



PROGRAM IMPACT DATA

Master of Teaching and Learning

The Teaching and Learning program is a master's level program with concentrations in Education Diagnostician, Instructional Leadership, Reading Specialist, Religious Education and Special Education. The following assessments demonstrate the skills and knowledge of Teaching and Learning candidates as they:

- effectively contribute to P-12 student-learning growth AND
- apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve.

CAEP ACCREDITATION

The Council for the Accreditation of Educator Preparation (CAEP) advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. The University of Holy Cross Department of Education's reaccreditation of the initial licensure and advanced levels is effective from **Fall 2024 through Fall 2031**.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED LEVEL
• STANDARD R1/RA1: Content and Pedagogical Knowledge	Met	Met
• STANDARD R2/RA2: Clinical Partnerships and Practice	Met	Met
• STANDARD R3/RA3: Candidate Quality and Selectivity	Met	Met
• STANDARD R4/RA4: Satisfaction with Preparation Met	Met	Met
• STANDARD R5/RA5: Quality Assurance System and Continuous Improvement	Met	Met
• STANDARD R6/RA6: Fiscal and Administrative Capacity	Met	Met
• STANDARD R7/RA7: Record of Compliance with Title IV of the Higher	Met	Met

ASSESSMENTS

- **Literacy in the Content Area Lesson Plan**

85% of candidates score a minimum of 86% without scoring below emerging on any individual indicator. To meet proficiency and continue in the Teaching and Learning Program, candidates must score a minimum of 86% on this assessment without scoring below emerging on any individual indicator. Candidates who do not meet the minimum proficiency are required to resubmit the assignment, making the corrections that are needed to meet the required proficiency level.

Literacy in the Content Lesson Plan			
YEAR	Number of Candidates	Below Proficiency <86 %	Met or Exceeded Proficiency 86%
2021-2022	5	1	4
2022-2023	9	3	6
2023-2024	5	2	3
2024-2025	4	0	4

- **Action Research Project**

80% of candidates score a minimum of 86% without scoring below emerging on any individual indicator.

Action Research Project			
YEAR	Number of Candidates	Below Proficiency <86 %	Met or Exceeded Proficiency 86%
2021-2022	6	0	6
2022-2023	6	0	0
2023-2024	9	3	6
2024-2025	6	2	4

- **Action Plan for a Differentiated Classroom**

80% of candidates score a minimum of 86% without scoring below emerging on any individual indicator. To meet proficiency, candidates must score a minimum of 86% on this assessment without scoring below emerging on any individual indicator.

Action Plan for a Differentiated Classroom			
YEAR	Number of Candidates	Below Proficiency <86 %	Met or Exceeded Proficiency 86%
2021-2022	6	0	6
2022-2023	8	0	8
2023-2024	2	0	2
2024-2025	8	2	6