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.

2024-2025 (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 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 13. 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 14: Summary: Practice edTPA Rubric Score Distribution for Elementary, Secondary Programs, Health Education Programs Jan-July 2024

edTPA EPP Performance Summary

January 2024-May 2024

Western Connecticut State University

	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	33.0	3.3	3.3	3.0		2.8	3.0	2.5	2.0	1.8	2.0	1.8	3.3	2.0		2.3	12.3	11.3	9.3
World Language	2	33.0	3.3	3.3	3.0		2.8	3.0	2.5	2.0	1.8	2.0	1.8	3.3	2.0		2.3	12.3	11.3	9.3

	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 15-Rubric Handbooks	24	44.5	3.1	3.2	3.1	2.9	3.0	3.0	3.0	2.8	2.8	2.9	3.1	3.1	2.8	2.9	2.8	15.3	14.5	14.7
Health Education	2	43.5	3.5	3.0	3.0	3.0	3.5	3.5	3.5	3.5	3.0	2.5	3.0	2.0	2.0	2.0	2.5	16.0	16.0	11.5
K-12 Performing Arts	10	42.3	3.1	3.0	3.0	2.8	2.8	2.9	3.1	2.5	2.8	2.8	3.0	2.7	2.3	2.8	2.9	14.6	14.0	13.7
Secondary English-Language Arts	5	47.0	3.0	3.4	3.2	2.8	3.2	3.0	3.0	3.0	3.0	3.2	3.6	3.4	3.4	3.0	2.8	15.6	15.2	16.2
Secondary History/Social Studies	5	45.8	3.2	3.6	3.2	3.0	3.0	3.0	2.9	2.9	2.7	2.5	3.1	3.5	3.2	2.9	3.0	16.0	14.0	15.7
Secondary Mathematics	1	39.0	3.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	4.0	3.0	3.0	2.0	13.0	12.0	14.0
Secondary Science	1	55.0	4.0	4.0	4.0	4.0	3.0	4.0	3.0	3.0	3.0	4.0	4.0	4.0	4.0	4.0	3.0	19.0	17.0	19.0

			Planning	Instruction	Assessment	Mathematics	Mean by Task

	N	Total Score Mean	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	16	44.5	2.4	2.4	2.7	2.3	2.3	3.0	2.6	2.8	2.3	2.5	2.4	2.8	2.2	2.2	2.6	2.4	2.4	2.1	12.1	13.2	12.2
Elementary Education: Literacy with Mathematics Task 4	16	44.5	2.4	2.4	2.7	2.3	2.3	3.0	2.6	2.8	2.3	2.5	2.4	2.8	2.2	2.2	2.6	2.4	2.4	2.1	12.1	13.2	12.2

Analysis of 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, 33 for 13-Rubric Handbooks, and for 18-Rubric Handbooks it was 44.

edTPA Component Areas of Strength

- 1.How do the candidate's plans build students' abilities to…(content specific):
    - Overall, the majority of candidates scored at the Advanced level (mean of 3.0) in this competency.
    - The overall mean for this competency was 2.93, indicating an area of strength.

- 3.How does the candidate use knowledge of his/her students to justify instructional plans?
    - The overall mean for this competency was 2.93, indicating an area of strength.

- 4. How does the candidate identify, and support language demands associated with a key (content) learning task?
    - Overall, the majority of the candidates scored at the Proficient level (mean of 2.6).

- 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 3.0).

- 7. How does the candidate actively engage students in…(content specific):
    - Overall, most candidates scored at the Proficient level (mean of 2.7).

- 10. How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?
  - o Overall, majority of candidates scored at the Proficient level (mean of 2.4).
  - o This competency was the lowest score indicator.
- 12. What type of feedback does the candidate provide to focus students?
  - o Overall, 75% of candidates scored at the Advanced level (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?
  - o The mean for this competency was 2.5.
  - o The 2024 cohort scored at below the prior year's mean of 3.0.

edTPA Portfolio Areas of Improvement

- A mean under 2.0 is considered an overall area of improvement.
- All initial programs showed improvement from last year's cohort as no completer scored below 2.0 on any indicator.

Advanced Programs

Table 13. CAEP Advanced Literacy and Language Arts Program Practicum Evaluation: Summer 2024

CAEP Advanced Literacy and Language Arts Program Practicum Evaluation 2024							
Standard Elements **Reading/Literacy Specialist**	Summer 2024 n=5						
	Below Standard	Developing	Proficient	Exemplary	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	0	1	4	0	0	2.80	0.40

CAEP Advanced Literacy and Language Arts Program Practicum Evaluation 2024							
Standard Elements **Reading/Literacy Specialist**	Summer 2024 n=5						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.							
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	2	3	0	0	2.60	0.49
4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	0	0	5	0	0	3.0	0.00
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	5	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	2	3	0	0	2.60	0.49
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	4	1	0	3.20	0.40
5.3 Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.	0	2	2	1	0	3.20	0.75

CAEP Advanced Literacy and Language Arts Program Practicum Evaluation 2024							
Standard Elements **Reading/Literacy Specialist**	Summer 2024 n=5						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
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	5	0	0	3.0	0.00
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	1	3	1	0	3.0	0.63
Frequencies	**0**	**8**	**34**	**3**	**0**		
% Below Standard	**0.00%**						
% Developing	**18%**						
% Proficient	**76%**						
% Exemplary	**0.06%**						
Overall Mentor Mean by Cohort	**2.93 down from3.22**						
Literacy and Language Arts Program Practicum Evaluation (2024) **100% Passing (Developing, Proficient, and Exemplary)**							

Table 14 CAEP Advanced MSED Special Education Program Practicum Evaluation: Summer 2024

MSED in Special Education Practicum Assessment							
Rubric Element	**Summer 2024** n= 3						
	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	3	0	0	3.0	0.00
CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	0	0	3	0	0	3.00	0.00
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	0	0	3	0	0	3.00	0.00

Rubric Element	Summer 2024 n= 3						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
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	3	0	0	3.00	0.00
CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	0	0	3	0	0	3.00	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	3	0	0	3.00	0.00
CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality	0	0	3	0	0	3.00	0.00

MSED in Special Education Practicum Assessment

	MSED in Special Education Practicum Assessment						
Rubric Element	**Summer 2024** n= 3						
	Below Standard	**Developing**	**Proficient**	**Exemplary**	**N/A**	**Mean**	**Standard Deviation**
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	3	0	0	3.00	0.00
CEC 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	0	0	3	0	0	3.00	0.00
CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	0	0	3	0	0	3.00	0.00

MSED in Special Education Practicum Assessment							
Rubric Element	**Summer 2024** **n= 3**						
	Below Standard	**Developing**	**Proficient**	**Exemplary**	**N/A**	**Mean**	**Standard Deviation**
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 collaboration with individuals, families, and teams.	0	0	3	0	0	3.00	0.00
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	3	0	0	3.00	0.00
CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration.	0	0	3	0	0	3.00	0.00
CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	0	0	3	0	0	3.0	0.00

Rubric Element	Summer 2024 n= 3						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
Frequencies	0	0	14	0	0		
% Below Standard	0%						
% Developing	0%.						
% Proficient	100%						
% Exemplary	0%						
Overall Mean by Cohort	3.0						
MSED in Special Education Practicum Assessment (Summer 2024) 100% Passing (Developing, Proficient, and Exemplary)							

MSED in Special Education Practicum Assessment

Table 15 CAEP Advanced 092 Certification in Intermediate Administration and Supervision Practicum Evaluation: Spring 2024

CAEP Advanced 092 Certification in Intermediate Administration and Supervision Program ED 665 Supervision of Teaching and Learning Assessment (University Supervisor) 2024							
Standard Elements **NELP**	Spring 2024 n=6						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
1.3 Promotion and continual and sustainable school improvement (Professional Skills).	0	0	0	6	0	4.0	0.00
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills).	0	0	0	6	0	4.0	0.00
2.3 Development and supervision of the instructional and leadership capacity of school staff (Professional Skills)	0	0	1	5	0	3.83	0.37
4.1 Collaboration with faculty and community members (Professional Skills).	0	0	0	6	0	4.0	0.00
5.1 Ensuring that schools are accountable for every student's academic and social success (Professional Skills).	0	0	0	6	0	4.0	0.00
5.3 Safeguarding the values of democracy, equity, and diversity (Professional Knowledge).	0	0	0	6	0	4.0	0.00
Frequencies	**0**	**0**	**1**	**35**	**0**		

CAEP Advanced 092 Certification in Intermediate Administration and Supervision Program ED 665 Supervision of Teaching and Learning Assessment (University Supervisor) 2024							
Standard Elements **NELP**	Spring 2024 n=6						
	Below Standard	Developing	Proficient	Exemplary	N/A	Mean	Standard Deviation
% Below Standard	0.00%						
% Developing	0.00%						
% Proficient	.03%						
% Exemplary	97%						
Overall Mentor Mean by Cohort	3.94						
092 Certificate in Administration and Supervision (2024) **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 13 advanced candidates in the MSED in Literacy and Language Arts as well as the MSED Special Education and 092 Certificate in Administration and Supervision programs, indicated that

completers were at the proficient to exemplary level. There were no indicators rated below standard for any advanced program completer.