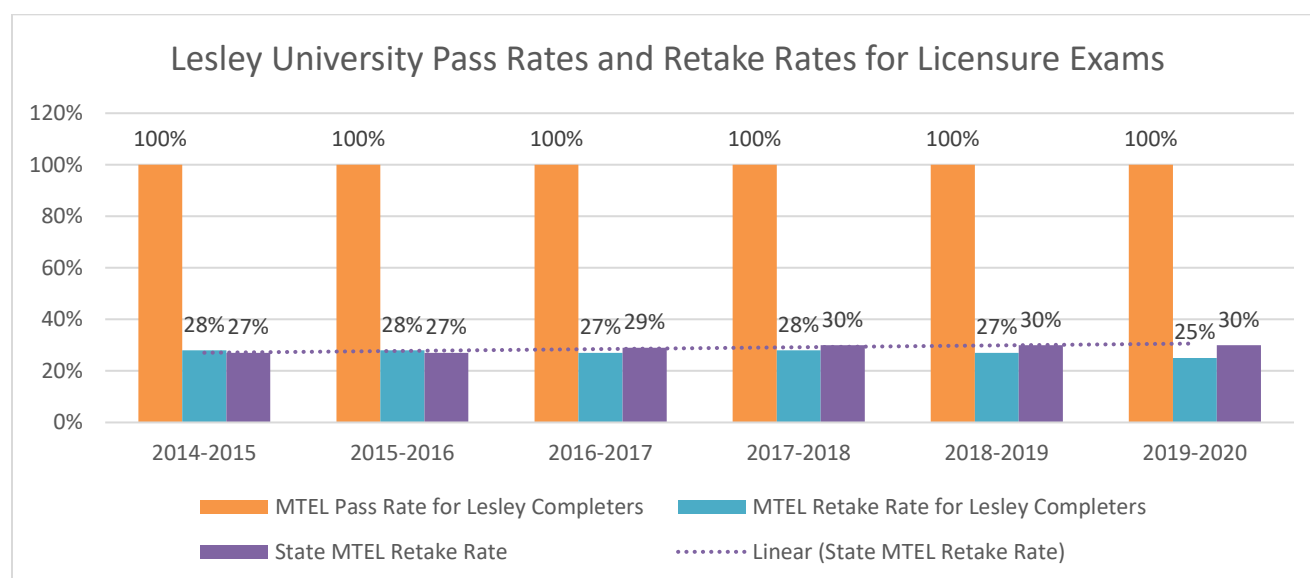


CAEP Measure 6:
Ability of completers to meet licensing(certification) and any additional
state requirements
(CAEP Component 5.4 | A.5.4)

Teacher preparation candidates are required to meet all licensure requirements to graduate. The Massachusetts Department of Education requires that students pass the required MTEL licensure tests and pass threshold requirements in clinical experience assessments. Our pass rates and practicum assessment outcomes are below. For professional licensure program graduates, we present performance trends of exiting cumulative GPA and field-based key assignment scores. The performances of Lesley graduates are in line with state averages across multiple sources of state validated assessments. Internal assessments such as coursework grades and field-based key assignment scores are positively correlated with state validated assessments such as licensure exams and CAP scores.



(Massachusetts Candidate Assessment of Performance)

CAP Standard Quality Dimension		Adjustment				High Expectations				Diverse Needs			
Program Year	#	E%	P%	NI%	U%	E%	P%	NI%	U%	E%	P%	NI%	U%
2016-2017	236	10	90	0	0	14	85	0	0	12	88	0	0
2017-2018	270	10	90	0	0	12	88	0	0	9	90	0	0
2018-2019	265	9	91	0	0	11	89	0	0	8	91	0	0
2019-2020	194	10	89	1	0	12	88	1	0	12	87	1	0

E%: % candidates rated as exemplary performance in final practicum assessment, P%: % candidates rated as proficient performance in final practicum assessment, NI% % candidates rated as needs improvement in final practicum assessment, U% % candidates rated as unsatisfactory in performance in final practicum assessment

CAP Standard Quality Dimension		Reflective				Learning Environment				Lesson Planning			
Program Year	#	E%	P%	NI%	U%	E%	P%	NI%	U%	E%	P%	NI %	U%
2016-2017	236	17	83	0	0	15	85	0	0	13	87	0	0
2017-2018	270	19	81	0	0	15	85	0	0	11	89	0	0
2018-2019	265	17	82	0	0	13	87	0	0	12	87	0	0
2019-2020	194	20	80	0	0	17	82	1	0	15	85	1	0

Comparison with State Average Performance - 2019-2020 Completers

Elements	Category	Dimension	Descriptor	State (n=2681)	Lesley (n=194)
Adjustments to Practice	Summative	Quality	Exemplary%	10%	8%
			Proficient%	89%	92%
			Needs Improvement%	1%	0%
			Unsatisfactory%	0%	0%
High Expectations	Summative	Quality	Exemplary%	12%	16%
			Proficient%	88%	84%
			Needs Improvement%	1%	0%
			Unsatisfactory%	0%	0%
Meeting Diverse Needs	Summative	Quality	Exemplary%	12%	11%
			Proficient%	87%	89%
			Needs Improvement%	1%	0%
			Unsatisfactory%	0%	0%
Reflective Practice	Summative	Quality	Exemplary%	20%	21%
			Proficient%	80%	79%
			Needs Improvement%	0%	0%
			Unsatisfactory%	0%	0%
Safe Learning Environment	Summative	Quality	Exemplary%	17%	16%
			Proficient%	82%	84%
			Needs Improvement%	1%	0%
			Unsatisfactory%	0%	0%
Well-Structured Units and Lessons	Summative	Quality	Exemplary%	15%	15%

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Prepared by Se-ah Siegel, GSOE Office of Assessment and Accreditation

April 21, 2021

			Proficient%	85%	85%
			Needs Improvement%	1%	0%
			Unsatisfactory%	0%	0%

Evidence for Professional licensure programs.

Exiting Cum GPA and Field-Based Key Assignment Scores

Exiting Cum GPA	Initial Teacher Licensure Program Graduates		Professional Licensure Program Graduates	
	Average	SD	Average	SD
2015-2016	3.82	0.22	3.88	0.15
2016-2017	3.85	0.20	3.85	0.21
2017-2018	3.84	0.19	3.89	0.16
2018-2019	3.85	0.19	3.91	0.10
2019-2020	3.88	0.15	3.86	0.12

Field- Based Key Assignment Rubric Scores	Initial Teacher Licensure Program Graduates		Professional Licensure Program Graduates	
	Average	SD	Average	SD
2015-2016	3.52	0.32	3.57	0.34
2016-2017	3.49	0.27	3.58	0.29
2017-2018	3.29	0.30	3.60	0.24
2018-2019	3.32	0.29	3.64	0.18
2019-2020	3.53	0.22	3.60	0.20