

CANDIDATE COMPETENCY AT PROGRAM COMPLETION

THE LEARNER AND LEARNING

Initial certification Bachelor of Science in Education (BSE) candidates at checkpoint (CP) 3 earned a mean score of **2.55** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (D, I, M, and R) aligned to CAEP Standard **R1.1 (The Learner and Learning)**. This score indicates that candidates, on average, have demonstrated the ability to **apply** critical concepts and principles of **learner development** (InTASC Standard 1), **learner differences** (InTASC Standard 2), and creating safe and supportive **learning environments** (InTASC Standard 3) to work effectively with diverse P-12 students and their families.

A mean score of
2.55
out of 3

A mean score of
2.56
out of 3

BSE candidates at CP 3 earned a mean score of **2.56** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (F and H) aligned to CAEP Standard **R1.2 (Content)**. This score indicates that candidates, on average, have demonstrated the ability to **know** central concepts of their **content area** (InTASC Standard 4) and **apply content** in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students.

CONTENT

INSTRUCTIONAL PRACTICE

BSE candidates at CP 3 earned a mean score of **2.62** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (A, B, C, E, G, J, K, and L) aligned to CAEP Standard **R1.3 (Instructional Practice)**. This score indicates that candidates, on average, have demonstrated the ability to **assess** (InTASC Standard 6), **plan** for instruction (InTASC Standard 7), and **utilize** a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

A mean score of
2.62
out of 3

PROFESSIONAL RESPONSIBILITY

A mean score of
2.67
out of 3

BSE candidates at CP 3 earned a mean score of **2.67** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (N, O, P, Q, S, T, and U) aligned to CAEP Standard **R1.4 (Professional Responsibility)**. This score indicates that candidates, on average, have demonstrated the ability to **engage** in professional learning, **act ethically** (InTASC Standard 9), **take responsibility** for student learning, and **collaborate with others** (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

CANDIDATE COMPETENCY AT PROGRAM COMPLETION

THE LEARNER AND LEARNING

Initial certification Alternative Masters (ALTMA) candidates at checkpoint (CP) 3 earned a mean score of **2.70** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (D, I, M, and R) aligned to CAEP Standard **R1.1 (The Learner and Learning)**. This score indicates that candidates, on average, have demonstrated the ability to **apply** critical concepts and principles of **learner development** (InTASC Standard 1), **learner differences** (InTASC Standard 2), and creating safe and supportive **learning environments** (InTASC Standard 3) to work effectively with diverse P-12 students and their families.

A mean score of
2.70
out of 3

CONTENT

ALTMA candidates at CP 3 earned a mean score of **2.55** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (F and H) aligned to CAEP Standard **R1.2 (Content)**. This score indicates that candidates, on average, have demonstrated the ability to **know** central concepts of their **content area** (InTASC Standard 4) and **apply content** in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students.

A mean score of
2.55
out of 3

INSTRUCTIONAL PRACTICE

ALTMA candidates at CP 3 earned a mean score of **2.78** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (A, B, C, E, G, J, K, and L) aligned to CAEP Standard **R1.3 (Instructional Practice)**. This score indicates that candidates, on average, have demonstrated the ability to **assess** (InTASC Standard 6), **plan** for instruction (InTASC Standard 7), and **utilize** a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12 students.

A mean score of
2.78
out of 3

PROFESSIONAL RESPONSIBILITY

ALTMA candidates at CP 3 earned a mean score of **2.89** out of 3, exceeding the meets expectation (2 out of 3) on the CCAST rubric element (N, O, P, Q, S, T, and U) aligned to CAEP Standard **R1.4 (Professional Responsibility)**. This score indicates that candidates, on average, have demonstrated the ability to **engage** in professional learning, **act ethically** (InTASC Standard 9), **take responsibility** for student learning, and **collaborate with others** (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

A mean score of
2.89
out of 3