MA candidates at CP 3 earned a mean score of 3.25 out of 4, exceeding the target expectation (3 out of 4). This score indicates that candidates, on average, demonstrated the ability to use research and understand qualitative, quantitative, or mixed-methods research methodologies when researching, planning, and implementing informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals.

MA candidates at CP 3 earned a mean score of 3.15 out of 4, exceeding the target expectation (3 out of 4). This score indicates that candidates, on average, demonstrated the ability to apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field(s) of specialization when researching, designing, and implementing changes in one’s own professional/ethical practices identified through critical reflection.

Advanced certification Masters (MA) candidates at checkpoint (CP) 3 earned a mean score of 3.21 out of 4, exceeding the target expectation (3 out of 4). This score indicates that candidates, on average, employed data analysis and evidence to develop supportive school environments by researching and creating individual and collaborative learning supports through motivation and engagement using informed practices.
**INSTRUCTIONAL PRACTICE**

(RA 1.1 RESEARCH METHODOLOGIES)

EDS candidates at CP 3 earned a mean score of 3.44 out of 4, exceeding the target expectation (3 out of 4). This score indicates that candidates, on average, demonstrated the ability to use research and understand qualitative, quantitative, or mixed-methods research methodologies when researching, redesigning, and implementing informed disciplinary strategies to support learner progress based on multiple assessments and rigorous learning goals.

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**LEARNING ENVIRONMENTS**

(RA 1.1 DATA ANALYSIS)

Advanced certification Educational Specialist (EDS) candidates at checkpoint (CP) 3 earned a mean score of 3.46 out of 4, exceeding the target expectation (3 out of 4). This score indicates that candidates, on average, employed data analysis and evidence to develop supportive school environments by determining the effectiveness of environments created through the use of informed practices to support individual and collaborative learning through motivation and engagement.

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**PROFESSIONAL LEARNING & ETHICAL PRACTICE**

(RA 1.1 PROFESSIONAL DISPOSITIONS, LAWS & POLICIES)

EDS candidates at CP 3 earned a mean score of 3.52 out of 4, exceeding the target expectation (3 out of 4). This score indicates that candidates, on average, demonstrated the ability to apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to their field(s) of specialization when determining the outcomes of changes in one’s own professional/ethical practices identified through critical reflection.