

## Outcome Measures

### **MEASURE 3. Candidate Competency at Program Completion (R3.3)**

To ensure that teacher candidates possess the academic competencies necessary to teach effectively and positively impact the learning and development of diverse P–12 students, the Professional Education Model (PEM) employs multiple measures and data sources. These measures assess candidates' proficiency in content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas. Through systematic evaluation processes and the use of diverse assessment instruments, the PEM ensures that candidates are well-prepared to meet the evolving demands of contemporary education. This comprehensive approach supports the development of effective educators who are equipped to promote student learning, adapt to diverse classroom contexts, and contribute meaningfully to student success.

The Professional Education Model (PEM) employs multiple sources of evidence to triangulate candidate readiness for certification and successful entry into the teaching profession. A minimum grade of B is required in clinical experience courses, reflecting the rigor of the evaluation process candidates must complete. This comprehensive process includes formal observation visits, narrative progress reports, a suggestion log, competency-based evaluations, portfolio assessment, and a self-evaluation conducted during Clinical Experience II. During this phase, each candidate is observed and evaluated a minimum of three times by both the cooperating teacher and the clinical

experience supervisor (EDUC 4013), ensuring multiple perspectives on candidate performance. In addition, the Competency Evaluation Instrument is administered twice during Clinical Experience II, at midterm and at the end of the semester, by both evaluators, resulting in a total of four formal competency assessments. Collectively, these measures provide a systematic and multi-faceted evaluation of candidate performance. Earning a minimum grade of B in clinical practice therefore signifies that the candidate has successfully met a rigorous and comprehensive set of performance expectations, demonstrating readiness to effectively teach and positively impact P–12 student learning.

In addition, candidates are required to successfully complete comprehensive integration courses in Basic Knowledge and Communication Skills, as well as in the Integration of Professional Skills. These courses incorporate multiple assessment components, including partial examinations, virtual laboratory activities, and a comprehensive final examination for each course.

Finally, the state establishes the academic and professional requirements that candidates must meet to obtain a regular teaching certificate. This certification authorizes individuals to practice as teachers in both public and private schools in Puerto Rico, in accordance with Law 94 of June 21, 1955, as amended, known as the Law to Regulate the Certification of Teachers. Among the requirements for certification, candidates must take and pass the Teacher Certification Test (PCMAS). Upon successful completion of all program and state requirements, the Professional Education Model (PEM) formally recommends and authorizes candidates to take the certification examinations, in alignment with Circular Letter No. 13-2019–2020 and the Regulations for the Certification of Teaching Personnel of Puerto Rico.

*Summary of Evidence Supporting Candidate Competency at Program Completion (R3.3)*

<b>Evidence</b>	<b>What It Measures</b>	<b>How It Demonstrates R3.3</b>
<b>PCMAS (Teacher Certification Test)</b>	General, pedagogical, and specialization knowledge	Provides external, state-mandated evidence of candidate competency for certification; a 100% pass rate confirms that candidates meet required academic and professional standards for teaching.
<b>EDUC 4013 (Clinical Experience II)</b>	Final clinical teaching performance	Provides direct evidence of candidate readiness through supervised teaching practice; consistent averages above the 3.0 benchmark and requirement of a minimum grade of B confirm candidates' ability to effectively teach in real classroom settings.
<b>EXCL02 (Demonstration Lesson Evaluation)</b>	Demonstration lesson performance	Measures application of content knowledge, pedagogy, and technology; average scores ranging from 4.82 to 5.00 indicate performance exceeding expectations in real teaching scenarios.
<b>EXCL03 / EXCL04 (Competency Evaluation by Rationales)</b>	Competencies aligned with program standards (R1.1–R1.4)	Provides structured evaluation of candidate performance across content, pedagogy, and technology; consistent averages above the 3.0 benchmark demonstrate sustained competency development across cycles.
<b>EX01 (Self-Assessment Questionnaire)</b>	Candidate self-perception of professional readiness	Reflects candidates' perceived ability to implement teaching competencies; scores consistently at or above the 3.4 benchmark indicate strong alignment with program goals and readiness for professional practice.

The data collected across three cycles for each of the aforementioned measures are presented below. Results from Aguadilla completers on the Teacher Certification Test (PCMAS) indicate that candidates possess the academic competencies necessary to teach effectively and positively impact the learning and development of diverse P–12

students. These findings demonstrate candidates' ability to apply content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas (see table below).

### PCMAS 2018-2024 Results

Institution: Universidad Interamericana de PR, Recinto de Aguadilla

Academic Year: 2023 - 2024 Testing Period: 7/23-6/24

Number of Program Completers: 6

Type of Assessment	Assessment Code Number	No. of Students Taking Assessment	No. of Students Passing Assessment	Institution Pass Rate	Statewide Pass Rate
PCMAS General	PR10	5	5	5 / 5 = 100%	93%
PCMAS General (Elementary/Secondary)	PR21, PR25	5	5	5 / 5 = 100%	93%
Specialization	PR30, PR40, PR50, PR60, PR70	0	0		0%
<b>Summary Pass-Rate**</b>		<b>5</b>	<b>5</b>	<b>5 / 5 = 100%</b>	<b>310 / 333 = 93%</b>

\* Aggregate Assessment Pass Rate: The proportion of program completers who passed all the tests they took in each of the skill or knowledge areas, among all program completers who took one or more tests in each area (PCMAS General, PCMAS General (Elementary/Secondary)).

\*\* Summary Pass Rate: The proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas.

	Tasa de Aprobación en las PCMAS de las Cohortes 2018-19 al 2022-23					Reglamento de Clasificación PPM – DEPR vigente desde agosto 2022	
	2018-19	2020-21 <sup>2</sup>	2021-22	2022-23	Promedio de PCMAS (2018-19 al 2022-23) ("Composite Summary Pass Rate")	"Composite Summary Pass Rate" 2018-19 al 2022-23 (70%) + Acreditación (30%)	Clasificación
Aguadilla	100	100	100	75	94	65.8 + 30 = 95.8	Ejemplar
Arecibo	78	96	93	96	91	63.7 + 30 = 93.7	Excelente
Barranquitas	100	N/A <sup>3</sup>	75	100	69	48.3 + 0 <sup>4</sup> = 48.3	Bajo desempeño
Fajardo	100	100	64	100	91	63.7 + 30 = 93.7	Excelente
Guayama	100	100	100	100	100	70.0 + 0 <sup>4</sup> = 70.0	En riesgo
Metro	93	86	92	100	93	65.1 + 30 = 95.1	Ejemplar
Ponce	92	91	100	80	91	63.7 + 0 <sup>4</sup> = 63.7	Bajo desempeño
San Germán	83	100	85	100	92	64.4 + 0 <sup>4</sup> = 64.4	Bajo desempeño
Puerto Rico	92	96	91	94	-----	-----	-----

1. El DEPR clasifica los PPM en el 2022 con las siguientes categorías: Ejemplar (100-95), Excelente (94.9-90), Bueno (89.9-80), Satisfactorio (79.9-75), En riesgo (74.9-70), Bajo desempeño (69.9-0). La categoría "Bueno" se creó para esta clasificación. La clasificación se determina con la siguiente fórmula: 70 % "Composite Summary Pass Rate" + 30 % acreditación profesional.
2. Debido a la pandemia del Covid-19, no hubo administración de PCMAS en el año académico 2019-20, por lo que no se incluyen dichos resultados.
3. El Recinto de Barranquitas no tuvo estudiantes con PCMAS en marzo 2021, según reportado. Los programas en educación han sido puestos en moratoria en el recinto.
4. Los recintos de Barranquitas, Guayama, Ponce y San Germán no renovaron la acreditación de CAEP, por lo que no obtienen los 30 puntos que otorga el DEPR a este criterio.

Fuentes: College Board. Informes "Institutional Level Pass Rate Data Report on Teacher Certification Test", 2018-2019, 2020-2021, 2021-2022, 2022-2023

Inter American University of Puerto Rico was ranked "Exemplary" across all campuses for the 2022–2023 and 2023–2024 academic years, with results for the 2024–

2025 evaluation expected in the late spring semester. Reflecting this sustained level of academic quality, all six program completers who took the PCMAS during the 2023–2024 academic year achieved a 100% pass rate.

Following these positive outcomes, it is important to contextualize how candidate performance is measured across the program. Before presenting the results of the assessment instruments used during candidates' concentration courses, it should be noted that these instruments utilize different scoring scales. Therefore, results are interpreted according to the benchmark established for each instrument. This approach ensures consistency in the evaluation of candidate performance and allows for meaningful comparisons across multiple measures.

*Benchmark Interpretation by Assessment Instrument*

<b>INSTRUMENT</b>	<b>SCALE</b>	<b>BENCHMARK</b>	<b>INTERPRETATION</b>
EDUC 3015 / EDUC 4013 (CLINICAL EXPERIENCES I & II)	4.0 scale	3.0	Meets expectations for clinical practice readiness
EXCL02 (DEMONSTRATION LESSON EVALUATION)	5.0 scale	4.0	Meets or exceeds expectations in teaching performance
EXCL03 / EXCL04 (COMPETENCY EVALUATION BY RATIONALES)	4.0 scale	3.0	Demonstrates competency across program standards
EX01 (SELF-ASSESSMENT QUESTIONNAIRE)	4.0 scale	3.4	Meets the 85% benchmark for professional readiness
EDUC 4551 / EDUC 4552 (INTEGRATION COURSES)	Percentage (100%)	70%	Minimum passing score required for program progression and licensure eligibility

The table titled Clinical Experience Courses presents the overall average scores earned by candidates in two core practicum courses: Clinical Experience in the Educational Scenario I (EDUC 3015) and Clinical Experience in the Educational Scenario II (EDUC 4013). These averages are disaggregated by major and reported across academic years 2020–2021 through 2024–2025.

EDUC 3015 is delivered as a unified course for all teacher candidates, regardless of major. Although candidates complete their clinical experiences in field placements aligned with their specific disciplines, the course itself is not differentiated by specialization. In contrast, EDUC 4013 is organized by major, as indicated by a letter suffix in the course number (e.g., EDUC 4013A for Preschool Education), allowing for more targeted analysis of candidate performance within each licensure area.

All course averages are reported on a 4.0 scale and evaluated against a benchmark score of 3.0, which represents the minimum threshold for demonstrating readiness in clinical practice. The data indicate that the majority of EDUC 4013 sections consistently meet or exceed this benchmark across all reporting cycles, reflecting strong and sustained candidate performance in the culminating clinical experience. These findings provide evidence of candidate competency at program completion and align with CAEP Standard R3.3.

The overall average scores by academic cycle further support this conclusion: candidates achieved an average of 3.95 in 2021–2022, 3.88 in 2022–2023, 3.64 in 2023–2024, and 3.94 in 2024–2025. Across all four years, candidates exceeded the established benchmark, reflecting consistent and sustained performance in clinical experiences.

Candidate evaluations are informed by two primary sources: (1) feedback from cooperating teachers who observe and mentor candidates during their field experiences, and (2) evaluations conducted by course professors responsible for overseeing course-based components. These complementary perspectives function as multiple measures, strengthening the validity and reliability of the assessment system and supporting alignment with CAEP Standard 5 (Quality Assurance System and Continuous Improvement).

<b><i>Clinical Experience Courses</i></b>				
<b>MAJOR / CONCENTRATION</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>EDUC 3015: Clinical Experiences in the Educational Scenario I</b>	(n=6) 3.85	(n=3) 4.00	(n=8) 3.38	(n=8) 4.00
<b>EDUC 4013A: Clinical Experiences in the Educational Scenario II- Preschool Level Education</b>	(n=2) 4.00	(n=0)	(n=1) 4.00	(n=2) 4.00
<b>EDUC 4013B: Clinical Experiences in the Educational Scenario II- Elementary Primary Level (K-3)</b>	(n=2) 4.00	(n=0)	(n=1) 4.00	(n=2) 4.00
<b>EDUC 4013C : Clinical Experiences in the Educational Scenario II- Elementary Primary Level (4-6)</b>	(n=0)	(n=0)	(n=1) 4.00	(n=0)
<b>EDUC 4013D: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Secondary Level</b>	(n=5) 4.00	(n=1) 4.00	(n=0)	(n=1) 4.00
<b>EDUC 4013E: Clinical Experiences in the Educational Scenario II- English as a Second Language at the Elementary Level</b>	(n=2) 4.00	(n=0)	(n=0)	(n=2) 4.00

<b><i>Clinical Experience Courses</i></b>				
<b>MAJOR / CONCENTRATION</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>EDUC 4013F: Clinical Experiences in the Educational Scenario II- Elementary Physical Education</b>	(n=0) 3.00	(n=1) 3.00	(n=0)	(n=0)
<b>EDUC 4013G: Clinical Experiences in the Educational Scenario II- Special Education</b>	(n=0)	(n=0)	(n=0)	(n=1) 3.00
<b>EDUC 4013K: Clinical Experiences in the Educational Scenario II- Secondary Physical Education</b>	(n=0)	(n=2) 4.00	(n=1) 4.00	(n=1) 4.00
<b>EDUC 4013O: Clinical Experiences in the Educational Scenario II- Secondary Education in Biology</b>	(n=3) 4.00	(n=1) 4.00	(n=1) 4.00	(n=1) 4.00
<b>EDUC 4013R: Clinical Experiences in the Educational Scenario II- Secondary Education in Spanish</b>	(n=2) 4.00	(n=0)	(n=1) 4.00	(n=0)
<b>Mean</b>	<b>(n=22) 3.95</b>	<b>(n=8) 3.88</b>	<b>(n=14) 3.64</b>	<b>(n=18) 3.94</b>

The table below presents the passing rates, defined as the percentage of candidates who achieved a score of 70% or higher in the EDUC 4551 and EDUC 4552 courses. A minimum score of 70% is required to pass each course and serves as a prerequisite for program recommendation for licensure endorsement, which authorizes candidates to request the Teacher Certification Test (PCMAS). Passing rates are reported for the Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025 terms, providing insight into candidate readiness and performance in relation to the PCMAS licensure requirements.

It is important to note that EDUC 4551 focuses on the integration of foundational knowledge and communication competencies required for aspiring teachers. In contrast, EDUC 4552 emphasizes the integration of pedagogical competencies, including the analysis and application of teaching strategies appropriate to specific grade levels.

Over the past six academic terms, student performance in EDUC 4551 has remained strong, reflecting the program's effectiveness in developing essential knowledge and communication competencies. In Fall 2022, 83.33% of candidates met the passing benchmark, followed by a 100% pass rate in Spring 2023. Although Fall 2023 showed a temporary decline to 66.67%, the program implemented targeted support strategies that contributed to a recovery in Spring 2024, with a 75% passing rate. This positive trend continued with outstanding results in Fall 2024 and Spring 2025, both achieving a 100% passing rate. These results demonstrate not only recovery but sustained improvement over time, highlighting the program's commitment to continuous improvement and academic excellence. Collectively, the data indicates that candidates are consistently well-prepared for licensure and successful entry into the teaching profession.

The passing rates for EDUC 4552 across the Fall 2022 through Spring 2025 terms reflect both challenges and notable improvements over time. In Fall 2022, the passing rate was 50%, establishing a baseline for subsequent performance. This was followed by a decline in Spring 2023, with a passing rate of 0%. However, the program demonstrated responsiveness by implementing targeted support strategies, resulting in a significant increase to 100% in Fall 2023. In Spring 2024, the passing rate was 50%, consistent with the initial baseline, indicating stability while instructional practices continued to be refined.

This upward trend continued in Fall 2024, with an improved passing rate of 83.33%, followed by a full recovery to 100% in Spring 2025. Overall, these results demonstrate the program's capacity to respond effectively to performance data, implement targeted improvements, and achieve sustained gains in candidate success. This pattern reflects a strong commitment to continuous improvement and supports the program's goal of preparing candidates for licensure and professional effectiveness.

#### *EDUC 4551 and 4552 Grade Cycles*

COURSES	FALL 2022		SPRING 2023		FALL 2023	
	P n=5 83.33%	NP n=1 16.66%	P n=2 100%	NP n=0 0%	P n=2 66.67%	NP n=1 33.33%
<b>EDUC 4551</b>						
<b>EDUC 4552</b>	n=3 50%	n=3 50%	n=0	n=1 100%	n=2 100%	n=0

COURSES	SPRING 2024		FALL 2024		SPRING 2025	
	P n=3 75%	NP n=1 25%	P n=5 100%	NP n=0	P n=5 100%	NP n=0
<b>EDUC 4551</b>						
<b>EDUC 4552</b>	n=3 50%	n=3 50%	n=5 83.33%	n=1 16.67%	n=7 100%	n=0

The EXCL03 EDUC 4013 table presents completer performance in relation to Rationale 1 by disaggregating results into four specific sub-standards. Each substandard is assessed using a common rubric, with scores provided by both the cooperating teacher and the course instructor. These evaluations are averaged to generate a combined score on a 4.0 scale, offering a consistent and comprehensive measure of candidate proficiency in content knowledge, pedagogical foundations, and technology integration within P–12

contexts. The results are organized by academic cycle Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025, allowing for comparative analysis across terms. For each cycle, average scores are calculated for each substandard to evaluate candidate performance, and an overall score is determined by averaging the four substandard results. This cumulative score serves as an indicator of completer readiness and program effectiveness, providing evidence to support continuous improvement efforts and alignment with CAEP standards.

Using a benchmark value of 3.0, aligned with the program's admission and graduation GPA expectations, all sub-standards consistently meet or exceed this threshold across every cycle. To further evaluate the preparedness of program completers, an overall average score is calculated by aggregating the results of Rationale 1 sub-standards (R1.1 through R1.4) for each academic cycle. This cumulative measure serves as a clear indicator of candidate readiness. Based on the reported results, the program achieved an overall average score of 3.85, reflecting a high level of performance in teacher preparation. These findings demonstrate the program's effectiveness in developing candidates' content knowledge, pedagogical skills, and technological competencies necessary for success in P–12 educational settings.

*EXCL03 General Averages for EDUC 4013*

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<b>EXCL03 – EDUC 4013 (General Averages)</b>					
<b>Rationales</b>	<b>R1.1</b>	<b>R1.2</b>	<b>R1.3</b>	<b>R1.4</b>	<b>Average</b>
Fall 2022	4.00	4.00	4.00	4.00	4.00
Spring 2023	3.85	3.84	3.86	3.79	3.84

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<b>EXCL03 – EDUC 4013 (General Averages)</b>					
<b>Rationales</b>	<b>R1.1</b>	<b>R1.2</b>	<b>R1.3</b>	<b>R1.4</b>	<b>Average</b>
Fall 2023	4.00	3.75	3.79	3.75	3.82
Spring 2024	3.95	3.88	3.82	3.82	3.87
Fall 2024	3.90	3.87	3.88	3.85	3.88
Spring 2025	3.82	3.73	3.63	3.65	3.71
<b>Averages</b>	<b>3.92</b>	<b>3.85</b>	<b>3.83</b>	<b>3.81</b>	<b>3.85</b>

The table titled EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitating Teacher presents the overall average scores per academic cycle for each substandard within Rationale 1. This evaluation rubric captures completer performance as assessed by the facilitating teacher during the clinical experience. A benchmark score of 3.0 is established in alignment with the program's admission and graduation GPA standards, providing a consistent metric for evaluating candidate readiness. Results across the reporting period indicate that completers from IAUPR-A demonstrate strong preparation in all components of Rationale 1. In each academic cycle, the overall averages exceed the 3.0 benchmark, confirming that completers consistently meet or surpass expected levels of performance in content knowledge, pedagogical competence, and the integration of technology within P–12 instructional settings.

*EXCL04 Clinical Experiences I Evaluation Instrument by the Facilitating Teacher*

<b>EXCL04-EDUC 3015</b>			
	<b>SPRING 2022</b>	<b>Fall 2022</b>	<b>Fall 2023</b>
<b>R1.1</b>	4.00	3.87	3.75
<b>R 1.2</b>	4.00	3.43	3.18
<b>R 1.3</b>	4.00	3.92	3.75
<b>R 1.4</b>	4.00	3.93	3.89

\*This course was not offered in Spring 2023

<b>EXCL04-EDUC 3015</b>			
	<b>Spring 2024</b>	<b>Fall 2024</b>	<b>Spring 2025</b>
<b>R1.1</b>	3.85	3.86	3.90
<b>R 1.2</b>	3.43	3.31	3.43
<b>R 1.3</b>	3.92	3.79	3.83
<b>R 1.4</b>	4.00	4.00	4.00

The EXCL02 instrument, used to assess lessons taught by teacher candidates, provides evidence of their academic competencies to effectively teach and positively impact diverse P–12 student learning and development. It supports the evaluation of candidates' application of content knowledge, foundational pedagogical skills, and the integration of technology within their respective certification areas. Table EXCL02–EDUC 3015 presents the overall outcomes derived from the application of this instrument—

specifically during the third and final demonstrative lesson evaluation—across three reporting cycles in Clinical Experience I.

The results presented reflect the average scores assigned by both the facilitating teacher and the clinical experiences supervisor. An overall average across three cycles, categorized by Rationale, is also provided. The data indicate an average score of 4.88 for Rationale 1.1 (The Learner and Learning), 4.87 for Rationale 1.2 (Content), 4.78 for Rationale 1.3 (Instructional Practice), and 4.90 for Rationale 1.4. Additionally, the overall average across all Rationales per cycle was 5.00 in Spring 2022, 4.87 in Fall 2022, 4.72 in Fall 2023, 4.91 in Spring 2024, 4.76 in Fall 2024, and 4.88 in Spring 2025. Given that candidate performance is expected to fall within a range of 4 to 5 to meet or exceed established criteria, these results indicate that program completers consistently met and exceeded performance expectations across all evaluated cycles.

Table EXCL02–EDUC 4013 presents the outcomes of the EXCL02 instrument administered during Clinical Experience II. The data indicate that, across the Spring 2022, Fall 2022, Spring 2023, Fall 2023, Spring 2024, Fall 2024, and Spring 2025 cycles, program completers achieved scores that exceeded the established benchmark across all criteria categories, organized by Rationale, as well as in overall performance. The average scores for each cycle ranged from 4.82 to 5.00, consistently reflecting performance above expectations.

*EXCL02 Assessment Result for the EDUC 3015 and 4013 Course*

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EXCL02 - EDUC 3015					
General Averages					
Rationales	R1.1	R1.2	R1.3	R1.4	Average
Spring 2022	5.00	5.00	5.00	5.00	5.00
Fall 2022	4.86	4.87	4.88	4.88	4.87
Fall 2023	4.79	4.67	4.72	4.71	4.72
Spring 2024	4.95	5.00	4.69	5	4.91
Fall 2024	4.73	4.74	4.78	4.79	4.76
Spring 2025	4.95	4.92	4.63	5	4.88
<b>Averages</b>	<b>4.88</b>	<b>4.87</b>	<b>4.78</b>	<b>4.90</b>	<b>4.86</b>

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\*This course was not offered in Spring 2023

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EXCL02 - EDUC 4013					
General Averages					
Rationales	R1.1	R1.2	R1.3	R1.4	Average
Fall 2022	5.00	5.00	5.00	5.00	5.00
Spring 2023	4.92	4.96	4.88	4.88	4.91
Fall 2023	4.98	5.00	4.95	5.00	4.98
Spring 2024	4.97	4.98	4.63	5.00	4.90
Fall 2024	4.97	5.00	4.97	4.8	4.94
Spring 2025	4.92	4.88	4.56	4.9	4.82
<b>Averages</b>	<b>4.96</b>	<b>4.97</b>	<b>4.83</b>	<b>4.93</b>	<b>4.93</b>

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The Self-Assessment Questionnaire (EX01) is administered during both field and clinical experiences. Responses from teacher candidates in Clinical Experience I and II provide valuable insights into their alignment with the program's goals and their readiness to effectively carry out teaching responsibilities. The instrument utilizes a Likert scale ranging from 0 to 4, where a score of 0 indicates no implementation of the criterion and a score of 4 reflects consistent implementation 90% to 100% of the time. The established benchmark for this instrument is 85%, which corresponds to a score of 3.4 on the Likert scale.

When examining the results (see table below), it is evident that during Clinical Experience I (EDUC 3015; Spring 2022–Spring 2025), teacher candidates reported executing the criteria across the four sections with scores ranging from 3.32 to 4.00 in Spring 2022, 3.75 to 3.91 in Fall 2022, 3.56 to 3.82 in Fall 2023, 3.59 to 3.89 in Spring 2024, 3.75 to 3.85 in Fall 2024, and 2.82 to 4.00 in Spring 2025 (the lower value in this cycle reflects a single respondent). Similarly, in Clinical Experience II (EDUC 4013; Fall 2022–Spring 2025), candidates reported scores ranging from 3.78 to 4.00 in Fall 2022, 3.90 to 3.98 in Spring 2023, 3.78 to 4.00 in Fall 2023, 3.77 to 3.85 in Spring 2024, 3.55 to 3.89 in Fall 2024, and 3.80 to 3.98 in Spring 2025. Overall, these findings indicate that, based on candidates' self-assessments, they consistently meet the criteria associated with the MSP goals, thereby meeting and, in most cases, exceeding established expectations. These results further support evidence of candidate competency at program completion, aligning with CAEP Standard R3.3.

*The Self-Assessment Questionnaire Results, EX01*

**EDUC 3015**

	Spring 2022	Fall 2022	Fall 2023
<b>SECTION I</b>	3.67	3.78	3.78
<b>SECTION II</b>	4	3.75	3.82
<b>SECTION III</b>	3.32	3.91	3.56
<b>SECTION IV</b>	3.83	3.78	3.74

\* This course was not offered in Spring 2023

**EDUC 3015**

	Spring 2024	Fall 2024	Spring 2025
<b>SECTION I</b>	3.59	3.85	3.63
<b>SECTION II</b>	3.89	3.85	4.00
<b>SECTION III</b>	3.88	3.83	2.82
<b>SECTION IV</b>	3.64	3.75	3.25

**EDUC 4013**

	Fall 2022	Spring 2023	Fall 2023
<b>SECTION I</b>	3.78	3.94	3.78
<b>SECTION II</b>	4	3.98	4
<b>SECTION III</b>	4	3.91	3.82
<b>SECTION IV</b>	3.92	3.90	3.83

**EDUC 4013**

	Spring 2024	Fall 2024	Spring 2025
<b>SECTION I</b>	3.83	3.89	3.8
<b>SECTION II</b>	3.85	3.80	3.98
<b>SECTION III</b>	3.77	3.89	3.96
<b>SECTION IV</b>	3.79	3.55	3.9

Taken together, evidence from external licensure assessments, clinical experience evaluations, course completion data, lesson performance assessments, and candidate self-assessments indicate that program completers consistently meet established benchmarks for competency at program completion. Although some variation is observed

across terms and instruments, particularly in courses with small enrollment, the overall pattern reflects sustained candidate readiness. The program continues to use these results to inform instructional support, strengthen clinical preparation, and promote continuous improvement, in alignment with CAEP Standard R3.3, while also supporting completers' ability to positively impact P–12 student learning and development (CAEP Standard R4.1).