

Executive Summary for Measure 4 (Initial and Advanced): Ability of Completers to be Hired

St. John Fisher University, Ralph C. Wilson, Jr., School of Education

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This executive summary includes the following reports:

- Employment Rates for Initial and Advanced Completers
- Initial Program Preparation Completer Survey
- Advanced Teacher and Leader Preparation Completer Survey

[Employment Rates for Initial and Advanced Completers](#)

New York State does not provide EPP’s with employment rate information pertaining to the percentage of completers employed in a current teacher or leader position based on the certification earned through their program. The EPP has determined employer rate for the Initial Graduate Program and the Advanced Programs from completer self-reporting and from information searchable in the New York State TEACH database system for New York State Licensure. The Initial Undergraduate Program rate is based on the completer survey data in response to the question: *What type of position do you currently hold? Response choices include: Teaching Position in NYS, Public Charter, Private, Non-Teaching Position, I am currently pursuing a teaching position, a substitute teaching position, and Other.* The EPP continues to refine the process of tracking Initial Undergraduate Completers who have moved out of state or entered graduate programs within the Initial Undergraduate Program database.

The St. John Fisher University (Fisher), Ralph C. Wilson Jr., School of Education (SoE) employment rate data for initial undergraduates over three cycles of data collected fall 2020 (2018-2019 graduates), fall 2021 (2019-2020 graduates), and fall 2022 (2020-2021 graduates) is 88%, 89%, and 90% respectively, demonstrating that a strong majority of completers are employed as

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teachers in their field of study. Two of the 2021 initial undergraduate graduates decided to continue their education by entering graduate programs. The majority of Fisher SoE Initial graduates have gone on to obtain a position in their field of study.

The employment rate for initial graduate completers over the three cycles from 2018-2021 is 94%, 93%, and 94% respectively, demonstrating a majority of completers acquire teaching positions in their chosen field. The employment rate for advanced completers over three cycles has increased with the rates consistently high: 93%, 100%, and 100% indicating that the advanced program yields the majority of completers teaching and/or leading in their chosen field of study.

Comparison and Benchmark Data for Employment Rates of Completers

The St. John Fisher Ralph C. Wilson, Jr. College School of Education (SoE) employment rate data for 2018-2022 completers is compared to 2019-2022 completers from SUNY B, a public institution in New York State. Fisher SoE initial undergraduates' and graduates' employment rates are comparable year over year. Moreover, the employment rates of initial completers in the Greater Rochester area remain strong, with more than 90% employed in teaching positions within their first year of graduating. Advanced program completers' employment rates are very strong with 94% and above completer employment rate trends by both institutions.

Initial Undergraduate Program Employment Rate

EPP	2018-2019	2019-2020	2020-2021	2021-2022
Fisher SoE	83%	88%	89%	90%
SUNY B	N/A	85%	84%	94%

Initial Graduate Program Employment Rate

EPP	2018-2019	2019-2020	2020-2021	2021-2022
Fisher SoE	94%	93%	100%	94%
SUNY B	N/A	100%	100%	100%

Advanced Program Employment Rate

EPP	2018-2019	2019-2020	2020-2021	2021-2022
Fisher SoE	93%	100%	100%	100%
SUNY B	N/A	92%	96%	100%

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The Initial Program Preparation Completer Survey

The Initial Program Preparation Completer Survey is administered to completers of the program one to three years after graduation. The purpose of the assessment is to assess the satisfaction of completers regarding how they perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective for the ability of the completers to be hired in education positions for which they have been prepared. The items are aligned to the specific InTASC Standards. Survey results are tabulated and reported in a format that aligns question items to the CAEP Standards for Initial -Licensure Preparation. This alignment allows for the analysis of common skill areas across all initial programs. Data from surveys provide important information for the EPP to use in analyzing the consequences of the preparation courses and experiences. The unit uses the data gathered from completers as part of its Quality Assurance System (QAS) and data are analyzed at the unit and program level and with advisory boards.

The most recent survey sent in fall 2022 was distributed to graduates one year after completing the program, meaning that the most recent survey was distributed to 2020-2021 program completers. Three cycles of survey results are provided including 2018-2019, 2019-2020, and 2020-2021 of all Initial Preparation Programs; response rates are 42%, 37%, and 26% respectively. The response rates have continued to drop year after year, the EPP is investigating other ways to reach initial completers to check-in.

Overall, Fisher completers perceive their preparation as relevant to the responsibilities they confront on the job, and that preparation was effective. The majority of completers (96% of 2018-2019, 95% of 2019-2020, and 87% of 2020-2021) across all initial certification programs rated their education program as highly effective/effective in enhancing their ability to understand the central concepts, tools of inquiry and structures of the discipline in which they teach. Complete data can be found in Appendix A below.

The following paragraphs are organized around the four InTASC domains and refer to questions on the Fisher Initial Teacher Preparation Completer Survey as well as the Technology and Diversity, Equity, and Inclusion thread embedded throughout the CAEP Revised 2022 CAEP Standards:

Learner and Learning (InTASC Standards 1-3) Across All Three Administrations

Responses to the surveys show that completers believe that Fisher effectively prepared them to: recognize individual patterns in learners' growth and development, understand individual differences and diverse cultures, and create collaborative learning environments that encourage social interaction, active engagement, and self-motivation.

- 92-100% of program completers indicated that their program was *highly effective/effective* in preparing them in the aforementioned areas across the three administrations. These results corroborate our program's focus on planning for diverse learners.

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Content Knowledge (InTASC Standards 4 & 5) Across All Three Administrations

Responses to the surveys show that, overall, program completers from Fisher rated their education preparation program as *highly effective/effective* in enhancing their ability to understand the central concepts, tools of inquiry, and structures of the discipline in which they teach. On the overall ratings on these standards over the three administrations, completers ranked their preparation as *highly effective/effective* averaging 96% for all three years.

Instructional Practices (InTASC Standards 6, 7 & 8) Across All Three Administrations

An average of 94% for the last three years (98%, 93%, and 89%) of program completers rated their education preparation program as *highly effective/effective* in their ability to:

- understand and use multiple methods of assessment to engage learners in their own growth to monitor learning programs
- guide the teacher's and learner's decision-making. Regarding planning instruction that supports every student in meeting rigorous goals, and;
- planning learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy

Professional Responsibilities (InTASC Standards 9 & 10) Across All Three Administrations

Over three administrations, 94% of completers perceived they were *highly effective/effectively* prepared to:

- engage in ongoing professional learning and use evidence to continually evaluate one's practice (96%)
- collaborate with learners, families, and others to ensure learner growth and advance the profession (88%), and;
- understand the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy (98%)

Technology Thread (InTASC Standard 8) Across All Three Administrations

Responses to the surveys show that, overall, program completers from Fisher rated their education preparation program as *highly effective/effective* in their level of satisfaction regarding the program ensuring that completers have access to the resources required for learning including technology, facilities, and personnel. On the overall ratings on this thread, completers ranked their preparation as *highly effective/effective*, averaging 96% for all three years (95% in 2020, 96% in 2021, and 100% in 2022). This finding is corroborated by the findings of our employer survey where technology was identified as a strength of our completers.

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Diversity, Equity, and Inclusion (InTASC Standards 1-10; CAEP 2022 Revised Standards)

In December 2020, the CAEP Board approved the 2022 CAEP Revised Standards for Initial-Licensure Preparation. The 2022 CAEP Revised Standards were written with the intention to assist EPPs to better support candidates' preparation to address diversity, equity, and inclusion found in P-12 classrooms in concert with the ten Professional InTASC Standards. As a result, during the fall 2020 Employer Survey administration, employers of initial completers were asked questions regarding candidates' preparation to address diversity, equity, and inclusion. A stakeholder group met on February 8, 2021, to analyze the fall 2020 Employer Survey data. Upon analysis, the stakeholder group recommended that similar questions should be asked of initial completers in the next administration in fall 2021. As a result, completers were asked the extent to which they agree that the Fisher program prepared graduates to demonstrate skills and responsibilities in their job to:

- address the needs of diverse students and families, including those from varied races, ethnicities, cultural backgrounds, and exceptional groups. (CAEP R 1.1, R 1.3) (92%)
- engage students and/or staff on topics and issues of race, ethnicity, and culture (CAEP R 1.1, R 1.2, R 1.3) (92%)
- communicate effectively with culturally and racially diverse parents and/or guardians (CAEP R1.4) (69%)

Responses from the fall 2022 survey show that 100% of the 2020-2021 completers reported that they worked with students and families from diverse, ethnic, racial, socioeconomic, and exceptional groups during their clinical experiences. Of the completers surveyed, 100% agreed that their clinical experiences provided them with a rich experience to plan culturally responsive sustaining instruction that addresses the needs of diverse learners. In addition, 100% of completers perceived that they were highly effective/effectively prepared to engage students on topics and issues of diversity. However, 69% of completers perceived that they were highly effective/effectively prepared to communicate with diverse parents and/or guardians. Completer data results will be continued to be explored through the Quality Assurance System to ensure that the EPP is developing strategies to support diversity, equity, and inclusion embedded throughout the instructional program. Program Chairs reviewed the completer data during a fall 2021 Dean's Council meeting and determined that diversity, equity, and inclusion were areas that needed to be addressed throughout the initial program curriculum. The Program Chair and faculty reviewed the results during subsequent department meetings and developed a diversity action plan to review the curriculum to increase completers' opportunities and capacity to work with students from diverse ethnic, racial, and socioeconomic, and exceptional groups.

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Benchmarks and Comparisons Fisher Initial Teacher Preparation Completer Survey

St. John Fisher University (Fisher), School of Education (SoE) compared its Initial Teacher Preparation Completer Survey to the SUNY A Initial Teacher Completer Survey. Three-year comparisons are provided with the three iterations of data. SUNY A. While the survey question items were not exactly the same, both survey responses were coded by InTASC category (Learner and Learning, Content, Instructional Practice, and Professional Responsibility) and then compared. SUNY A was chosen because the institution offers similar programs to ours and is a competitor for candidates in the upstate New York Region.

The method for calculating was by taking all questions that were categorized (aligned) to the four categories of InTASC and calculating percentages. Fisher was a percent rating highly effective/effective/ineffective/highly ineffective. SUNY A rated candidates Strongly Agree/Agree/Neutral/Strongly Disagree/Disagree. Comparisons across all InTASC standards for the three cycles show that the majority of St. John Fisher's, SoE's Initial Completers and SUNY A Initial Completers find that their preparation programs sufficiently prepared them in the InTASC categories of content knowledge, instructional practice, learner, and learning and professional responsibilities. The 95% of St. John Fisher's fall 2020 alumni completers selected highly effective/effective in response to how their education prepared them for their current roles, this is compared with 84% of SUNY A 2020 completers selecting strongly agree/agree on their level of preparation across all areas.

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Benchmark and Comparison Chart

	Category 1: The Learner & Learning (SUNY A-5, 7, 10-11, 14-15,18-19, 22-23)		Category 2: Content (SUNY A-1, 3-4, 20, 24)		Category 3: Instructional Practice (SUNY A-2, 9, 13, 16)		Category 4: Professional Responsibility (SUNY A-6, 8, 12, 17, 21)	
	SA & A	SD & D	SA & A	SD & D	SA & A	SD & D	SA & A	SD & D
SUNY A 2018 n=67	84	16	91	9	95	5	89	11
	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI
SJFC 2018 n= 13	100	0	69	31	92	8	92	8
	Category 1: The Learner and Learning (Cortland-5, 7, 10-11, 14-15,18-19, 22-23)		Category 2: Content (Cortland-1, 3-4, 20, 24)		Category 3: Instructional Practice(Cortland-2, 9, 13, 16)		Category 4: Professional Responsibility(Cortland-6, 8, 12, 17, 21)	
	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D
SUNY A 2019 n=80	81	19	87	13	90	10	86	14
	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI
SJFC 2019 n=18	98	2	89	11	100	0	100	0
	Category 1: The Learner and Learning (Cortland-5, 7, 10-11, 14-15,18-19, 22-23)		Category 2: Content (Cortland-1, 3-4, 20, 24)		Category 3: Instructional Practice(Cortland-2, 9, 13, 16)		Category 4: Professional Responsibility(Cortland-6, 8, 12, 17, 21)	
	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D	SA & A	DA & D
SUNY A 2020 n=86	82	18	83	17	89	11	85	15
	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI	HE & E	I & HI
SJFC 2020 n=25	97	3	100	0	93	7	94	6

Advanced Teacher and Leader Preparation Completer Survey

The Advanced Teacher and Leader Preparation Completer Survey is administered to completers of the program one to three years after graduation. The purpose of the assessment is to assess satisfaction of completers regarding how they perceive their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective. Each program has its own completer

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survey and items align to the specific program's professional standards. Survey results are tabulated and reported in a format that aligns question items to the CAEP Standards for Advanced Level Preparation and/or Program Skills for Specialty Areas. This alignment allows for analysis of common skill areas across programs. Data from surveys provide important information for the EPP to use in analyzing the consequences of the preparation courses and experiences. Results are used to inform unit and program level programming as part of the Quality Assurance System (QAS) of continuous improvement.

The survey is administered annually through Qualtrics software with two reminders to participants. A pilot survey was administered in 2018 and feedback solicited from pilot participants was conducted in fall 2019. The feedback indicated that the survey should be modified to include items similar to the items asked on the Employer Survey so there could be comparative data. The advanced completer survey was revised in early fall 2019 and administered in late fall 2019. Response rates for the Advanced Teacher and Leaders Preparation Completer Surveys are denoted below by program:

Advanced-Level Program	Survey Administration Year	Response Rate
MS in Literacy	2019	60%
MS in Literacy	2020	50%
MS in Literacy	2021	100%
MS in Literacy	2022	---
MS in Library Media	2019	57%
MS in Library Media	2020	38%
MS in Library Media	2021	50%
MS in Library Media	2022	38%
MS in Educational Leadership	2019	88%
MS in Educational Leadership	2020	60%
MS in Educational Leadership	2021	73%
MS in Educational Leadership	2022	25%

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The following survey results from fall 2021 and fall 2022 describe Advanced Teacher and Leader completer satisfaction of how effectively the preparation program prepared completers for the skills and job responsibilities in the areas of CAEP Advanced-level specialized skills as well as their ability of completers to be hired in education positions for which they have been prepared. The fall 2021 completer survey describes completer satisfaction of how effectively the preparation program prepared completers for the skill and job responsibilities in the areas of the Revised CAEP 2022 Advanced-level specialized skills. Overall, completers of all programs (MS in Literacy B-6, 5-12 and B-12, MS in Library Media, MS in Educational Leadership School District and School Building Leader) indicate that their preparation programs prepared them effectively for their responsibilities in their certification areas as measured through the CAEP Advanced-level specialized skills. There were no completers in MS in Literacy program. Complete data can be found in **Appendix B** below.

Application of Data Literacy

- MS in Library Media (GLMS) completers indicated that their program was 100% highly effective/effective in preparing them in the area of data literacy for the last two administration cycles.
- 100% of MS Literacy completers in 2021 perceive their preparation in the area of data literacy as strong
- 100% of MS in Educational Leadership GBDL completers perceive their preparation in the area of employing data analysis as strong for the last two administration cycles

Use of Research and Understanding of Qualitative and/or Mixed Methods Research Methodologies

- 80% of MS in Library Media completers in 2021 and 100% of MS in Library Media completers in 2022 agree that they were prepared to use research methods to support their work.
- 100% of MS in Literacy in 2021 completers agreed that they were strongly prepared to use research methods to support their work.
- 67% of MS in Educational Leadership in 2021 and 100% of MS in Educational Leadership in 2022 agree that they were prepared to use research methods to support their work.

Employment of data analysis and evidence to develop supportive school environments

- 100% in 2021 of MS in Literacy (GRDG) completers strongly agreed/agreed their program prepared them in the area of employing data analysis to support school environments.
- 100% of MS in Library Media (GLMS) completers in all three administrations agreed/strongly agreed that their program preparation prepared them to use data analysis to enhance and improve the development of supportive environments.

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- 50% of 2021 of MS in Educational Leadership (GBDL) agree/strongly agree; whereas 50% were neutral that their program preparation prepared them to use data analysis to enhance and improve the development of supportive environments. This increased to 100% in 2022 of MS in Educational Leadership (GBDL) agree/strongly agree that their program preparation prepared them to use data analysis to enhance and improve the development of supportive environments.

Leading and/or participating in collaborative activities *with others such as peers, colleagues, teachers, administrators, community organizations, and parents*

- 100% of completers from MS in Literacy (2021) and MS in Library Media (GLMS) (2021 & 2022) completers indicated that they perceive their preparation to be highly effective/effective in the area of collaboration. One hundred percent of 2021 and 2022 MS in Educational Leadership (GBDL) program completers thought that they were highly prepared to collaborate.

Supporting appropriate applications of appropriate technology *for their field of specialization*

- 100% of MS in Literacy completers in 2021 strongly agreed/agreed their preparation in this area was sufficient.
- 100% of MS Library Media completers in 2021, and 67% of MS Library Media completers in 2022 strongly agreed/agreed their preparation in this area was sufficient, with 33% selecting that they felt neutral on their preparedness.
- 67% of MS in Educational Leadership 2021 completers strongly agree; whereas 33% were neutral that their preparation in this area was sufficient. Whereas, 100% of MS in Educational Leadership completers in 2022 strongly agreed/agreed their preparation in this area was sufficient.

Application of professional dispositions, laws and policies, codes of ethics and professional standards *appropriate to their field of specialization*

- 100% of all MS in Literacy completers in 2021 agreed/strongly agreed that their program preparation enabled them to effectively recognize, and understand diversity, advocate for equity, and influence local and state or national policy decisions.
- 100% in 2021 and 2022 of MS in Library Media (GLMS) completers agreed/strongly agreed that their program preparation enabled them to effectively recognize, and understand diversity, advocate for equity, and influence local and state or national policy decisions.
- In 2021, 67% of MS in Educational Leadership completers strongly agree; whereas 33% were neutral that their preparation in this area was sufficient. 100% of completers in 2022 from the MS in Educational Leadership program strongly agree/agree that their

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preparation enabled them to act with integrity and fairness, and assure a school system of accountability for every student's academic and social success.

New questions are reflective of diversity, equity, and inclusion and were added to the 2020 survey. This area is an initiative focus area for the Fisher School of Education and this data reflects baseline data on completers.

- 100% of MS in Ed Leadership (2022), and 100% of MS in Library Media (2022) completers agreed/strongly agreed that their program preparation enabled them to effectively address the needs of diverse learners, including students from varied races, ethnicities, and cultural backgrounds. (CAEP R 1.1, R 1.2, R 1.3)
- 100% of MS in Literacy, 100% of MS in Educational leadership (up 83% from 2021), and 100% of MS in Library Media (2021 & 2022) completers agreed/strongly agreed that their program preparation enabled them to Effectively engage students and/or staff on topics and issues of race, ethnicity, and culture. (CAEP R 1.1, R 1.2, R 1.3)
- 100% of MS in Literacy (2021), 100% of MS in Educational Leadership (2022) (up 83% from 2021), and 100% of MS in Library Media (2021 & 2022) completers agreed/strongly agreed that their program preparation enabled them to effectively Communicate effectively with culturally and racially diverse parents and/or guardians. (CAEP R1.4)

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Benchmark and Comparison Data

The following chart represents comparative data between St. John Fisher University’s School of Education 2020-2021 Advanced Teacher and Leader Completer Survey and the results from a State University of New York (SUNY) College in upstate New York 2020 because of program similarities. Advanced survey results are presented to represent percent of advanced level completer’s perception of preparation in the six CAEP professional skills. The SUNY scale was a 4-point scale. It should be noted that SUNY’s scale for agreement was Strongly agree, Agree, Disagree, Strongly disagree. The Fisher scale was a 5-point scale – Strongly agree, Agree, Neutral, Disagree and Strongly disagree. The majority of completers from both institutions selected that they strongly agree/ agree that they are prepared as denoted by percentages across the six professional areas.

Advanced Programs Completer Survey from 2020 SUNY SoE and 2020 Fisher SoE Comparison Chart												
Comparison of Percent Scoring Strongly Agree/Agree and Strongly Disagree/Disagree on Six Advanced Professional Skills												
	Data Literacy		Use of Research		Employment of Data Analysis		Collaborative Activities		Application of Technology		Application of Professional Dispositions & Ethics	
	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D
SUNY SoE n=26	93	7	96	4	89	11	92	8	93	7	96	4
	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D	SA&A	DA&D
Fisher SOE n=6	100	0	100	0	100	0	100	0	83	0	92	3
neutral									17			

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Appendix B: Advanced Teacher and Leader Preparation Completer Survey

GRDG 2021

Item	2021				2022				2023				2024				2025				2026				2027				2028				2029				2030			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
1. The candidate demonstrates a strong understanding of the content area.	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

GLMS 2021 & 2022

Item	2021				2022				2023				2024				2025				2026				2027				2028				2029				2030			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
1. The candidate demonstrates a strong understanding of the content area.	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

GBDL 2021 & 2022 (no GEDL)

Item	2021				2022				2023				2024				2025				2026				2027				2028				2029				2030			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
1. The candidate demonstrates a strong understanding of the content area.	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%