

Measure 3: Candidate Competency at Completion (Initial & Advanced)

The EPP uses the following assessments to measure candidate competency at completion:

- Student Teaching Evaluation Instrument (STEI)
- edTPA Performance Assessment
- MSED Literacy & Language Arts Internship Instrument
- MSED Special Education Internship Instrument

Note: The Student Teaching Evaluation Instrument (STEI) is displayed in Table 1.

2022-2023 (edTPA)

Consistent with state college and career readiness content standards, and the InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA includes two primary components: 1) Teaching-related performance tasks embedded in clinical practice ~~that~~ that focus on planning, instruction, assessment, academic language, and analysis of teaching; and 2) a 3-to-5-day documented learning segment. The design of edTPA is based on theory and research that identifies constructs associated with effective teaching. SCALE’s Review of Research on Teacher Education provides a research foundation for the role of assessment in teacher education, for the common edTPA architecture, and for each of the fifteen shared rubric constructs.

Table 11. Connecticut edTPA Certifications, Approved Handbooks, and Passing Scores

Table 1.: Connecticut edTPA Passing Scores			
Connecticut Certification Endorsement Code	CSDE Certification Area	Approved edTPA Handbook	Passing Score
13	Elementary, Grades K–6	Elementary Education: Literacy with Mathematics Task 4	44

Table 1.: Connecticut edTPA Passing Scores

Connecticut Certification Endorsement Code	CSDE Certification Area	Approved edTPA Handbook	Passing Score
15	English, Grades 7–12	Secondary English-Language Arts	37
26	History/Social Studies, Grades 7–12	Secondary History/Social Studies	37
29	Mathematics, Grades 7–12	Secondary Mathematics	37
30	Biology, Grades 7–12	Secondary Science	37
31	Chemistry, Grades 7–12	Secondary Science	37
23	Spanish, Grades 7–12	World Language	32
43	Health Grades, PK–12	Health Education	37
305	Elementary, Grades 1–6	Elementary Education: Literacy with Mathematics Task 4	44

Table 12: Summary: Practice edTPA Rubric Score Distribution for Elementary, Secondary Programs, Health Education Programs Jan-July 2023

edTPA EPP Performance Summary
July 2022 - June 2023
Western Connecticut State University

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P0 1	P0 2	P0 3	P0 4	P0 5	I06	I07	I08	I09	I10	A1 1	A1 2	A1 3	A1 4	A1 5	P	I	A
All 15-Rubric Handbooks	40	44.0	3.1	2.9	3.0	2.9	2.9	3.1	3.0	2.8	3.0	2.7	3.0	3.1	2.7	2.9	3.0	14.8	14.6	14.7
Health Education	4	42.5	3.0	2.8	3.0	2.8	3.0	3.3	2.8	2.8	3.3	3.0	2.8	2.8	2.0	2.8	2.8	14.5	15.0	13.0
K-12 Performing Arts	16	44.3	3.0	3.1	2.9	2.8	2.9	3.0	3.1	2.6	3.0	2.8	3.1	3.3	3.0	2.8	3.1	14.6	14.5	15.2
Secondary English-Language Arts	5	45.8	3.4	3.0	3.0	3.2	3.0	3.0	3.0	3.0	2.8	2.8	3.0	3.2	2.6	3.4	3.4	15.6	14.6	15.6
Secondary History/Social Studies	11	44.1	3.0	3.0	3.2	2.9	2.9	3.1	3.1	3.1	3.0	2.6	2.8	3.1	2.6	2.7	2.8	15.0	15.0	14.1
Secondary Mathematics	2	43.5	3.5	2.5	3.0	3.0	2.5	3.0	2.5	2.5	3.0	2.5	3.0	3.5	3.0	3.0	3.0	14.5	13.5	15.5
Secondary Science	2	39.5	3.0	2.5	3.0	2.0	2.5	3.0	3.0	2.5	2.5	2.0	3.0	2.5	2.5	3.0	2.5	13.0	13.0	13.5

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 13-Rubric Handbooks	2	29.0	3.0	2.5	2.5		2.0	3.0	2.5	2.5	2.0	2.0	2.0	1.5	1.5		2.0	10.0	12.0	7.0
World Language	2	29.0	3.0	2.5	2.5		2.0	3.0	2.5	2.5	2.0	2.0	2.0	1.5	1.5		2.0	10.0	12.0	7.0

	N	Total Score Mean	Planning					Instruction					Assessment					Mathematics			Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	M19	M20	M21	P	I	A
All 18-Rubric Handbooks	19	46.7	2.3	2.4	2.7	2.8	2.1	3.0	2.5	2.8	2.5	2.5	2.4	3.3	2.7	2.5	2.7	2.4	2.8	2.3	12.3	13.3	13.6
Elementary Education: Literacy with Mathematics Task 4	19	46.7	2.3	2.4	2.7	2.8	2.1	3.0	2.5	2.8	2.5	2.5	2.4	3.3	2.7	2.5	2.7	2.4	2.8	2.3	12.3	13.3	13.6

Analysis (Strengths/Areas for Improvement) for the Individual Programs based on the edTPA Portfolio Scores

The edTPA Portfolio is designed to prepare our candidates for the workplace. All candidates are scored on 15 competencies which are aligned with the edTPA Rubrics, with the exception of Spanish (13 competencies aligned with edTPA) and Elementary Education which has an additional 3 competencies (total 18).

Overall Performance

- For our purposes, a strength is considered a mean of 2.5 or above.
- The overall mean in this assessment for 15-Rubric Handbooks was 44, 29 for 13-Rubric Handbooks, and for 18-Rubric Handbooks it was 46.7

edTPA Component Areas of Strength

- 1. How do the candidate's plans build students' abilities to...(content specific):
 - Overall, 100% of 2023 candidates scored at the Advanced level (mean of 3.0) in this competency. This was higher than last year's cohort.
 - The overall mean for this competency was 3.3, indicating an area of strength.
- 3. How does the candidate use knowledge of his/her students to justify instructional plans?
 - Overall, 62% of 2023 candidates scored at the Proficient level (mean of 2.9).
- 4. How does the candidate identify, and support language demands associated with a key (content) learning task?
 - Overall, 57% of candidates scored at the Proficient level (mean of 2.9).
- 6. How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?
 - Overall, 100% of candidates scored at the Advanced level (mean of 3.1).
 - The mean score of 3.1 was slightly higher than last year's cohort.
- 7. How does the candidate actively engage students in...(content specific):
 - Overall, 75% of candidates scored at the Advanced level (mean of 3.0).
 - This mean of 3.0 is similar to last year's cohort mean.
- 10. How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?

- Overall, 75% of candidates scored at the Proficient level (mean of 2.7).
- The 2023 cohort scored slightly lower than the previous cohort mean of 3.0.
- 12. What type of feedback does the candidate provide to focus students?
 - Overall, 75% of candidates scored at the Advanced level (mean of 3.1).
 - The 2023 cohort scored slightly above last year's mean of 3.0.
- 15. How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?
 - Overall, 75% of candidates scored at the Advanced level (mean of 3.0).
 - The 2023 cohort scored at the same level as the prior year with a mean of 3.0.

edTPA Portfolio Areas of Improvement

- A mean under 2.0 is considered an overall area of improvement.
- The two Secondary Education Spanish candidates scored at the emergent level for Task 3 Assessment with rubrics 12 at 13 at 1.5.

Advanced Programs

Table 13. CAEP Advanced Literacy and Language Arts Program Practicum Evaluation: Summer 2023

CAEP Advanced Literacy and Language Arts Program Practicum Evaluation 2023							
Standard Elements Reading/Literacy Specialist	Summer 2023 n=3						
	Below Standard	Develop ing	Proficie nt	Exempla ry	N/A	Mean	Standard Deviation
2.2 Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.	0	0	3	0	0	3.0	0.00
2.3 Candidates select, adapt, teach, and evaluate evidence-based, supplemental, and intervention approaches and programs; such instruction is explicit, intense, and provides adequate scaffolding to meet the literacy needs of individual and small groups of students, especially those who experience difficulty with reading and writing.	0	0	3	0	0	3.0	0.00
4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	0	0	3	0	0	3.0	0.00

**CAEP Advanced Literacy and Language Arts Program
Practicum Evaluation
2023**

Standard Elements Reading/Literacy Specialist	Summer 2023 n=3						
	Below Standard	Develop ing	Proficie nt	Exempla ry	N/A	Mean	Standard Deviation
4.2 Candidates demonstrate understanding of themselves and others as cultural beings through their pedagogy and interactions with individuals both within and outside of the school community.	0	0	3	0	0	3.0	0.00
5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.	0	1	2	0	0	3.3	0.47
5.2 Candidates collaborate with school personnel and provide opportunities for student choice and engagement with a variety of print and digital materials to engage and motivate all learners.	0	0	3	0	0	3.0	0.00
5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.	0	0	3	0	0	3.0	0.00
5.4 Candidates facilitate efforts to foster a positive climate that support the physical and social literacy-rich learning environment, including knowledge of routines, grouping structures, and social interactions.	0	0	3	0	0	3.0	0.00

**CAEP Advanced Literacy and Language Arts Program
Practicum Evaluation
2023**

Standard Elements Reading/Literacy Specialist	Summer 2023 n=3						
	Below Standard	Develop ing	Proficie nt	Exempla ry	N/A	Mean	Standard Deviation
6.1 Candidates demonstrate the ability to reflect on their professional practices, belong to professional organizations, and are critical consumers of research, policy, and practice.	0	0	3	0	0	3.0	0.00
Frequencies	0	1	30	0	0		
% Below Standard	0.00%						
% Developing	3%						
% Proficient	97%						
% Exemplary	0.00%						
Overall Mentor Mean by Cohort	3.22						
Literacy and Language Arts Program Practicum Evaluation (2023) 100% Passing (Developing, Proficient, and Exemplary)							

Table 14 CAEP Advanced MSED Special Education Program Practicum Evaluation: Summer 2023

MSED in Special Education Practicum Assessment:							
Rubric Element	Summer 2023						
	n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
CEC 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	0	0	0	1	0	4.0	0.00
CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with	0	0	0	1	0	4.00	0.00

MSED in Special Education Practicum Assessment:

Rubric Element	Summer 2023						
	n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
exceptionalities how to adapt to different environments.							
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	0	0	1	0	0	3.00	0.00
CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities	0	0	0	1	0	4.00	0.00

MSED in Special Education Practicum Assessment:

Rubric Element	Summer 2023						
	n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	0	0	0	1	0	4.00	0.00
CEC 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.	0	0	0	1	0	4.00	0.00
CEC 4.4 Beginning special education professionals engage individuals with	0	0	1	0	0	3.00	0.00

MSED in Special Education Practicum Assessment:							
Rubric Element	Summer 2023 n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
exceptionalities to work toward quality learning and performance and provide feedback to guide them.							
CEC 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	0	0	0	1	0	4.00	0.00
CEC 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development,	0	0	0	1	0	4.00	0.00

MSED in Special Education Practicum Assessment:

Rubric Element	Summer 2023						
	n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
and adaptation of learning experiences for individuals with exceptionalities.							
CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	0	0	0	1	0	4.00	0.00
CEC 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in	0	0	1	0	0	4.00	0.00

MSED in Special Education Practicum Assessment:

Rubric Element	Summer 2023						
	n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
collaboration with individuals, families, and teams.							
CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	0	0	0	1	0	4.00	0.00
CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration.	0	0	0	1	0	4.0	0.00
CEC 7.2 Beginning special education professionals serve as a	0	0	2	1	0	4.0	0.00

MSED in Special Education Practicum Assessment:							
Rubric Element	Summer 2023 n= 1						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
collaborative resource to colleagues.							
Frequencies	0	0	2	8	0		
% Below Standard	0%						
% Developing	0%						
% Proficient	20%						
% Exemplary	80%						
Overall Mean by Cohort	3.6						
MSED in Special Education Practicum Assessment (Summer 2023) 100% Passing (Developing, Proficient, and Exemplary)							

Analysis (Strengths/Areas for Improvement) for the Advanced Programs based on the Practicum Scores

Overall Performance

- While the sample is small, the overall performance of the 4 advanced candidates in both the MSED in Literacy and Language Arts as well as the MSED Special Education programs, indicated that completers were at the proficient to exemplary level. The one completer in the MSED Special Education program scored at the exemplary level for 8/12 indicators. There were no indicators rated below standard for either program.