CAEP ANNUAL REPORT: 2026

WESTERN CONNECTICUT STATE UNIVERSITY

Catherine O'Callaghan, Ph.D., CAEP Coordinator

***Note: Completer data reported in this review represents program completers who were granted degrees in spring/summer 2025 and completed final practicum experience in spring/summer 2025**

Note: Claude AI has been used to analyze data tables and to create the edTPA combined data table.

CAEP Accountability Measures AY 2024-2025

Measure 1: Initial Completer Effectiveness

The Connecticut State Department of Education does not provide EPPs TEAM data due to budget constraint. In 2024-2025, WCSU worked with Danbury School District, our major employer district, to obtain TEAM data on our program completers. This performance portfolio is completed by all beginning teachers in the district to measure impact for learning. The EPP has provided the Student Teaching Evaluation Instrument (STEI) data for 2024 program completers before completion as baseline data. The STEI is the SEED teacher evaluation instrument used in Connecticut.

- Student Teaching Evaluation Instrument (STEI)
- CAEP Initial Programs Employer Survey 2025

Table 1. Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators Disaggregated by Evaluator: Spring 2025

Domain	Element	Competency	Elementary Education (1-6) Key Indicators												
			University Supervisor (n=13)							Mentor (n=13)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
2. Planning for Active Learning	**[2a.1]**	**Content of lesson plan is aligned with standards**	0	0	9	4	0	3.31	0.46	0	0	10	3	0	3.23	0.42
	[2a.2]	**Content of lesson appropriate to sequence of lessons and appropriate level of challenge**	0	0	12	1	0	3.08	0.27	0	0	12	1	0	3.08	0.27
	[3a.2]	**Content accuracy**	0	0	8	5	0	3.38	0.49	0	1	8	4	0	3.23	0.58

Domain	Element	Competency	Elementary Education (1-6) Key Indicators													
			University Supervisor (n=13)							Mentor (n=13)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
3. Instruction for Active Learning	**[3a.3]**	**Content progression and level of challenge**	0	0	13	0	0	3.00	0.00	0	0	12	1	0	3.08	0.27
		Frequencies	**0**	**0**	**42**	**10**	**0**			**0**	**1**	**42**	**9**	**0**		
		Percentage of Competencies Scored Below Standard	**0.00%**							**0.00%**						
		Percentage of Competencies Scored Developing	**.00%**							**0.01%**						
		Percentage of Competencies Scored Proficient	**80%**							**80%**						
		Percentage of Competencies Scored Exemplary	**20%**							**19%**						
		Spring 2023Mean	**3.19**							**3.15**						

Overall Candidate Performance: University Supervisor and Mentor Elementary Education Key Indicators - Spring 2025

Percentage Passing (Developing, Proficient, and Exemplary) = 100%

Domain	Element	Competency	Elementary Education (1-6) Key Indicators													
			University Supervisor (n=13)							Mentor (n=13)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Overall Elementary Education 2025 Mean = 3.17																

Table 2. Secondary Education (7-12) Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators Disaggregated by Evaluator: Spring 2025

Undergraduate (UG) Secondary Education Program (7-12) Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators Disaggregated by Evaluator: University Supervisor and Mentor Spring 2025															
Domain	**Element**	**Competency**	**UG Secondary Education (7-12) Key Indicators**													
			University Supervisor (n=8)							**Mentor (n=8)**						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
2. Planning for Active Learning	**[2a.1]**	**Content of lesson plan is aligned with standards**	0	0	5	3	0	3.38	0.48	0	0	4	4	0	3.50	0.50
	[2a.2]	**Content of lesson appropriate to sequence of lessons and appropriate level of challenge**	0	0	8	0	0	3.00	0.00	0	0	7	1	0	3.12	0.33
3. Instruction for Active Learning	**[3a.2]**	**Content accuracy**	0	1	5	2	0	3.12	0.60	0	1	5	2	0	3.12	0.60
	[3a.3]	**Content progression and level of challenge**	0	0	8	0	0	3.00	0.00	0	0	8	0	0	3.00	0.00

Undergraduate (UG) Secondary Education Program (7-12)

Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators

Disaggregated by Evaluator: University Supervisor and Mentor

Spring 2025

Domain	Element	Competency	UG Secondary Education (7-12) Key Indicators													
			University Supervisor (n=8)							Mentor (n=8)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Frequencies			**0**	**1**	**26**	**5**	**0**	**3.12**		**0**	**1**	**24**	**7**	**0**	**3.18**	
Percentage of Competencies Scored Below Standard			**0.00%**							**0.00%**						
Percentage of Competencies Scored Developing			**.03%**							**0.03%**						
Percentage of Competencies Scored Proficient			**50%**							**75%**						
Percentage of Competencies Scored Exemplary			**19%**							**21%**						
Spring 2025Mean			**3.19**							**3.15**						

Undergraduate (UG) Secondary Education Program (7-12)

Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators

Disaggregated by Evaluator: University Supervisor and Mentor

Spring 2025

Domain	Element	Competency	UG Secondary Education (7-12) Key Indicators													
			University Supervisor (n=8)							Mentor (n=8)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Overall Candidate Performance: University Supervisor and Mentor UG Secondary Education Key Indicators - Spring 2025																
Percentage Passing (Developing, Proficient, and Exemplary) = 100%																
Overall UG Secondary Education 2025 Mean = 3.15																

- The Master of Arts in Teaching Program (MAT) placed candidates in Student Teaching in Spring 2025.

MAT Secondary Education Program (7-12) **Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators** **Disaggregated by Evaluator: University Supervisor and Mentor** **Spring 2025**															
Domain	**Element**	**Competency**	**MAT Secondary Education (7-12) Key Indicators**													
			University Supervisor (n=7)							**Mentor (n=5)**						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
2. Planning for Active Learning	**[2a.1]**	**Content of lesson plan is aligned with standards**	0	0	5	2	0	3.29	0.45	0	0	3	2	0	3.40	0.49
	[2a.2]	**Content of lesson appropriate to sequence of lessons and appropriate level of challenge**	0	0	6	1	0	3.14	0.35	0	0	5	0	0	3.00	0.00
3. Instruction for Active Learning	**[3a.2]**	**Content accuracy**	0	2	3	2	0	3.00	0.76	0	0	4	1	0	3.20	0.40
	[3a.3]	**Content progression and level of challenge**	0	1	7	0	0	2.86	0.35	0	0	5	0	0	3.00	0.00
		Frequencies	**0**	**3**	**21**	**5**	**0**	**3.07**		**0**	**0**	**17**	**3**	**0**	**3.15**	

MAT Secondary Education Program (7-12)

Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators

Disaggregated by Evaluator: University Supervisor and Mentor

Spring 2025

Domain	Element	Competency	MAT Secondary Education (7-12) Key Indicators													
			University Supervisor (n=7)							Mentor (n=5)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Percentage of Competencies Scored Below Standard			**0.00%**							**0.00%**						
Percentage of Competencies Scored Developing			**10%**							**0.00%**						
Percentage of Competencies Scored Proficient			**73%**							**85%**						
Percentage of Competencies Scored Exemplary			**17%**							**15%**						
Spring 2025Mean			**3.07**							**3.15**						
Overall Candidate Performance: University Supervisor and Mentor MAT Secondary Education Key Indicators - Spring 2025																

MAT Secondary Education Program (7-12) Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators Disaggregated by Evaluator: University Supervisor and Mentor Spring 2025																	
Domain	**Element**	**Competency**	**MAT Secondary Education (7-12) Key Indicators**														
			University Supervisor (n=7)							**Mentor (n=5)**							
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Percentage Passing (Developing, Proficient, and Exemplary) = 100% **Overall MAT Secondary Education 2025 Mean = 3.11**																	

Note: MAT Secondary Education Candidates who are working in districts under a Durational Shortage Certification are only assigned to a university supervisor.

Table 3. Health Education (K-12) Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators Disaggregated by Evaluator: Spring 2025

Health Education Program (K-12) **Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators** **Disaggregated by Evaluator: University Supervisor and Mentor** **Spring 2025**															
Domain	**Element**	**Competency**	**Health Education (K-12) Key Indicators**												
			University Supervisor (n=3)							**Mentor (n=3)**					
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
2. Planning for Active Learning	**[2a.1]**	**Content of lesson plan is aligned with standards**	0	0	3	0	0	3.00	0.00	0	0	3	0	0	3.00	0.00
	[2a.2]	**Content of lesson appropriate to sequence of lessons and appropriate level of challenge**	0	0	3	0	0	3.00	0.00	0	0	3	0	0	3.00	0.00
3. Instruction for Active Learning	**[3a.2]**	**Content accuracy**	0	0	3	0	0	3.00	0.00	0	0	2	1	0	3.33	0.47
	[3a.3]	**Content progression and level of challenge**	0	0	3	0	0	3.00	0.00	0	0	3	0	0	3.00	0.00
		Frequencies	**0**	**0**	**12**	**0**	**0**	**3.00**		**0**	**0**	**11**	**1**	**0**	**3.08**	

Health Education Program (K-12)

Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators

Disaggregated by Evaluator: University Supervisor and Mentor

Spring 2025

Domain	Element	Competency	Health Education (K-12) Key Indicators													
			University Supervisor (n=3)							Mentor (n=3)						
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Percentage of Competencies Scored Below Standard			**0.00%**							**0.00%**						
Percentage of Competencies Scored Developing			**0%**							**0.00%**						
Percentage of Competencies Scored Proficient			**100%**							**91%**						
Percentage of Competencies Scored Exemplary			**0%**							**9%**						
Spring 2025Mean			**3.00**							**3.08**						

Overall Candidate Performance: University Supervisor and Mentor Health Education Key Indicators - Spring 2025

Percentage Passing (Developing, Proficient, and Exemplary) = 100%

Health Education Program (K-12) Student Teaching Evaluation Instrument (STEI) Final Evaluation Key Indicators Disaggregated by Evaluator: University Supervisor and Mentor Spring 2025																	
Domain	**Element**	**Competency**	**Health Education (K-12) Key Indicators**														
			University Supervisor (n=3)							**Mentor (n=3)**							
			Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation	Below Standard (Indicator Not Met) - 1	Developing (Indicator Partially Met) - 2	Proficient (Indicator Fully Met) - 3	Exemplary (Indicator Fully Met)* - 4	N/A	Mean	Standard Deviation
Overall Health Education 2025 Mean = 3.04																	

2026 Danbury Public School District TEAM Data Report on WCSU Completers

Descriptions and Procedures

At this time, Connecticut legislation explicitly prohibits the linking of any state student-testing database with state educator databases, thereby precluding the use of value-added methodologies for the evaluation of teacher performance based on student achievement. In September 2018, the CSDE presented to CAEP for consideration a proposal describing an alternative methodology for meeting CAEP standard 4 requirements. Specifically, the CSDE proposed that Connecticut EPPs report impact data from the Teacher and Education Mentoring (TEAM) program, Connecticut's two-year induction program. TEAM requires beginning teachers to complete instructional modules in the areas of (1) Classroom Management and Environment; (2) Planning; (3) Instruction; (4) Student Assessment; and (5) Professional Responsibility. Each module requires beginning teachers to analyze the impact of practice on student learning from multiple data sources (e.g., student Page 2 of 2) Connecticut State Department of Education work/classroom assessments, state student achievement testing), with the Student Assessment module requiring an even deeper dive into assessment literacy. Performance profiles are used to identify module goals and module criteria are used by trained reviewers to evaluate module success. Beginning teachers must successfully complete TEAM to advance from an Initial Educator Certificate to a Provisional Educator Certificate. CAEP consultant Gary Railsback reviewed the full proposal, and during a September 2018 conference call, approved Connecticut moving forward with the proposal for meeting CAEP standard 4 requirements.

The TEAM program is composed of 5 modules:

1. Classroom environment
2. Planning
3. Instruction
4. Assessment
5. Professional responsibility

Table 4. Danbury Public Schools District-WCSU Program Completers 2026 TEAM Data

	Danbury Public Schools District-WCSU Program Completers TEAM Data 33 Program Completers						
Program	***n***	**TEAM Year**	**Module 1**	**Module 2**	**Module 3**	**Module 4**	**Module 5**
Elementary Education	2	In Progress	Completed	In Progress	Completed	Completed	Completed
Elementary Education	1	In Progress	Completed	Not started	In Progress	Not started	Completed
Elementary Education	10	Completed	Completed	Completed	Completed	Completed	Completed
Secondary Education	4	In Progress	4 Completed	1 in Progress 2 Not Started 1 Completed	3 In Progress 1 Completed	2 Completed 2 Not Started	3 Completed 1 Not Started
Secondary Education	14	Completed	Completed	Completed	Completed	Completed	Completed
Heath Education	2	Completed	Completed	Completed	Completed	Completed	Completed
Overall Candidate Performance: Danbury Public Schools District-WCSU Program Completers TEAM Data In Progress: 7/33=21% Completed: 26/33= 79%							

Results: In spring 2026, Danbury school district collected data on 33 completers who started the TEAM program. Analysis indicates that 79% of completers have finished the program and 21% are in progress. These results indicate that WCSU program completers are successfully progressing in the TEAM program as last spring 2025, 59% of completers at finished it with 41% still in process**.** We consider that completing the TEAM training provides enough evidence on our completers having positive impact on students' learning since that is the core part of the reflection of each of the modules. Data indicates that the most completed modules are the following: Modules 1 Student Engagement, 3 Instruction for Active Learning, 4 Assessment, and 5 Professional Responsibility. The module that was most frequently in progress was Module 2 Planning.

Satisfaction of Employers of AY 2024-2025 Program Completers (Initial Level)

Descriptions and Procedures

The EPP monitors employer feedback through an Employer Survey that is sent electronically through LiveText every January or early February. This instrument was validated in 2016. In 2026, the survey polled employers of AY 2023-2024 completers from the Elementary Education, Secondary Education, MAT Secondary Education, and Health Education initial programs. Names of employers were obtained from program completers who responded to the Alumni Survey. Follow-up emails were sent to employers as well as phone calls to increase the response rate. To supplement survey findings, the EPP hosted a focus group of employers of initial program completers and the findings are in the Appendix.

Results

In AY 2024-2025 there were a total of 30 initial program completers. Of the 13 elementary education majors, 8 (62%) responded to the Completer Survey with 5 giving us the names of their employers. Three of the5 employers (60%) polled then responded to the Employer Survey; of the 7 Secondary Education Majors, 2 (28%) responded to the Completer Survey with 2 giving us the names of their employers; 2 of the 2 employers (100%) responded to the Employer Survey; of the 3 Health Education completers, 2 (75%) responded to the completer survey with employer information. However, none of the employers responded and an interview was conducted with one of the largest employers of our health education completers. Of the 7MAT Secondary Education completers, 5 (71%) responded to survey with 2 giving the names of their employers; 1 of the 2 employers responded (50%). An employer of the secondary education completers was also included in the focus group interviews.

In AY 2023-2024 there were a total of 31 initial program completers. Of the 16 elementary education majors, 13 (81%) responded to the Completer Survey with 3 giving us the names of their employers. Two of the 3 employers (75%) polled then responded to the Employer Survey; of the 8 Secondary Education Majors, 7 (87%) responded to the Completer Survey with 4 giving us the names of their employers; 2 of the 4 employers (50%) responded to the Employer Survey; of the 2 Health Education completers, 1 (50%) responded to the Completer. However, the one Health Education completer did not work in the certification area and therefore an employer survey could not be sent. Of the 5 MAT Secondary Education completers, 2 (40%) responded to survey giving the names of their employers; 1 of the 2 employers responded (50%). Furthermore, two employers of the undergraduate secondary education program and one employer of a MAT Secondary Education program joined the focus group. All programs except for the Health Education program met the 20% survey return benchmark.

In AY 2022-2023 there were a total of 38 initial program completers. Of the 17 elementary education majors, 9 (52%) responded to the Completer Survey with 8 giving us the names of their employers. Two of the 8 employers (25%) polled then responded to the Employer Survey; of the 14 Secondary Education Majors, 7 (50%) responded to the Completer Survey with 3 giving us the names of their employers; 1 of the 3 employers (33%) responded to the Employer Survey; of the 4 Health Education completers, 1 (33%) responded to the Completer Survey giving us the names of their

employers; 1 of the 1 employers (100%) responded to the Employer Survey. Of the 5 MAT Secondary Education completers, 2 (40%) responded to survey giving the names of their employers; 0 of the 2 employers responded despite numerous phone calls and emails. However, a secondary education program employer did join the focus group to provide feedback. All programs except for the MAT Secondary Education program met the 20% survey return benchmark.

In AY 2020-2021 there were a total of 26 initial program completers. Of the 10 elementary education majors, 3 (30%) responded to the Completer Survey giving us the names of their employers. Two of the 3 employers (67%) polled then responded to the Employer Survey; of the 12 Secondary Education Majors, 6 (50%) responded to the Completer Survey giving us the names of their employers; 3 of the 6 employers (50%) responded to the Employer Survey; of the 4 M.A.T. completers, 2 (50%) responded to the Completer Survey giving us the names of their employers; 1 of the 2 employers (50%) responded to the Employer Survey. There were no Health Education completers in AY 2020-2021. Except for the MAT Secondary Education program completers, the 2023 survey response rates are at or above the CAEP minimum requirements, and they are similar to response rates obtained for the AY 2020-2021 cohort of completers.

A comparison of Employer Survey response rates across the four cohort years revealed a consistent rate of responding on the part of the employers surveyed. Tables 5-7 below report results from the AY 2024-2025 Employer Surveys. Comparisons of Employer Survey ratings for the past four cohorts of completers (AY2020-2021, AY 2021-2022, 2023-2024, 2024-2025) reveal consistent employer satisfaction levels. The mean rating for Elementary Education majors across the 13 performance indicators for the AY 2020-2021 cohort, 2.73, and slightly lower for AY 2021-2022 cohort at 2.38. The mean for the AY 2023-2024 Elementary Education survey was slightly higher at 2.53. The AY 2024-2025 cohort Elementary Education Employer Survey was slightly higher at 2.72. A rating of '3' denotes completer proficiency thus suggesting that employers view WCSU completers with a high degree of satisfaction. Similarly, rating means for the four Secondary Education completer cohorts were 2.60, 2.88, 2.63, and 2.93 respectively. Comparisons of Health Education Program ratings were not possible because an employer survey was not possible this year as no employer responded to the survey. Given the small number of program completers and the small number of surveys completed by employers, results must be interpreted with caution. A focus group was held to supplement the findings, and results are reported in the Appendix.

Table 5. Results of CAEP Initial Programs Employer Survey of AY 2024-2025 completers: Elementary Education (3 responders)

WCSU Employer Survey			
Academic Year	**Content Indicator**	**Mean**	**Range**
AY2024-2025	1.Integrates appropriate standards into instruction	3.0	(3)
	2. Adapts instruction to diverse students.	2.6	(2-3)
	3. Adapts instruction to differences in learning.	2.6	(2-3)
	4. Motivates students to learn	3.0	(3)

WCSU Employer Survey			
Academic Year	**Content Indicator**	**Mean**	**Range**
	5 Facilitates critical thinking	2.6	(2-3)
	6. Communicates well with students.	3.0	(3)
	7. Effectively applies classroom management practices	2.6	(2-3)
	8. Interacts well with parents and community members	2.6	(2-3)
	9. Assesses student learning	2.6	(2-3)
	10. Engages in reflective thinking during the entire instructional cycle	3.0	(3)
	11. Collaborates well with peers	3.0	(3)
	12. Creates effective learning environments	3.0	(3)
	13. Behaves in accordance with professional ethics	3.0	(3)
	14. Effectively integrates technology into their instruction	2.3	(2-3)
	15. Reaches employment milestones	2.0	(2)
Overall Mean: 2.72			

Note. Rating Scale (1) Below Standard, (2) Developing, (3) Proficient, (4) Exemplary

Table 6. Results of CAEP Initial Programs Employer Survey of AY 2024-2025 completers: Secondary Education (2 respondents)

WCSU Employer Survey			
Academic Year	**Content Indicator**	**Mean**	**Range**
AY 2024-2025	1.Integrates appropriate standards into instruction	3.0	(3)

WCSU Employer Survey			
Academic Year	**Content Indicator**	**Mean**	**Range**
	2. Adapts instruction to diverse students.	3.0	(3)
	3. Adapts instruction to differences in learning.	3.0	(3)
	4. Facilitates critical thinking, problem solving and /or other higher-level thinking	3.0	(3)
	5. Motivates students to learn	3.0	(3)
	6. Communicates well with students.	3.0	(3)
	7. Effectively applies classroom management practices	2.5	(2-3)
	8. Interacts well with parents and community members	3.0	(3)
	9. Assesses student learning	3.0	(3)
	10. Engages in reflective thinking during the entire instructional cycle	2.5	(2-3)
	11. Collaborates well with peers	3.0	(3)
	12. Creates effective learning environments	3.0	(3)
	13. Behaves in accordance with professional ethics	3.0	(3)
	14. Effectively integrates technology into their instruction	3.0	(3)
	15. Reaches employment milestones	3.0	(3)
Overall Mean: 2.93			

Note. Rating Scale (1) Below Standard, (2) Developing, (3) Proficient, (4) Exemplary

Table 7. Results of CAEP Initial Programs Employer Survey of AY 2024-2025 completers: MAT Secondary Education (1 respondent)

WCSU Employer Survey			
Academic Year	**Content Indicator**	**Mean**	**Range**
AY2024-2025	1.Integrates appropriate standards into instruction	3.0	(3)
	2. Adapts instruction to diverse students.	2.0	(2)
	3. Adapts instruction to differences in learning.	2.0	(2)
	4. Motivates students to learn	3.0	(3)
	5 Facilitates critical thinking	3.0	(3)
	6. Communicates well with students.	3.0	(3)
	7. Effectively applies classroom management practices	3.0	(3)
	8. Interacts well with parents and community members	3.0	(3)
	9. Assesses student learning	3.0	(3)
	10. Engages in reflective thinking during the entire instructional cycle	3.0	(3)
	11. Collaborates well with peers	3.0	(3)
	12. Creates effective learning environments	3.0	(3)
	13. Behaves in accordance with professional ethics	3.0	(3)
	14. Effectively integrates technology into their instruction	3.0	(3)
	15. Reaches employment milestones	3.0	(3)
Overall Mean: 2.86			

Note. *Note*. Rating Scale (1) Below Standard, (2) Developing, (3) Proficient, (4) Exemplary

Measure 2: Satisfaction of Employers and Stakeholder Involvement (Initial & Advanced)

The EPP has chosen the following instruments to measure Satisfaction of Employers and Stakeholder Involvement:

- CAEP Initial Programs Employer Survey 2025 Elementary Education
- CAEP Initial Programs Employer Survey 2025 Secondary Education
- CAEP Advanced Programs Employer Survey
- Employer Focus Group

As mentioned above, Tables 5 through 7 displayed in Measure 1 component reported the initial program employer surveys. The following tables report the Employer survey for the advanced programs.

Satisfaction of Employers of AY 2024-2025 Program Completers (Advanced Level)

Descriptions and Procedures

The EPP monitors employer feedback through a survey that is sent electronically every January or early February. The same procedures used for the distribution of the Employer Surveys to employers of initial program completers were used for the employers of advanced program completers. There were six MSED in the Literacy and Language Arts Program with 1 completing the survey (16%). There were 10 completers in the MSED Special Education program, and two completers responded to the survey (20%) with employer information, however no employer responded despite numerous phone calls and emails. There were seven completers of the 092 program internship in AY 2024-2025 with five program completers responding to the survey with employer information and one employer responded (20%). A focus group interview was held consisting of employers of programs to supplement the lack of survey responses (see Appendix).

Results

The one employer who responded to the survey from the MS Literacy & Language Arts Employer rated the majority of indicators as Exemplary with a mean of 3.9. This rating was slightly higher than the mean of 3.3 for AY 2023-2024. The one employer who rated the 092 Certificate in Intermediate Administration and Supervision scored completers as either Proficient or Exemplary across all indicators for a mean of 3.5. This high rating was consistent with the AY 2023-2024 092 Certificate in Intermediate Administration and Supervision Employer survey mean of 3.8. This data was supplemented with an advanced program focus group employer session.

Table 8. CAEP Advanced Programs MSED Literacy & Language Arts Employer Survey AY 2024-2025 (1 Respondent)

CAEP Advanced Programs Employer Survey 2025			
Academic Year	**Content Indicator**	**Mean**	**Range**
2024-2025	1. Integrates appropriate standards into instruction.	4.0	(4)
	2. Adapts instruction to diverse students.	4.0	(4)
	3. Adapts instruction to differences in learning.	4.0	(4)
	4. Facilitates critical thinking, problem solving and /or other higher-level thinking.	4.0	(4)
	5. Motivates students to learn.	4.0	(4)
	6. Communicates well with students.	4.0	(4)
	7. Applies classroom management practices	4.0	(4)
	8. Interacts well with parents and community members.	4.0	(4)
	9. Assesses student learning.	4.0	(4)
	10. Grows professionally through reflection.	4.0	(4)
	11. Collaborates well with peers.	4.0	(4)
	12. Creates effective learning environments.	4.0	(4)
	13. Uses professional ethics.	4.0	(4)
	14. Integrates technology into their instruction.	4.0	(4)
	15. Reaches employment milestones (i.e., promotion, tenure) at rates comparable to graduates of other teacher preparation programs.	3.0	(3)
Overall Mean=3.9			

Note. All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard)

Table 9. CAEP Advanced Programs 092 Intermediate Administration and Supervision Employer Survey AY 2024-2025(1 Respondent)

CAEP Advanced Programs Employer Survey 2025			
Academic Year	**Content Indicator**	**Mean**	**Range**
2024-2025	1. The administrator/educational leader: Is able to develop, articulate, implement, and steward a vision characterized by respect for students, their families, and community.	3.0	(3)
	2. The administrator/educational leader: Is able to plan for appropriate curriculum and instruction at the school and/or district level.	3.0	(3)
	3. The administrator/educational leader: Is able to monitor curriculum and instruction at the school and/or district level.	3.0	(3)
	4. The administrator/educational leader: Is able to manage school and/or district-based operations.	4.0	(4)
	5. The administrator/educational leader: Is able to manage school and/or district-based resources and budgets.	3.0	(3)
	6. The administrator/educational leader: Is able to manage, interpret and use data for school improvement.	4.0	(4)
	7. The administrator/educational leader: Is able to manage building and/or district scheduling.	3.0	(3)
	8. The administrator/educational leader: Collaborates effectively with faculty, parents, and community members.	4.0	(4)
	9. The administrator/educational leader: Acts ethically demonstrating integrity and fairness.	4.0	(4)
	10. The administrator/educational leader: Is able to use problem-solving to formulate sound strategies to deal with educational dilemmas.	4.0	(4)

CAEP Advanced Programs Employer Survey 2025			
Academic Year	**Content Indicator**	**Mean**	**Range**
	11. The administrator/educational leader: Is able to advocate for the diverse needs of students, parents, and faculty.	4.0	(4)
	12. The administrator/educational leader: Is able to create a school climate and culture that facilitates the growth and development of all students.	4.0	(4)
Overall Mean=3.5			

Note. All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard

Analysis (Strengths/Areas for Improvement) for the Overall Programs based on the Aggregate Data

*****The analysis is limited due to the small sample size; however, patterns are consistent with previous cohorts.

Strengths

- Employers of completers from both initial and advanced gave satisfactory ratings to most of the indicators, evincing a high degree of employer satisfaction. No indicators were rated below satisfactory.
- Most employers continued to rate completers' use of assessment data at a satisfactory level which is a sign of continuous improvement from cohorts previously.
- The mean scores for the MSED in Literacy and Language Arts program and the 092 Certificate in Intermediate Administration and Supervision continues to indicate employer satisfactory educator preparation with means ranging from 3.0 to 4.0 on a 4-point scale ranging from 1 to 4, where 1 indicates being below standard and 4 indicates fully meeting the standard and going beyond the minimal requirements.

Areas of Improvement

- Relative weaknesses for the Elementary Education program completers were in the areas of developing online learning expectations, collaborating with special educators, and communicating with parents/community members.
- Relative weaknesses for the Secondary Education program completers was in the area of developing online learning expectations.

- The EPP must continue to make efforts to improve employer satisfaction survey response rates. Text messages to completers did improve the Alumni Survey return rates, but a similar approach for employers was unsuccessful, probably because the EPP cannot call employers directly, but can only talk to office personnel.

CAEP Initial Programs AY 2024-2025 Completer Satisfaction

Descriptions and Procedures

The EPP monitors program completer satisfaction through an Alumni Survey that is sent electronically every January or early February. This instrument was validated in 2016. The 2026 survey polled AY 2024-2025 program completers of all initial programs. The survey was sent to 13 Elementary Education completers, 7 Secondary Education completers, 3 Health Education completers, and 7 M.A.T. Secondary Education completers.

Results

Of the 13 AY 2024-2025 Elementary Education completers, 8 returned the survey for a response rate of 62%; of the 7 AY 2024-2025 Secondary Education completers, 2 returned the survey for a response rate of 28%; 75% of the Health Education completers returned the survey, with 5/7 MAT Secondary Education program completers responding for a 71% response rate. These response rates are at or above the CAEP minimum requirements, and they are similar to response rates obtained for the AY 2023-2024 cohort of completers that were reported in the 2025 Annual Report (81% for Elementary Education completers and 87% for Secondary Education completers, 50% for Health Education, 40% for MAT Secondary Education).

Survey results can be found in Tables 10, 10.a, 10b, and 10.c below and report mean satisfaction scores for each of the indicators rated on the survey. A rating of "2" indicates *Satisfactory*, with "0" indicating *Well Below Satisfactory*, "1" indicating *Slightly Below Satisfactory* and "3" indicating *Slightly Above Satisfactory*.

Overall mean scores on the Alumni Survey for the AY 2024-2025 Elementary Education, Secondary Education, Health Education, and MAT Secondary Education program completers were 2.37, 2.43, 3.53, and 2.0. Results were similar in AY 2023-2024 with overall means of 2.45, 2.60, 2.65 and 2.5 respectively. The survey results for Elementary Education, Secondary Education and MAT Secondary Education program completers improved from AY 2022-2023 results of 2.01, 1.63, and 1.1. Comparisons can be made with the AY 2021-2022 completers in Elementary Education, Secondary Education and Health Education, where the overall means were 2.35, 2.62, and .47, respectively.

The Elementary Education program completers' satisfaction rating has remained consistent across all cohorts. While mean satisfaction ratings for the Secondary Education completers remained consistent across the AY 2020-2021 and the AY 2019-2020 cohorts, with overall means of 1.76 and 1.6, respectively, AY 2022-2023 Secondary Education survey mean of 1.63 was significantly lower than the 2.62 rating in AY 2020-21. It should be noted that the Secondary Education and MAT Secondary programs experienced a turnover of coordinators partly due to budget cuts at the university which resulted in lower means. In Fall 2023, a new Secondary Education and MAT Secondary Education coordinator was appointed which resulted in more positive results. The revisions to the Health Education program continue to improve completers' satisfaction with an overall 2.65 rating. The 2023 Health Education program completers rated the program highly at 2.96 which was a significant improvement from the .47 rating of the previous cohort. This improvement was partly due to the hiring of an adjunct consistent program coordinator. The MAT Secondary Education program has

also experienced a turnover of program coordinators due to budget cuts which resulted in a low satisfaction rating of 1.1 for the AY 2022-2023 cohort. However, the trend has improved with cohort AY 2024-2025 rating the program satisfactorily at 2.0. The EPP is continuing to work on improving preparation for classroom management and has made changes to course syllabi such as including modules on classroom management in the student teaching seminar and simulations of IEP meetings in ED 405 Introduction to Special Education.

Table 10. CAEP Initial Programs Completer Survey AY 2024-2025

Table 10a. CAEP Initial Programs Alumni Survey: Elementary Education AY 2024-2025 Program Completers (8 respondents)

Academic Year	Content Indicator	Mean	Range
2025 ELEM ED	1. Integrate appropriate professional and educational standards.	2.6	(2-3)
	2. Identify and adapt instruction to diverse student learners.	3.3	(2-3)
	3. Adapt instruction to diverse student learning.	2.5	(2-3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.2	(1-3)
	5. Encourage and motivate all students to learn.	2.7	(1-3)
	6. Create effective learning environments.	2.6	(1-3)
	7. Integrate technology into classroom instruction.	2.3	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2.5	(2-3)
	9. Grow professionally through reflection.	2.8	(2-3)
	10. Appropriately apply effective classroom management practices.	2.1	(1-3)
	11. Effectively interact with students, teachers, parents, and community members.	2.1	(2-3)
	12. Understand human development as it relates to the teaching-learning process.	2.2	(2-3)
	13. Demonstrate appropriate ethical and professional behavior.	2.8	(2-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.6	(2-3)

Academic Year	Content Indicator	Mean	Range
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.3	(2-3)
	16. Develop classroom and school leadership.	2.1	(1-3)
	17. Develop a positive disposition toward students.	2.6	(2-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.1	(1-3)
	19.Develop quality instructional units.	2.1	(1-3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.5	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.0	(1-3)
	22. Use individual, small group and large group instructional arrangements.	2.1	(1-3)
	23. Develop online learning expectations for students.	2.1	(1-3)
Overall Mean: 2.37			

Note. All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Table 10.b CAEP Initial Programs Alumni Survey Secondary Education AY 2024-2025 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 SEC ED	1. Integrate appropriate professional and educational standards.	3.0	(3)
	2. Identify and adapt instruction to diverse student learners.	2.0	(2)

Academic Year	Content Indicator	Mean	Range
	3. Adapt instruction to diverse student learning.	2.0	(2)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	2.5	(2-3)
	5. Encourage and motivate all students to learn.	2.0	(2)
	6. Create effective learning environments.	2.5	(3)
	7. Integrate technology into classroom instruction.	3.0	(3)
	8. Effectively communicate with students through both oral and written modes.	3.0	(3)
	9. Grow professionally through reflection.	3.0	(3)
	10. Appropriately apply effective classroom management practices.	2.0	(2)
	11. Effectively interact with students, teachers, parents, and community members.	2.0	(2)
	12. Understand human development as it relates to the teaching-learning process.	2.5	(2-3)
	13. Demonstrate appropriate ethical and professional behavior.	3.0	(3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.5	(2-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	1.5	(1-2)
	16. Develop classroom and school leadership.	2.0	(2)
	17. Develop a positive disposition toward students.	3.0	(3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.5	(2-3)
	19.Develop quality instructional units.	2.0	(2)

Academic Year	Content Indicator	Mean	Range
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.0	(3)
	21. Implement, interpret and use student performance assessments for effective instruction.	3.0	(3)
	22. Use individual, small group and large group instructional arrangements.	2.5	(2-3)
	23. Develop online learning expectations for students.	1.0	(0-2)
Overall Mean: 2.43			

Note. All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Table 10.c. CAEP Initial Programs Alumni Survey: Health Education 2025 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 Health Education	1. Integrate appropriate professional and educational standards.	3.5	(3-4)
	2. Identify and adapt instruction to diverse student learners.	4.0	(4)
	3. Adapt instruction to diverse student learning.	4.0	(4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3.0	(3)
	5. Encourage and motivate all students to learn.	4.0	(4)
	6. Create effective learning environments.	4.0	(4)
	7. Integrate technology into classroom instruction.	3.5	(3-4)
	8. Effectively communicate with students through both oral and written modes.	3.5	(3-4)

Academic Year	Content Indicator	Mean	Range
	9. Grow professionally through reflection.	4.0	(4)
	10. Appropriately apply effective classroom management practices.	4.0	(4)
	11. Effectively interact with students, teachers, parents, and community members.	3.0	(3)
	12. Understand human development as it relates to the teaching-learning process.	3.0	(3)
	13. Demonstrate appropriate ethical and professional behavior.	4.0	(4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	3.0	(3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.0	(3)
	16. Develop classroom and school leadership.	4.0	(4)
	17. Develop a positive disposition toward students.	4.0	(4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	3.5	(3-4)
	19.Develop quality instructional units.	3.0	(3)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	4.0	(4)
	21. Implement, interpret and use student performance assessments for effective instruction.	3.0	(3)
	22. Use individual, small group and large group instructional arrangements.	4.0	(4)
	23. Develop online learning expectations for students.	2.0	(2)
Overall Mean: 3.53			

Note. All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Table 10.d. CAEP Initial Programs Alumni Survey: MAT Secondary Education 2025 Program Completers (5 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 MAT Secondary Education	1. Integrate appropriate professional and educational standards.	2.4	(2-3)
	2. Identify and adapt instruction to diverse student learners.	2	(0-3)
	3. Adapt instruction to diverse student learning.	2	(0-3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3	(2-3)
	5. Encourage and motivate all students to learn.	1.8	(1-2)
	6. Create effective learning environments.	2.4	(2-3)
	7. Integrate technology into classroom instruction.	2.6	(2-3)
	8. Effectively communicate with students through both oral and written modes.	2.0	(0-3)
	9. Grow professionally through reflection.	2.4	(0-3)
	10. Appropriately apply effective classroom management practices.	1.6	(0-2)
	11. Effectively interact with students, teachers, parents, and community members.	2.4	(0-3)
	12. Understand human development as it relates to the teaching-learning process.	2.2	(1-3)
	13. Demonstrate appropriate ethical and professional behavior.	2.4	(0-3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.0	(0-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	2.0	(1-3)

Academic Year	Content Indicator	Mean	Range
	16. Develop classroom and school leadership.	2.2	(1-3)
	17. Develop a positive disposition toward students.	2.4	(0-3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	1.2	(1-2)
	19.Develop quality instructional units.	1.8	(1-2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	2.6	(2-3)
	21. Implement, interpret and use student performance assessments for effective instruction.	2.4	(2-3)
	22. Use individual, small group and large group instructional arrangements.	2.0	(0-3)
	23. Develop online learning expectations for students.	1.2	(0-2)
Overall Mean: 2.0			

Note. All items are rated on a 4-point scale from 0 to 3, 0 = *Well Below Satisfactory*, 1 = *Slightly Below Satisfactory*, 2 = *Satisfactory*, 3 = *Slightly Above Satisfactory*

Analysis (Strengths/Areas for Improvement) for the Overall Programs based on the Aggregate Data (Initial)

Strengths

- AY 2024-2025 BS in Education candidates, on average, rated many indicators as S*atisfactory* or above.
- Improvement in MAT Secondary Education completers' satisfaction continued with same rating of 2.0, which was higher from 2023 cohort rating of 1.10.
- Health Education program completers satisfactory ratings continue trend from AY 2023-2024 findings with highest rating of 3.53.
- All initial programs had completer survey data whereas in the AY 2022-2023 cohort, no MAT Secondary Education completers rated the program.

- AY 2024-2025 completers' satisfaction with their preparation regarding classroom management declined from the AY 2023-2024 BS cohort who had rated it satisfactory.

Areas of Improvement

- Relative low ratings for the areas of**;** *Collaborate with peers and coordinate instruction with special education teachers and develop classroom/school leadership* as well as *Developing online learning expectations for students*.
- Relative low ratings in the MAT Secondary Education program survey for preparation in classroom management, developing quality units, and developing online learning expectations for students.

Action Plan for the Overall Programs based on the Aggregate Data Areas of Improvement

- Coordinate with special education course instructors on opportunities to collaborate with special educators in the field.
- Continue to monitor implementation of classroom management modules in initial programs.

CAEP Advanced Programs AY 2024-2025 Completer Satisfaction

Descriptions and Procedures

In 2026 the CAEP Advanced Programs Completer Survey was sent to a total of 23 2024-2025 program completers (6 of whom were graduated from the MSED Literacy and Language Arts program, 10 from the MSED Special Education Program, and 7 from the 092 Program who completed ED 665). Follow-up phone calls and text messages were also made to attempt to increase response rates. The survey has the following ratings: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory.

Results

One MSED Literacy and Language Arts completer responded for a return rate of 16%. Two MSED Special Education program completers responded to the survey for a return rate of 20%. 5 of the 7 092 completers responded to the survey for a return rate of 71%. The AY 2024-2025 survey response rates are at or slightly below the CAEP minimum requirement of 20%. The response rates are slightly below the rates obtained for the AY 2023-2024 cohort of advanced program completers.

Results of the Alumni Survey filled out by 2024-2025 completers are summarized in Table 11. Rubric response options ranged from "1" *Below Satisfactory* to "4" *Well above satisfactory*. Examination of Table 11 reveals that the overall mean of the responses of the AY 2024-2025 MSED Literacy and Language Arts survey of program completers was 2.31 which was down from the previous cohort mean of 2.60. However, findings are limited as only one completer responded to the survey. Results of the MSED Special Education program completer survey remained positive with an overall mean of 3.60. The mean for the 092 program completer survey was 3.91 illustrating high satisfaction with the program.

Table 11a. CAEP Advanced Programs Alumni Survey: MSED in Literacy and Language Arts 2025 Program Completers (1 Respondent)

Academic Year	Content Indicator	Mean	Range
2025 MSED LIT	1. Integrate appropriate professional and educational standards.	2.0	(2)
	2. Identify and adapt instruction to diverse student learners.	4.0	(4)
	3. Adapt instruction to diverse student learning.	3.0	(3)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	1.0	(1)
	5. Encourage and motivate all students to learn.	1.0	(1)
	6. Create effective learning environments.	2.0	(2)
	7. Integrate technology into classroom instruction.	2.0	(2)
	8. Effectively communicate with students through both oral and written modes.	1.0	(1)
	9. Grow professionally through reflection.	4.0	(4)
	10. Appropriately apply effective classroom management practices.	2.0	(2)
	11. Effectively interact with students, teachers, parent, and community members.	2.0	(2)
	12. Understand human development as it relates to the teaching-learning process.	2.0	(2)
	13. Demonstrate appropriate ethical and professional behavior.	3.0	(3)
	14. Develop sensitivity and respect for the needs and feelings of all students.	2.0	(2)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.0	(3)

Academic Year	Content Indicator	Mean	Range
	16. Develop classroom and school leadership.	3.0	(3)
	17. Develop a positive disposition toward students.	3.0	(3)
	18. Collaborate with peers and coordinate instruction with special education teachers.	2.0	(2)
	19.Develop quality instructional units.	2.0	(2)
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.0	(3)
	21. Implement, interpret and use student performance assessments for effective instruction.	4.0	(4)
	22. Use individual, small group and large group instructional arrangements.	4.0	(4)
	23. Develop online learning expectations for students.	1.0	(1)
Overall Mean: 2.31			

Note. All items were rated on a 5-point scale: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory

Table 11b. CAEP Advanced Programs Alumni Survey: MSED Special Education 2025 Program Completers (2 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 MSED SPED	1. Integrate appropriate professional and educational standards.	3.5	3-(4)
	2. Identify and adapt instruction to diverse student learners.	3.5	(3-4)
	3. Adapt instruction to diverse student learning.	3.5	(3-4)
	4. Facilitate student critical thinking, problem solving and higher order thinking skills.	3.5	(3-4)

Academic Year	Content Indicator	Mean	Range
	5. Encourage and motivate all students to learn.	3.5	(3-4)
	6. Create effective learning environments.	3.5	(3-4)
	7. Integrate technology into classroom instruction.	3.5	(3-4)
	8. Effectively communicate with students through both oral and written modes.	3.5	(3-4)
	9. Grow professionally through reflection.	3.5	(3-4)
	10. Appropriately apply effective classroom management practices.	3.5	(3-4)
	11. Effectively interact with students, teachers, parents, and community members.	3.5	(3-4)
	12. Understand human development as it relates to the teaching-learning process.	3.5	(3-4)
	13. Demonstrate appropriate ethical and professional behavior.	3.5	(3-4)
	14. Develop sensitivity and respect for the needs and feelings of all students.	1.5	(0-3)
	15. Recognize both how the organization of the district and school can affect the individual teacher.	3.5	(3-4)
	16. Develop classroom and school leadership.	3.5	(3-4)
	17. Develop a positive disposition toward students.	3.5	(3-4)
	18. Collaborate with peers and coordinate instruction with special education teachers.	3.5	(3-4)
	19.Develop quality instructional units.	3.5	(3-4)

Academic Year	Content Indicator	Mean	Range
	20. Appropriately select and use a wide variety of instructional strategies, resource materials, and media.	3.5	(3-4)
	21. Implement, interpret and use student performance assessments for effective instruction.	3.5	(3-4)
	22. Use individual, small group and large group instructional arrangements.	3.5	(3-4)
	23. Develop online learning expectations for students.	3.5	(3-4)
Overall Mean: 3.44			

Note. All items were rated on a 5-point scale: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory

Table 11c. CAEP Advanced Programs Alumni Survey: 092 Program Completers (5 Respondents)

Academic Year	Content Indicator	Mean	Range
2025 092 Program	1. The 092 program prepared me to undertake the duties and responsibilities of an instructional leader.	3.8	(3-4)
	2. The 092 program prepared me to lead and motivate others.	3.8	(3-4)
	3. The 092 program prepared me to work collaboratively with teachers and other administrators.	4.0	(4)
	4. The 092 program prepared me to communicate effectively with students, parents/guardians.	3.8	(3-4)
	5. The 092 program prepared me to communicate effectively with community stakeholders.	3.8	(3-4)
	6. The 092 program prepared me to give effective instructional feedback to teachers.	3.8	(3-4)

Academic Year	Content Indicator	Mean	Range
	7. The 092 program prepared me to plan, develop, and adjust services to meet the needs of diverse learners.	4.0	(4)
	8. The 092 program prepared me to utilize relevant technologies.	4.0	(4)
	9. The 092 program prepared me to manage, interpret and use data for school improvement.	4.0	(4)
	10. The 092 program prepared me in the areas of professional, state and institutional standard and ethics.	4.0	(4)
	11. The 092 program prepared me in the areas of problem-solving and decision-making.	4.0	(4)
	12. The 092 program prepared me for state licensure examinations.	4.0	(4)
Overall Mean: 3.91			

Note. All items were rated on a 5-point scale: 0 = Well Below Satisfactory, 1 = Below Satisfactory, 2 = Satisfactory, 3 = Slightly Above Satisfactory, and 4 = Well Above Satisfactory

Analysis (Strengths/Areas for Improvement) for the CAEP Advanced Programs

Strengths

- All advanced program completers rated their preparation satisfactory on many indicators.
- The highest mean ratings of 3.0-4.0 were observed in a number of areas rated by the 092 Certificate in Intermediate Administration and Supervision program survey.

Areas of Improvement

- The MSED Literacy and Language Arts program alumni survey had a few indicators rated at 1.00. However, the ratings were based on one completer response and therefore further monitoring is needed.

Action Plan for the CAEP Advanced Programs based on the Aggregate Data

- Collecting cumulative data across cohorts will be important given the small number of completers and the correspondingly limited number of survey responses which makes data interpretation, drawing conclusions, and observing patterns difficult.

Case Study of Initial Completers: Analysis of Focus Group Data

Results: Analysis of focus group interviews of both initial and advanced candidates and employers indicate the following:

- The initial completer rated his program satisfactory and rated the diverse field placements as a strength of the program. The one area for improvement was to plan more units of study to prepare for job placements.
- Majority of employers reported that our candidates were ready to use technology in the schools and were focused on building rapport with students. One employer suggested more work in using artificial intelligence in the schools and in positive behavior interventions.

Action Plan for the Overall Programs based on the Aggregate Data Areas of Improvement

- Continue to monitor preparation of candidates to use artificial intelligence tools to impact student learning.
- Implement coursework in ED 206 and student teaching seminars on classroom management, specifically challenging behaviors.
- Continue to monitor advisement on certification exams and timetable to complete them.

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

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

Initial

- Student Teaching Evaluation Instrument (STEI)
- edTPA Performance Assessment

Advanced: MSED

- MSED Literacy & Language Arts Internship Instrument
- MSED Special Education Internship Instrument

Advanced: 092

- Connecticut Administrator Test (CAT)

Note that 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. In AY 2024-2025 the edTPA was locally scored using SCALE's local evaluation rubric as Connecticut no longer requires the edTPA for certification. For the SCALE local evaluation rubric the following performance ratings are given: Emerging Performance (1 point), Proficient Performance (2 points), and Advanced Performance (3 points). A score of 2 points or higher indicates a passing score.

Table 12. Summary: Practice edTPA Rubric Score Distribution for Elementary, Secondary Programs, Health Education Programs Fall 2024

15 Rubric Handbook Summary

	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	18	36.6	2.6	2.7	2.5	2.3	2.6	2.2	2.5	2.4	2.6	2.4	2.4	2.6	2.5	2.4	2.4	12.6	11.8	12.3
Secondary English-Language Arts	4	38.5	2.5	2.5	2.5	2.3	2.8	2.0	2.8	2.5	2.3	2.5	2.8	3.0	2.8	2.5	2.5	12.5	12.0	13.5
Secondary Mathematics	1	40.0	3.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	14.0	14.0	12.0
Secondary History/Social Studies	4	35.8	2.5	2.8	2.3	2.3	2.3	2.0	2.5	2.3	2.5	2.5	2.3	2.8	2.3	2.3	2.5	12.0	11.8	12.0
MAT Secondary English-Language Arts	2	26.5	1.5	2.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	7.5	9.0	10.0
MAT Secondary History/Social Studies	4	42.3	3.0	3.0	3.0	2.8	2.8	3.0	2.8	2.8	3.0	3.0	2.8	2.8	3.0	2.8	3.0	14.5	14.5	14.3
Health Education	3	33.0*	3.0	3.0	3.0	2.0	3.0	---	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	14.0	9.0*	10.0

Note. These items were-rated on a 3-point scale: 1 = Emerging Performance, 2 = Proficient Performance, and 3 = Advanced Performance; a passing score is 2.

18 Rubric Summary

	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	M16	M17	M18	P	I	A
All 18-Rubric Handbooks	14	36.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	10.0	10.0	10.0
Elementary Education: Literacy with Mathematics Task 4	14	36.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	10.0	10.0	10.0

13 Rubric Summary

	N	Total Score Mean	Planning				Instruction					Assessment				Mean by Task		
			P01	P02	P03	P04	I05	I06	I07	I08	I09	A10	A11	A12	A13	P	I	A
Secondary Education Spanish (World Language)	1	22.3	1.3	1.7	1.7	1.3	2.7	1.7	1.3	1.7	1.7	2.3	1.3	1.3	2.3	6.0	9.0	7.3

Note. These items were-rated on a 3-point scale: 1 = Emerging Performance, 2 = Proficient Performance, and 3 = Advanced Performance; a passing score is 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

The overall mean in this assessment for 15-Rubric Handbooks was 36, 22 for 13-Rubric Handbooks, and for 18-Rubric Handbooks it was 36.

Program-by-Program Analysis

Elementary Education: Literacy with Mathematics Task 4 (18-Rubric)

N = 14 (Rubrics 5–18); N = 15 (Rubrics 1–4) Total Score Mean=36

All rubric means are 2.0 (Proficient) with a standard deviation of 0.0 across all 18 rubrics. All task area means — Planning, Instruction, Assessment, and Mathematics — are also scored 2.0. All candidates passed on every rubric.

Secondary Education Programs — Combined (15-Rubric Handbook)

Overall N = 18 | Total Score Mean = 36.6 |

Across all 15-rubric programs combined, candidates averaged well above passing. All three task area means were above 2.0. However, results vary at the program level.

Undergraduate Programs

Secondary English-Language Arts (N=4 | Mean: 38.5)

Assessment averaged 13.5 — the highest assessment task mean among undergraduate programs — with Rubric A12 reaching 3.0 (Advanced). Instruction and Planning were also proficient. One relative growth area: Rubric I06 (Learning Environment) averaged 2.0, the minimum passing threshold.

Secondary Mathematics (N=1 | Mean: 40.0)

Most rubrics scored 3.0 (Advanced), with Rubrics P03, I10, A11, A13, and A15 at 2.0. Note: This is a single candidate result; conclusions should be interpreted cautiously and tracked longitudinally.

Secondary History/Social Studies (N=4 | Mean: 35.8)

All rubric means are at 2.0 or above. Rubrics P02 (Knowledge of Students/Context) and A12 were slightly higher at 2.8. No rubric fell below passing.

Health Education (N=3 | Mean: 33.0*)

Performing at or above passing on all available rubrics, with Planning averaging 14.0 — among the strongest planning task means in the dataset. *Note: Rubric 6 (Learning Environment) data was missing from the source report; total score and Instruction mean reflect only available rubrics.

MAT Programs

MAT Secondary History/Social Studies (N=4 | Mean: 42.3)

Nearly all rubric means are at or above 2.8, with multiple rubrics at 3.0 (Advanced) across Planning, Instruction, and Assessment. This cohort demonstrates strong, consistent advanced performance.

MAT Secondary English-Language Arts (N=2 | Mean: 26.5)

While Instruction (9.0) and Assessment (10.0) task means are passing, the Planning task mean is only 7.5 — driven by three rubric scores below passing:

- P01 – Planning for Content Understandings: 1.5
- P03 – Planning for Academic Language: 1.0
- P04 – Planning for Assessment: 1.0

With only two candidates, the sample is small and needs further monitoring across cohorts.

N = 1 | Total Score Mean = 22.3

This is a single candidate result, so generalizations are limited. The candidate passed overall, but several rubrics fell below the 2.0 passing threshold:

- P01 – Planning for Content Understandings: 1.3
- P04 – Planning for Language Development: 1.3
- I07 – Monitoring Student Learning: 1.3
- A11 – Analysis of Student Learning: 1.3
- A12 – Providing Feedback to Students: 1.3

Strongest areas were Rubric I05 (Learning Environment, 2.7) and Rubrics A10/A13 (both 2.3). The sample is small consisting of one candidate and therefore needs further monitoring across cohorts.

Cross-Program Patterns and Trends

- Elementary Education, undergraduate Secondary Education, and MAT Social Studies programs demonstrate consistent performances at proficient or higher scores.
- Instruction Task 2 remains the highest scored component across all initial programs with Planning the area for improvement, particularly for academic language (P03/P04) and assessment.
- MAT Secondary Education English and MAT Secondary Spanish were the lowest performing programs and need further monitoring as results might be due to small sample size.

Table 13. CAEP Advanced Literacy and Language Arts Program Practicum Evaluation: Summer 2025

CAEP Advanced MSED Literacy and Language Arts Program **Summer 2025 (*n*=6)**							
Practicum Evaluation 2025							
Standard Elements Reading/Literacy Specialist	**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	0	0	6	0	0	3.00	0.00

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.							
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	6	0	0	3.00	0.00
4.1 Candidates demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction.	0	0	6	0	0	3.00	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	6	0	0	3.00	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	0	6	0	0	3.00	0.00
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	6	0	0	3.00	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	5	1	0	3.17	0.37

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	6	0	0	3.00	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	0	6	0	0	3.00	0.00
Frequencies	**0**	**0**	**53**	**1**	**0**		
% Below Standard	**0.00%**						
% Developing	**0%**						
% Proficient	**98%**						
% Exemplary	**1.85%**						
Overall Mentor Mean by Cohort	**3.02**						
MSED Literacy and Language Arts Program Practicum Evaluation (2025) 100% Passing (Developing, Proficient, and Exemplary)							

Note. All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard

Table 14. CAEP Advanced MSED Special Education Program Practicum Evaluation: Summer 2025

MSED in Special Education Practicum Assessment							
Rubric Element	**Summer 2025 (*n*=13)**						
	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. CEC 2024: CEC 6.1.	0	0	13	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. CEC 2024: CEC 6.2.	0	0	11	2	0	3.15	0.36
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. CEC 2024: CEC 6.3.	0	0	13	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. CEC 2024: CEC 3.2.	0	0	13	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. CEC 2024: CEC 3.2.	0	0	13	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. CEC 2024: CEC 4.1.	0	0	13	0	0	3.00	0.00
CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them CEC 2024: CEC 4.0	0	0	13	0	0	3.00	0.00
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. CEC 2024: CEC 5.0	0	0	13	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. CEC 2024: CEC 5.1.	0	0	13	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. CEC 2024: CEC 4.3	0	0	13	0	0	3.00	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 collaboration with individuals, families, and teams. CEC 2024: CEC 7.0	0	0	13	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. CEC 2024: CEC 5.0	0	0	13	0	0	3.00	0.00
CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration. CEC 2024: CEC 7.1.	0	0	12	1	0	3.08	0.27
CEC 7.2 Beginning special education professionals serve as a collaborative resource to colleagues. CEC 2024: CEC 7.2.	0	0	13	0	0	3.00	0.00
Frequencies	**0**	**0**	**179**	**3**	**0**		
% Below Standard	**0%**						
% Developing	**0.0%**						
% Proficient	**98%**						
% Exemplary	**2%**						
Overall Mean by Cohort	**3.0**						

MSED in Special Education Practicum Assessment (Summer 2025) 100% Passing (Developing, Proficient, and Exemplary)

Note. All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard

Table 15. CAEP Advanced 092 Certification in Intermediate Administration and Supervision Practicum Evaluation: Spring 2025

CAEP Advanced 092 Certification in Intermediate Administration and Supervision Program ED 665 Supervision of Teaching and Learning Assessment (University Supervisor) 2025							
Standard Elements NELP	**Spring 2025 (*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	1	5	0	3.83	0.37
2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills).	0	0	0	6	0	4.00	0.00
2.3 Development and supervision of the instructional and leadership capacity of school staff (Professional Skills)	0	0	3	3	0	3.50	0.50
4.1 Collaboration with faculty and community members (Professional Skills).	0	0	0	6	0	4.00	0.00
5.1 Ensuring that schools are accountable for every student's academic and social success (Professional Skills).	0	0	0	6	0	4.00	0.00

5.3 Safeguarding the values of democracy, equity, and diversity (Professional Knowledge).	0	0	0	6	0	4.00	0.00
Frequencies	**0**	**0**	**4**	**32**	**0**		
% Below Standard	**0.00%**						
% Developing	**0.00%**						
% Proficient	**11%**						
% Exemplary	**89%**						
Overall Mentor Mean by Cohort	**3.89**						
092 Certificate in Administration and Supervision (2025) 100% Passing (Developing, Proficient, and Exemplary)							

Note. All items were rated on a 4-point scale including 1 = *Below Standard*, 2 = *Developing* ability to meet the standard, 3 = *Proficient* at fully meeting the standard, and 4 = *Exemplary* performance by going beyond the expectations for the standard

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

1. High Overall Pass Rate Across Advanced Programs
The MSED Literacy and Language Arts cohort and the Special Education cohorts and 092 Certificate in Administration and Supervision achieved a 100% pass rate for the 2025 practicum evaluation. No candidates were rated Below Standard or Developing, demonstrating the programs' effectiveness in preparing candidates for competent field-based practice.

2. Consistent Proficiency Across Core Standards
Across all assessed CAEP/CEC standard elements, most candidates were rated at the Proficient level. Specifically:

- Literacy & Language Arts (n=6): All 6 candidates scored Proficient or above on every single standard element, including evidence-based instructional design (2.2), intervention approaches (2.3), culturally responsive instruction (4.1, 4.2), collaborative learner support (5.1, 5.2), digital technology integration (5.3), learning environment facilitation (5.4), and professional practice (6.1).

- Special Education (n=13): All 13 candidates achieved Proficient or Exemplary on all CEC standard elements, spanning inclusive environment creation (CEC 2.1), behavioral interventions (CEC 2.2), crisis intervention (CEC 2.3), content knowledge application (CEC 3.2, 3.3), assessment use (CEC 4.3, 4.4), instructional strategy repertoire (CEC 5.0, 5.1, 5.2, 5.5, 5.7), and collaboration (CEC 7.1, 7.2).
- 092 Program (n=6): All 6 candidates achieved Proficient or Exemplary on all NELP standard elements with 89% scoring Exemplary.

3. Strong Foundation in Culturally Responsive and Equitable Practice

All programs show consistent candidate proficiency in standards related to equity, diversity, and culturally responsive instruction. Literacy candidates scored uniformly at 3.00 on Standards 4.1 (foundational theories about diverse learners and equity) and 4.2 (understanding of cultural identity in pedagogy). Special Education candidates likewise met or exceeded expectations on inclusive, culturally responsive learning environments (CEC 2.1). This indicates that both programs have successfully embedded equity-centered frameworks into their curriculum and field experiences. The 092 program candidates on NELP 5.3, safeguarding the values of democracy, equity, and diversity, achieved a perfect score of 4.00 with all six candidates rated Exemplary.

4. Solid Grasp of Evidence-Based Instructional Practice

Candidates in both programs demonstrated proficiency in applying evidence-based instructional strategies. Literacy candidates met expectations in designing, selecting, and evaluating evidence-based instructional approaches for diverse texts and learner groups (Standard 2.2), as well as in supplemental and intervention instruction (Standard 2.3). Special Education candidates showed consistent mastery in selecting and adapting evidence-based strategies for individuals with exceptionalities (CEC 5.0, 5.1). This strength suggests the program's coursework and field placements are well-aligned with evidence-based practice expectations.

5. Emergent Exemplary Performance in Targeted Areas

While most candidates scored at the Proficient level, a small number achieved the Exemplary rating, signaling genuine excellence in select competencies:

- Standard 5.3 (Digital Technology Integration — Literacy): 1 out of 6 candidates (16.7%) reached Exemplary, yielding a mean of 3.17 — the highest mean among all Literacy standards assessed.
- CEC 2.2 (Motivational and Instructional Interventions — Special Education): 2 out of 13 candidates (15.4%) earned Exemplary, with a mean of 3.15.
- CEC 7.1 (Theory and Elements of Effective Collaboration — Special Education): 1 candidate (7.7%) earned Exemplary, with a mean of 3.08.

These pockets of exemplary performance suggest that the programs are cultivating high-achieving candidates and that conditions exist for broader excellence in these competencies.

6. Effective Preparation for Professional and Collaborative Roles

Literacy candidates consistently met expectations on Standard 6.1 (professional reflection, organizational membership, and critical research consumption), and Special Education candidates demonstrated strong collaborative skills (CEC 7.1, 7.2). This reflects both programs' emphasis on professional identity development and collegial practice, which are essential for advanced-level educators in specialist and leadership roles. The 092 program candidates on NELP 4.1 (collaboration with faculty and community) also achieved a perfect 4.00, affirming that candidates are entering

leadership roles with strong partnership and stakeholder engagement skills. Combined with the school culture standard, this indicates a cohort well-prepared for the relational dimensions of school leadership.

7. Growth Areas

Small cohort sizes across programs limit generalizability for program improvements. However, digital technology integration (ILA5.3) was the only Literacy standard with any performance variance — 5 Proficient, 1 Exemplary, SD = 0.37. While this is a positive outlier, it also signals that this competency is an area of differential candidate readiness. As literacy instruction increasingly relies on digital platforms and multimodal text environments, ensuring all candidates can both use and model digital integration is critical.

Measure 4: Ability of Completers to be Hired (Initial & Advanced)

The EPP uses the Title II pass rates to compare the performance of WCSU Initial program completers with those throughout the state. Title II data is one year behind the CAEP reporting year and therefore the cohort for AY 2019-24 is reported in the Table. In spring 2024, the Connecticut State Department of Education released an EPP data dashboard that reports AY 2019-24 employment data and persistence in employment for initial and advanced program completers.

Table 16. State-wide and WCSU Licensure Exams – Pass Rates for AY 2019-2024 (Title II)

Cohort Year	WCSU Number Taking Assessment	WCSU Number Passing Assessment	WCSU Institutional Pass Rate	State Number Taking Assessment	State Number Passing Assessment	State Passing Rate
AY 2023-2024	**33**	**25**	**76%**	**1,155**	**945**	**82%**
AY 2022-2023	**43**	**34**	**79%**	**1,047**	**882**	**84%**
AY 2021-2022	**42**	**36**	**86%**	**1,212**	**1,014**	**84%**
AY 2020-2021	**38**	**30**	**79%**	**1304**	**1074**	**82%**
AY 2019-2020	**37**	**33**	**89%**	**1285**	**1099**	**86%**

Source: Title II: https://title2.ed.gov/Public/Home.aspx

Table 17. CSDE EPP Data Dashboard 2023-2024 Overall Best Pass Rates

Cohort Year	WCSU Number Taking Assessment	WCSU Overall First Attempt Pass Rate	WCSU Institutional Pass Rate	State Number Taking Assessment	State Passing Rate
AY 2023-2024	**39**	**76%**	**95%**	**1,195**	**94%**

Table 18. CSDE EPP Data Dashboard 2019-2024

Cohort Year	WCSU Percentage Employed in First Year	WCSU Percentage Employed in Second Year	WCSU Percentage Employed in Hard to Staff District	State Percentage Employed in First Year	State Percentage Employed in Second Year	State Percentage Employed in Hard to Staff District
AY 2023-2024	47%	NA	32%	61%	NA	31%
AY 2022-2023	53%	89%	28%	69.4%	NA	38%
AY 2021-2022	61%	86%	44%	67.4%	92.6%	38.6%
AY 2020-2021	52%	91%	41%	68.6%	92.6%	39.3%

AY 2019-2020	39%	88%	18%	64%	92.3%	30.7%

*CSDE only reports completers working in Connecticut. It does not report completers working in private schools or other states. Also, regulations to obtain the Reading Specialist certification in Connecticut require MSED Literacy and Language Arts program completers to complete three years of teaching before the specialized licensure is granted.

Analysis (Strengths/Areas for Improvement) for Ability of Completers to be Hired.

Overall Performance

WCSU vs. State Trends

- AY 2021-22 was WCSU's second-best year (86%), effectively tied with the state average (84%).
- AY 2023-24 is WCSU's lowest point at 76%, a 10-point drop from the prior year and 6 points below the state (82%).
- The state has been stable, ranging only from 82%–86%, while WCSU ranged more widely from 76%–89% — a 13-percentage-point spread.
- WCSU's number of test-takers dropped from a high of 43 (AY 2022-23) to 33 in AY 2023-24 — a 23% decline. Smaller cohorts cause individual outcomes to swing pass rates more dramatically.
- The CSDE Dashboard captures each candidate's best score across multiple attempts, providing a different perspective from the Title II single-attempt metric.

CSDE EPP Dashboard: Employment Data (AY 2019–2024)

First-Year Employment

- WCSU ranged from 39%–61%, while the state ranged from 61%–69.4%.
- The gap has narrowed over time — in AY 2019-20 it was 25 percentage points (39% vs. 64%); by AY 2022-23 it narrowed to 16.4 points (53% vs. 69.4%).
- AY 2023-24 shows WCSU at 47% vs. state at 61%.
- WCSU peaked at 61% employment in AY 2021-22, coinciding with its highest pass rate in the same window (86%).

Second-Year Retention

- Where data is available, WCSU's second-year employment rates (88%–91%) are comparable to or slightly below the state (92.3%–92.6%). This is a meaningful positive signal: completers who get hired tend to stay in the classroom.

Hard-to-Staff Districts

- WCSU's placement in hard-to-staff districts ranged from 18%–44%, compared to the state's 30.7%–39.3%. WCSU exceeded the state in AY 2021-22 (44% vs. 38.6%), demonstrating equity-focused placement is achievable.

Appendix: Initial & Advanced Programs Focus Groups

Case Study Initial Completers Focus Group

CAEP Secondary Education Math Completer Focus Group Transcript

Description: Due to scheduling conflicts, individual initial program completers were interviewed. This transcript is from the interview with a 2025 male, Caucasian Secondary Education Math program completer who is currently working as a high school math teacher in one of the most diverse districts in Connecticut.

Question #1 What did the program offer that you have found most useful in your current position?

The Secondary Education Mathematics program completer found the diverse field placements and experiences to be the most useful in preparing to teach. He reported that the senior year professional development experience (PDS) included a lot of interactions with peers across content areas and this led to learning new perspectives and methods for teaching subject matter.

Question #2 What would you like to see more of in the WCSU Education Program?

In the meeting, the Secondary Education Mathematics program completer discussed the structure of the secondary education program which included mainly content area coursework until the senior year. He understood that this structure was necessary in order to pass the Praxis certification exam before student teaching, however it led to backloading most education courses to the senior year. He posited that dispersing education coursework throughout the program would be beneficial.

Question #3 How did the program prepare you to use technology?

The Secondary Education Mathematics program completer discussed the project in ED 440 where candidates were required to try out three different tools to use in their content are for myriad purposes such as remediation or assessment. He stated that this assignment helped him to understand that technology integration should have a purpose. As a beginning teacher, he shied away from using it with his freshman class, however now he understands that most students are using it for content instruction.

Question #4 How did the program prepare you to serve diverse students and families?

The program completer discussed how the program made a good attempt at preparing candidates for diverse students and families. He discussed how the program especially focused on assisting secondary students who may be reading below grade level. However, as a beginning teacher he had several students that did not speak any English at all. He was connected to an instructional coach at the high school, and she provided several

strategies to help these students. The program completer shared how he now uses the Nearpod platform to translate his lessons into Spanish for these multilingual learners and they are now some of the best performers in his class.

Question #5 How did the program prepare you to be a teacher/school leader?

The Secondary Education Mathematics program completer posited that he was prepared for all the responsibilities of teaching. He discussed how the program faculty emphasized that they were professionals and should act that way in their field placements. The program completer discussed how the full school year in the last component of the program with faculty as mentors and peers helps you to work through struggles with people you trust. He added that it also helps that you are not in charge of the classroom and can seek advice which is not always possible when you have your own classroom.

Question #6 Anything else?

The Secondary Education program completer recommended showing candidates how to take the longer edTPA lesson plan format and convert it to a shorter template so that you're still thinking through all the necessary components. He also recommended training candidates to plan the whole unit in advance so that you can ascertain the goals, materials, and general sequence before planning individual lessons.

CAEP-WCSU Initial Programs Employer Focus Group

CAEP-WCSU Employer Focus Group A

March 3, 2026

Zoom interview at 9:15 AM

Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions.
Participant: One female principal of an intermediate school in Danbury who employs both Elementary Education and MSED Literacy and Language Arts program (Initial and Advanced programs).

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?
The principal responded that both program completers were top performers in her school, especially regarding use of data to inform instruction and professional dispositions. The Elementary Education program completer jumped right into the school and excelled at classroom management. She has also become the leader of her department regarding the new America Reading Corporation (ARC) reading program that the district adopted. It was also reported that the MSED Literacy program completer shared with the principal what she had learned in the program and is now the literacy lead for the school. The MSED Literacy program completer also took the lead in looking at the curriculum standards alignment for the school. It was also reported that the MSED Literacy program completer also worked with a student to get their work published for the ARC curriculum which was a tremendous accomplishment. Both program completers outperform other completers from UCONN and other universities.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?

Regarding diversity, the principal reported that the diverse Elementary Education program completer is especially equipped to understand the diverse needs of her students. The principal reported on a lesson observation where the program completer discussed her own cultural traditions to showcase myriad different cultures in society. Both program completers are equipped to meet the needs of diverse students.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The principal reported that both program completers integrate technology to enhance lessons and also to communicate with parents through ParentSquare. The elementary education program completer also taught the principal how to use Canva as she was not familiar with the platform.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding working with diverse families, the principal stated that the elementary education program completer was particularly suited to work with diverse families due to her own experiences as a diverse student. However, both program completers work to translate materials for multilingual families and use ParentSquare as well. The MSED Literacy program completer collaborated with the local Chipotle restaurant on a successful fundraiser to gather funds for students who could not afford items for schooling.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The principal reported that she recently completed a micro credential course on using AI in education. She stated that the course taught her that teachers need to work smarter, using AI to help with planning and data analysis so that they can spend more time with their students. They also need to learn the ethical use of AI, especially regarding student information. Secondly, the principal suggested focusing on Positive Behavior Intervention Systems (PBIS), which is widely used in the district now. Teachers need to know how to positively incentivize all students to learn in systematic ways before resorting to sending them to the administration for behavioral issues. Program completers should also be able to understand the progression of standards and how students have access to grade level on that progression. For math in particular, teachers need to allow time for students to also progress from concrete representation to abstract. She noted that many special education teachers are not given professional development in content areas so that they can be learning experts.

CAEP-WCSU Employer Focus Group B

March 6, 2026 at 11AM via Zoom

Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions.
Participant: One male department head for Health Education at the largest, diverse high school in Connecticut who employs several completers of the health education program as well as field workers and student teachers (Initial Programs)

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?

The Department Head responded that the teachers currently employed who were graduates of the WCSU Health Education program were very well prepared to jump into instruction and the school. He stated that this is why he is looking to hire WCSU health education program completers as they are ready to be employed from student teaching.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding diversity, the Department Head reported that WCSU program completers are adept at understanding diverse students and get along with them and know how to engage them. He noted that even the student teachers are prepared to jump into the classroom and can impact student learning for diverse students.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The Department Head noted that the district is implementing Notebook LM (Google AI) across each school and teachers are using it to craft lessons that are interactive. He recommended training all candidates to use Notebook LM since the district is espousing it. He also noted that both program completers and student teachers are prepared to integrate technology and easily learn new platforms.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding working with diverse families, the Department Head responded that Health Education program completers are very well prepared to work with diverse families. He noted that as the program completers and student teachers relate well with diverse students, this relationship then builds upon their work with diverse families.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
Danbury High School has now moved to academies where teachers are placing students into small groups rather than whole class instruction. He recommended training candidates to be able to group students strategically into small groups where differentiation can occur for students who are excelling as well as those needing intervention. The Department Head recommended that all program completers be well versed in designing Tier I interventions.

CAEP-WCSU Employer Focus Group C

March 10, 2026 at 2PM via Zoom

Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions.
Participant: One female Department Head of Mathematics at the largest, most diverse high school in Connecticut who employs a Secondary Education Mathematics program completer (Initial program).

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?

The Department Head of Mathematics reported that the WCSU program completer was one of the most prepared teachers in a long time that was hired by the district. She stated that the program completer jumped right into the department meetings and his classroom is doing well. She also noted that his content knowledge is excellent and that he knows how to break down Math into instructional strategies so that all students can learn. The WCSU program completer also has a co-teacher this year and both have requested to remain as a team next year which speaks to how he is collaborating with colleagues. The Department Head opined that the only area for improvement would be classroom management in that he should be firmer with the students.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding meeting the needs of diverse students, the Department Head stated that the WCSU program completer was introduced to the Sheltered Instruction Observation Protocol (SIOP) coach and has worked very closely with her. He meets regularly with the coach to ensure that Math is accessible for all multilingual learners. He was prepared by WCSU to have the mindset that he needed to do this so that all his students would be successful and to seek support from colleagues.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The Department Head reported that the WCSU program completer was very prepared to use technology. The only suggestion for WCSU would be to train future Math teachers to use Amplifier Activity Builder, which is a platform to make Math activities interactive and it is free. It is also aligned with the Demos calculator that is used for AP and SAT exams.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding working with diverse families, the Department Head stated that the WCSU program completer was 100% prepared. She stated that there have been zero complaints from parents regarding his performance this year. Furthermore, she shared one example of a Portuguese/Puerto Rican family whose son was having difficulties at the beginning of the year. The WCSU program completer kept the learning environment positive, stating that a restart was always possible and worked with the student to turn it around. Parents see the extra time he goes beyond the minimum requirements to ensure that all students are learning.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The Department Head suggested the book *Building Thinking Classrooms* by Peter Lijedahl as the STEM departments in the high school have been focusing their professional development on it. The book focuses on building fluency in communicating Math and helping students to take risks while problem-solving and to engage in Math. She suggested that future teachers should also read the book and discuss ways to help their students to be willing to problem solve in Math.

CAEP-WCSU Employer Focus Group D

March 16, 2026

Zoom interview at 2:00 PM

Description: Due to myriad differences in the schedules of participants, the interviews were held in separate sessions.
Participant: One female Special Education district coordinator in the largest, most diverse school district in Connecticut and an EPP partnership district.

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?
The district coordinator of special education reported that WCSU program completers were satisfactory compared to completers from other programs. A major area for improvement was in the analysis of special education assessments and then using the analysis to create goals and IEPs. The district coordinator also recommended more instruction in the whole PPT process as well.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding the ability to meet diverse students' needs, the district coordinator did not have any concerns in this area. She reported that WCSU completers can work with small groups to meet the needs of individual students. They also engage with the community and are familiar with it as the district is highly diverse.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The district coordinator replied that WCSU program completers can use the Google suite of platforms that the district currently uses. She recommended instructions in how and when to use AI as the district does not want special education teachers using AI to create IEPs. The district coordinator emphasized that program completers must be taught how to use AI to work smarter rather than to replace their own thinking processes.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding the ability to work with diverse families, the district coordinator reported that she had no concerns in this area. She did note that program completers should be taught strategies to deal with difficult parents as this is usually an area of concern for special education teachers.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The district coordinator replied that it is imperative that special education program completers understand the scientific basis of reading as many special education teachers are not prepared to teach reading. They also need to understand the laws and regulations regarding dyslexia. She recommended perhaps incorporating a lab at WCSU where candidates could practice giving special education assessments and analyzing them to work on the areas that she mentioned.

AY 2024-2025 Case Study of Initial Completer: BS Secondary Education Mathematics Grades 7-12

Description

The CT State Department of Education does not share teacher evaluation data with EPPs. Therefore, EPPs are dependent upon alumni to volunteer to participate in case studies and to acquire participant approvals. Observations are not usually permitted by school districts due to union regulations and therefore the EPP focuses on case studies, employer/alumni survey results, and a focus group. A mixed-methods approach was used using both quantitative and qualitative methodology.

Methods

A mixed method approach was employed using qualitative and quantitative methodology to prepare a case study analysis to generate findings related to Standard 4 (4.1, 4.2, 4.3, and 4.4). Case study with its emphasis on mixed methods research is fitting for this type of data-driven project because of the focus that the Department of Education has on understanding and answering the how and why questions (Stake, 1995; Yin, 2009) associated with the quality of education that WCSU students receive, as well as how employers view new teachers' preparedness to be in the field. Case study also allows for the collection of both qualitative interviews and quantitative survey data, which enhances the ability to triangulate data (Anfara, Brown, & Mangione, 2009; Rubin & Rubin, 2011) and gain a more comprehensive understanding (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009) as is required by the emphasis on continuous performance that is associated with CAEP Standard 4. Case study also facilitates a culture of evidence by contextualizing the unique strengths of the WCSU teacher preparation program and allows for the voices of those who have been trained through the program to be shared. In this way, the WCSU EPP has systematically worked to assess its impact. The data collected will be used to make programmatic decisions. In AY 2024-2025 a completer from the Secondary Education Mathematics program participated in the impact on student learning component of the case study. By 2027, all programs if possible, will be represented in the impact on student learning component for the accreditation review.

Qualitative Data

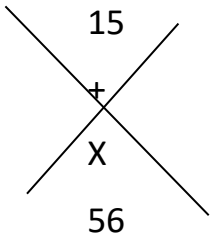
To conduct the case study, data were collected through multiple sources to provide triangulation of data and greater assurance of accuracy. Data sources included: Individual interviews with case study participants and Focus Groups (Completer and Employer) (4.1, 4.2, 4.3, 4.4): Qualitative data were collected in the form of individual and focus group interviews. The question prompts were designed to collect participants' perceptions of the relevance of their training in their day-to-day practice. The Focus Group data is reported in the Appendix.

Quantitative Data

Individual case study participants submitted demographic data on their students, and pre/post assessment unit data. Alumni surveys were sent to all initial and advanced program completers. Completers' responses were followed up with employer surveys.

Results of Case 1: Secondary Education Mathematics Completer

a) **Description of Participant**: John (pseudonym), a Caucasian Secondary Education Mathematics completer, completed his degree in May 2025 and works as a high school Mathematics teacher in one of the largest high schools in the state in an urban city in Connecticut. The unit presented in his case study is from an Algebra 1 class.
b) **Description of Curriculum:** The unit of study is from the Illustrative Mathematics curriculum. The goal of this curriculum is to develop deep conceptual understanding and problem-solving skills. Theoretically, students with a strong conceptual understanding of a topic should be able to attempt problems that they have not seen before and present a reasonable solution. The Illustrative Mathematics curriculum embeds higher order thinking questions in all lessons. Even if only as an extension, students are exposed to questions that develop their mathematical reasoning. The following are 3 lessons modeled off the IM curriculum to reteach factoring quadratics after students struggled on their quadratics assessment. The focus is to teach the X method for factoring, since many students struggled with the box method.

Lesson 1: using the X method	Lesson 2: Factoring with the X method	Lesson 3: Solving quadratic equations using the X method
1. Teacher distributes a factor chart for numbers 1-100 and a worksheet on using the X method. 2. Teacher directly describes the parts of the X method – we are looking for two numbers that multiply to the constant and add to the "middle number", the coefficient of the x-term. Ex. x^2 + 15x + 56  3. Teacher explicitly describes how to use the factor chart.	1. Teacher directs students to take out their factor charts and distributes a factoring worksheet (Kuta Software factoring trinomials a=1). 2. As in part 5 of Lesson 1, students help complete the X method in the whole class setting. To continue the example in part 2 of Lesson 1, the two numbers that multiply to 56 and add to 15 are 7 and 8, so we can factor the expression as (x+7)(x+8). 3. Teacher models the similarities between the X method and the box method previously used to factor trinomials. The outside expressions of the box are x+7 and x+8, while the inside parts; x^2, 7x, 8x, and 56; add to the original expression. This	1. Teacher directs students to take out their factor charts and distributes a worksheet on solving by factoring. 2. The first section is on solving in factored form using the zero product property, discussed in prior learning segments. Teacher models the first problem and elicits random student participation for 2-3 more, addressing misconceptions when necessary. 3. The second section is on factoring and solving with the zero product property after factoring. Teacher models the first problem, using the X method to factor and solving as was done in the first section. Teacher elicits random student participation for 3 more, addressing

Teacher writes the box under 56 on the board. The options are 1 and 56, 2 and 28, 4 and 14, and 7 and 8. We are looking for the pair that adds to 15, so we choose 7 and 8. 4. Teacher repeats with 2 more examples. 5. In the whole class setting, teacher elicits random student participation through popsicle sticks to complete the steps – ex. What do the two numbers multiply to? Add to? Look at the factors of ___ on your chart. Which pair adds to ____? This is repeated for 3 problems. 6. Students are to complete the worksheet, due at the end of class. Teacher monitors progress and helps as much as needed. 7. When finished, students may begin their homework on Delta Math consisting of more practice with	connects to prior learning segments on multiplying binomials and factoring with the box method. 4. Continue guided practice in the whole class setting. Throughout 2-3 problems, teacher releases the responsibility of giving the answer in factored form to the students. 5. Students are to complete the worksheet, due at the end of class. Teacher monitors progress and helps as much as needed. 6. When finished, students may begin their homework on Delta Math consisting of more practice with the X method.	misconceptions when necessary. 4. Students are to complete the worksheet, due at the end of class. Teacher monitors progress and helps as much as needed. 5. When finished, students may begin their homework on Delta Math consisting of more practice with factoring trinomials to prepare for a quiz next class.

the X method.		

Pre-Assessment Data: The focus student who was tracked is a junior who needed to take a credit recovery program for algebra 1 and had consistent attendance during the learning segment described above. The pre-assessment in this case is the unit test on quadratics that required reteaching on factoring afterwards.

	Test Score
Focus Student	47%
Class Median	57%
Class Mean	56%

Post-Assessment Data:

	Zero Product Property	Factoring	Solving by Factoring	Total Score
Focus Student	3/5	4/4	3/4	77%
Class Median	4.95/5	3.5/4	4/4	85%
Class Mean	4.37/5	3.10/4	3.11/4	81%

Discussion of Impact on Student Learning:

- Strengths, areas for improvement, focus student

Strengths: Students responded much more to the mode of learning used in the reteaching segment. One significant difference is that students were held accountable for their learning throughout the entire segment, not primarily at the end. While teaching the original curriculum, answers would be covered in the whole class setting after students had an opportunity to practice on their own. A flaw of that method is that there is a

population of students who exhibit little effort, try to dodge answering for the class, and copy what their peers or teacher contribute. During the reteaching segment, work was due at the end of class to be reviewed the following class, and students were assigned short homework assignments on Delta Math, giving instant feedback, to further commit their learning to memory. The second major improvement is to use a model for factoring that requires less cognitive effort. Originally, we used the box method, which naturally transfers from previous work on multiplying binomials and can more clearly develop conceptual understanding. However, the cognitive load that that takes for the students that I teach – many failed algebra 1, struggled with multiplying binomials, and are generally not fluent in multiplication without support – was too much to have any energy left over for learning how we use factored form to solve equations. The X method is simple and only requires students to fill in two blank spots in the model as opposed to six. I believe that simplicity was a main driver of success.

Areas for Improvement: While the X method is a good organizer, it does nothing to promote the conceptual understanding of factoring that the box method is made for. If I were to teach this unit again, I would begin with the X method but use supplementary instruction to teach what factoring is conceptually. For students who struggle with algebra, it becomes difficult to teach them the skills that they need to know and still avoid reducing instruction to a series of steps to follow in specific situations. Seeing the success of a learning segment with limited scope, it would make sense to teach this class topics in two parts – the conceptual component and the procedural component – rather than try to develop everything at once.

Focus Student: At my school, the standard path for students is to take algebra 1, then algebra 2, then geometry. My focus student is a junior in algebra 2 because he failed algebra 1 in his freshman year. From the beginning of the year to the middle of the school year, his standardized test score progressed from the 5th percentile to the 34th percentile. While still below average, it is a significant improvement. This student shows inconsistent work ethic, but his attendance is excellent. On his test (pre-assessment), he struggled with much of the material and most likely was overwhelmed by the amount of content covered. With a shorter, simplified learning segment, his performance was much improved. He is now proficient in factoring and solving by factoring, which was the goal of the three lessons. As for the zero product property, he is almost proficient and lost most points by forgetting that there must be two solutions, not just one, giving an incomplete response.

c) **Analysis of Impact on Student Learning**: The CAEP Initial Programs EPY 405 Impact on Student Learning rubric was used to assess John's reflection on pre/post student data and learners' needs. John was scored as proficient on his analysis of student learning as he focused on student's strengths regarding visual images and changed his instructional strategies to align with their mode of learning. He also scored on the proficient level on providing feedback to students and its analysis as she described the feedback given to students who were struggling with the box method and his switch to the X method as a solution. John also met the proficient performance level on her use of assessment results to inform instruction as he discussed building conceptual understanding of factoring in mathematics which the X method does not directly aid. In John's senior year at the university, he was assessed on the same assignment and rubric. In that baseline assessment data, he scored exemplary on the following indicators: Analysis of Student Learning, Providing Feedback to Guide Learning, Student Use of Analysis of Student Learning, Analysis of Students' Use of Academic Language. For the indicator, Using Assessment to Inform Instruction, he was scored Proficient. Evidence indicates that John is strengthening his reflective practice to inform instruction. During the post-case study interview, John reported that he sought advice from an experienced Mathematics teacher in the Department when he noted how his students weren't grasping the box method. This collaborative approach to instruction and willingness to seek help ensured that his students were able to grasp factoring in this unit of study.