Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

This executive summary includes

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Initial Completers Pass Rates and Licensure Examination Results

The New York State Education Department collects data yearly on all students in or completing teacher and leader preparation programs. The primary purpose of the data collection is to report the pass rate data for program enrollees and completers in New York State teacher preparation programs. The collection of data is a collaborative effort of New York State Institutions of higher education, the NYS Education Department, and the Evaluation Systems group of Pearson. These data are then compared with testing records and certification records to create the required Title II reports and the NYS Teacher and Educational Leader Preparation Profiles including the overall Pass Rates on NYS licensure examinations for Initial and Advanced Certification Programs. The first chart below describes the overall pass rates on NYS Licensure Examinations for Initial Certification Programs at St. John Fisher University compared to New York State Pass Rate:

Overall Pass Rates on NYS Licensure Exams: Initial Certification Programs

YEAR	# OF STUDENTS TAKING ASSESSMENTS	# OF STUDENTS PASSING	Fisher PASS RATE	NYS Pass Rate
2022-2023	59	59	100%	*
2021-2022	54	52	96%	*
2020-2021	58	52	90%	*

edTPA Source: 2021 Title II Report as of 4.20.2023 *state pass rate average not available as of this date
Overall, St. John Fisher University Initial Completer pass rates exceed New York State Licensure Test pass rates for the three-year period of 2021 to 2023 providing support to demonstrate that our Initial Program Completers are sufficiently prepared in their licensure area. At the time of this report, the NYS pass rate average was not available. Appendix A provides tables that illustrate the pass rates by program. All tables provide comparative pass rate data for St. John Fisher University program completers and all New York State test takers.

New York State Required Licensure Examinations

EPP receives the results of licensure examinations through Pearson database via EdReports. The Assessment Office works closely with the Institutional Research Office to compile the data in a form that aligns the scores to individual students in the Banner System to produce reports that display results by licensure test and disaggregated by program area as well as race, ethnicity, and gender. **Appendix A** will show the Initial Pass Rates on NYS Licensure Assessments.

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During the 2020-2021 school year, the edTPA was not required by New York State and Fisher certification and program requirements due to COVID-19. SJFC had zero initial completers take the edTPA during the 2020-2021 school year. Instead, Fisher's initial completers took The Assessment of Teaching Skills – Written is a New York State Teacher Certification Exam (ATSW) in its place with an overall pass rate of 100% (*n*=56). As of April 2022, the edTPA is no longer an NYS requirement for certification. The Fisher Teacher Performance Assessment (Fisher TPA) was developed in 2022 to continue to collect data on teacher performance, the Assessment Rubric was piloted in fall 2022. The Fisher TPA is a multi-measure assessment that rates candidates on their pedagogical knowledge and skills, content knowledge, and skill in teaching – as identified by the New York State Teaching Standards and aligned with the four principles of the New York State Culturally Responsive-Sustaining Education Framework.

Teacher completers' knowledge of learner development and learning differences and their ability to create optimal learning environments for all students are assessed using the NYS licensure measure which provides evidence that candidates met InTASC Standards 1, 2, and 3. The New York Educating All Students exams (EAS) consist of five selected-response and constructed response sections: Diverse Student Populations; English Language Learners; Students with Disabilities and Other Special Learning Needs; Teacher Responsibilities; and School-Home Relationships. This state licensure exam measures Learner and Learning InTASC Standards 1, 2, and 3. Initial completers' performance over three years compares favorably to NYS pass rates, 2022-2023 =100% (100% NYS), 2022-2021=100% (99% NYS), and 2021-2020=100% (98% NYS).

EAS 2020-2023 EPP & NYS Pass Rates

EAS	# Takers	# Pass	Pass Rate - EPP	Pass Rate - NYS
2022-2023	53	53	100%	95%
2021-2022	51	50	98%	96%
2020-2021	67	67	100%	97%

New York State requires completers to pass all NYS Content Specialty Tests (CSTs) for the level of students they will teach to receive initial certification. The most recent iteration of data yielded 86% pass rate in 2022-2023, 100% 2022-2021, and 91% pass rate during 2020-2021 across all discipline-specific CST licensure exams, providing strong evidence that the candidates are well-versed in their specific content/liberal arts content areas and meet InTASC Standards 4 and 5: Content. Because all initial certification candidates also earn a certification in special education, they are required to take two additional content specialty tests that prepare them to teach diverse learners; the CST Student with Disabilities (SWD) and the CST-Multi-Subject 1-6 or 7-12, which has three parts. The

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CST-Students with Disabilities had a pass rate of 100% (2022-2023), 97% (2021-2022), and 100% (2020-2021) and each year SJFC completers exceeded the NYS pass rate. The NYS pass rate is 96% 2022-2023, 84% 2021-2022, and 99% in 2020-2021 on the Student with Disabilities CST. Across all initial certification test takers, passing rates on elementary and secondary Multi-Subject CST-Part 1 ELA subtest in 2022-2023 was 100%, 2021-2022 was 100%; Part 2 Math subtest was 98% passing, and Part 3 Arts & Science was 100%, demonstrating that our completers evidence very strong math, ELA, science, social studies, and arts content knowledge as measured on these multi-subject competency assessments.

CST-Multi-Subject B-2, 1-6, & 7-12 Part 1-3 (2022-2023)

2022-2023	# Takers	# Pass	Pass Rate - EPP	Pass Rate - NYS
MS B-2 Part One Lit/ELA	8	8	100%	91%
MS B-2 Part Two Math	4	4	100%	75%
MS 1-6 Part One Lit/ELA	16	16	100%	92%
MS 1-6 Part Two Math	14	13	93%	89%
MS 7-12 Part One Lit/ELA	10	10	100%	80%
MS 7-12 Part Two Math	10	10	100%	87%
MS Parts Three Arts & Sci	24	24	100%	96%

The professional responsibility of completers is evaluated using the New York State (NYS) licensure measures, specifically the Educating All Students (EAS) exam. This provides evidence that teacher candidates are successfully meeting InTASC Standards 9 and 10. Over three data cycles from 2020 to 2023, all completers from all initial certification programs have met or surpassed the NYS benchmark related to the subtest and teacher responsibilities. These results imply that candidates have a comprehensive understanding of the rights and responsibilities that come with interactions between teachers and various stakeholders such as students, parents/guardians, community members, colleagues, school administrators, and other school personnel.

Initial Proprietary Assessment Data for Initial Completer: CPAST Rubric Data

The Candidate Preservice Assessment of Student Teaching (CPAST), a proprietary student teaching assessment developed by Ohio State University, is housed in TK20 and reports are generated by the Office of Assessment. Fieldwork supervisors, who are mentor teachers in the field, and college student teaching supervisors score the student teaching experiences in TK20. The student teaching

evaluation was administered to all BS INCH, BS INAD, MS SPED CHED, and MS SPED ADOL ALL candidates at the midpoint and the end of the semester-long placement. The endpoint evaluation was analyzed and summarized below for fall 2022 and spring of 2023.

Data tables are available in **Appendix B** to illustrate Initial Completers' performance on the student teaching assessment.

Learner and Learning (InTASC 1-3)
In the area of differentiation, fall of 2022, 100% of candidates met or exceeded the standards. Spring 2022, 94% met or exceeded standards in differentiation the most recent report indicates a +0.59 mean growth rate from midpoint to summative in the candidate's ability to differentiate methods.

The last two iterations of data yielded 88% of fall 2022 and 100% spring 2023 candidates scored at exceeding and meeting expectations in their ability to show evidence of instructional delivery of tools and resources and the ability to create a safe and respectful learning environment. The spring 2023 data also indicated a +0.39-mean growth from the midpoint to the summative.

Candidates also illustrated a positive trend in professional commitment and behaviors in their preparation dispositions. 100% of candidates in fall 2022 and spring 2023 met or exceeded standards. This line also exhibited similar trends 88% of students scored at exceeds expectations (fall 2022), which dropped to 80% (spring 2023). This line also realized growth (+0.13) from the mid to the summative evaluation. The EPP noticed this shift and will take a targeted look at the Learner and Learning segment in future semesters to see if this is a trend.

Content (InTASC 4-5)
During fall 2022 88% met/exceeded standards, and 98% of candidates in spring 2023 exceeded/met expectations in their ability to engage learners in critical thinking. Spring 2023 +0.45 mean growth rate from midpoint to summative.

Instructional Practice (InTASC 6-8)
The fall semester of 2022, 88% of the candidates either achieved or surpassed the required standards. Moreover, in the spring term of 2022, a remarkable 98% of candidates were successful in meeting or exceeding expectations in their capability to involve learners in critical thinking. It's also noteworthy that in the spring term of 2023, there was a positive mean growth rate of +0.45 from the midpoint to the final assessment. The following standards yielded 100% of completers met/exceeded standards in the fall 2022, and

98% in the spring 2023; Focus for Learning: Standards and Objective/Targets, Instructional Delivery: Learning & Target Direction, and Assessment: Assessment techniques.

Professional Responsibility (InTASC 9-10)

At the outset, both graduate and undergraduate candidates are evaluated based on professional dispositions, which include professional commitment and behaviors, professional relationships, and critical thinking and reflective practices. Fisher candidates consistently demonstrate strengths in these areas, such as punctuality, engagement in professional development, and meeting deadlines and obligations. In the fall of 2022 and spring of 2023, all candidates either met or surpassed expectations.

When it comes to collaboration, all candidates met or exceeded expectations. Furthermore, all candidates demonstrated an ability to advocate for the needs of learners and the teaching profession, with 100% achieving this in the fall of 2022 and 94% in the spring of 2023, showing a mean growth of +.26 from mid to summative evaluation.

One of the key strengths of all Fisher graduate and undergraduate initial candidates is their positive response to constructive criticism during student teaching. In both the fall of 2022 and spring of 2023, 100% of candidates were rated as meeting or exceeding expectations in critical thinking and reflective practice by positively responding to feedback.

Two areas of disposition that previously needed improvement but have shown significant growth over the last two data collection cycles are effective communication with parents or legal guardians and participation in professional development. In the fall of 2022, all graduate and undergraduate initial candidates showed a mean growth of +.62 from mid to summative evaluation, and in the spring of 2023, this was +.51 in terms of participating in professional development. Additionally, there was a mean growth of +.87 in the fall of 2023 and +.68 in the spring of 2023 in demonstrating effective communication with parents or legal guardians.

In conclusion, both graduate and undergraduate initial candidates meet or exceed the pedagogy and disposition criteria on the CPAST Rubric Assessment, with mean growth observed from mid to summative evaluation. The data reviewed and analyzed show improvements across all components of the summative assessment, which is designed to evaluate candidates' performance during student teaching. The EPP will continue to review the program curriculum and field placement opportunities to further enhance candidates' abilities to communicate with parents or legal guardians and to continue advocating for the needs of learners and the teaching profession.

Initial EPP-Created Assessment Data for Completers

Assessments developed by the EPP, which align with the CAEP standards, are crafted by faculty and stakeholders. These assessments are stored in Brightspace, formerly known as Tk20 or Qualtrics. The Office of Assessment is responsible for generating the reports. The assessments developed by the EPP include data collected across the school for key assessments, as identified by SPA and CAEP Standards for each program. Key assessments created by the EPP are scored using valid and reliable rubrics. These rubrics are developed and reviewed following the CAEP Evaluation Framework for EPP-Created Assessments, and a pilot administration is included. These EPP-created assessments are developed and stored in Brightspace where faculty members can access the key assessment rubric. Surveys for employers and completers, developed by the SoE faculty and stakeholders, are created in Qualtrics and disseminated through the Assessment Office. These surveys serve to collect information on the satisfaction levels of completers and employers with the program preparation.

Assuring Quality of Assessments Developed by EPP

As an integral part of the Quality Assurance System, the Assessment Office guarantees that all assessments created by the EPP meet or surpass the Sufficient Level on the Evaluation Framework for EPP-Created Assessments as defined by CAEP. This involves ensuring that assessments are jointly developed with partners and meet the required levels in administration, purpose, content, and scoring. They are also validated and made reliable using standards based on research. To ensure that measures correspond with the constructs being evaluated and that consistency analysis (for example, inter-rater reliability) is accurately conducted, the Assessment Office offers support and guidance to assessment developers. This is done using the guidelines specified in the Ralph C. Wilson, Jr. School of Education EPP Processes for Establishing Content Validity and Inter-rater Reliability of Assessments. The Assessment Office verifies that all EPP-created assessments achieve the CAEP sufficient level before the assessment is piloted. It also ensures that the training of scorers and the verification of validity, interrater agreement, and reliability are documented. Furthermore, the Assessment Office is responsible for reporting on annual measures and ensuring that measures of completer outcomes are summarized, benchmarked externally, analyzed, and widely shared on the EPP website. The Assessment Office also oversees the periodic review of EPP-created assessments to ensure they remain aligned with updated standards.

Lesson Plan Assessment (LPA) Analysis

The Lesson Plan Assessment (LPA) is a key component of the introductory inclusive methods course for initial certification candidates at both the childhood and adolescent levels. The LPA is included in courses such as EDUC 202, GEDU 502, GRDG 507, and

GRDG 550 512. These courses introduce candidates to the concept of instructional design and emphasize the importance of thoughtful lesson and unit planning. In these foundational courses, the LPA serves as a practical demonstration of how candidates apply lesson plan design to actual classroom teaching. Candidates are tasked with designing at least one 15-minute lesson using the Understanding by Design (UbD) lesson plan template. The Lesson Plan rubric includes key lesson components such as purpose, content standards, materials, learning environment, assessment plan, anticipatory set, instructional design, critical thinking instructional components, closure, differentiation for learners with disabilities and ENL, integration of appropriate technology, and critical reflection and evaluation of teaching.

Candidates' performance is evaluated using the LPA upon completion of the courses. **Appendix C** provides a detailed breakdown of candidates' competencies in applying lesson plan design to classroom teaching. The analysis of LPA data from undergraduate courses in the fall of 2022 and spring of 2023, as well as graduate courses in the fall of 2022, shows alignment with the CAEP and InTASC standards.

Learner and Learning (Standard R.1; InTASC Standard 1, 2, and 3)
Three lines of the LPA directly relate to the area of Learner and Learning: Line 3: Learning Environment; Line 4 Anticipatory Set; and Line 7: Closure. For the three cycles, 100% of the MS initial candidates across all programs met expectations in the learning environment. The latest iteration of BS initially yielded 100% of candidates who met expectations.

All MS SPED CHED and MS SPED ADOL ALL candidates met expectations in creating plans that included anticipatory sets and closures for their lessons as well as developing a learning environment that meets the needs of the learner and their capacity to learn. BS INCH has shown consistent growth over the last three cycles of data (f 2022 and sp 2023 77%, whereas the BS INAD 86% (sp 2021), 88% (f 2021), and 86% (sp 2022), of candidates met expectations for the anticipatory set.

All BS INCH and INAD candidates have met expectations in the latest iteration of data (sp 2022), For BS INCH candidates this is up from previous years where 78% (sp 2021) and 85% (f 2021) met expectations. MS SPED ADOL ALL candidates have consistently met expectations for the last three years in closure.

Content Knowledge (InTASC Standards 4 and 5)
Candidates were able to explicitly state how lesson objectives and learning outcomes were aligned with instructional plans. On LPA,

candidates designed activities that promote critical thinking and problem solving as it relates to planning for standards-based instruction. Ninety-three percent of candidates in spring/summer 2021 met expectations in alignment to Next Generation Standards representing a 91% average over the three years. This data illustrates that candidates of the Fisher initial programs have a solid foundation and application of the state standards.   All MS SPED CHED and MS SPED ADOL ALL candidates met in this area, and INCH ranged from 78%- 87% and INAD 75%-94% over the last three iterations of data.

Instructional Practice (InTASC Standards 6, 7, and 8)

During the 2022-2023 academic year, 81% of the BS INCH (83% of INAD) candidates met expectations in the area of providing appropriate materials. MS SPED CHED (96%), and MS SPED ADOL ALL (100%) candidates rated met expectations for their ability to have appropriate materials in their lesson plan. Overall, candidates continue to integrate appropriate technology in their lesson plans.

In the initial programs, the idea of incorporating differentiation in lesson planning is a topic of conversation. The integration of performance tasks and self-assessment ratings has seen some variability over the past three years. In the spring of 2023, there was a notable increase in the number of INCH and INAD candidates meeting expectations in this area, with 80% achieving this benchmark, up from 72% in the fall of 2022.

In the fall of 2022, only 58% of INAD ALL candidates met expectations, compared to 82% of INCH candidates. However, by spring 2023, there was a significant improvement with 92% of INAD ALL candidates and 72% of INCH candidates meeting expectations for differentiation in lesson activities and appropriate technology integration.

It's also worth noting that all initial candidates from the MS (SPED CHED and SPED ADOL ALL) have met expectations in these areas. The Educator Preparation Program (EPP) continues to track this data to ensure ongoing improvement and success.

Professional Responsibility (InTASC Standards 9 and 10)

Candidates from MS (SPED CHED and SPED ADOL ALL) demonstrated proficiency in self-reflection and evaluation of teaching methods. In the fall of 2022, a high percentage of candidates were proficient, with 91% of INCH and 82% of INAD achieving this level. However, in the Spring of 2023, the proficiency levels changed with 22% of INCH (89% approaches expectations/met the standard)

and 50% of INAD (100% approaches expectations/met the standard) demonstrating proficiency. There is a need for further focus on professional responsibility skills within the BS INCH and INAD courses that tackle lesson planning.

Disposition Rubric Assessment Analysis

The Initial Level Disposition Rubric, a tool for assessing candidate attributes and dispositions related to teaching effectiveness and non-academic behaviors, is first introduced in the EDUC 202 and GSED 501 courses. These are typically taken in the first year of enrollment in the School of Education. The assessment is crucial for the admission process, determining acceptance into the professional sequence of coursework and clinical experiences. Candidates also self-assess at the time of admission, providing an early measure of their preparedness for the teaching profession.

The Disposition Assessment is administered again in the EDUC 471 and GSED 508/512 courses, taken the semester before student teaching. This allows for monitoring of growth as candidates advance through their program of study. The Disposition Rubric was incorporated into the GSED 508 and 512 courses in the fall of 2019.

Performance data from the fall of 2022 and the spring of 2023, provided in Appendix D, shows the following:

- In the fall of 2022, most students in the EDUC 202 courses met expectations, indicating room for improvement as these courses are at the start of the program.
- By the spring of 2023, the majority of candidates were exceeding expectations.
- In EDUC 471, the second assessment of dispositions and expectations, all INCH candidates for the fall of 2022 and spring of 2023 exceeded expectations in their ability to collaborate with others.
- Over 90% of INCH candidates in the fall 2022 semester were responsive to feedback and demonstrated initiative, with all INCH candidates in the spring of 2023 exceeding expectations.
- INAD candidates, who took EDUC 471 only in the fall, mostly met expectations across all rubric items.
- All INCH candidates for the fall of 2022 and spring of 2023 demonstrated respect for diversity and multiple perspectives.

In the graduate initial program, all students in GSED 501 exceeded expectations on the dispositions rubric. For the fall of 2022, all candidates in GSED 508 and GSED 512 met or exceeded expectations in collaboration, respect for diversity and multiple perspectives, and being responsible colleagues. In the spring of 2023, all candidates met or exceeded expectations on the

dispositions rubric, with 83% of the candidates exceeding expectations in demonstrating respect for diversity and being responsible colleagues. This data shows a consistent pattern of high performance across different courses and semesters.

Initial Completer Certification and Licensure Rates

The following charts illustrate licensure rates gathered from New York State. Fisher uses this information to monitor percentages of certifications issued and those certifications still pending.

The initial program certification rates are highly favorable and indicate that completers of initial programs seek and attain NYS certification in their designated program areas. Only a select number of BS INCH and BS INAD CONTENT + did not apply for certification for 2022-2023 (see the table below).

Fisher Initial Completer Certification Table 2022-2023

Fisher Program Completed	Area of Certification	% Certification Issued	% Not applied for Certifications
BS INCH	Childhood Initial 1-6 (30)	70%	30%
	SWD Initial 1-6 (30)	67%	33%
	B-2 (21)	67%	33%
	Ext 7-9 (8)	25%	75%
BS INAD	Adolescence Initial 7-12 (15)	73%	27%
	SWD Initial 7-12 (15)	67%	33%
	Initial ext. annotation 5-6 (9)	67%	33%
MS SPED CHED	Childhood Initial 1-6 (7)	71%	29%
	SWD Initial 1-6 (8)	50%	50%
MS SPED + content	Content 7-12 (9)	56%	44%

SWD Generalist 1-6 (8)	38%	62%

Initial Completer Graduation Rates

Graduation statistics are available for those who completed the Initial Program at the Ralph C. Wilson, Jr., School of Education (SoE). The data represents those who joined the SoE in the 2020-2021 academic year. Typically, students are accepted into the Initial Undergraduate Education program between their sophomore and junior years. As a result, it is anticipated that most students who started in 2020-2021 will have graduated by 2022-2023.

The BS Inclusive Childhood Education Program (BS INCH) has shown that 91% of its students graduate within three years. The three-year graduation rate for the BS Inclusive Adolescence Education Program (BS INAD-ADOL) is 89% for those who started in the fall of 2020, showing an upward trend over the past few years.

In the Initial Graduate Program, the two-year graduation rate for the MS in Special Education Childhood Education is 100%. For the MS in Special Education Adolescence Education (MS SPED ADOL ALL), the two-year graduation rate is 57%, while the three-year graduation rate reaches 100%.

Advanced Completers Pass Rates and Licensure Examinations

In the fall of 2023, the Advanced MS – Educational Leadership Program at St. John Fisher University did not initiate a new cohort due to low enrollment. However, the cohort that graduated in December 2022 demonstrated its effectiveness in preparing students for their licensure area. This is evidenced by the fact that our program completers have surpassed the New York State Licensure Test pass rates for two consecutive years, 2020-2021 and 2021-2022 (Source: New York State Department of Education (NYSED)-Pearson database).

The MS - Educational Leadership Program, which prepares students for the School District Leadership Exam parts one and two. For the past three years, every graduate of the MS - Library Media Studies program has successfully passed the Content Specialty Test for Library Media Specialists. Comparative pass rate data for St. John Fisher College program completers and all New York State test takers are provided in the accompanying tables.

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New York State Licensure Examinations

Master of Science in Educational Leadership School Building and School Leader (GBDL/GEDL)

NYS Leadership Test- School District Leadership Exam (SDL) Part 1

YEAR	NUMBER OF Fisher STUDENTS TAKING ASSESSMENTS	Fisher PASS RATE	NYS Pass Rate
2022-2023	0	N/A	N/A
2021-2022	7	86%	93%
2020-2021	10	100%	95%

Source: NYS Pearson Database

Master of Science in Educational Leadership School Building and School Leader (GBDL/GEDL)

NYS Leadership Test- School District Leadership Exam (SDL) Part 2

YEAR	NUMBER OF Fisher STUDENTS TAKING ASSESSMENTS	Fisher PASS RATE	NYS Pass Rate
2022-2023	0	N/A	N/A
2021-2022	4	75%	91%
2020-2021	11	91%	95%

Source: NYS Pearson Database

Master of Science in Library Media

Content Specialty Test- Library Media

YEAR	NUMBER OF Fisher STUDENTS TAKING ASSESSMENTS	Fisher PASS RATE	NYS Pass Rate
2022-2023	27	100%	99%
2021-2022	5	100%	99%
2020-2021	6	100%	97%

Source: NYS Pearson Database

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Advanced EPP Assessment Data for Completers

EPP assessments, aligned to the CAEP standards are created by faculty and stakeholders and are housed in TK20/Fisher Analytics or Qualtrics. The reports are generated through the Office of Assessment. EPP Developed Assessments include completer Assessment data which is collected school-wide for key assessments as identified by SPA and CAEP Standards for each program. EPP-created key assessments are scored with valid, reliable rubrics that are developed and reviewed using the CAEP Evaluation Framework for EPP-Created Assessments and include a pilot administration. EPP-created assessments are created and housed in TK20. Faculty are responsible for adding the TK20 rubric link to their courses in Blackboard and scoring the assessments in TK20. Employer and Completer surveys, developed by SoE faculty and stakeholders, are created in Qualtrics and distributed through the Assessment Office. Surveys are used to gather information on satisfaction with program preparation from completers and employers.

Assuring Quality of Assessments Developed by EPP

As part of the Quality Assurance System, the Assessment Office ensures that all EPP-created assessments meet or exceed the CAEP Sufficient Level on the Evaluation Framework for EPP-created assessments. This process includes ensuring assessments are co-constructed with partners and meet sufficient levels in the areas of administration; purpose, content, and scoring, and are made reliable and valid using research-based standards.   To assure that measures align with the constructs being measured and that consistency analysis (e.g., inter-rater reliability) is conducted accurately, the Assessment Office provides support and guidance to assessment developers using the guidelines outlined in the Ralph C. Wilson, Jr. School of Education EPP Processes for Establishing Content Validity and Inter-Rater Reliability of Assessments. The Assessment Office ensures CAEP that a sufficient level is achieved on all EPP-created assessments before piloting the assessment and that training of scorers and checking on validity and interrater agreement and reliability are documented. Moreover, the Assessment Office reports on annual reporting measures and that measures of completer outcomes are summarized, externally benchmarked, analyzed, and shared widely on the EPP website. In addition, the Assessment Office coordinates the periodic review of EPP-created assessments to ensure they align with updated standards.

Disposition Rubric Assessment Analysis

The Advanced Level Dispositions Rubric is administered twice in each of the advanced programs. The disposition rubric is administered early on in the program. The purpose of the Advanced Level Disposition Assessment is to gather baseline data on candidate attributes and dispositions related to teaching and leadership effectiveness and non-academic behaviors. The assessment is used as part of the admission process for acceptance into the professional sequence of coursework and clinical experiences, with

the candidates self-assessing at admissions as well. This assessment serves as an early measure of a candidate's readiness for their professional specialty. The Advanced Level Disposition Assessment will again be administered later in the program to monitor growth as candidates progress through their program of study.

In 2022-2023, data was collected for MS - Library Media (GLMS). The MS - Educational Leadership School Building/School District (GEDA) program did not run due to low enrollment. There were no candidates enrolled in GEDA during the reporting cycle. Appendix E will illustrate the cycles of data of candidates' abilities to meet a variety of criteria, standards, and/or expectations identified in the Disposition Rubric by the advanced program. Table 1 below lists the courses where the assessment is administered in the MS-Library Media program.

Program	Administration One	Administration Two
GLMS	GLMS 612	GLMS 616

MS Library Media Specialist (GLMS)

GLMS candidates enrolled in GLMS 612: Information Literacy, Media Literacy, and New Literacies and GLMS 616: Practicum in the Library Media Center: Secondary during the 2022-2023 semesters all exceeded/met the expectations required on the Advanced Dispositions Rubric. GLMS candidates were able to apply law, policies, codes of ethics, and professional standards to the field of library and media. Candidates are able to collaborate with others, take initiative, and are responsible colleagues. Additionally, GLMS candidates are responsive to feedback. Finally, GLMS candidates demonstrate respect for diversity and multiple perspectives. MS Library Media Specialist candidates are consistent in their display of the dispositions deemed necessary to meet the expectations of the GLMS coursework and the specialized skills needed in their profession. The GLMS program represents an area of strength for the Fisher School of Education and continues to monitor the exemplary skill-sets of the candidates as well as the program's constant exceptional disposition performance across courses.

Candidates in MS Educational Leadership, MS Library Media Specialists, and MS Literacy performance on the Advance Disposition Rubric represent a strength of the Fisher School of Education. Candidates display consistent dispositions across courses. The EPP will

continue to review course expectations to ensure that candidates continue to exceed/meet standards in the field of their specializations.

Advanced Completer Certification and Licensure Rates

Most graduates of the MS in Library Media and the MS in Educational Leadership Programs typically apply for and obtain their certifications promptly. The accompanying charts depict the licensure rates collected from New York State. Fisher utilizes this data to track the proportion of issued certifications and those who have not yet applied.

Fisher Advanced Completer Certification Tables 2022-2023

Fisher Program Completed	Area of Certification	% of Certification Issued	% Not applied for LMS Certifications
MS in Library Media	Library Media Specialist Initial & Prof Cert	91%	9%

Advanced Completer Graduation Rates

The graduation rates for Ralph C. Wilson, Jr., School of Education (SoE) Advanced Program completers are provided. The Library Media Specialist Educational summer 2021 cohort 80% graduated as of may 2022, and 90% by may 2023. No one entered the MS - Education Leadership or the Literacy Program in 2022-2023; therefore, there is no data to report for this entering cohort.

Graduation statistics for the Advanced Program at the Ralph C. Wilson, Jr., School of Education (SoE) are available. The cohort of the Library Media Specialist Educational program that started in the summer of 2021 had an 80% graduation rate as of May 2022, and this increased to 90% by May 2023. Due to low enrollment the MS - Education Leadership and the Literacy Program did not run during the 2022-2023 academic year.

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Appendix A: Initial and Advanced Licensure Assessment Data

Multi-Subject-Teachers of Childhood BS INCH B-2

MS B-2 Part One Lit/ ELA (CST) Results

Bachelor of Science Inclusive Childhood with Early childhood extension (BS-INCH-B-2)

	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	M/C Knowledge of Literacy & Language Arts — Subarea (01) Mean & Range	M/C Instruction in Foundational Literacy Skills — Subarea (02) Mean & Range	M/C Instruction in English Language Arts — Subarea (03) Mean & Range	C/R Analysis, Synthesis, and Application — Subarea (03) Mean & Range
2020-2021										
EPP	37	3	3	100%	8%	547.3	3.3	3.7	2.7	3.0
EPP Range						535.0 - 557.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 3.0
Male	3				0%					
Male Range						-	-	-	-	-
Female	34	3	3	100%	9%	547.3	3.3	3.7	2.7	3.0
Female Range						535.0 - 557.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 3.0
Students of Color	1				0%					
Studenst White	35	3	3	100%	9%	547.3	3.3	3.7	2.7	3.0
Students Unknown	1				0%					
NYS	3651	3651	3030	83%	83%	538.8	3.1	3.2	3.0	2.8
NYS Range										
2021-2022										
EPP	27	14	14	100%	52%	542.5	3.4	3.2	2.9	2.7
EPP Range						527.0 - 577.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0	1.0 - 4.0
Male	0									
Male Range						-	-	-	-	-
Female	27	14	14	100%	52%	542.5	3.4	3.2	2.9	2.7
Female Range						527.0 - 577.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0	1.0 - 4.0
Students of Color	2									
Studenst White	25	14	14	100%	56%	542.5	3.4	3.2	2.9	2.7
Students Unknown										
NYS	3623	3623	2974	82%	82%	538	3.1	3.2	3	2.7
NYS Range										
2022-2023										
EPP	31	15	13	87%	42%	541.5	3.1	3.3	2.7	2.7
EPP Range						513.0 - 567.0	2.0 - 4.0	1.0 - 4.0	1.0 - 4.0	2.0 - 3.0
Male	3									
Male Range						-	-	-	-	-
Female	28	15	13	87%	46%	541.5	3.1	3.3	2.7	2.7
Female Range						513.0 - 567.0	2.0 - 4.0	1.0 - 4.0	1.0 - 4.0	2.0 - 3.0
Students of Color	1									
Studenst White	29	15	13	87%	45%	541.5	3.1	3.3	2.7	2.7
Students Unknown	1									
NYS										
NYS Range										

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Multi-Subject Part 1 Lit/ELA 1-6

						Multisubject Part One Lit/ELA 1-6 Results	M/C Knowledge of Literacy & Language Arts	M/C Instruction in Foundational Literacy Skills	M/C Instruction in English Language Arts	C/R Analysis, Synthesis, and Application
	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	Subarea (01) Mean & Range	Subarea (02) Mean & Range	Subarea (03) Mean & Range	Subarea (04) Mean & Range
2020-2021										
EPP	**36**	**18**	**15**	**83%**	**42%**	**543.8**	**3.0**	**3.2**	**3.5**	**2.7**
EPP Range						512.0 - 576.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Male	3	2	2	100%	67%	564.0	4.0	4.0	3.0	3.0
Male Range						560.0 - 568.0	4.0 - 4.0	4.0 - 4.0	2.0 - 4.0	3.0 - 3.0
Female	33	16	13	81%	39%	541.3	2.9	3.1	3.5	2.7
Female Range						512.0 - 576.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	1.0 - 4.0
Students of Color	2	2	1	50%	50%	538.0	3.0	3.0	2.5	3.0
Students White	34	16	14	88%	41%	544.5	3.0	3.3	3.6	2.7
Students Unknown	0									
NYS	**6381**	**6381**	**5638**	**88%**	**88%**	**540.7**	**3**	**3.2**	**3.1**	**2.8**
NYS Range						NA	NA	NA	NA	NA
2021-2022										
EPP	**27**	**26**	**23**	**88%**	**85%**	**543.1**	**2.8**	**3.3**	**3.0**	**3.1**
EPP Range						513.0 - 570.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	0	1	1	100%	#DIV/0!	560.0	4.0	4.0	2.0	3.0
Male Range						560.0 - 560.0	4.0 - 4.0	4.0 - 4.0	2.0 - 2.0	3.0 - 3.0
Female	27	25	22	88%	81%	542.4	2.8	3.3	3.1	3.1
Female Range						513.0 - 570.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Students of Color	2	1	1	100%	50%	560.0	4.0	4.0	2.0	3.0
Students White	25	25	22	88%	88%	542.4	2.8	3.3	3.1	3.1
Students Unknown										
NYS	**3427**	**5755**	**4729**	**82%**	**82%**	**539**	**3**	**3.2**	**3.1**	**2.8**
NYS Range						NA	NA	NA	NA	NA
2022-2023										
EPP	**31**	**38**	**35**	**92%**	**113%**	**545.0**	**3.3**	**3.2**	**3.4**	**2.8**
EPP Range						497.0 - 585.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Male	3	4	3	75%	100%	530.5	3.5	2.8	3.0	2.3
Male Range						497.0 - 565.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 3.0
Female	28	34	32	94%	114%	546.7	3.3	3.3	3.5	2.8
Female Range						512.0 - 585.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Students of Color	1	2	2	100%	200%	537.5	3.0	3.0	4.0	2.5
Students White	29	34	32	94%	110%	547.4	3.3	3.3	3.4	2.8
Students Unknown	1	2	1	50%	100%	510.5	3.0	2.0	2.5	2.0
NYS										
NYS Range										

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Multi-Subject Part 1 Let/ELA 7-12 (BS INAD)

							M/C Knowledge of Literacy & Language Arts	M/C Instruction in Foundational Literacy Skills	M/C Instruction in English Language Arts	C/R Analysis, Synthesis, and Application
	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	Subarea (01) Mean & Range	Subarea (02) Mean & Range	Subarea (03) Mean & Range	Subarea (04) Mean & Range
2020-2021										
EPP	**15**	**7**	**7**	**100%**	**47%**	**553.6**	**3.6**	**3.4**	**3.0**	**3.0**
EPP Range						535.0 - 569.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	6	2	2	100%	33%	541.5	3.5	3.0	3.0	2.5
Male Range						535.0 - 548.0	3.0 - 4.0	2.0 - 4.0	3.0 - 3.0	2.0 - 3.0
Female	9	5	5	100%	56%	558.4	3.6	3.6	3.0	3.2
Female Range						553.0 - 569.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Students of Color	2	1	1	100%	50%	556.0	3.0	3.0	4.0	3.0
Studenst White	13	6	6	100%	46%	553.2	3.6	3.5	2.8	3.0
Students Unknown										
NYS	**1864**	**1864**	**1342**	**72%**	**72%**	**532.7**	**2.8**	**2.7**	**2.9**	**3.0**
NYS Range										
2021-2022										
EPP	**17**	**15**	**13**	**87%**	**76%**	**543.3**	**3.0**	**2.9**	**3.5**	**3.3**
EPP Range						492.0 - 587.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Male	13	7	6	86%	46%	538.1	2.9	2.9	3.4	3.1
Male Range						497.0 - 569.0	2.0 - 4.0	1.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Female	4	8	7	88%	175%	547.9	3.1	3.0	3.6	3.4
Female Range						492.0 - 587.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Students of Color	1	1	1	100%	100%	587.0	4.0	4.0	4.0	4.0
Studenst White	16	14	12	86%	75%	540.2	2.9	2.9	3.5	3.2
Students Unknown										
NYS	**1614**	**1614**	**1076**	**67%**	**67%**	**529.9**	**2.8**	**2.6**	**2.8**	**2.9**
NYS Range						NA	NA	NA	NA	NA
2022-2023										
EPP	**15**	**22**	**13**	**59%**	**87%**	**525.7**	**2.7**	**2.2**	**2.7**	**3.3**
EPP Range						487.0 - 572.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	3.0 - 4.0
Male	9	14	8	57%	89%	525.0	2.8	2.1	2.6	3.2
Male Range						492.0 - 572.0	2.0 - 4.0	1.0 - 4.0	1.0 - 3.0	3.0 - 4.0
Female	6	8	5	63%	83%	527.0	2.5	2.3	3.0	3.4
Female Range						487.0 - 556.0	1.0 - 4.0	1.0 - 3.0	2.0 - 4.0	3.0 - 4.0
Students of Color		2	2	100%		551.0	3.5	2.5	3.5	4.0
Studenst White	15	20	11	55%	73%	523.2	2.6	2.2	2.7	3.2
Students Unknown										
NYS										
NYS Range										

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Adolescence Content Specialty (CST) BS INAD ALL & by Content

Adolescence Content Speciality (CST) Results
Bachelor of Science Inclusive Adolescence

Category	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Bio # Comp	Bio # Takers	Bio # Pass	Bio % Pass	Chem # Comp	Chem # Takers	Chem # Pass	Chem % Pass	Phys # Comp	Phys # Takers	Phys # Pass	Phys % Pass	Math # Comp	Math # Takers	Math # Pass	Math % Pass	Eng # Comp	Eng # Takers	Eng # Pass	Eng % Pass	SS # Comp	SS # Takers	SS # Pass	SS % Pass	Fr # Comp	Fr # Takers	Fr # Pass	Fr % Pass	Sp # Comp	Sp # Takers	Sp # Pass	Sp % Pass
2020-2021																																					
EPP	15	11	10	91%	67%	0	0			0	0			0	0			5	0			3	4	4	100%	7	7	6	86%	0	0			0	0		
EPP Range																																					
Male	6	3	3	100%	50%													2								4	3	3	100%								
Male Range																																					
Female	9	8	7	88%	78%													3				3	4	4	100%	3	4	3	75%								
Female Range																																					
Students of Color	1	2	2	100%	200%													1								1	2	2	100%								
Studenst White	13	9	5	56%	38%													4				3	4	4	100%	6	5	1	20%								
Students Unknown	0	0	0																																		
NYS																																					
NYS Range																																					
2021-2022																																					
EPP	19	12	12	100%	63%	1	0			0	0			1	1	1	100%	2	2	2	100%	5	3	3	100%	10	6	6	100%	0	0			0	0		
EPP Range																																					
Male	15	6	6	100%	40%	1												1	1	1	100%	4	1	1	100%	9	4	4	100%								
Male Range																																					
Female	4	6	6	100%	150%									1	1	1	100%	1	1	1	100%	1	2	2	100%	1	2	2	100%								
Female Range																																					
Students of Color	1	0	0																							1											
Studenst White	18	12	12	100%	67%	1								1	1	1	100%	2	2	2	100%	5	3	3	100%	9	6	6	100%								
Students Unknown	0	0	0																																		
NYS																																					
NYS Range																																					
2022-2023																																					
EPP	17	18	12	67%	71%	1	1	1	100%	0	0			0	0			3	8	5	63%	9	3	3	100%	4	6	3	50%	0	0			0	0		
EPP Range																																					
Male	10	12	7	58%	70%	1	1	1	100%									3	6	2	33%	3	2	2	100%	3	3	2	67%								
Male Range																																					
Female	7	6	4	67%	57%														2	2	100%	6	1	1	100%	1	3	1	33%								
Female Range																																					
Students of Color	1	1	1	100%	100%														1	1	100%	1															
Studenst White	16	17	10	59%	63%	1	1	1	100%									3	7	3	43%	8	3	3	100%	4	6	3	50%								
Students Unknown	0	0	0																																		
NYS																																					
NYS Range																																					

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Adolescence Content Specialty (CST) Results MS SPED ADOL ALL

Adolescence Content Speciality(CST) Results
Master of Science in Special Education Adolescence

	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Bio # Comp	Bio # TT	Bio # Pass	Bio % TT Pass	Chem # Comp	Chem # TT	Chem # Pass	Chem % TT Pass	Phys # Comp	Phys # TT	Phys # Pass	Phys % TT Pass	Math # Comp	Math # TT	Math # Pass	Math % TT Pass	Eng # Comp	Eng # TT	Eng # Pass	Eng % TT Pass	SS # Comp	SS # TT	SS # Pass	SS % TT Pass	Fr # Comp	Fr # TT	Fr # Pass	Fr % TT Pass	Sp # Comp	Sp # TT	Sp # Pass	Sp % TT Pass
2020-2021																																					
EPP	6	2	2	100%	33%	0	0			0	0			1	0			1	0			0	0			3	2	200%	100%	1	0			0	0		
EPP Range																																					
Male	3	0	0																							2				1							
Male Range																																					
Female	3	2	2	100%	67%									1				1								1	2	200%	100%								
Female Range																																					
Students of Color	0	1	1	100%																							1	100%	100%								
Student White	4	1	1	100%	25%									1				1								1	1	100%	100%	1							
Students Unknown	1	0	0																							1											
NYS																																					
NYS Range																																					
2021-2022																																					
EPP	4	3	3	100%	75%	1	1	100%	100%	0	0			0	0			0				2	1	100%	100%	1	0			0	1	100%	100%	0	0		
EPP Range																																					
Male	2	2	2	100%	100%	1	1	100%	100%																	1					1	100%	100%				
Male Range																																					
Female	2	1	1	100%	50%																	2	1	100%	100%												
Female Range																																					
Students of Color	0	0	0																																		
Student White	4	3	3	100%	75%	1	1	100%	100%													2	1	100%	100%	1					1	100%	100%				
Students Unknown	0	0	0																																		
NYS																																					
NYS Range																																					
2022-2023																																					
EPP	3	2	2	100%	67%	1	0			0	0			0	0			1	1	100%	100%	0	1	100%	100%	1	0			0	0			0	0		
EPP Range																																					
Male	3	1	1	100%	33%	1												1	1	100%	100%					1											
Male Range																																					
Female	0	1	1	100%																			1	100%	100%												
Female Range																																					
Students of Color	1	0	0																							1											
Student White	2	2	2	100%	100%	1												1	1	100%	100%		1	100%	100%												
Students Unknown	0	0	0																																		
NYS																																					
NYS Range																																					

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Educating All Students (EAS) All

Educating All Students (EAS) Results
Updated to new format 7.28.21

Bachelor of Science Inclusive Adolescent - BS INAD CONTENT COMBINED

	Total # of Completers	Total % of Completers Passing	Total # Test Takers	Total % Test Takers Passing	Total Score Mean & Range	M/C Diverse Student Populations — Subarea (1a) Mean & Range	C/R Diverse Student Populations — Subarea (1b) Mean & Range	M/C English Language Learners — Subarea (2a) Mean & Range	C/R English Language Learners — Subarea (2b) Mean & Range	M/C Students with Disabilities and Other Special Learning Needs — Subarea (3a) Mean & Range	C/R Students with Disabilities and Other Special Learning Needs — Subarea (3b) Mean & Range	M/C Teacher Responsibilities — Subarea (4a) Mean & Range	M/C School-Home Relationships — Subarea (5a) Mean & Range
2020-2021													
EPP	15	40%	6	100%	550.5	3.3	3.3	3.2	3	2.7	2.8	3.3	3.8
EPP Range					527.0 - 585.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Male	6	33%	2	100%	538.5	3.0	3.5	3.0	3.0	2.5	2.5	3.0	4.0
Male Range					536.0 - 541.0	2.0 - 4.0	3.0 - 4.0	3.0 - 3.0	3.0 - 3.0	2.0 - 3.0	2.0 - 3.0	2.0 - 4.0	4.0 - 4.0
Female	9	44%	4	100%	556.5	3.5	3.3	3.3	3.0	2.8	3.0	3.5	3.8
Female Range					527.0 - 585.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Students of Color	2	100%	2	100%	539.0	3.0	2.5	3.5	2.5	2.5	2.5	3.0	3.5
Students White	13	31%	4	100%	556.3	3.5	3.8	3.0	3.3	2.8	3.0	3.5	4.0
Students Unknown													
NYS	**17742**	**99%**	**17742**	**99%**	**541.2**	**2.6**	**2.6**	**2.6**	**2.7**	**2.6**	**2.8**	**3.3**	**3.3**
NYS Range						**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**
2021-2022													
EPP	17	71%	12	100%	535.4	2.9	2.9	2.9	2.6	2.3	2.9	3.8	3.5
EPP Range					511.0 - 564.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	13	54%	7	100%	536.0	3.0	3.0	2.6	2.7	2.6	2.9	3.7	3.9
Male Range					511.0 - 561.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Female	4	125%	5	100%	534.6	2.8	2.8	3.4	2.4	2.0	3.0	3.8	3.0
Female Range					522.0 - 564.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	1.0 - 3.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0
Students of Color	1												
Students White	16	75%	12	100%	535.4	2.9	2.9	2.9	2.6	2.3	2.9	3.8	3.5
Students Unknown													
NYS	**15905**	**97%**	**15905**	**97%**									
NYS Range						**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**
2022-2023													
EPP	17	71%	12	100%	531.3	2.6	2.8	2.4	2.4	2.7	2.7	3.5	3.3
EPP Range					507.0 - 560.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	10	90%	9	100%	528.9	2.4	2.7	2.4	2.2	2.4	2.8	3.4	3.6
Male Range					507.0 - 557.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0	1.0 - 3.0	1.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Female	7	43%	3	100%	538.3	3.0	3.3	2.3	3.0	3.3	2.3	3.7	2.7
Female Range					515.0 - 560.0	2.0 - 4.0	3.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	3.0 - 4.0	2.0 - 3.0
Students of Color	1	100%	1	100%	536.0	2.0	3.0	2.0	3.0	2.0	3.0	4.0	4.0
Studenst White	16	69%	11	100%	530.8	2.6	2.8	2.5	2.4	2.7	2.6	3.5	3.3
Students Unknown													
NYS													
NYS Range													

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

EAS MS SPED ADOL Content Combined

Educating All Students (EAS) Results

Master of Science Special Education Adolescence - MS SPED ADOL CONTENT COMBINED

	Total # of Completers	Total % of Completers Passing	Total # Test Takers	Total % Test Takers Passing	Total Score Mean & Range	M/C Diverse Student Populations Subarea (1a) Mean & Range	C/R Diverse Student Populations Subarea (1b) Mean & Range	M/C English Language Learners Subarea (2a) Mean & Range	C/R English Language Learners Subarea (2b) Mean & Range	M/C Students with Disabilities and Other Special Learning Needs Subarea (3a) Mean & Range	C/R Students with Disabilities and Other Special Learning Needs Subarea (3b) Mean & Range	M/C Teacher Responsibilities Subarea (4a) Mean & Range	M/C School-Home Relationships Subarea (5a) Mean & Range
2020-2021													
EPP	6	33%	2	100%	543	3.0	3.0	2.0	2.5	4.0	3.0	3.5	3.0
EPP Range					535.0 - 551.0	3.0 - 3.0	2.0 - 4.0	2.0 - 2.0	2.0 - 3.0	4.0 - 4.0	3.0 - 3.0	3.0 - 4.0	2.0 - 4.0
Male	3		0										
Male Range					-	-	-	-	-	-	-	-	-
Female	3	67%	2	100%	543.0	3.0	3.0	2.0	2.5	4.0	3.0	3.5	3.0
Female Range					535.0 - 551.0	3.0 - 3.0	2.0 - 4.0	2.0 - 2.0	2.0 - 3.0	4.0 - 4.0	3.0 - 3.0	3.0 - 4.0	2.0 - 4.0
Students of Color	0		0										
Students White	5	40%	2	100%	543.0	3.0	3.0	2.0	2.5	4.0	3.0	3.5	3.0
Students Unknown	1		0										
NYS	17742	99%	17742	99%	541.2	2.6	2.6	2.6	2.7	2.6	2.8	3.3	3.3
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-2022													
EPP	4	150%	6	100%	541.7	3.0	2.3	2.5	2.5	3.3	3.0	3.7	3.8
EPP Range					514.0 - 565.0	2.0 - 4.0	1.0 - 3.0	1.0 - 4.0	2.0 - 3.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Male	2	200%	4	100%	548.5	2.8	2.8	3.0	2.8	3.5	3.5	3.5	3.8
Male Range					533.0 - 565.0	2.0 - 4.0	2.0 - 3.0	2.0 - 4.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0
Female	2	100%	2	100%	528.0	3.5	1.5	1.5	2.0	3.0	2.0	4.0	4.0
Female Range					514.0 - 542.0	3.0 - 4.0	1.0 - 2.0	1.0 - 2.0	2.0 - 2.0	2.0 - 4.0	1.0 - 3.0	4.0 - 4.0	4.0 - 4.0
Students of Color	0	#DIV/0!	1	100%	514.0	4.0	1.0	1.0	2.0	2.0	1.0	4.0	4.0
Studenst White	4	100%	4	100%	550.8	2.8	2.8	3.0	2.5	3.8	3.5	4.0	3.8
Students Unknown	0		1	100%	533.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	4.0
NYS	15905	97%	15905	97%									
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA
2022-2023													
EPP	3	67%	2	100%	553.5	3.0	2.0	3.5	3.0	3.5	2.5	4.0	4.0
EPP Range					553.0 - 554.0	2.0 - 4.0	2.0 - 2.0	3.0 - 4.0	3.0 - 3.0	3.0 - 4.0	2.0 - 3.0	4.0 - 4.0	4.0 - 4.0
Male	3	33%	1	100%	553.0	2.0	2.0	4.0	3.0	4.0	2.0	4.0	4.0
Male Range					553.0 - 553.0	2.0 - 2.0	2.0 - 2.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0	2.0 - 2.0	4.0 - 4.0	4.0 - 4.0
Female	0		1	100%	554.0	4.0	2.0	3.0	3.0	3.0	3.0	4.0	4.0
Female Range					554.0 - 554.0	4.0 - 4.0	2.0 - 2.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	4.0 - 4.0
Students of Color	1		0										
Studenst White	2	100%	2	100%	553.5	3.0	2.0	3.5	3.0	3.5	2.5	4.0	4.0
Students Unknown	0		0										
NYS													
NYS Range													

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

EAS BS INCH

Educating All Students (EAS) Results

Bachelor of Science Inclusive Childhood (BS-INCH)

	Total # of Completers	Total % of Completers Passing	Total # Test Takers	Total % Test Takers Passing	Total Score Mean & Range	M/C Diverse Student Populations — Subarea (1a) Mean & Range	C/R Diverse Student Populations — Subarea (1b) Mean & Range	M/C English Language Learners — Subarea (2a) Mean & Range	C/R English Language Learners — Subarea (2b) Mean & Range	M/C Students with Disabilities and Other Special Learning Needs — Subarea (3a) Mean & Range	C/R Students with Disabilities and Other Special Learning Needs — Subarea (3b) Mean & Range	M/C Teacher Responsibilities — Subarea (4a) Mean & Range	M/C School-Home Relationships — Subarea (5a) Mean & Range
2020-2021													
EPP	37	54%	20	100%	539.7	2.8	2.9	2.9	2.9	3.0	3	3.6	3.0
EPP Range					519.0 - 565.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Male	3	33%	1	100%	565.0	4.0	4.0	2.0	3.0	4.0	3.0	4.0	4.0
Male Range					565.0 - 565.0	4.0 - 4.0	4.0 - 4.0	2.0 - 2.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0	4.0 - 4.0
Female	34	56%	19	100%	538.4	2.7	2.8	2.9	2.9	2.9	3.0	3.5	2.9
Female Range					519.0 - 557.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Students of Color	2	50%	1	100%	557.0	4.0	3.0	3.0	3.0	4.0	3.0	3.0	3.0
Studenst White	35	54%	19	100%	538.8	2.7	2.8	2.9	2.9	2.9	3.0	3.6	2.9
Students Unknown	0		0										
NYS	17742	99%	17742	99%	541.2	2.6	2.6	2.6	2.7	2.6	2.8	3.3	3.3
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-2022													
EPP	28	107%	30	100%	543.1	2.7	2.8	2.8	3.1	2.9	3.1	3.4	3.7
EPP Range					507.0 - 570.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	0		1	100%	540.0	2.0	2.0	3.0	3.0	4.0	3.0	3.0	4.0
Male Range					540.0 - 540.0	2.0 - 2.0	2.0 - 2.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0
Female	28	104%	29	100%	543.1	2.7	2.8	2.8	3.1	2.9	3.1	3.4	3.7
Female Range					507.0 - 570.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Students of Color	2		0										
Studenst White	26	115%	30	100%	543.1	2.7	2.8	2.8	3.1	2.9	3.1	3.4	3.7
Students Unknown	0		0										
NYS													
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA
2022-2023													
EPP	36		23		541.1	2.7	2.8	2.9	2.5	3.3	2.8	3.4	3.7
EPP Range					515.0 - 565.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	4		0										
Male Range					-	-	-	-	-	-	-	-	-
Female	32		23		541.1	2.7	2.8	2.9	2.5	3.3	2.8	3.4	3.7
Female Range					515.0 - 565.0	1.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Students of Color	1		1		537.0	2.0	3.0	4.0	2.0	4.0	2.0	3.0	4.0
Studenst White	34		22		541.3	2.7	2.8	2.8	2.5	3.2	2.9	3.4	3.7
Students Unknown	1		0										
NYS													
NYS Range													

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

EAS MS SPED CHED

Educating All Students (EAS) Results

Master of Science Special Education Childhood Education (MS-SPED-CHED)

	Total # of Completers	Total % of Completers Passing	Total # Test Takers	Total % Test Takers Passing	Total Score Mean & Range	M/C Diverse Student Populations Subarea (1a) Mean & Range	C/R Diverse Student Populations Subarea (1b) Mean & Range	M/C English Language Learners Subarea (2a) Mean & Range	C/R English Language Learners Subarea (2b) Mean & Range	M/C Students with Disabilities and Other Special Learning Needs Subarea (3a) Mean & Range	C/R Students with Disabilities and Other Special Learning Needs Subarea (3b) Mean & Range	M/C Teacher Responsibilities Subarea (4a) Mean & Range	M/C School-Home Relationships Subarea (5a) Mean & Range
2020-2021													
EPP	15	73%	11	100%	541.1	2.9	2.8	2.6	3.2	3.1	2.9	3.4	3.3
EPP Range					525.0 - 560.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Male	3	133%	4	100%	540.3	2.5	2.5	2.8	3.3	3.0	3.0	3.5	3.5
Male Range					528.0 - 554.0	2.0 - 3.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 3.0	3.0 - 4.0	2.0 - 4.0
Female	12	58%	7	100%	541.6	3.1	3.0	2.6	3.1	3.1	2.9	3.3	3.1
Female Range					525.0 - 560.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0
Students of Color			0										
Studenst White	13	77%	10	100%	542.4	2.9	2.9	2.7	3.2	3.2	2.9	3.3	3.4
Students Unknown	2	50%	1	100%	528.0	3.0	2.0	2.0	3.0	2.0	3.0	4.0	2.0
NYS													
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-2022													
EPP	11	73%	8	100%	543	3.4	2.9	2.5	2.8	3.3	3.1	3.6	3.4
EPP Range					508.0 - 557.0	2.0 - 4.0	2.0 - 4.0	1.0 - 4.0	2.0 - 3.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Male	1	200%	2	100%	557.0	3.5	3.5	3.5	3.0	3.0	3.5	3.5	3.5
Male Range					557.0 - 557.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 3.0	3.0 - 3.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Female	10	60%	6	100%	538.3	3.3	2.7	2.2	2.7	3.3	3.0	3.7	3.3
Female Range					508.0 - 554.0	2.0 - 4.0	2.0 - 4.0	1.0 - 3.0	2.0 - 3.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Students of Color	1	100%	1	100%	508.0	2.0	2.0	2.0	2.0	2.0	2.0	4.0	3.0
Studenst White	10	70%	7	100%	548.0	3.6	3.0	2.6	2.9	3.4	3.3	3.6	3.4
Students Unknown	0		0										
NYS													
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA
2022-2023													
EPP	0		3	100%	549.7	2.7	3.3	2.3	3.7	3.3	3.3	3.7	3.3
EPP Range					534.0 - 563.0	2.0 - 4.0	3.0 - 4.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Male	0		0										
Male Range					-	-	-	-	-	-	-	-	-
Female	0		3	100%	549.7	2.7	3.3	2.3	3.7	3.3	3.3	3.7	3.3
Female Range					534.0 - 563.0	2.0 - 4.0	3.0 - 4.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Students of Color	0		1	100%	534.0	2.0	3.0	2.0	4.0	3.0	3.0	4.0	3.0
Studenst White	0		2	100%	557.5	3.0	3.5	2.5	3.5	3.5	3.5	3.5	3.5
Students Unknown	0		0										
NYS													
NYS Range					NA	NA	NA	NA	NA	NA	NA	NA	NA

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

ADVANCED EAS MS GBDL

Educating All Students (EAS)
Master of Science Graduate Educational Leadership Building & District (MS-GBDL)

	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	Subarea (1a) M/C Diverse Student Populations Mean & Range	Subarea (1b) C/R Diverse Student Populations Mean & Range	Subarea (2a) M/C English Language Learners Mean & Range	Subarea (2b) C/R English Language Learners Mean & Range	Subarea (3a) M/C Students with Disabilities and Other Special Learning Needs Mean & Range	Subarea (3b) C/R Students with Disabilities and Other Special Learning Needs Mean & Range	Subarea (4a) M/C Teacher Responsibilities Mean & Range	Subarea (5a) M/C School-Home Relationships Mean & Range
2020- 2021														
EPP	14	6	6	100%	43%	547.5	3.8	3.0	2.8	2.8	3.0	2.3	3.7	3.7
EPP Range						528.0 - 570.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0
Male	4	1	1	100%	25%	537.0	3.0	3.0	2.0	2.0	4.0	2.0	4.0	4.0
Male Range						537.0 - 537.0	3.0 - 3.0	3.0 - 3.0	2.0 - 2.0	2.0 - 2.0	4.0 - 4.0	2.0 - 2.0	4.0 - 4.0	4.0 - 4.0
Female	10	5	5	100%	50%	549.6	4.0	3.0	3.0	3.0	2.8	2.4	3.6	3.6
Female Range						528.0 - 570.0	4.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0
Students of Color	2	2	2	100%	100%	528.0 - 545.0	4.0 - 4.0	2.0 - 3.0	2.0 - 3.0	2.0 - 3.0	2.0 - 3.0	2.0 - 2.0	3.0 - 4.0	3.0 - 4.0
Students White	11	4	4	100%	36%	540.0 - 570.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0
Students Unknown	1	0												
NYS	17,742	17,742	16,332	99%	99%	541.2	2.6	2.6	2.6	2.7	2.6	2.8	3.3	3.3
NYS Range						NA	NA	NA	NA	NA	NA	NA	NA	NA
2021- 2022														
EPP	11	6	6	100%	55%	521.3	2.3	2.0	2.7	2.8	2.2	2.8	3.3	3.5
EPP Range						455.0 - 551.0	1.0 - 4.0	1.0 - 3.0	1.0 - 3.0	2.0 - 3.0	1.0 - 3.0	1.0 - 4.0	3.0 - 4.0	1.0 - 4.0
Male	3	2	2	100%	67%	542.0	3.0	2.5	3.0	2.5	2.5	3.5	3.5	4.0
Male Range						533.0 - 551.0	3.0 - 3.0	2.0 - 3.0	3.0 - 3.0	2.0 - 3.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0	4.0 - 4.0
Female	8	4	3	75%	38%	511.0	2.0	1.8	2.5	3.0	2.0	2.5	3.3	3.3
Female Range						455.0 - 548.0	1.0 - 4.0	1.0 - 2.0	1.0 - 4.0	3.0 - 3.0	1.0 - 3.0	1.0 - 4.0	3.0 - 4.0	1.0 - 4.0
Students of Color	5	1	0	0%	0%	455.0 - 455.0	1.0 - 1.0	2.0 - 2.0	1.0 - 1.0	3.0 - 3.0	1.0 - 1.0	1.0 - 1.0	3.0 - 3.0	1.0 - 1.0
Students White	6	5	5	100%	83%	508.0 - 551.0	1.0 - 4.0	1.0 - 3.0	2.0 - 4.0	2.0 - 3.0	2.0 - 3.0	2.0 - 4.0	4.0 - 4.0	4.0 - 4.0
Students Unknown	0	0				-	-	-	-	-	-	-	-	-
NYS	15,905	97	15,905	97%	97%	529.2	2.6	2.6	2.6	2.7	2.6	2.7	3.3	3.3
NYS Range						NA	NA	NA	NA	NA	NA	NA	NA	NA
2022- 2023														
EPP	7	5	5	100%	71%	559.8	3.6	2.6	2.8	3.0	3.8	3.2	3.8	3.8
EPP Range						548.0 - 577.0	2.0 - 4.0	1.0 - 4.0	2.0 - 3.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Male	2	1	1	100%	50%	577.0	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0
Male Range						577.0 - 577.0	4.0 - 4.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0
Female	5	4	4	100%	80%	555.5	3.5	2.3	2.8	2.8	3.8	3.0	3.8	3.8
Female Range						548.0 - 567.0	2.0 - 4.0	1.0 - 3.0	2.0 - 3.0	2.0 - 4.0	3.0 - 4.0	3.0 - 3.0	3.0 - 4.0	3.0 - 4.0
Students of Color	1	1	1	100%	100%	550.0 - 550.0	4.0 - 4.0	1.0 - 1.0	2.0 - 2.0	2.0 - 2.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0	4.0 - 4.0
Students White	6	4	4	100%	67%	548.0 - 577.0	2.0 - 4.0	2.0 - 4.0	2.0 - 3.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Students Unknown	0	0				-	-	-	-	-	-	-	-	-
NYS														
NYS Range														

CST GBDL

Building Leadership Content Speciality (CST) REV SBL part 2-(4/21-Present) New Test
Master of Science School Building and District Leadership GBDL

	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	C/R Developing Human Capital to Imrove Teacher and Staff Effectiveness and Student Achievement — Subarea (01a) Mean & Range	C/R Developing Human Capital to Imorve Teacher and Staff Effectiveness and Student Achievement — Subarea (01b) Mean & Range	M/C Family and Community Engagement — Subarea (02a) Mean & Range	C/R Family and Community Engagement — Subarea (02b) Mean & Range	M/C Operational Systems, Data Systems, and Legal Guidelines to Support Achievement of School Goals — Subarea (03) Mean & Range
2020-2021											
EPP	14	7	7	100%	50%	559.3	3.4	3.7	2.7	3.6	2.7
EPP Range						536.0 - 577.0	3.0 - 4.0	3.0 - 4.0	2.0 - 3.0	3.0 - 4.0	2.0 - 4.0
Male	4	2	2	100%	50%	550.0	3.0	4.0	2.5	3.5	3.0
Male Range						536.0 - 564.0	3.0 - 3.0	4.0 - 4.0	2.0 - 3.0	3.0 - 4.0	2.0 - 4.0
Female	10	5	5	100%	50%	563.0	3.6	3.6	2.8	3.6	2.6
Female Range						556.0 - 577.0	3.0 - 4.0	3.0 - 4.0	2.0 - 3.0	3.0 - 4.0	2.0 - 3.0
Students of Color	2	1	1	100%	50%	536.0 - 536.0	3.0 - 3.0	4.0 - 4.0	2.0 - 2.0	3.0 - 3.0	2.0 - 2.0
Students White	11	6	6	100%	55%	556.0 - 577.0	3.0 - 4.0	3.0 - 4.0	2.0 - 3.0	3.0 - 4.0	2.0 - 4.0
Students Unknown	1	0				-	-	-	-	-	-
NYS	419	419	393	94%	94%	544.3	3.1	3.3	3.2	3.1	3.2
NYS Range						NA	NA	NA	NA	NA	NA
2021-2022											
EPP	11	2	2	100%	18%	562.0	3.5	3.5	4.0	3.5	3.5
EPP Range						558.0 - 566.0	3.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Male	3	2	2	100%	67%	562.0	3.5	3.5	4.0	3.5	3.5
Male Range						558.0 - 566.0	3.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Female	8	0				-	-	-	-	-	-
Female Range						-	-	-	-	-	-
Students of Color	5	0				-	-	-	-	-	-
Students White	6	2	2	100%	33%	558.0 - 566.0	3.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0	3.0 - 4.0
Students Unknown	0	0				-	-	-	-	-	-
NYS	1301	1301	1235	95%	95%	546.1	3.1	3.3	3.2	3.1	3.3
NYS Range						NA	NA	NA	NA	NA	NA
2022-2023											
EPP	7	1	1	100%	14%	519.0	3.0	2.0	2.0	3.0	0.0
EPP Range						519.0 - 519.0	3.0 - 3.0	2.0 - 2.0	2.0 - 2.0	3.0 - 3.0	0.0 - 0.0
Male	2	1	1	100%	50%	519.0	3.0	2.0	2.0	3.0	0.0
Male Range						519.0 - 519.0	3.0 - 3.0	2.0 - 2.0	2.0 - 2.0	3.0 - 3.0	0.0 - 0.0
Female	5	0				-	-	-	-	-	-
Female Range						-	-	-	-	-	-
Students of Color	1	0				-	-	-	-	-	-
Students White	6	1	1	100%	17%	519.0 - 519.0	3.0 - 3.0	2.0 - 2.0	2.0 - 2.0	3.0 - 3.0	0.0 - 0.0
Students Unknown	0	0				-	-	-	-	-	-
NYS											
NYS Range						NA	NA	NA	NA	NA	NA

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	M/C Instructional Leadership for Student Success — Subarea (01a) Mean & Range	C/R Instructional Leadership for Student Success — Subarea (01b) Mean & Range	M/C School Culture and Learning Environment to Promote Excellence and Equity — Subarea (02a) Mean & Range	C/R M/C School Culture and Learning Environment to Promote Excellence and Equity — Subarea (02b) Mean & Range
2020-2021										
EPP	14	7	7	100%	50%	548.1	2.4	3.9	2.4	3.9
EPP Range						527.0 - 569.0	2.0 - 3.0	3.0 - 4.0	1.0 - 4.0	3.0 - 4.0
Male	4	2	2	100%	50%	540.0	2.5	4.0	2.0	3.5
Male Range						527.0 - 553.0	2.0 - 3.0	4.0 - 4.0	1.0 - 3.0	3.0 - 4.0
Female	10	5	5	100%	50%	551.4	2.4	3.8	2.6	4.0
Female Range						532.0 - 569.0	2.0 - 3.0	3.0 - 4.0	1.0 - 4.0	4.0 - 4.0
Students of Color	2	1	1	100%	50%	553.0 - 553.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0
Students White	11	6	6	100%	55%	527.0 - 569.0	2.0 - 3.0	3.0 - 4.0	1.0 - 4.0	3.0 - 4.0
Students Unknown	1	0				-	-	-	-	-
NYS	482	482	445	92%	92%	547.2	3.1	3.3	3.1	3.3
NYS Range						NA	NA	NA	NA	NA
2021-2022										
EPP	11	3	3	100%	27%	544.7	3.0	3.7	1.7	3.7
EPP Range						525.0 - 556.0	3.0 - 3.0	3.0 - 4.0	1.0 - 2.0	3.0 - 4.0
Male	3	2	2	100%	67%	554.5	3.0	4.0	2.0	4.0
Male Range						553.0 - 556.0	3.0 - 3.0	4.0 - 4.0	2.0 - 2.0	4.0 - 4.0
Female	8	1	1	100%	13%	525.0	3.0	3.0	1.0	3.0
Female Range						525.0 - 525.0	3.0 - 3.0	3.0 - 3.0	1.0 - 1.0	3.0 - 3.0
Students of Color	5	1	1	100%	20%	525.0 - 525.0	3.0 - 3.0	3.0 - 3.0	1.0 - 1.0	3.0 - 3.0
Students White	6	2	2	100%	33%	553.0 - 556.0	3.0 - 3.0	4.0 - 4.0	2.0 - 2.0	4.0 - 4.0
Students Unknown	0	0				-	-	-	-	-
NYS	1388	1388	1277	92%	92%	546.2	3.2	3.2	3.2	3.2
NYS Range						NA	NA	NA	NA	NA
2022-2023										
EPP	7	1	1	100%	14%	548.0	3.0	3.0	4.0	3.0
EPP Range						548.0 - 548.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0
Male	2	1	1	100%	50%	548.0	3.0	3.0	4.0	3.0
Male Range						548.0 - 548.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0
Female	5	0				-	-	-	-	-
Female Range						-	-	-	-	-
Students of Color	1	0				-	-	-	-	-
Students White	6	1	1	100%	17%	548.0 - 548.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0
Students Unknown	0	0				-	-	-	-	-
NYS										
NYS Range						NA	NA	NA	NA	NA

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

School District Leader Content Specialty Test (SDL) Revised Part 1										
Master of Science School Building and District Leadership GBDL							M/C Develop, Communicate, Sustain Educational Vision	M/C Supervising Districtwide Change and Accountability	C/R Develop, Communicate, Sustain Educational Vision	C/R Supervising Districtwide Change and Accountability
	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	Subarea (01) Mean & Range	Subarea (02) Mean & Range	Subarea (03) Mean & Range	Subarea (04) Mean & Range
2020-2021										
EPP	14	10	10	100%	71%	247.0	240.2	237.9	255.0	255.0
EPP Range						222.0 - 283.0	199.0 - 268.0	199.0 - 275.0	180.0 - 300.0	210.0 - 300.0
Male	4	2	2	100%	50%	245.5	260.0	252.0	225.0	240.0
Male Range						243.0 - 248.0	252.0 - 268.0	244.0 - 260.0	210.0 - 240.0	240.0 - 240.0
Female	10	8	8	100%	80%	247.4	235.3	234.4	262.5	258.8
Female Range						222.0 - 283.0	199.0 - 260.0	199.0 - 275.0	180.0 - 300.0	210.0 - 300.0
Students of Color	2	1	1	100%	50%	222.0 - 222.0	224.0 - 224.0	224.0 - 224.0	240.0 - 240.0	210.0 - 210.0
Students White	11	9	9	100%	82%	224.0 - 283.0	199.0 - 268.0	199.0 - 275.0	180.0 - 300.0	240.0 - 300.0
Students Unknown	1	0				-	-	-	-	-
NYS	1524	1524	1448	95%	95%	243.5	237	239.4	244.2	251
NYS Range						NA	NA	NA	NA	NA
2021-2022										
EPP	11	7	6	86%	55%	237.7	233.7	251.7	227.1	235.7
EPP Range						216.0 - 260.0	204.0 - 281.0	204.0 - 272.0	180.0 - 270.0	180.0 - 270.0
Male	3	2	2	100%	67%	236.5	242.5	233.0	225.0	240.0
Male Range						222.0 - 251.0	204.0 - 281.0	204.0 - 262.0	210.0 - 240.0	240.0 - 240.0
Female	8	5	4	80%	50%	238.2	230.2	259.2	228.0	234.0
Female Range						216.0 - 260.0	204.0 - 252.0	244.0 - 272.0	180.0 - 270.0	180.0 - 270.0
Students of Color	5	3	2	67%	40%	216.0 - 241.0	204.0 - 236.0	244.0 - 272.0	180.0 - 240.0	180.0 - 240.0
Students White	6	4	4	100%	67%	222.0 - 260.0	204.0 - 281.0	204.0 - 268.0	210.0 - 270.0	240.0 - 270.0
Students Unknown	0	0				-	-	-	-	-
NYS	1241	1241	1158	93%	93%	248.2	235.8	240.6	254.6	260
NYS Range						NA	NA	NA	NA	NA
2022-2023										
EPP	7	2	2	100%	29%	248.0	256.5	255.0	210.0	255.0
EPP Range						232.0 - 264.0	253.0 - 260.0	234.0 - 276.0	180.0 - 240.0	240.0 - 270.0
Male	2	1	1	100%	50%	264.0	260.0	276.0	240.0	270.0
Male Range						264.0 - 264.0	260.0 - 260.0	276.0 - 276.0	240.0 - 240.0	270.0 - 270.0
Female	5	1	1	100%	20%	232.0	253.0	234.0	180.0	240.0
Female Range						232.0 - 232.0	253.0 - 253.0	234.0 - 234.0	180.0 - 180.0	- 240.0
Students of Color	1	0				-	-	-	-	-
Students White	6	2	2	100%	33%	232.0 - 264.0	253.0 - 260.0	234.0 - 276.0	180.0 - 240.0	240.0 - 270.0
Students Unknown	0	0				-	-	-	-	-
NYS										
NYS Range						NA	NA	NA	NA	NA

							M/C Leading the District Educational Program	**M/C Managing District Resources and Compliance**	**C/R Managing District Resources and Compliance**	**C/R Leading the District Educational Program**
	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	Subarea (01) Mean & Range	Subarea (02) Mean & Range	Subarea (03) Mean & Range	Subarea (04) Mean & Range
2020-2021										
EPP	**14**	**14**	**12**	**86%**	**86%**	**249.1**	**239.7**	**237.4**	**255.9**	**260.7**
EPP Range						218.0 - 278.0	213.0 - 268.0	175.0 - 278.0	197.0 - 300.0	231.0 - 300.0
Male	4	2	2	100%	50%	272.0	238.5	253.0	300.0	300.0
Male Range						272.0 - 272.0	235.0 - 242.0	248.0 - 258.0	300.0 - 300.0	300.0 - 300.0
Female	10	12	10	83%	100%	245.3	239.9	234.8	248.6	254.2
Female Range						218.0 - 278.0	213.0 - 268.0	175.0 - 278.0	197.0 - 300.0	231.0 - 300.0
Students of Color	2	1	1	100%	50%	-	-	-	-	-
Students White	11	13	11	85%	100%	-	-	-	-	-
Students Unknown	1	0				-	-	-	-	-
NYS	1498	1498	1422	95%	95%	237.9	241	238	253.5	250.8
NYS Range						NA	NA	NA	NA	NA
2021-2022										
EPP	**11**	**4**	**3**	**75%**	**27%**	**234.8**	**240.5**	**242.0**	**239.8**	**222.5**
EPP Range						212.0 - 248.0	219.0 - 259.0	211.0 - 256.0	231.0 - 266.0	197.0 - 231.0
Male	3	0								
Male Range						-	-	-	-	-
Female	8	4	3	75%	38%	234.8	240.5	242.0	239.8	222.5
Female Range						212.0 - 248.0	219.0 - 259.0	211.0 - 256.0	231.0 - 266.0	197.0 - 231.0
Students of Color	5	2	1	50%	20%	212.0 - 236.0	219.0 - 232.0	211.0 - 256.0	231.0 - 231.0	197.0 - 231.0
Students White	6	2	2	100%	33%	243.0 - 248.0	252.0 - 259.0	245.0 - 256.0	231.0 - 266.0	231.0 - 231.0
Students Unknown	0	0				-	-	-	-	-
NYS	1232	1232	1123	91%	91%	241.9	241.7	236.8	239.8	245.8
NYS Range						NA	NA	NA	NA	NA
2022-2023										
EPP	**7**	**2**	**2**	**100%**	**29%**	**239.0**	**235.0**	**265.0**	**231.0**	**231.0**
EPP Range						237.0 - 241.0	232.0 - 238.0	260.0 - 270.0	231.0 - 231.0	231.0 - 231.0
Male	2	1	1	100%	50%	241.0	238.0	270.0	231.0	231.0
Male Range						241.0 - 241.0	238.0 - 238.0	270.0 - 270.0	231.0 - 231.0	231.0 - 231.0

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

CST MS LMS

Library Media Specialist Content Speciality(CST) Results 09/14-Present Revised 2014 NEW TEST
Master of Science Library Media

	# of Completers	# Test Takers	# Pass	% Test Takers Passing	% of Completers Passing	Total Score Mean & Range	M/C The School Library Media Program — Subarea (01) Mean & Range	M/C Roles and Responsibilities of the Library Media Specialist — Subarea (02) Mean & Range	M/C Information, Technology, and Literacy Resources — Subarea (03) Mean & Range	M/C Collection Development and Resource Management — Subarea (04) Mean & Range	M/C Skills for Multiple Literacies — Subarea (05) Mean & Range	M/C Individual and Collaborative Learning and Inquiry — Subarea (06) Mean & Range	M/C Social Responsibility and Legal and Ethical Issues — Subarea (07) Mean & Range	M/C Administration of the School Library Media Program — Subarea (08) Mean & Range	C/R Analysis, Synthesis, and Application — Subarea (09) Mean & Range
2020-2021															
EPP	9	8	8	100%	89%	564.5	3.8	3.8	3.3	3.6	3.8	3.3	3.4	3.6	3.6
EPP Range						541.0 - 584.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0
Male	0	0													
Male Range						-	-	-	-	-	-	-	-	-	-
Female	9	8	8	100%	89%	564.5	3.8	3.8	3.3	3.6	3.8	3.3	3.4	3.6	3.6
Female Range						541.0 - 584.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0
Students of Color	1	0				-	-	-	-	-	-	-	-	-	-
Students White	7	8	8	100%	114%	541.0 - 584.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0
Students Unknown	1	0				-	-	-	-	-	-	-	-	-	-
NYS	171	171	166	97%	97%	560.5	3.5	3.4	3.6	3.5	3.6	3.5	3.7	3.5	3.3
NYS Range						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021-2022															
EPP	10	7	6	86%	60%	554.4	3.1	3.0	3.4	3.6	3.4	3.7	3.4	3.9	3.1
EPP Range						509.0 - 576.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	1.0 - 4.0
Male	2	1	1	100%	50%	556.0	4.0	3.0	3.0	4.0	3.0	4.0	3.0	4.0	3.0
Male Range						556.0 - 556.0	4.0 - 4.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0
Female	8	6	5	100%	63%	554.2	3.0	3.0	3.5	3.5	3.5	3.7	3.5	3.8	3.2
Female Range						509.0 - 576.0	2.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	1.0 - 4.0
Students of Color	1	1	1	100%	100%	544.0 - 544.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	4.0 - 4.0	3.0 - 3.0
Students White	8	5	5	100%	63%	556.0 - 576.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0
Students Unknown	1	1	0	0%	0%	509.0 - 509.0	2.0 - 2.0	2.0 - 2.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	2.0 - 2.0	3.0 - 3.0	1.0 - 1.0
NYS	149	149	148	99%	99%	561.5	3.4	3.4	3.7	3.5	3.6	3.6	3.6	3.7	3.3
NYS Range						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2022-2023															
EPP	35	18	18	100%	51%	566.3	3.5	3.6	3.6	3.5	3.8	3.9	3.6	3.5	3.4
EPP Range						527.0 - 581.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Male	5	4	4	100%	80%	572.8	3.3	3.7	3.3	3.7	3.7	4.0	3.3	4.0	3.7
Male Range						562.0 - 579.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0	4.0 - 4.0	3.0 - 4.0
Female	30	14	14	100%	47%	564.4	3.5	3.6	3.7	3.5	3.8	3.9	3.6	3.4	3.3
Female Range						527.0 - 581.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0	1.0 - 4.0	2.0 - 4.0	2.0 - 4.0
Students of Color	8	1	1	100%	13%	564.0 - 564.0	3.0 - 3.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0	4.0 - 4.0	3.0 - 3.0	3.0 - 3.0
Students White	24	12	12	100%	50%	527.0 - 581.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	2.0 - 4.0	3.0 - 4.0	3.0 - 4.0	1.0 - 4.0	3.0 - 4.0	2.0 - 4.0
Students Unknown	3	1	1	100%	33%	528.0 - 528.0	3.0 - 3.0	3.0 - 3.0	3.0 - 3.0	2.0 - 2.0	4.0 - 4.0	4.0 - 4.0	3.0 - 3.0	2.0 - 2.0	2.0 - 2.0
NYS															
NYS Range						NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Appendix B: Initial CPAST Rubric Assessment

All EPP (BS INCH, BS INAD, MS Sped CHED, MS Sped Adol) Mid

Criterion/Standard	Term/Cycle *Fall 2021 UG INCH/INAD Only	# Exceeds Expectations	% Exceeds Expectations	# Meets Expectations	% Meets Expectations	# Emerging	% Emerging	# Does not Meet Expectations	% Does not Meet Expectations	Total	Mean	Mean Range	Standard Deviation	National Mean
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	Fall 2021	2	8.7%	14	60.87%	7	30.43%	0	0%	23	1.78	3.00-1.00	0.59	
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	Spring 2022	7	17.1%	30	73.17%	4	9.76%	0	0%	41	2.07	3.00-1.00	0.51	
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	Fall 2022	1	12.5%	7	87.50%	0	0%	0	0%	8	2.13	3.00-2.00	0.33	
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	Spring 2023	16	32.7%	29	59.18%	4	8%	0	0%	49	2.69	1.00-3.00	0.59	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	Fall 2021	5	21.7%	18	78.26%	0	0%	0	0%	23	2.22	3.00-2.00	0.41	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	Spring 2022	6	14.6%	31	75.61%	4	9.76%	0	0%	41	2.05	3.00-1.00	0.49	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	Fall 2022	4	50.0%	4	50%	0	0%	0	0%	8	2.5	3.00-2.00	0.50	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	Spring 2023	14	28.6%	32	65%	3	6%	0	0%	49	2.22	1.00-3.00	0.54	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	Fall 2021	2	8.7%	13	56.52%	8	34.78%	0	0%	23	1.74	3.00-1.00	0.61	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	Spring 2022	3	7.3%	27	65.85%	11	26.83%	0	0%	41	1.8	3.00-1.00	0.55	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	Fall 2022	1	12.5%	6	75%	1	12.50%	0	0%	8	2	3.00-1.00	0.5	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	Spring 2023	3	6.1%	36	73%	9	18.37%	1	2%	49	1.84	1.00-3.00	0.55	

All EPP (BS INCH, BS INAD, MS Sped CHED, MS Sped Adol) Summative

Criterion/Standard *Fall 2021 UG INCH/INAD Only	# Exceeds Expectations	% Exceeds Expectations	# Meets Expectations	% Meets Expectations	# Emerging	% Emerging	# Does not Meet Expectations	% Does not Meet Expectations	Total	Mean	Mean Range	Standard Deviation	National Mean
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	15	65.2%	8	34.8%	0	0.0%	0	0.0%	23	2.65	3.00-2.00	0.48	
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	25	61.0%	16	39.0%	0	0.0%	0	0.0%	41	2.61	3.00-2.00	0.49	
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	6	75.0%	2	25.0%	0	0.0%	0	0.0%	8	2.75	3.00-2.00	0.43	
Planning for Instruction and Assessment; Focus for Learning: Standards and Objectives/ Targets: CAEP 1.1, 5.1, 5.2; InTASC Standard 7a. **A.**	35	71.4%	13	26.5%	1	2.0%	0	0.0%	49	2.69	1.00-3.00	0.5	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	17	73.9%	6	26.1%	0	0.0%	0	0.0%	23	2.74	3.00-2.00	0.44	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	26	63.4%	15	36.6%	0	0.0%	0	0.0%	41	2.63	3.00-2.00	0.48	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	7	87.5%	1	12.5%	0	0.0%	0	0.0%	8	2.88	3.00-2.00	0.33	
Planning for Instruction and Assessment; Materials and Resources: CAEP 1.1,5.1, 5.2; InTASC Standard 7b. **B.**	36	73.5%	13	26.5%	0	0.0%	0	0.0%	49	2.73	2.00-3.00	0.44	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	6	26.1%	17	73.9%	0	0.0%	0	0.0%	23	2.26	3.00-2.00	0.44	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	15	36.6%	24	58.5%	2	4.9%	0	0.0%	41	2.32	3.00-1.00	0.56	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	6	75.0%	2	25.0%	0	0.0%	0	0.0%	8	2.75	3.00-2.00	0.43	
Planning for Instruction and Assessment; Assessment of P-12 Learning: CAEP 1.1, 5.1, 5.2; InTASC Standard 6b. **C.**	24	49.0%	23	46.9%	2	4.1%	0	0.0%	49	2.45	1.00-3.00	0.57	

Initial

Standard	Term	N	%	N	%	N	%	N	%	Total	Mean	Range	SD
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	Fall 2021	4	17.4%	15	65.22%	4	17.39%	0	0%	23	2	1.00-3.00	0.59
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	Spring 2022	2	4.9%	33	80.49%	6	14.63%	0	0%	41	1.9	1.00-3.00	0.43
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	Fall 2022	2	25.0%	4	50%	2	25%	0	0%	8	2	3.00-1.00	0.71
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	Spring 2023	5	10.2%	36	73%	8	16%	0	0%	49	1.84	1.00-3.00	0.51
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	Fall 2021	6	26.1%	13	56.52%	3	13.04%	1	4.35%	23	2.04	3.00-0.00	0.75
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	Spring 2022	11	26.8%	23	56.10%	7	17.07%	0	0%	41	2.1	3.00-1.00	0.66
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	Fall 2022	2	25.0%	6	75%	0	0%	0	0%	8	2.25	3.00-2.00	0.43
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	Spring 2023	14	28.6%	32	65%	3	6%	0	0%	49	2.22	1.00-3.00	0.54
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	Fall 2021	2	8.7%	16	69.57%	5	21.74%	0	0%	23	1.87	3.00-1.00	0.54
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	Spring 2022	4	9.8%	23	56.10%	14	34.15%	0	0%	41	1.76	3.00-1.00	0.62
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	Fall 2022	1	12.5%	5	62.50%	2	25%	0	0%	8	1.88	3.00-1.00	0.6
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	Spring 2023	4	8.2%	36	73.47%	8	16%	1	2%	49	1.88	1.00-3.00	0.56

Advanced

Standard	N	%	N	%	N	%	N	%	Total	Mean	Range	SD
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	16	69.6%	6	26.1%	1	4.4%	0	0.0%	23	2.65	3.00-1.00	0.56
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	22	53.7%	18	43.9%	1	2.4%	0	0.0%	41	2.51	3.00-1.00	0.55
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	4	50.0%	4	50.0%	0	0.0%	0	0.0%	8	2.5	3.00-2.00	0.5
Planning for Instruction and Assessment; Differentiated Methods: CAEP 1.1,5.1, 5.2; InTASC Standard 2c. D.	29	59.2%	17	34.7%	3	6.1%	0	0.0%	49	2.53	1.00-3.00	0.61
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	16	69.6%	7	30.4%	0	0.0%	0	0.0%	23	2.7	3.00-2.00	0.46
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	28	68.3%	12	29.3%	1	2.4%	0	0.0%	41	2.66	3.00-1.00	0.52
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	7	87.5%	1	12.5%	0	0.0%	0	0.0%	8	2.88	3.00-2.00	0.33
Instructional Delivery; Learning Target and Directions: CAEP 1.1, 5.1, 5.2; InTASC Standard 7c. E.	32	65.3%	16	32.7%	1	2.0%	0	0.0%	49	2.63	1.00-3.00	0.52
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	12	52.2%	11	47.8%	0	0.0%	0	0.0%	23	2.52	3.00-2.00	0.5
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	16	39.0%	22	53.7%	3	7.3%	0	0.0%	41	2.32	3.00-1.00	0.6
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	4	50.0%	3	37.5%	1	12.5%	0	0.0%	8	2.38	3.00-1.00	0.7
Instructional Delivery; Critical Thinking: CAEP 1.1, 5.1, 5.2; InTASC Standard 5d.F.	18	36.7%	30	61.2%	1	2.0%	0	0.0%	49	2.35	1.00-3.00	0.52

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Initial

Assessment	Term	n	%	n	%	n	%	n	%	N	Mean	Range	SD
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Fall 2021	9	39.1%	12	52.17%	2	8.70%	0	0%	23	2.3	3.00-1.00	0.62
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Spring 2022	7	17.1%	23	56.10%	11	26.83%	0	0%	41	1.9	3.00-1.00	0.66
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Fall 2022	2	25.0%	6	75%	0	0%	0	0%	8	2.25	3.00-2.00	0.43
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Spring 2023	12	24.5%	32	65%	5	10%	0	0%	49	2.14	1.00-3.00	0.57
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Fall 2021	4	17.4%	18	78.26%	1	4.35%	0	0%	23	2.13	3.00-1.00	0.45
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Spring 2022	9	22.0%	27	65.85%	5	12.20%	0	0%	41	2.1	3.00-1.00	0.58
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Fall 2022	3	37.5%	4	50%	1	12.50%	0	0%	8	2.25	3.00-1.00	0.66
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Spring 2023	14	28.6%	32	65%	3	6.12%	0	0%	49	2.22	1.00-3.00	0.54
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Fall 2021	10	43.5%	12	52.17%	1	4.35%	0	0%	23	2.39	3.00-1.00	0.57
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Spring 2022	18	43.9%	20	48.78%	3	7.32%	0	0%	41	2.37	3.00-1.00	0.62
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Fall 2022	4	50.0%	3	37.50%	1	12.50%	0	0%	8	2.38	3.00-1.00	0.7
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Spring 2023	28	57.1%	18	36.73%	3	6.12%	0	0%	49	2.51	1.00-3.00	0.61

Advanced

Assessment	Term	n	%	n	%	n	%	n	%	N	Mean	Range	SD
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Fall 2021	12	52.2%	11	47.8%	0	0.0%	0	0.0%	23	2.52	3.00-2.00	0.5
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Spring 2022	22	53.7%	18	43.9%	1	2.4%	0	0.0%	41	2.51	3.00-1.00	0.55
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Fall 2022	7	87.5%	1	12.5%	0	0.0%	0	0.0%	8	2.88	3.00-2.00	0.33
Instructional Delivery; Checking for Understanding and Adjusting Instruction through Formative Assessment: CAEP 1.1, 5.1, 5.2; InTASC Standard 8b.G.	Spring 2023	33	67.4%	15	30.2%	1	2.0%	0	0.0%	49	2.65	1.00-3.00	0.52
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Fall 2021	17	73.9%	6	26.1%	0	0.0%	0	0.0%	23	2.74	3.00-2.00	0.44
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Spring 2022	24	58.5%	17	41.5%	0	0.0%	0	0.0%	41	2.59	3.00-2.00	0.49
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Fall 2022	6	75.0%	2	25.0%	0	0.0%	0	0.0%	8	2.75	3.00-2.00	0.43
Instructional Delivery; Digital Tools and Resources: CAEP 1.5.H.	Spring 2023	31	63.3%	18	36.7%	0	0.0%	0	0.0%	49	2.63	1.00-3.00	0.48
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Fall 2021	14	60.9%	9	39.1%	0	0.0%	0	0.0%	23	2.61	3.00-2.00	0.49
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Spring 2022	34	82.9%	7	17.1%	0	0.0%	0	0.0%	41	2.83	3.00-2.00	0.38
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Fall 2022	7	87.5%	0	0.0%	1	12.5%	0	0.0%	8	2.75	3.00-1.00	0.66
Instructional Delivery; Safe and Respectful Learning Environment: CAEP 1.1, 5.1, 5.2; InTASC Standard 3d. L	Spring 2023	39	79.6%	10	20.4%	0	0.0%	0	0.0%	49	2.8	1.00-3.00	0.4

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Initial

Assessment	Term	n	%	n	%	n	%	n	%	N	Mean	Range	SD
Assessment; Data- Guided Instruction: CAEP 2.3. J.	Fall 2021	3	13.0%	12	52.17%	8	34.78%	0	0%	23	1.78	3.00-1.00	0.66
Assessment; Data- Guided Instruction: CAEP 2.3. J.	Spring 2022	4	9.8%	23	56.10%	14	34.15%	0	0%	41	1.76	3.00-1.00	0.62
Assessment; Data- Guided Instruction: CAEP 2.3. J.	Fall 2022	0	0.0%	7	87.50%	1	12.50%	0	0%	8	1.88	3.00-1.00	0.33
Assessment; Data- Guided Instruction: CAEP 2.3. J.	Spring 2023	6	12.2%	32	65.31%	9	18.37%	2	4.1%	49	1.86	1.00-3.00	0.67
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	Fall 2021	3	13.0%	17	73.91%	3	13.04%	0	0%	23	2	3.00-1.00	0.51
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	Spring 2022	4	9.8%	28	68.29%	9	21.95%	0	0%	41	1.88	3.00-1.00	0.55
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	Fall 2022	3	37.5%	5	62.50%	0	0%	0	0%	8	2.38	3.00-2.00	0.48
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	Spring 2023	14	28.6%	30	61.22%	5	10%	0	0%	49	2.18	1.00-3.00	0.59
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	Fall 2021	3	13.0%	9	39.13%	11	47.83%	0	0%	23	1.65	3.00-1.00	0.7
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	Spring 2022	1	2.4%	24	58.54%	16	39.02%	0	0%	41	1.63	3.00-1.00	0.53
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	Fall 2022	0	0.0%	6	75%	2	25%	0	0%	8	1.75	3.00-2.00	0.43
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	Spring 2023	5	10.2%	32	65%	11	22%	1	204%	49	1.84	1.00-3.00	0.62

Advanced

Assessment	n	%	n	%	n	%	n	%	N	Mean	Range	SD
Assessment; Data- Guided Instruction: CAEP 2.3. J.	19	82.6%	4	17.4%	0	0.0%	0	0.0%	23	2.83	3.00-2.00	0.38
Assessment; Data- Guided Instruction: CAEP 2.3. J.	16	39.0%	22	53.7%	3	7.3%	0	0.0%	41	2.32	3.00-1.00	0.6
Assessment; Data- Guided Instruction: CAEP 2.3. J.	3	37.5%	5	62.5%	0	0.0%	0	0.0%	8	2.38	3.00-2.00	0.48
Assessment; Data- Guided Instruction: CAEP 2.3. J.	25	51.0%	21	42.9%	3	6.1%	0	0.0%	49	2.45	1.00-3.00	0.61
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	7	30.4%	15	65.2%	1	4.4%	0	0.0%	23	2.26	3.00-1.00	0.53
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	20	48.8%	20	48.8%	1	2.4%	0	0.0%	41	2.46	3.00-1.00	0.55
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	7	87.5%	1	12.5%	0	0.0%	0	0.0%	8	2.88	3.00-2.00	0.33
Assessment; Feedback to Learners : CAEP 1.1,5.1, 5.2. InTASC 6d. K.	30	61.2%	19	38.8%	0	0.0%	0	0.0%	49	2.61	1.00-3.00	0.49
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	15	65.2%	8	34.8%	0	0.0%	0	0.0%	23	2.65	3.00-2.00	0.48
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	14	34.2%	26	63.4%	1	2.4%	0	0.0%	41	2.32	3.00-1.00	0.52
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	3	37.5%	5	62.5%	0	0.0%	0	0.0%	8	2.38	3.00-2.00	0.48
Assessment; Assessment Techniques: CAEP 1.1, 5.1, 5.2. InTASC 7d. L.	21	42.9%	27	55.1%	1	2.0%	0	0.0%	49	2.41	1.00-3.00	0.53

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Indicator	Term	n	%	n	%	n	%	n	%	N	Mean	Range	ES	Indicator (Advanced)	n	%	n	%	n	%	n	%	N	Mean	Range	ES
Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	Fall 2021	2	8.7%	13	56.52%	8	34.78%	0	0%	23	1.74	3.00-1.00	0.61	Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	11	47.8%	12	52.2%	0	0.0%	0	0.0%	23	2.48	3.00-2.00	0.5
Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	Spring 2022	2	4.9%	22	53.66%	13	31.71%	4	9.76%	41	1.54	3.00-1.00	0.74	Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	12	29.3%	27	65.9%	2	4.9%	0	0.0%	41	2.24	3.00-1.00	0.53
Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	Fall 2022	1	12.5%	6	75%	1	12.50%	0	0%	8	2	3.00-1.00	0.5	Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	4	50.0%	4	50.0%	0	0.0%	0	0.0%	8	2.5	3.00-2.00	0.5
Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	Spring 2023	3	6.1%	32	65%	13	26.53%	1	2%	49	1.76	1.00-3.00	0.59	Analysis of Teaching; Connections to Research and Theory: CAEP 1.2. M.	10	20.4%	37	75.5%	2	4.1%	0	0.0%	49	2.16	1.00-3.00	0.47
Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	Fall 2021	11	47.8%	10	43.48%	2	8.70%	0	0%	23	2.39	3.00-1.00	0.64	Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	6	26.1%	15	65.2%	2	8.7%	0	0.0%	23	2.17	3.00-1.00	0.56
Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	Spring 2022	10	24.4%	20	48.78%	11	26.83%	0	0%	41	1.98	3.00-1.00	0.72	Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	9	39.1%	13	56.5%	1	4.4%	0	0.0%	23	2.35	3.00-1.00	0.56
Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	Fall 2022	3	37.5%	4	50%	0	0%	1	12.50%	8	2.13	3.00-0.00	0.93	Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	6	75.0%	2	25.0%	0	0.0%	0	0.0%	8	2.75	3.00-2.00	0.43
Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	Spring 2023	24	49.0%	14	29%	9	18%	2	4.08%	49	2.22	1.00-3.00	0.89	Professional Commitment and Behaviors; Participates in Professional Development: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2. N.	38	77.6%	11	22.5%	0	0.0%	0	0.0%	49	2.78	1.00-3.00	0.42
Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	Fall 2021	2	8.7%	14	60.87%	7	30.43%	0	0%	23	1.78	3.00-1.00	0.59	Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	17	73.9%	6	26.1%	0	0.0%	0	0.0%	23	2.74	3.00-2.00	0.44
Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	Spring 2022	6	14.6%	18	43.90%	17	41.46%	0	0%	41	1.73	3.00-1.00	0.7	Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	26	63.4%	15	36.6%	0	0.0%	0	0.0%	41	2.63	3.00-2.00	0.48
Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	Fall 2022	2	25.0%	3	37.50%	3	37.50%	0	0%	8	1.88	3.00-1.00	0.78	Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	7	87.5%	0	0.0%	1	12.5%	0	0.0%	8	2.75	3.00-1.00	0.66
Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	Spring 2023	5	10.2%	28	57.14%	12	24.49%	4	8%	49	1.69	1.00-3.00	0.76	Professional Commitment and Behaviors; Demonstrates Effective Communication with Parents or Legal Guardians: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC Standard 10d. O.	24	49.0%	20	40.8%	5	10.2%	0	0.0%	49	2.39	1.00-3.00	0.66

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Initial

Measure	Term	N	%	N	%	N	%	N	%	Total	Mean	Range	SD
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Fall 2021	19	82.6%	4	17.39%	0	0%	0	0%	23	2.83	3.00-2.00	0.38
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Spring 2022	29	70.7%	8	19.51%	4	9.76%	0	0%	41	2.61	3.00-1.00	0.66
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Fall 2022	7	87.5%	1	12.50%	0	0%	0	0%	8	2.88	3.00-2.00	0.33
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Spring 2023	38	77.5%	10	20.41%	1	2%	0	0%	49	1.69	1.00-3.00	0.48
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Fall 2021	13	56.5%	9	39.13%	1	4.35%	0	0%	23	2.52	3.00-1.00	0.58
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Spring 2022	22	53.7%	14	34.15%	5	12.20%	0	0%	41	2.41	3.00-1.00	0.7
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Fall 2022	6	75.0%	1	12.50%	1	12.50%	0	0%	8	2.63	3.00-1.00	0.7
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Spring 2023	36	73.5%	11	22.45%	2	4.08%	0	0%	49	2.69	1.00-3.00	0.54
Professional Commitment and Behaviors; Preparation 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Fall 2021	11	47.8%	11	47.83%	1	4.35%	0	0%	23	2.43	3.00-1.00	0.58
Professional Commitment and Behaviors; Preparation 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Spring 2022	22	53.7%	16	39.02%	3	7.32%	0	0%	41	2.46	3.00-1.00	0.63
Professional Commitment and Behaviors; Preparation 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Fall 2022	5	62.5%	3	37.50%	0	0%	0	0%	8	2.63	3.00-2.00	0.48
Professional Commitment and Behaviors; Preparation 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Spring 2023	34	69.4%	13	26.53%	2	4%	0	0%	49	2.65	1.00-3.00	0.56

Advanced

Measure	Term	N	%	N	%	N	%	N	%	Total	Mean	Range	SD
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Fall 2021	9	39.1%	13	56.5%	1	4.4%	0	0.0%	23	2.35	3.00-1.00	0.56
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Spring 2022	17	41.5%	22	53.7%	2	4.9%	0	0.0%	41	2.37	3.00-1.00	0.57
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Fall 2022	7	87.5%	1	12.5%	0	0.0%	0	0.0%	8	2.88	3.00-2.00	0.33
Professional Commitment and Behaviors; Demonstrates Punctuality: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. P.	Spring 2023	43	87.8%	6	12.2%	0	0.0%	0	0.0%	49	2.88	1.00-3.00	0.33
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Fall 2021	23	100.0%	0	0.0%	0	0.0%	0	0.0%	23	3	3.00-3.00	0
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Spring 2022	38	92.7%	3	7.3%	0	0.0%	0	0.0%	41	2.93	3.00-2.00	0.26
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Fall 2022	6	75.0%	2	25.0%	0	0.0%	0	0.0%	8	2.75	3.00-2.00	0.43
Professional Commitment and Behaviors; Meets Deadlines and Obligations: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9o. Q,	Spring 2023	39	79.6%	10	20.4%	0	0.0%	0	0.0%	49	2.8	1.00-3.00	0.33
Professional Commitment and Behaviors; Preparation: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Fall 2021	22	95.7%	1	4.4%	0	0.0%	0	0.0%	23	2.96	3.00-2.00	0.2
Professional Commitment and Behaviors; Preparation: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Spring 2022	34	82.9%	7	17.1%	0	0.0%	0	0.0%	41	2.83	3.00-2.00	0.38
Professional Commitment and Behaviors; Preparation: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Fall 2022	7	87.5%	1	12.5%	0	0.0%	0	0.0%	8	2.88	3.00-2.00	0.33
Professional Commitment and Behaviors; Preparation: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Spring 2023	39	79.6%	10	20.4%	0	0.0%	0	0.0%	49	2.8	1.00-3.00	0.4

Initial

Competency	Term	Count	%	Count	%	Count	%	Count	%	N	Mean	Range	SD
Professional Commitment and Behaviors; Preparation: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Spring 2023	34	69.4%	13	26.53%	2	4%	0	0%	49	2.65	1.00-3.00	0.56
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Fall 2021	9	39.1%	13	56.52%	1	4.35%	0	0%	23	2.35	3.00-1.00	0.56
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Spring 2022	23	56.1%	15	36.59%	3	7.32%	0	0%	41	2.49	3.00-1.00	0.63
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Fall 2022	7	87.5%	1	12.50%	0	0%	0	0%	8	2.88	3.00-2.00	0.33
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Spring 2023	31	63.3%	17	34.69%	1	2%	0	0%	49	2.61	1.00-3.00	0.53
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Fall 2021	5	21.7%	18	78.26%	0	0%	0	0%	23	2.22	3.00-2.00	0.41
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Spring 2022	18	43.9%	17	41.46%	6	14.63%	0	0%	41	2.29	3.00-1.00	0.71
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Fall 2022	2	25.0%	6	75%	0	0%	0	0%	8	2.25	3.00-2.00	0.43
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Spring 2023	25	51.0%	21	43%	2	4%	1	2%	49	2.43	1.00-3.00	0.67
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Fall 2021	16	69.6%	6	26.09%	1	4.35%	0	0%	23	2.65	3.00-1.00	0.56
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Spring 2022	28	68.3%	11	26.83%	2	4.88%	0	0%	41	2.63	3.00-1.00	0.57
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Fall 2022	5	62.5%	3	37.50%	0	0%	0	0%	8	2.63	3.00-2.00	0.48
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Spring 2023	37	75.51	10	20.41	2	4.08	0	0	49	2.7	2.00-3.00	0.53

Advanced

Competency	Term	Count	%	Count	%	Count	%	Count	%	N	Mean	Range	SD
Professional Commitment and Behaviors; Preparation: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 3d. R.	Spring 2023	39	79.6%	10	20.4%	0	0.0%	0	0.0%	49	2.8	1.00-3.00	0.4
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Fall 2021	21	91.3%	2	8.7%	0	0.0%	0	0.0%	23	2.91	3.00-2.00	0.28
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Spring 2022	35	85.4%	6	14.6%	0	0.0%	0	0.0%	41	2.85	3.00-2.00	0.35
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Fall 2022	8	100.0%	0	0.0%	0	0.0%	0	0.0%	8	3	3.00-3.00	0
Professional Relationships; Collaboration: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10b. S.	Spring 2023	42	85.7%	7	14.3%	0	0.0%	0	0.0%	49	2.86	2.00-3.00	0.35
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Fall 2021	14	60.9%	9	39.1%	0	0.0%	0	0.0%	23	2.61	3.00-2.00	0.49
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Spring 2022	32	78.1%	9	22.0%	0	0.0%	0	0.0%	41	2.78	3.00-2.00	0.41
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Fall 2022	6	75.0%	2	25.0%	0	0.0%	0	0.0%	8	2.75	3.00-2.00	0.43
Professional Relationships; Advocacy to Meet the needs of Learners or for the Teaching Profession: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 10j. T.	Spring 2023	37	75.5%	9	18.4%	3	6.1%	0	0.0%	49	2.69	2.00-3.00	0.58
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Fall 2021	23	100.0%	0	0.0%	0	0.0%	0	0.0%	23	3	3.00-3.00	0
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Spring 2022	35	85.4%	6	14.6%	0	0.0%	0	0.0%	41	2.85	3.00-2.00	0.35
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Fall 2022	8	100.0%	0	0.0%	0	0.0%	0	0.0%	8	3	3.00-3.00	0
Critical Thinking and Reflective Practice; Responds Positively to Constructive Criticism: CAEP 1.1,3.3, 3.4, 3.6, 5.1, 5.2; InTASC 9n. U.	Spring 2023	77	89.8%	5	10.2%	0	0.0%	0	0.0%	49	2.9	2.00-3.00	0.3

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
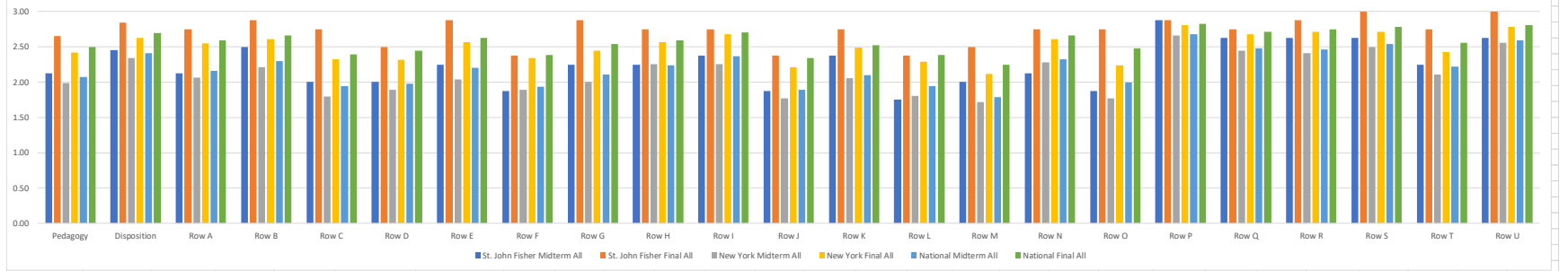## St. John Fisher University, Ralph C. Wilson, Jr. School of Education

St. John Fisher: CPAST AU22 - Summary

Location	Section	Metric	Value	Count	Pedagogy	Disposition	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row N	Row O	Row P	Row Q	Row R	Row S	Row T	Row U
St. John Fisher	Midterm	All	All	8	2.13	2.45	2.13	2.50	2.00	2.00	2.25	1.88	2.25	2.25	2.38	1.88	2.38	1.75	2.00	2.13	1.88	2.88	2.63	2.63	2.63	2.25	2.63
St. John Fisher	Final	All	All	8	2.65	2.84	2.75	2.88	2.75	2.50	2.88	2.38	2.88	2.75	2.75	2.38	2.75	2.38	2.50	2.75	2.75	2.88	2.75	2.88	3.00	2.75	3.00
New York	Midterm	All	All	201	1.98	2.34	2.06	2.21	1.80	1.89	2.04	1.90	2.01	2.26	2.26	1.77	2.06	1.81	1.72	2.28	1.77	2.66	2.45	2.41	2.49	2.11	2.56
New York	Final	All	All	201	2.42	2.62	2.55	2.61	2.32	2.32	2.56	2.34	2.44	2.56	2.68	2.21	2.49	2.29	2.12	2.61	2.24	2.81	2.68	2.72	2.71	2.43	2.79
National	Midterm	All	All	3010	2.07	2.41	2.16	2.30	1.94	1.98	2.20	1.94	2.11	2.24	2.37	1.89	2.10	1.95	1.79	2.33	1.99	2.68	2.48	2.46	2.54	2.22	2.59
National	Final	All	All	3010	2.49	2.70	2.59	2.66	2.40	2.44	2.62	2.38	2.54	2.59	2.71	2.34	2.53	2.38	2.24	2.66	2.48	2.83	2.72	2.75	2.78	2.56	2.81

Summary (filter using row 2 above)

Legend: St. John Fisher Midterm All — St. John Fisher Final All — New York Midterm All — New York Final All — National Midterm All — National Final All

SJFC: CPAST SP23 - Summary

Location	Section	Metric	Value	Count	Pedagogy	Disposition	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row N	Row O	Row P	Row Q	Row R	Row S	Row T	Row U
SJFC	Midterm	All	All	51	2.07	2.48	2.24	2.22	1.86	1.94	2.24	1.88	2.16	2.24	2.51	1.88	2.18	1.84	1.78	2.25	1.71	2.76	2.71	2.65	2.63	2.45	2.71
SJFC	Final	All	All	51	2.54	2.76	2.71	2.71	2.47	2.53	2.65	2.33	2.63	2.63	2.82	2.45	2.57	2.41	2.16	2.76	2.39	2.88	2.80	2.78	2.86	2.71	2.92
New York	Midterm	All	All	215	2.21	2.49	2.34	2.43	2.08	2.15	2.37	2.05	2.28	2.35	2.56	2.00	2.26	2.02	1.89	2.43	1.80	2.77	2.64	2.58	2.65	2.29	2.77
New York	Final	All	All	215	2.57	2.72	2.68	2.77	2.47	2.58	2.66	2.44	2.66	2.62	2.79	2.41	2.62	2.41	2.33	2.68	2.23	2.84	2.80	2.81	2.86	2.60	2.91
National	Midterm	All	All	7062	2.11	2.41	2.21	2.32	1.99	2.02	2.22	1.97	2.14	2.30	2.36	1.92	2.14	2.00	1.84	2.32	1.95	2.69	2.51	2.50	2.52	2.22	2.59
National	Final	All	All	7062	2.50	2.67	2.60	2.66	2.42	2.44	2.60	2.40	2.54	2.60	2.68	2.34	2.55	2.38	2.24	2.62	2.40	2.81	2.72	2.74	2.77	2.52	2.80

Summary (filter using row 2 above)
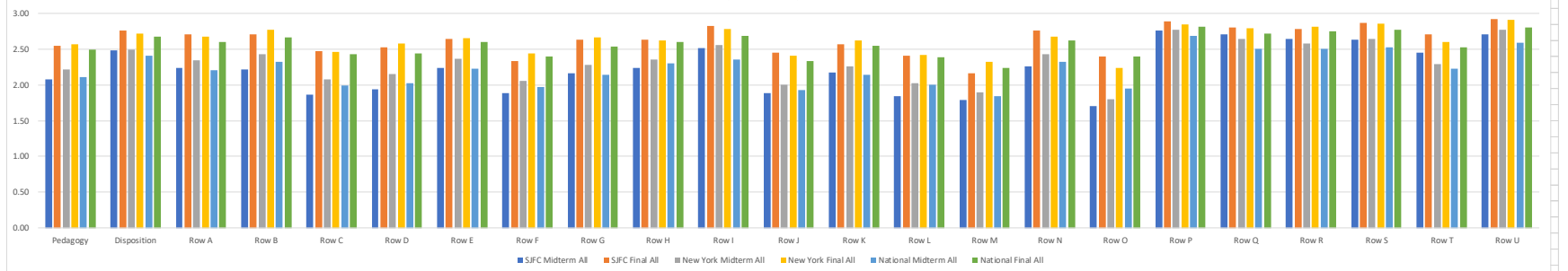
Legend: SJFC Midterm All — SJFC Final All — New York Midterm All — New York Final All — National Midterm All — National Final All

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Appendix C: Lesson Plan Assessment

EDUC 202 Lesson Plan Assessment (InTASC, CAEP, ISTE) Undergraduate Programs

C. Wilson, Jr. School of Education- St. John Fisher

2022-2023

Inclusive Childhood Education Program (BS INCH) EDUC 202

		# Meets Expectations	% Meets Expectations	# Approaches Expectations/Developing	% Approaches Expectations/Developing	# Not Yet Acceptable	% Not Yet Acceptable	N	Mean	Mean Range	Standard Deviation
Aligned to Next Generation Standards (InTASC Standard 4; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022/ Cycle 11	21	95.45%	1	4.55%	0	0.00%	22	1.95	1.00-2.00	0.21
Aligned to Next Generation Standards (InTASC Standard 4; CAEP 1.1, 1.4, 5.1, 5.2)	Spring 2023/ Cycle 12	8	88.89%	0	0.00%	1	11.11%	9	1.78	1.00-2.00	0.63
Materials (CAEP 1.1, 5.1 5.2; InTASC Standard 7)	Fall 2022/ Cycle 11	17	77.27%	5	22.73%	0	0.00%	22	1.77	1.00-2.00	0.42
Materials (CAEP 1.1, 5.1 5.2; InTASC Standard 7)	Spring 2023/ Cycle 12	8	88.89%	0	0%	1	11.11%	9	1.78	1.00-2.00	0.63
Learning Environment (CAEP 1.1, 5.1, 5.2; InTASC Standard 3)	Fall 2022/ Cycle 11	12	54.55%	9	40.91%	1	4.55%	22	1.5	1.00-2.00	0.58
Learning Environment (CAEP 1.1, 5.1, 5.2; InTASC Standard 3)	Spring 2023/ Cycle 12	8	88.89%	0	0.0%	1	11.11%	9	1.78	1.00-2.00	0.63
Anticipatory Set (InTASC Standard 1; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022/ Cycle 11	17	77.27%	4	18.18%	1	4.55%	22	1.73	1.00-2.00	0.54
Anticipatory Set (InTASC Standard 1; CAEP 1.1, 1.4, 5.1, 5.2)	Spring 2023/ Cycle 12	7	77.78%	1	11.11%	1	11.11%	9	1.67	1.00-2.00	0.67
Lesson Activities: Critical Thinking and Problem Solving (InTASC Standard 5; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022/ Cycle 11	20	90.91%	1	4.55%	1	4.55%	22	1.86	1.00-2.00	0.46
Lesson Activities: Critical Thinking and Problem Solving (InTASC Standard 5; CAEP 1.1, 1.4, 5.1, 5.2)	Spring 2023/ Cycle 12	7	77.78%	1	11.11%	0	0.00%	9	1.67	1.00-2.00	0.67
Lesson Activities: Differentiation (InTASC Standard 8; CAEP 1.1, 1.4, 1.5, 5.1, 5.2; ISTE 2a,2b,2c,4b,)	Fall 2022/ Cycle 11	18	81.82%	4	18.18%	0	0.00%	22	1.82	1.00-2.00	0.39
Lesson Activities: Differentiation (InTASC Standard 8; CAEP 1.1, 1.4, 1.5, 5.1, 5.2; ISTE 2a,2b,2c,4b,)	Spring 2023/ Cycle 12	5	62.50%	3	37.50%	0	0.00%	9	1.63	1.00-2.00	0.48
Lesson Activities: Integration of Appropriate Technology (InTASC Standard 8: CAEP 1.1, 1.5, 5.1,)	Fall 2022/ Cycle 11	18	81.82%	4	18.18%	0	0.00%	22	1.82	1.00-2.00	0.39
Lesson Activities: Integration of Appropriate Technology (InTASC Standard 8: CAEP 1.1, 1.5, 5.1,)	Spring 2023/ Cycle 12	8	88.89%	0	0.00%	1	11.11%	9	1.78	1.00-2.00	0.63
Closure (InTASC Standard 2; CAEP 1.1, 1.2, 5.1,5.2)	Fall 2022/ Cycle 11	19	86.36%	2	9.09%	1	4.55%	22	1.82	1.00-2.00	0.49
Closure (InTASC Standard 2; CAEP 1.1, 1.2, 5.1,5.2)	Spring 2023/ Cycle 12	8	88.89%	0	0.00%	1	11.11%	9	1.78	1.00-2.00	0.63
Performance Tasks and Self-Assessments (InTASC Standard 6; CAEP 1.1, 5.1, 5.2)	Fall 2022/ Cycle 11	18	81.82%	4	18.18%	0	0.00%	22	1.82	1.00-2.00	0.39
Performance Tasks and Self-Assessments (InTASC Standard 6; CAEP 1.1, 5.1, 5.2)	Spring 2023/ Cycle 12	4	44.44%	4	44.44%	1	11.11%	9	1.33	1.00-2.00	0.67
Candidate Reflection and Evaluation of Teaching (InTASC Standard 9; CAEP 1.1, 5.1, 5.2)	Fall 2022/ Cycle 11	20	90.91%	1	4.55%	1	4.55%	22	1.86	1.00-2.00	0.46
Candidate Reflection and Evaluation of Teaching (InTASC Standard 9; CAEP 1.1, 5.1, 5.2)	Spring 2023/ Cycle 12	2	22.22%	6	66.67%	1	11.11%	9	1.11	1.00-2.00	0.57

Inclusive Adolescence Education All Students (BS INAD) EDUC 202

		# Meets Expectations	% Meets Expectations	# Approaches Expectations/Developing	% Approaches Expectations/Developing	# Not Yet Acceptable	% Not Yet Acceptable	N	Mean	Mean Range	Standard Deviation
Aligned to Next Generation Standards (InTASC Standard 4; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022/ Cycle 11	16	94.12%	1	5.88%	0	0.00%	17	1.94	1.00-2.00	0.24
Aligned to Next Generation Standards (InTASC Standard 4; CAEP 1.1, 1.4, 5.1, 5.2)	Spring 2023/ Cycle 12	6	100.00%	0	0.00%	0	0.00%	6	2.00	2.00	0.00
Materials (CAEP 1.1, 5.1 5.2; InTASC Standard 7)	Fall 2022/ Cycle 11	14	82.35%	1	5.88%	2	11.76%	17	1.71	1.00-2.00	0.67
Materials (CAEP 1.1, 5.1 5.2; InTASC Standard 7)	Spring 2023/ Cycle 12	2	33.33%	4	66.67%	0	0.00%	6	1.33	1.00-2.00	0.47
Learning Environment (CAEP 1.1, 5.1, 5.2; InTASC Standard 3)	Fall 2022/ Cycle 11	6	35.29%	9	52.94%	2	11.76%	17	1.24	1.00-2.00	0.64
Learning Environment (CAEP 1.1, 5.1, 5.2; InTASC Standard 3)	Spring 2023/ Cycle 12	6	100.00%	0	0.00%	0	0.00%	6	2.00	2	0
Anticipatory Set (InTASC Standard 1; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022/ Cycle 11	9	52.94%	8	47.06%	0	0.00%	17	1.53	1.00-2.00	0.5
Anticipatory Set (InTASC Standard 1; CAEP 1.1, 1.4, 5.1, 5.2)	Spring 2023/ Cycle 12	6	100.00%	0	0.00%	0	0.00%	6	2.00	2.00	0.00
Lesson Activities: Critical Thinking and Problem Solving (InTASC Standard 5; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022/ Cycle 11	15	88.24%	2	11.76%	0	0.00%	17	1.88	1.00-2.00	0.32
Lesson Activities: Critical Thinking and Problem Solving (InTASC Standard 5; CAEP 1.1, 1.4, 5.1, 5.2)	Spring 2023/ Cycle 12	6	100.00%	0	0.00%	0	0.00%	6	2.00	2.00	0.00
Lesson Activities: Differentiation (InTASC Standard 8; CAEP 1.1, 1.4, 1.5, 5.1, 5.2; ISTE 2a,2b,2c,4b,)	Fall 2022/ Cycle 11	9	52.94%	7	41.18%	1	5.88%	17	1.47	1.00-2.00	0.61
Lesson Activities: Differentiation (InTASC Standard 8; CAEP 1.1, 1.4, 1.5, 5.1, 5.2; ISTE 2a,2b,2c,4b,)	Spring 2023/ Cycle 12	5	83.33%	1	16.67%	0	0.00%	6	1.83	1.00-2.00	0.37
Lesson Activities: Integration of Appropriate Technology (InTASC Standard 8: CAEP 1.1, 1.5, 5.1,)	Fall 2022/ Cycle 11	11	64.71%	6	35.29%	0	0.00%	17	1.65	1.00-2.00	0.48
Lesson Activities: Integration of Appropriate Technology (InTASC Standard 8: CAEP 1.1, 1.5, 5.1,)	Spring 2023/ Cycle 12	6	100.00%	0	0.00%	0	0.00%	6	2.00	2.00	2.00
Closure (InTASC Standard 2; CAEP 1.1, 1.2, 5.1,5.2)	Fall 2022/ Cycle 11	9	52.94%	8	47.06%	0	0.00%	17	1.53	1.00-2.00	0.5
Closure (InTASC Standard 2; CAEP 1.1, 1.2, 5.1,5.2)	Spring 2023/ Cycle 12	6	100.00%	0	0.00%	0	0.00%	6	2.00	2.00	0.00
Performance Tasks and Self-Assessments (InTASC Standard 6; CAEP 1.1, 5.1, 5.2)	Fall 2022/ Cycle 11	11	64.71%	6	35.29%	0	0.00%	17	1.65	1.00-2.00	0.48
Performance Tasks and Self-Assessments (InTASC Standard 6; CAEP 1.1, 5.1, 5.2)	Spring 2023/ Cycle 12	1	16.67%	5	83.33%	0	0.00%	6	1.17	1.00-2.00	0.37
Candidate Reflection and Evaluation of Teaching (InTASC Standard 9; CAEP 1.1, 5.1, 5.2)	Fall 2022/ Cycle 11	14	82.35%	3	17.65%	0	0.00%	17	1.82	1.00-2.00	0.38
Candidate Reflection and Evaluation of Teaching (InTASC Standard 9; CAEP 1.1, 5.1, 5.2)	Spring 2023/ Cycle 12	3	50.00%	3	50.00%	0	0.00%	6	1.5	1.00-2.00	0.5

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Criterion	Term/Cycle	Master of Science in Special Education Childhood Education (MS Sped Ched)-GEDU 502 Fall 2022												MS Special Education Adolescence All-GEDU 502 Fall 2022									
		# Meets Expectations	% Meets Expectations	# Approaches Expectations/Develops	% Approaches Expectations/Develops	# Not Yet Acceptable	% Not Yet Acceptable	N	Mean	Mean Average	Standard Deviation			# Meets Expectations	% Meets Expectations	# Approaches Expectations/Develops	% Approaches Expectations/Develops	# Not Yet Acceptable	% Not Yet Acceptable	N	Mean	Mean Range	Standard Deviation
Aligned to Next Generation Standards (InTASC Standard 4; CAEP 1.1, 1.4, 5.1, 5.2)	Fall 2022	4	67%	2	33%	0	0%	6	1.66	1.00-2.00	0.47			5	83%	1	17%	0	0%	6	1.83	1.00-2.00	0.37
Materials (CAEP 1.1, 5.1 5.2; InTASC Standard 7)	Fall 2022	5	83%	1	17%	0	0%	6	1.83	1.00-2.00	0.37			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Learning Environment (CAEP 1.1, 5.1, 5.2; InTASC Standard 3)	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Lesson Activities: Critical Thinking and Problem Solving (InTASC Standard 5; CAEP1.1, 1.4, 5.1, 5.2)	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Lesson Activities: Differentiation (InTASC Standard 8; CAEP1.1, 1.4, 5.1, 5.2; ISTE 2a,2b,2c,4b, Diversity Thread)	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Closure (InTASC Standard 2; CAEP1.1, 1.2, 5.1, 5.2)	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Performance Tasks and Self-Assessments (InTASC Standard 6; CAEP 1.2, 1.4, 5.1, 5.2)	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Candidate Reflection and Evaluation of Teaching (InTASC Standard 9; CAEP 1.1, 5.1, 5.2)	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Lesson Activities: Integration of Appropriate Technology (InTASC Standard 8: CAEP 1.1, 1.5, 5.1, 5.2; ISTE 2a, 2b, 2c, 4b) Technology Thread	Fall 2022	6	100%	0	0%	0	0%	6	2.00	2.00	0.00			6	100%	0	0%	0	0%	6	2.00	2.00	0.00

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

Appendix D: Initial Completer Disposition Rubric Assessment

2022-2023

Criterion/Standard	Term/Cycle	Inclusive Childhood Education Program-EDUC 202											Inclusive Adolescence Education Program-All-EDUC 202									
		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 9	0	0%	22	100%	0	0%	22	1.00	1.00-1.00	0.00		0	0%	17	100%	0	0%	17	1.00	1.00-1.00	0.00
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Spring 2023/ Cycle 10	9	100%	0	0%	0	0%	9	2.00	2	0.00		6	100%	0	0.00%	0	0%	6	2.00	2.00	0.00
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	Fall 2022/ Cycle 9	0	0%	22	100%	0	0%	22	1.00	1.00-1.00	0.00		0	0%	17	100%	0	0%	17	1.00	1.00-1.00	0.00
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	Spring 2023/ Cycle 10	8	9%	1	11%	0	0%	9	1.89	1.00-2.00	0.31		6	100%	0	0.00%	0	0.00%	6	2.00	2.00	0.00
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	Fall 2022/ Cycle 9	1	4.55%	20	90.91%	1	4.55%	22	1.00	2.00-2.00	0.30		2	12%	14	82.35%	1	5.88%	17	1.06	2.00-1.00	0.42
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	Spring 2023/ Cycle 10	7	78%	1	11%	1	11%	9	1.67	1.00-2.00	0.67		3	50%	3	50.00%	0	0.00%	6	1.50	1.00-2.00	0.50
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 9	1	4.55%	21	95.45%	0	0%	22	1.05	2.00-2.00	0.21		1	6%	16	94.12%	0	0%	17	1.06	2.00-1.00	0.24
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Spring 2023/ Cycle 10	9	100%	0	0%	0	0%	9	2.00	2.00	2.00		6	100%	0	0%	0	0%	6	2.00	2.00	0.00
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 9	0	0%	22	100%	0	0%	22	1.00	1.00-1.00	0.00		0	0%	17	100%	0	0%	17	1.00	1.00-1.00	0.00
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Spring 2023/ Cycle 10	9	100%	0	0%	0	0%	9	2.00	2.00	0.00		6	100%	0	0%	0	0%	6	2.00	2.00	0.00

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

2022-2023

Criterion/Standard	Term/Cycle	Inclusive Childhood Education Program-EDU 471										Inclusive Adolescence Education Program-All-EDU 471, Fall Only									
		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation	# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 8	21	100%	0	0%	0	0%	21	2.00	2.00-2.00	0.00							0			
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Spring 2023/ Cycle 9	8	100%	0	0%	0	0%	8	2.00	2.00	0.00	3	12%	22	88%	0	0%	25	1.12	1.00-2.00	0.32
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	Fall 2022/ Cycle 8	19	90%	2	10%	0	0%	21	1.90	2.00-1.00	0.29							0			
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	Spring 2023/ Cycle 9	8	100%	0	0%	0	0%	8	2.00	2.00	2.00	3	12%	21	84%	1	4%	25	1.08	1.00-2.00	0.39
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	Fall 2022/ Cycle 8	18	90%	2	10%	0	0%	20	1.90	2.00-1.00	0.30							0			
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	Spring 2023/ Cycle 9	7	88%	1	13%	0	0%	8	1.88	1.00-2.00	0.33	4	16%	20	80%	1	4%	25	1.12	1.00-2.00	0.43
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 8	21	100%	0	0%	0	0%	21	2.00	2.00-2.00	0.00							0			
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Spring 2023/ Cycle 9	8	100%	0	0%	0	0%	8	2.00	2.00	2.00	1	4%	24	96%	0	0%	25	1.04	1.00-2.00	0.2
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 8	18	86%	3	14%	0	0%	21	1.86	2.00-1.00	0.35							0			
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Spring 2023/ Cycle 9	4	50%	4	50%	0	0%	8	1.50	1.00-2.00	0.50	0	0%	25	100%	0	0.0%	25	1.00	1.00	0.00

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

2022-2023

Criterion/Standard	Term/Cycle	Master of Science in Special Education Childhood GSED 501											MS in Special Education Adolescence All- GSED 501									
		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 5	5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00		5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	Fall 2022/ Cycle 5	5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00		5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	Fall 2022/ Cycle 5	5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00		5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	Fall 2022/ Cycle 5	5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00		5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)													5	100.0%	0	0.0%	0	0.0%	5	2.00	2.00-2.00	0.00

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

2022-2023											
Criterion/Standard	**Term/Cycle**	**Master of Science in Special Education Childhood- GSED 508**									
		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	**Fall 2022/ Cycle 4**	7	100%	0	0%	0	0%	7	3.00	3.00	0.00
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	**Fall 2022/ Cycle 4**	7	100%	0	0%	0	0%	7	3.00	3.00	0.00
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	**Fall 2022/ Cycle 4**	5	71%	2	29%	0	0%	7	2.71	2.00-3.0	0.45
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	**Fall 2022/ Cycle 4**	7	100%	0	0%	0	0%	7	3.00	3.00	0.00
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	**Fall 2022/ Cycle 4**	7	100%	0	0%	0	0	7	3.00	3.00	0.00

Executive Summary for Measure 3 (Initial and Advanced): Candidate Competency at Completion (CAEP R3.3, RA3.4)
St. John Fisher University, Ralph C. Wilson, Jr. School of Education

2022-2023										
Criterion/Standard	**Term/Cycle**	MS in Special Education Adolescence All-GSED 512								
		# Exceeds Expectations	%Exceeds Expectations	#Meets Expectations	%Meets Expectations	#Below Expectations	% Below Expectations	N	Mean	Mean Range	Standard Deviation
Candidate demonstrates the ability to collaborate with others. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	**Fall 2022**	6	100%	0	0%	0	0.0%	6	2.00	2.00	0.00
Candidate are responsive to feedback. (CAEP 3.3; 3.6; InTASC Standard 9)	**Fall 2022**	5	83%	1	17%	0	0.0%	6	1.83	1.00-2.00	0.37
Candidate demonstrates initiative. (CAEP 3.3, 3.6; InTASC Standard 10)	**Fall 2022**	5	83.3%	1	17%	0	0.0%	6	1.83	1.00-2.00	0.37
Candidate demonstrates respect for diversity and multiple perspectives. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	**Fall 2022**	6	100%	0	0%	0	0.0%	6	2.00	2.00	0.00
Candidate are responsible colleagues. (CAEP 3.3, 3.6; InTASC Standard 9, 10)	**Fall 2022**	6	100%	0	0%	0	0.0%	6	2.00	2.00	0.00