	0.39	2.88	0.33	2.83	0.40				
	Appreciation of and value for cultural and academic diversity	2.93	0.27	2.81	0.40	2.81	0.40				
	Collaboration	2.71	0.46	2.87	0.34	2.77	0.42				
	Self-Regulation	2.57	0.51	2.65	0.48	2.71	0.46				
	Social-Emotional Learning	2.81	0.40	2.92	0.28	2.84	0.37				
	Average EDA Score	2.79	0.11	2.85	0.36	2.81	0.39				

		2024 (n=8)		2025 (n=78)		2026 (n= 49)		2027		2028	
EPP-Wide	**Criterion**	**Mean**	**Stdev**	**Mean**	**Stdev**	**Mean**	**Stdev**	**Mean**	**Stdev**	**Mean**	**Stdev**
Disposition	Oral Communication	2.76	0.44	2.73	0.46	2.74	0.44	Fall 2024 (4+1, above) and Summer 2026 (GradMAT)		Collect Fall 2025 (4+1) and Summer 2027 (GradMAT)	
	Written Communication	2.71	0.47	2.84	0.37	2.78	0.44				
	Professionalism	2.94	0.24	2.93	0.26	2.93	0.26				
	Positive Attitude	2.81	0.40	2.87	0.34	2.84	0.36				
	Preparedness	2.82	0.39	2.89	0.31	2.85	0.37				
	Appreciation of and value for cultural and academic diversity	2.93	0.27	2.91	0.28	2.82	0.39				
	Collaboration	2.71	0.46	2.79	0.41	2.82	0.38				
	Self-Regulation	2.57	0.51	2.71	0.46	2.68	0.47				
	Social-Emotional Learning	2.81	0.40	2.91	0.28	2.86	0.35				
	Average EDA Score	2.79	0.11	2.85	0.36	2.83	0.38				

Table 3.11. Educator Disposition Assessment (EDA) scores from Final Internship Assessment.

EDA Scores by Criterion: Final Internship Assessment											
		2022 (n=49)		2023 (n=50)		2024 (n=48)		2025 (n=51)		2026	
4+1 MAT	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.89	0.33	2.91	0.29	2.94	0.25	2.88	0.36	Collect Fall 2025	
	Written Communication	2.96	0.20	2.97	0.17	3.00	0.00	3.19	0.70		
	Professionalism	2.94	0.26	2.97	0.17	2.99	0.09	2.95	0.22		
	Positive Attitude	2.89	0.31	2.89	0.32	2.96	0.19	2.87	0.38		
	Preparedness	2.90	0.32	2.92	0.28	2.98	0.14	2.95	0.22		
	Appreciation of and value for cultural and academic diversity	2.91	0.29	2.86	0.35	2.92	0.28	2.87	0.34		
	Collaboration	2.86	0.34	2.92	0.27	2.95	0.23	2.92	0.27		
	Self-Regulation	2.78	0.42	2.84	0.37	2.91	0.29	2.71	0.46		
	Social-Emotional Learning	2.89	0.31	2.89	0.31	2.96	0.19	2.88	0.37		
	Average EDA Score	2.89	0.05	2.91	0.28	2.96	0.19	2.92	0.37		
		2022 (n=20)		2023 (n=14)		2024 (n=8)		May/Dec 2025 (n=21)		Dec 2026	
Graduate MAT		Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication:	2.92	0.28	2.93	0.26	2.54	0.51	2.95	0.21	Collect Spring 2026	
	Written Communication	2.93	0.27	2.93	0.26	2.63	0.50	3.00	0.00		
	Professionalism	2.90	0.33	2.93	0.26	2.55	0.64	2.97	0.17		
	Positive Attitude	2.85	0.40	2.81	0.45	2.33	0.76	2.33	0.58		
	Preparedness	2.91	0.28	2.79	0.41	2.44	0.70	2.92	0.27		
	Appreciation of and value for cultural and academic diversity	2.78	0.42	2.71	0.46	2.29	0.61	2.97	0.16		
	Collaboration	2.80	0.40	2.71	0.51	2.45	0.76	3.00	0.37		
	Self-Regulation	2.60	0.50	2.57	0.50	2.21	0.70	2.84	0.37		
	Social-Emotional Learning	2.82	0.43	2.81	0.40	2.55	0.60	2.67	0.58		
	Average EDA Score	2.83	0.10	2.80	0.12	2.46	0.65	2.93	0.26		
		2022 (n=69)		2023 (n=64)		2024 (n=56)		2025 (n=72)		2026	
EPP-Wide	Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev	Mean	Stdev
Disposition	Oral Communication	2.90	0.32	2.91	0.29	2.88	0.33	2.91	0.30	Collect Fall 2025 & Spring 2026	
	Written Communication	2.95	0.22	2.96	0.19	2.94	0.24	2.95	0.21		
	Professionalism	2.93	0.28	2.96	0.19	2.93	0.30	2.97	0.18		
	Positive Attitude	2.88	0.34	2.87	0.35	2.87	0.41	2.88	0.35		
	Preparedness	2.90	0.31	2.89	0.31	2.90	0.35	2.93	0.26		
	Appreciation of and value for cultural and academic diversity	2.87	0.34	2.83	0.37	2.83	0.41	2.88	0.33		
	Collaboration	2.85	0.36	2.88	0.32	2.88	0.39	2.89	0.32		
	Self-Regulation	2.72	0.45	2.78	0.40	2.80	0.45	2.78	0.41		
	Social-Emotional Learning	2.87	0.35	2.87	0.33	2.90	0.32	2.90	0.32		
	Average EDA Score	2.87	0.33	2.88	0.31	2.89	0.35	2.91	0.29		

Table 3.12. Educator Disposition Assessment (EDA) Differences (Final minus Initial Assessment).

EDA Scores by Criterion: Difference in scores between Internship and Initial Assessment

		2024	2025 (n=51)	2026 (n=18)	2027	2028
4+1 MAT	**Criterion**		**Difference in Mean**	**Difference in Mean**	**Difference in Mean**	**Difference in Mean**
Disposition	Oral Communication	Data collection not initiated in time for this cohort (2021)	0.24	Available Spring 2027 Report	Available Spring 2028 Report	Available Spring 2029 Report
	Written Communication		0.44			
	Professionalism		0.04			
	Positive Attitude		0.00			
	Preparedness		0.07			
	Appreciation of and value for cultural and academic diversity		-0.03			
	Collaboration		0.14			
	Self-Regulation		0.04			
	Social-Emotional Learning		-0.03			
	Average EDA Score		0.11			

		2024 (n=8)	May/Dec 2025 (n=21)	Dec 2025 (n=30)	2026	2027
Graduate MAT		**Difference in Mean**	**Difference in Mean**	**Difference in Mean**	**Difference in Mean**	**Difference in Mean**
Disposition	Oral Communication:	-0.22	0.16	Available Spring 2027 Report	Available Spring 2028 Report	Available Spring 2029 Report
	Written Communication	-0.09	0.24			
	Professionalism	-0.39	0.00			
	Positive Attitude	-0.48	-0.48			
	Preparedness	-0.38	0.04			
	Appreciation of and value for cultural and academic diversity	-0.64	0.16			
	Collaboration	-0.26	0.13			
	Self-Regulation	-0.36	0.19			
	Social-Emotional Learning	-0.26	-0.25			
	Average EDA Score	-0.32	0.08			

		2024 (n=8)	2025 (n=72)	2026 (n=18)	2027	2028
EPP-Wide	**Criterion**	**Difference in Mean**	**Difference in Mean**	**Difference in Mean**	**Difference in Mean**	**Difference in Mean**
Disposition	Oral Communication	-0.22	0.19	Available Spring 2027 Report	Available Spring 2028 Report	Available Spring 2029 Report
	Written Communication	-0.09	0.11			
	Professionalism	-0.39	0.04			
	Positive Attitude	-0.48	0.00			
	Preparedness	-0.38	0.04			
	Appreciation of and value for cultural and academic diversity	-0.64	-0.03			
	Collaboration	-0.26	0.09			
	Self-Regulation	-0.36	0.08			
	Social-Emotional Learning	-0.26	-0.01			
	Average EDA Score	-0.32	0.06			

Dispositions Instrument: EDL Candidates

Table 3.13. EDL Disposition Assessment (EDLDA) Initial Self-Assessment.

Starting Semester	Spring 2022 (n=10)		Summer 2022 (n=15)		Spring 2023 (n=12)		Summer 2023 (n=13)		Spring 2024 (n=17)		Summer 2024 (n=20)		Spring 2025 (n=18)		Summer 2025 (n=21)		Spring 2026 (n=)	
Criterion	Mean	Stdev	Mean	Stdev	Mean	Stdev	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	1.44	0.51	1.33	0.58	Data Collected Spring 2026	
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	1.72	0.46	1.76	0.44		
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	1.28	0.57	1.43	0.51		
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	1.83	0.51	2.00	0.00		
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	1.89	0.32	1.52	0.60		
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	1.61	0.50	1.90	0.30		
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	1.67	0.49	1.71	0.46		
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	1.61	0.50	1.67	0.48		
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	1.50	0.51	1.57	0.51		
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	1.44	0.51	1.62	0.50		
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	1.67	0.49	1.67	0.48		
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	1.61	0.50	1.76	0.44		
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	1.72	0.46	1.67	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	1.65	0.49	1.65	0.49	1.83	0.38	1.67	0.48		
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	1.56	0.51	1.71	0.46		

Table 3.14. EDL Disposition Assessment (EDLDA) Final Assessment by Internship Advisor.

EDL 607 Internship Semester	Spring 2023 (n=18)		Fall 2023 (n=32)		Spring 2024 (n=18)		Fall 2024 (n=30)		Spring 2025 (n=30)		Fall 2025 (n=)		Spring 2026 (n=)		Fall 2026 (n=)	
Criterion	Mean	Stdev	Mean	Stdev	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	1.80	0.48	1.93	0.25	Data will be collected in Fall 2025		Data will be collected in Fall 2026		Data will be collected in Fall 2026	
2. Determination/ Perseverance (NELP 2.1)	1.89	0.32	1.97	0.18	1.94	0.24	1.93	0.25	2.00	0.00						
3. Vision (NELP 1.1)	1.94	0.24	1.91	0.30	1.72	0.46	1.80	0.41	1.97	0.18						
4. Driven to Learn (NELP 2.1)	1.94	0.24	2.00	0.00	2.00	0.00	1.97	0.18	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	1.93	0.25	1.97	0.18						
6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)	2.00	0.00	1.97	0.18	2.00	0.00	2.00	0.00	1.97	0.18						
7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)	1.94	0.24	1.97	0.18	1.94	0.24	1.90	0.31	1.93	0.25						
8. High Expectations for All	1.89	0.32	1.94	0.25	1.94	0.24	1.93	0.25	2.00	0.00						
9. Positive Attitude	1.94	0.24	2.00	0.00	1.94	0.24	2.00	0.00	2.00	0.00						
10. Effective Communication (NELP 5.3)	1.89	0.32	1.97	0.18	1.89	0.32	1.90	0.31	1.93	0.25						
11. Integrity NELP 2.1	1.94	0.24	1.97	0.18	2.00	0.00	1.97	0.18	1.97	0.18						
12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3)	1.94	0.24	1.94	0.25	1.89	0.32	1.97	0.18	2.00	0.00						
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	1.97	0.18	2.00	0.00						
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	2.00	0.00	1.97	0.18						
15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)	1.94	0.24	1.94	0.25	1.94	0.24	1.87	0.35	1.93	0.25						

Table 3.15. EDL Disposition Assessment (EDLDA) Differences (Final minus Initial Assessment).

EDL 607 Internship Term/Cohort	Spr 2023	Fall 2023	Spr 2024	Fall 2024	Spr 2025
Criterion	Mean Diff	Mean Diff	Mean Diff	Mean Diff	Mean Diff
1. Confidence	0.33	0.47	0.25	0.57	0.58
2. Determination/ Perseverance (NELP 2.1)	0.19	0.04	0.11	0.24	0.18
3. Vision (NELP 1.1)	0.64	0.44	0.47	0.65	0.73
4. Driven to Learn (NELP 2.1)	-0.06	0.07	0.08	0.04	0.12
5. Conflict Resolution (NELP 2.1, 2.2, 2.3)	0.54	0.48	0.69	0.55	0.79
6. Embraces Diversity and Equity (NELP 3.1, 3.3, 5.1)	0.20	0.17	0.33	0.31	0.50
7. Relationship Skills (NELP 2.3, 5.1, 5.2, 5.3)	0.24	0.24	0.28	0.21	0.23
8. High Expectations for All	0.09	0.07	0.28	0.47	0.18
9. Positive Attitude	0.34	0.40	0.19	0.31	0.35
10. Effective Communication (NELP 5.3)	0.29	0.64	0.56	0.59	0.52
11. Integrity NELP 2.1	0.14	0.10	0.17	0.35	0.26
12. Creates a Positive Culture (NELP 3.1, 7.2, 7.3)	0.24	0.07	0.14	0.51	0.41
13. Possesses Professional Beliefs Commitment, and Work Ethic (NELP 2.1, 7.3)	0.30	0.10	0.11	0.27	0.18
14. Adaptable in Working with Staff and Stakeholders (NELP 5.1, 5.2, 5.3)	0.34	0.01	0.31	0.54	0.32
15. Self-Aware of Strengths and Weaknesses (NELP 2.1, 2.3)	0.14	0.14	0.19	0.41	0.40