



CANDIDATE COMPETENCY AT COMPLETION (Initial and Advanced Programs)

ACE candidate competency at program completion is comprehensively assessed through student teaching and internship evaluations, which measure candidate performance in authentic P–12 school settings. The primary assessment used for initial licensure programs is the Week 14 Final CFAST Consensus Form, which aligns with InTASC standards and serves as a summative measure of candidate readiness for the profession. The data for the 2024–2025 academic year are presented below.

Initial Programs

Candidates in all initial licensure programs are evaluated using the CFAST during student teaching. Results indicate consistently strong candidate performance across all competency domains.

2024-2025 Elementary Program Competencies at Completion

Competency Domain	N	# Candidates Target or Above	% Candidates Target or Above
Analysis of Teaching	27	25	92.59%
Assessment	27	27	100%
Critical Thinking and Reflective Practice	27	27	100%
Instructional Delivery	27	27	100%
Planning for Instruction	27	27	100%
Professional Commitment and Behaviors	27	27	100%
Professional Relationships	27	27	100%

2024-2025 Secondary Program Competencies at Completion

Competency Domain	N	# Candidates Target or Above	% Candidates Target or Above
Analysis of Teaching	7	5	71.43%
Assessment	7	7	100%
Critical Thinking and Reflective Practice	7	7	100%
Instructional Delivery	7	7	100%
Planning for Instruction	7	7	100%
Professional Commitment and Behaviors	7	7	100%
Professional Relationships	7	7	100%

Analysis and Interpretation

Across both elementary and secondary programs, candidates demonstrated high levels of competency at completion. In the elementary program, 100% of candidates met or exceeded expectations in six of seven domains, with slightly lower performance in Analysis of Teaching (92.59%). Similarly, secondary candidates achieved 100% proficiency in six domains, with Analysis of Teaching (71.43%) identified as an area for continued growth.

These results indicate that candidates are well-prepared in instructional planning, delivery, assessment, and professional responsibilities, and demonstrate the knowledge, skills, and dispositions necessary for effective teaching in diverse P–12 settings.

Advanced Programs

Candidates in the Advanced Programs are evaluated by the Master's EL Mentor Evaluation of Intern Performance Rubric during the final internship experience. The courses for evaluation were: EL5983, ELAZ5983, ELFL5983, ELIL5983, ELIN5983, ELOH5983, and ELX5983. ACE utilizes all data from all candidates to determine areas for improvement.

2024-2025 Advanced Program Competencies at Completion (Principal Internship Evaluation Data)

	N	# Candidates Target or Above	% Candidates Target or Above
Applications of Data Literacy (CAEP RA1.1)	984	804	73.17%
Use and Understanding of Research (CAEP RA1.1)	984	644	69.21%
Employing Data Analysis/Evidence to Develop Supportive School Environments (CAEP RA1.1)	984	662	67.28%
Leading/Participating in Collaborative Activities (CAEP RA1.1)	984	804	81.71%
Applications of Technology (CAEP RA1.1)	984	774	78.66%
Professional Dispositions, Laws, Ethics, and Professional Standards (CAEP RA1.1)	984	698	70.93%
Mission, Vision, and Improvement (NELP 1)	984	697	70.83%
Ethics and Professional Norms (NELP 2)	984	833	84.65%
Equity, Inclusiveness, and Cultural Responsiveness (NELP 3)	984	823	83.63%
Learning and Instruction (NELP 4)	984	709	72.05%
Community and External Leadership (NELP 5)	984	708	71.95%
Operations and Management (NELP 6)	984	550	55.89%
Building Professional Capacity (NELP 7)	984	694	70.53%
Breadth of Internship Experiences (NELP 8)	984	808	82.11%

Analysis and Interpretation

Advanced program candidates demonstrated solid competency at completion across the principal internship evaluation domains, with strongest performance in Ethics and Professional Norms (84.65%), Equity, Inclusiveness, and Cultural Responsiveness (83.64%), Breadth of Internship Experiences (82.11%), and Leading/Participating in Collaborative Activities (81.71%). These findings indicate that candidates generally complete the program with strong preparation in ethical leadership, equity-focused practice, collaboration, and engagement in a broad range of internship experiences. Performance in these areas suggests that candidates are developing the knowledge, skills, and professional dispositions aligned with CAEP RA1.1 and the NELP standards for building inclusive and effective school leadership.

Candidates also performed relatively well in Applications of Technology (78.66%), while moderate levels of

proficiency were observed in Applications of Data Literacy (73.17%), Learning and Instruction (72.05%), Community and External Leadership (71.95%), Professional Dispositions, Laws, Ethics, and Professional Standards (70.93%), Mission, Vision, and Improvement (70.83%), and Use and Understanding of Research (69.21%). These results indicate that most candidates are meeting expectations in these areas, though the findings also suggest opportunities to strengthen consistency in how candidates apply research, data use, and leadership practices across varied school contexts.

The lowest-performing areas were Employing Data Analysis/Evidence to Develop Supportive School Environments (67.28%) and Operations and Management (55.89%). These findings point to areas for continued improvement, particularly in helping candidates more effectively apply evidence to school improvement efforts and demonstrate leadership related to organizational systems and management responsibilities. Overall, the results show that advanced candidates are strongest in ethical, collaborative, and equity-oriented leadership practices, while data-informed decision-making and operational leadership remain important growth areas for the program.