

### **Measure 3 Candidate Competency at Completion Explanation**

Initial level candidate performance on multiple observational assessments administered at the mid and exit levels, as well as, completer data show that our candidates are competent and positively impact P-12 student learning and development. Candidates ability to design and deliver instruction is assessed using the CUPASL in EDCI 401 and the TIAI, a state-created assessment, in EDCI 402. In EDCI 401, the candidate's ability to effectively plan, assess, and impact on student learning is assessed by the classroom instructor based on submission of the CUPASL assessment. The candidate's pedagogical content knowledge and classroom management are assessed by the mentor teacher supervising the candidate in the classroom. In EDCI 402, the candidate is assessed by mentor teachers and university supervisors evaluating the candidates' positive impact on the learning and development of all P-12 students. The candidate spends 560 hours in direct contact with p-12 learners.

Candidate performance on observational key assessments, TIAI and items 15 -20 of the CUPASL indicate that candidates are well prepared to plan and deliver instruction to diverse students in diverse learning environments. CUPASL means of items 15-18 dealing with pedagogical content knowledge range from 2.25 to 2.48, while TIAI Planning and Preparation Domain and Instruction Domain means range from 2.16 to 2.54 further showing that candidates are competent in these areas at program. MAT candidate performance on the TIAI appears to be even stronger than the undergraduate teacher education program based on observational ratings during the clinical experience. All five domain means exceed the 2.0 Meets Standard level on all cycles of data in the MAT program. Additionally, licensure exam passage rates for initial and advanced level programs show that our completers perform well and that the vast majority of them master knowledge and skills needed for their fields of study.