

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

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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 (Fisher) compared to New York State Pass Rate:

Overall Pass Rates on NYS Licensure Exams: Initial Certification Programs

AY 2023-2024	# of tests taken	# of tests passed	Fisher PASS RATE All Attempts	Fisher PASS RATE Best Attempt	NYS PASS RATE First Attempt	NYS PASS RATE Best Attempt
Initial	334	312	93%	95%	83%	91%
Advanced	10	10	100%	100%	100%	100%
All	211	195	93%	95%	83%	91%

Overall, St. John Fisher University Initial Completer pass rates exceed New York State Licensure Test pass rates for the academic year 2023-2024. This supports demonstrating 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.

Initial Programs

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

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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.

Teacher completers' knowledge of learner development, 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 have met InTASC Standards 1, 2, and 3. The New York Educating All Students (EAS) exam, which measures these standards, consists of five sections: Diverse Student Populations, English Language Learners, Students with Disabilities and Other Special Learning Needs, Teacher Responsibilities, and School-Home Relationships. Initial completers' performance in the program compares favorably to NYS pass rates, achieving a 100% pass rate for 2023-2024, compared to the NYS best attempt pass rate of 94%.

EAS EPP & NYS Pass Rates

EAS	# Takers	# Pass	Pass Rate - EPP	NYS Pass Rate First Attempt	NYS Pass Rate Best Attempt
BS INCH	26	26	100%	89%	94%
BS INAD	21	21	100%	89%	94%
MS INCH	5	5	100%	89%	94%
MS INAD	4	4	100%	89%	94%

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 data (2023-2024) shows a 94% pass rate across all discipline-specific CST licensure exams, providing strong evidence that candidates are well-versed in their specific content/liberal arts areas and meet InTASC Standards 4 and 5: Content. All initial certification candidates also earn a certification in special education, requiring them to take two additional content specialty tests to prepare them to teach diverse learners: the CST Student with Disabilities (SWD) and the CST-Multi-Subject 1-6 or 7-12, both of which have three parts. The CST-Students with Disabilities had a pass rate of 96% (2023-2024), with Fisher completers exceeding the NYS pass rate of 88%. Across all initial certification test takers in 2023-2024, the passing rates for the elementary and secondary Multi-Subject CST were as follows: Part 1 ELA subtest: 92%, Part 2 Math subtest: 98%, and Part 3 Arts & Science: 100%. These results demonstrate that our completers have strong content knowledge in math, ELA, science, social studies, and arts, as measured by these multi-subject competency assessments.

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CST-Multi-Subject B-2, 1-6, & 7-12 Part 1-3

2022-2023	# Takers	# Pass	Pass Rate - EPP	Pass Rate - NYS
MS B-2 Part One Lit/ELA	16	15	94%	91%
MS B-2 Part Two Math	16	15	94%	75%
MS 1-6 Part One Lit/ELA	29	28	97%	92%
MS 1-6 Part Two Math	29	27	93%	89%
MS 7-12 Part One Lit/ELA	19	18	95%	80%
MS 7-12 Part Two Math	19	19	100%	87%
MS Parts Three Arts & Sci	46	44	96%	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. 2023-2024, 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.

Proprietary Assessment Data for Initial Completer - CCAST Rubric Data

The Candidate Preservice Assessment of Student Teaching (CPAST), a proprietary student teaching assessment developed by Ohio State University, is housed in Student Learning & Licensure by Watermark, with reports 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 through Brightspace, the student learning system. 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 2023 and spring 2024. Data tables are available in **Appendix B** to illustrate Initial Completers' performance on the student teaching assessment.

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Learner and Learning (InTASC 1-3)

In the area of differentiation, 97% of candidates met or exceeded the standards in fall 2023, and 96% met or exceeded the standards in spring 2024. The fall 2023 report indicates a +0.72 mean growth rate from the midpoint to summative in the candidates' ability to differentiate methods, while the spring 2024 report shows a +0.57 mean growth rate.

The data from fall 2023 and spring 2024 also show that candidates scored at or above expectations in their ability to demonstrate preparation and create a safe and respectful learning environment. Specifically, the mean growth in preparation was +0.83 in fall 2023 and +0.45 in spring 2024, while the mean growth in creating a safe and respectful learning environment was +0.11 in fall 2023 and +0.41 in spring 2024.

Content (InTASC 4-5)

During fall 2023, 97% of candidates met or exceeded standards in their ability to engage learners in critical thinking, with a mean growth rate from the midpoint to summative of +0.38. In spring 2024, this figure increased to 98%, with a mean growth rate of +0.48.

Instructional Practice (InTASC 6-8)

In fall 2023 and spring 2024, 99% of candidates either achieved or surpassed the required standards. Additionally, all candidates met or exceeded standards in instructional delivery during both terms. Notably, in spring 2023, there were positive mean growth rates from +0.45 to +0.57 from the midpoint to the final assessment.

Furthermore, 99% of all initial candidates met or exceeded expectations in planning for instruction and assessment in both fall 2023 and spring 2024. For instructional delivery, all met or exceeded expectations. In assessment, 100% of candidates met or exceeded standards in fall 2023, and 97% did so in spring 2024. Lastly, in the analysis of teaching, 93% met or exceeded standards in fall 2023, and 98% did so in spring 2024.

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, meeting deadlines and obligations, and collaboration. In fall 2023 and spring 2024, all candidates either met or surpassed expectations in these areas.

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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 fall 2023 and 98% in spring 2024, showing a mean growth of +0.27 in fall 2023 and +0.36 in spring 2024 from the midpoint 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 fall 2023 and spring 2024, 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 fall 2023, 97% of candidates met or exceeded expectations in effective communication with parents or legal guardians, and this figure was 95% in spring 2024. Additionally, there was a mean growth of +0.28 in fall 2023 and +0.71 in spring 2024 in demonstrating effective communication with parents or legal guardians. In fall 2022, all graduate and undergraduate initial candidates met or exceeded expectations and showed a mean growth of +0.27 from midpoint to summative evaluation, and in spring 2023, this was +0.65 in terms of participating in professional development.

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, meeting deadlines and obligations, and collaboration. In the fall of 2023 and spring of 2024, all candidates either met or surpassed expectations.

In conclusion, both graduate and undergraduate initial candidates meet or exceed the pedagogy and disposition criteria on the CCAST 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.

[EPP-Created Assessment Data for Completers](#)

Assessments developed by the EPP, aligned with CAEP standards, are crafted by faculty and stakeholders. These assessments are stored in Student Learning & Licensure (SL&L) by Watermark, formerly known as Tk20 or Fisher Analytics. The Office of Assessment

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generates the reports. Data for key assessments, identified by SPA and CAEP standards for each program, is collected across the school. Key assessments are scored using valid and reliable rubrics, developed and reviewed following the CAEP Evaluation Framework for EPP-Created Assessments, including a pilot administration. Faculty members access these assessments through Brightspace, the EPP student learning management platform. Surveys for employers and completers, created in Qualtrics by SoE faculty and stakeholders, are disseminated through the Assessment Office to collect satisfaction levels 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.

[Fisher TPA](#)

The Fisher TPA consists of four parts: Student Profiles, Mini Unit Plan, Assessment Analysis, and Professional Growth and Development. This EPP-developed assessment rubric rates candidates on their pedagogical knowledge and skills, content knowledge, and teaching skills, 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.

Drafted in the summer of 2022, piloted in the fall of 2022, and revised to its current version in the spring of 2023, the Fisher TPA requires successful teacher candidates to develop knowledge of subject matter, content standards, and subject-specific pedagogy; apply knowledge of varied student needs; consider research and theory about how students learn; and reflect on and analyze evidence of the effectiveness of instruction on student learning.

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Teacher candidates complete the Fisher TPA during their 14-week single student teaching placement. They submit all parts of the portfolio to university supervisors who evaluate the TPA using established inter-rater reliable methods. Submission of the TPA assignment in Brightspace (Fisher's Classroom Management System) is a program completion requirement. To successfully complete student teaching and be recommended by the EPP for certification, candidates must achieve a score of Developing or above on all indicators.

Teacher candidates receive support for the TPA from university supervisors and the Director of Clinical Experiences and Student Teaching. Candidates can revise and resubmit the portfolio in part or whole to complete it successfully by the end of the student teaching semester. See **Appendix C**.

YEAR	# OF STUDENTS TAKING ASSESSMENTS	# OF STUDENTS PASSING	Fisher PASS RATE
2023-2024	67	67	100%

Disposition Rubric Assessment Analysis

The Disposition Assessment is administered at the end of the program, taken the semester before student teaching. This allows for monitoring growth as candidates advance through their program of study. Performance data from the fall of 2023 and the spring of 2024, provided in Appendix D, shows that all candidates met or exceeded expectations on all five lines of the dispositions rubric.

Completer Certification and Licensure Rates

The initial program certification rates are highly favorable, indicating that completers of initial programs actively seek and attain NYS certification in their designated program areas. Only a select number of BS INCH and BS INAD CONTENT + graduates did not apply for certification for 2023-2024 (see the table below).

Fisher Program Completed	Area of Certification	% Certification Issued	% Not applied for Certifications
BS INCH	Childhood Initial 1-6 (27)	74% (20)	26%

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	SWD Initial 1-6 (27)	56% (15)	44%
	B-2 (18)	83% (15)	17%
	Ext 7-9 (3)	67% (2)	33%
BS INAD	Adolescence Initial 7-12 (23)	78% (18)	22%
	SWD Initial 7-12 (23)	39% (9)	61%
	Initial ext. annotation 5-6 (15)	60% (9)	40%
MS SPED CHED	Childhood Initial 1-6 (6)	83% (5)	29%
	SWD Initial 1-6 (6)	50% (3)	50%
MS SPED + content	Content 7-12 (4)	25% (1)	44%
	SWD Generalist 1-6 (4)	25% (1)	62%

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 students 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 2021-2022 will have graduated by 2023-2024.

The BS Inclusive Childhood Education Program (BS INCH) enrollees from fall 2021 and spring 2022 have shown a 96% graduation rate within three years, graduating by 2023-2024. The three-year graduation rate for the BS Inclusive Adolescence Education Program (BS INAD-ADOL) is 100% for those who started in fall 2021 or spring 2022, indicating an upward trend over the past few years.

In the Initial Graduate Program, the MS in Special Education Childhood Education boasts a 100% graduation rate for both the two-year and three-year periods. Meanwhile, the MS in Special Education Adolescence Education (MS SPED ADOL ALL) has an 80% graduation rate for two years and an 88% graduation rate for three years.

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Advanced Programs

Completers Pass Rates and Licensure Examinations

The MS in Library Media Studies program boasts highly qualified candidates. All program completers who have taken the Content Specialty Test (CST) for Library Media Specialists have successfully passed. Comparative pass rate data for St. John Fisher College program completers and all New York State test takers are provided in the accompanying tables.

YEAR	# of Fisher students taking LMS	Fisher PASS RATE	NYS Pass Rate
2023-2024	22	100%	100%

Source: NYS Pearson Database

Disposition Rubric Assessment Analysis

The Advanced Level Dispositions Rubric is administered twice in the advanced programs. Initially, it is used early in the program to gather baseline data on candidate attributes and dispositions related to teaching and leadership effectiveness, as well as non-academic behaviors. This assessment is part of the admission process for acceptance into the professional sequence of coursework and clinical experiences, with candidates also self-assessing at admissions. It serves as an early measure of a candidate's readiness for their professional specialty. The rubric is administered again later in the program to monitor growth as candidates progress through their studies.

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 2023-2024 semesters all met or exceeded the expectations required on the Advanced Dispositions Rubric. These candidates demonstrated the ability to apply laws, policies, codes of ethics, and professional standards to the field of library and media. They showed strong collaboration skills, initiative, and responsibility as colleagues, responsiveness to feedback, and respect for diversity and multiple perspectives. MS Library Media Specialist candidates consistently displayed the dispositions necessary to meet the expectations of the GLMS coursework and the specialized skills needed in their profession. The GLMS program is a strength of the Fisher School of Education, continually monitoring the exemplary skill sets of its candidates and maintaining exceptional disposition performance across courses.

The performance of MS Library Media Specialist candidates on the Advanced Dispositions Rubric represents a strength of the Fisher School of Education. Candidates consistently display strong dispositions across courses. The EPP will continue to review course expectations to ensure that candidates continue to meet or exceed standards in their field of specialization.

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Completer Certification and Licensure Rates

Most graduates of the MS in Library Media program typically apply for and obtain their certifications promptly. The accompanying chart illustrates the certification status of advanced completers. Fisher uses this data to track the proportion of issued certifications and those who have not yet applied.

Fisher Program Completed	Area of Certification	% of Certification Issued	% Not applied for LMS Certifications
MS in Library Media	Library Media Specialist Initial & Prof Cert (29)	79% (23)	21%

Completer Graduation Rates

The graduation rates for Ralph C. Wilson, Jr., School of Education (SoE) Advanced Program completers are provided. For the Library Media Specialist Educational summer 2022 cohort, 85% graduated by 2023. For the summer 2023 cohort, 76% graduated by 2024, with four students on a two-year path to graduation.

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Appendix A: Initial and Advanced NYS Test Data
 2023-2024 Completers

EAS	#	Pass	%	AVG
	56	56	100%	536

MS B-2 P1	#	Pass	%	AVG
	16	15	94%	543

MS B-2 P2	#	Pass	%	AVG
	16	15	94%	549

MS 1-6 P1	#	Pass	%	AVG
	29	28	97%	544

MS 1-6 P2	#	Pass	%	AVG
	29	27	93%	546

MS 7-12 P1	#	Pass	%	AVG
	19	18	95%	542

MS 7-12 P2	#	Pass	%	AVG
	19	19	100%	561

MS P3	#	Pass	%	AVG
	46	44	96%	564

BIO	#	Pass	%	AVG
	6	5	83%	542

CHEM	#	Pass	%	AVG
	3	3	100%	567

ENG	#	Pass	%	AVG
	4	4	100%	552

SS	#	Pass	%	AVG
	6	6	100%	540

SWD	#	Pass	%	AVG
	44	42	95%	543

LMS	#	Pass	%	AVG
	22	22	100%	559

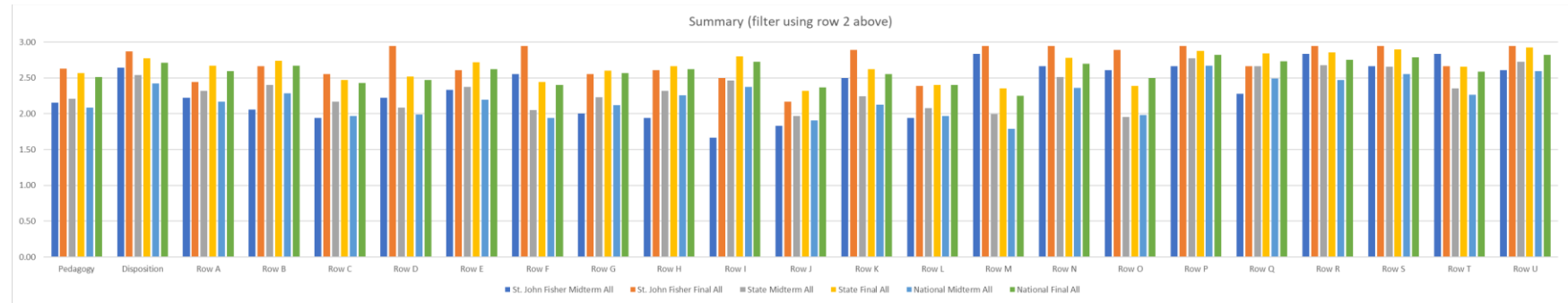
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Appendix B: Initial CCAST Rubric Assessment

Fall 2023

St. John Fisher: CCAST AU23 - Summary

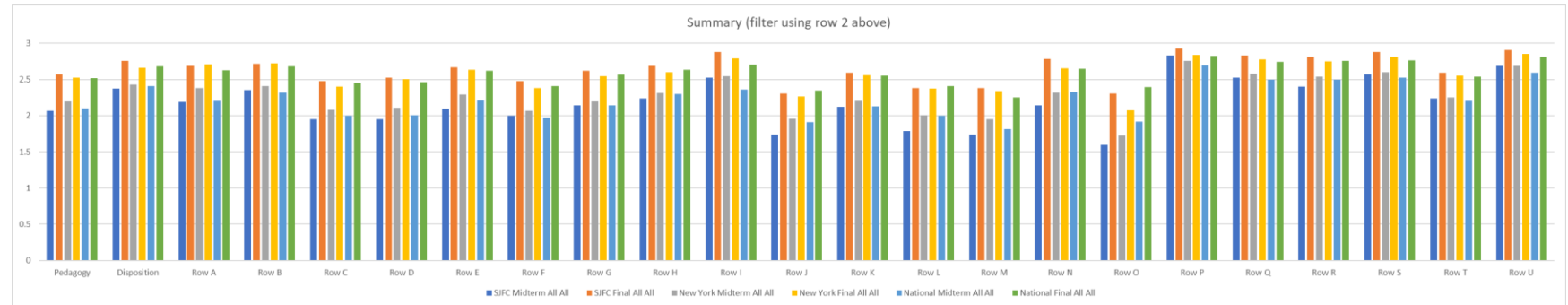
Location	Section	Metric	Value	Count	Pedagogy	Disposition	Row A	Row B	Row C	Row D	Row E	Row F	Row G	Row H	Row I	Row J	Row K	Row L	Row M	Row N	Row O	Row P	Row Q	Row R	Row S	Row T	Row U
St. John Fisher	Midterm	All	All	18	2.16	2.65	2.22	2.06	1.94	2.22	2.33	2.56	2.00	1.94	1.67	1.83	2.50	1.94	2.83	2.67	2.61	2.67	2.28	2.83	2.67	2.83	2.61
St. John Fisher	Final	All	All	18	2.63	2.87	2.44	2.67	2.56	2.94	2.61	2.94	2.56	2.61	2.50	2.17	2.89	2.39	2.94	2.89	2.94	2.67	2.94	2.94	2.67	2.94	2.94
State	Midterm	All	All	276	2.21	2.54	2.32	2.41	2.17	2.08	2.38	2.05	2.23	2.32	2.46	1.97	2.25	2.08	2.00	2.51	1.95	2.78	2.66	2.68	2.66	2.36	2.72
State	Final	All	All	276	2.56	2.78	2.67	2.74	2.47	2.52	2.72	2.44	2.61	2.67	2.80	2.32	2.62	2.41	2.35	2.78	2.39	2.88	2.84	2.86	2.89	2.66	2.93
National	Midterm	All	All	3390	2.08	2.43	2.17	2.28	1.97	1.99	2.20	1.94	2.12	2.26	2.38	1.91	2.12	1.97	1.79	2.36	1.99	2.67	2.49	2.47	2.56	2.26	2.60
National	Final	All	All	3390	2.52	2.71	2.60	2.67	2.43	2.47	2.62	2.40	2.57	2.62	2.73	2.37	2.56	2.40	2.25	2.70	2.50	2.82	2.73	2.76	2.79	2.59	2.82



Spring 2024

SJFC: CCAST SP24 - 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	42	2.06	2.38	2.19	2.36	1.95	1.95	2.10	2.00	2.14	2.24	2.52	1.74	2.12	1.79	1.74	2.14	1.60	2.83	2.52	2.40	2.57	2.24	2.69
SJFC	Final	All	All	42	2.57	2.76	2.69	2.71	2.48	2.52	2.67	2.48	2.62	2.69	2.88	2.31	2.60	2.38	2.38	2.79	2.31	2.93	2.83	2.81	2.88	2.60	2.90
New York	Midterm	All	All	361	2.19	2.43	2.38	2.41	2.08	2.11	2.29	2.07	2.19	2.32	2.54	1.96	2.21	2.01	1.95	2.32	1.72	2.76	2.58	2.54	2.60	2.25	2.69
New York	Final	All	All	361	2.53	2.66	2.71	2.73	2.40	2.50	2.63	2.39	2.55	2.60	2.79	2.27	2.56	2.37	2.34	2.66	2.07	2.84	2.78	2.75	2.81	2.55	2.85
National	Midterm	All	All	6869	2.10	2.41	2.21	2.32	2.00	2.00	2.21	1.97	2.14	2.30	2.36	1.91	2.13	2.00	1.82	2.33	1.92	2.69	2.50	2.50	2.52	2.20	2.59
National	Final	All	All	6869	2.52	2.68	2.63	2.68	2.45	2.46	2.62	2.41	2.57	2.63	2.70	2.34	2.56	2.41	2.25	2.65	2.39	2.82	2.74	2.76	2.76	2.54	2.81



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Appendix C: Fisher Teacher Performance Assessment (TPA)

Task A: Student Profiles

	BS INCH		BS INAD		MS INCH	MS INAD
	F2023	Sp2024	F2023	Sp2024	Sp2024	Sp2024
A.1	3.00	2.73	2.70	2.80	3.00	2.66
A.2	3.00	2.73	2.40	2.40	3.00	2.66

Task B: Mini-Unit

	BS INCH		BS INAD		MS INCH	MS INAD
	F2023	Sp2024	F2023	Sp2024	Sp2024	Sp2024
B.1	3.00	2.89	2.40	2.80	3.00	2.66
B.2	3.00	2.78	2.20	2.20	3.00	2.66
B.3	3.00	2.73	3.00	2.80	3.00	3.00
B.4	3.00	2.78	3.00	2.80	3.00	2.66
B.5	3.00	2.78	2.20	2.40	3.00	2.33
B.6	3.00	2.73	2.20	2.40	3.00	2.00
B.7	2.88	2.84	2.40	2.80	3.00	2.33
B.8	3.00	2.84	2.20	2.80	3.00	3.00
B.9	2.88	2.89	2.80	2.80	3.00	3.00
B.10	3.00	2.78	2.80	2.80	3.00	2.33
B.11	3.00	2.84	2.80	2.80	3.00	3.00

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

Fisher Teacher Performance Assessment (TPA) cont.

Task C: Assessment Analysis

	BS INCH		BS INAD		MS INCH	MS INAD
	F2023	Sp2024	F2023	Sp2024	Sp2024	Sp2024
C.1	3.00	2.84	2.50	2.40	3.00	3.00
C.2	3.00	2.89	2.60	3.00	3.00	2.33
C.3	3.00	2.94	2.60	2.80	3.00	3.00
C.4	3.00	2.84	2.50	3.00	3.00	2.66
C.5	3.00	2.78	2.50	2.40	3.00	2.66

Task D.1: Professional Responsibilities & Growth

	BS INCH		BS INAD		MS INCH	MS INAD
	F2023	Sp2024	F2023	Sp2024	Sp2024	Sp2024
D.1	3.00	2.94	3.00	2.40	3.00	3.00
D.2	3.00	2.89	2.80	3.00	3.00	3.00
D.3	3.00	2.52	2.00	2.20	3.00	2.33
D.4	3.00	2.94	2.90	2.80	3.00	3.00
D.5	3.00	2.94	2.80	2.80	3.00	3.00
D.6	3.00	2.94	3.00	2.80	3.00	3.00
D.7	3.00	2.68	2.60	2.80	3.00	3.00

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 & Advanced Completer Disposition Rubric Assessment

	<i>Initial (BS & MS) Fall 2023 (n=32)</i>	<i>Initial (BS & MS) Spring 2024 (n=25)</i>	<i>Advanced Spring 2024 (n=29)</i>
<i>Candidate demonstrates the ability to collaborate with others.</i>	2.00	1.52	2.00
<i>Candidate is responsive to feedback.</i>	2.00	1.52	2.00
<i>Candidate demonstrates initiative.</i>	2.00	1.48	2.00
<i>Candidate demonstrates respect for diversity and multiple perspectives.</i>	2.00	1.48	2.00
<i>Candidate demonstrates respect for diversity and multiple perspectives.</i>	2.00	1.48	2.00