

**EPP ACTION PLAN FOR STANDARD #1**

STANDARD/ ELEMENT	FINDINGS	RECOMMENDATIONS RATIONALE	RESOURCES NEEDED	MEASURES/ INSTRUMENTS	PROGRESS AND/OR TIMELINE FOR IMPLEMENTATION
STANDARD 1  Element: 1.1  Tables 1.1ni- 1.1niii	60% of candidates were struggling with the Mathematics section and 30% had difficulty in the ELA section of the NYSTCE Multi-subject Exam'	<b>Restructure the Test Taking Prescribed Sequence on the Assessment Plan and Workshop Course Sequence from Transition Point 1 to Transition Point 3</b>  Candidates needed more time and more intensive tutoring in these subject areas.	Funding for: Tutors Online Practice Modules	RtI assessments on content mastery  # and frequency of tutoring  # taking and passing examination  Duration of tutoring  # of test attempts	Decision made in Spring 2017.  Piloted in Summer 2017:  Pass rate on 1 <sup>st</sup> trial:  Performance levels in each dimension:  Implemented in Spring, 2018
1.1 1.2 GPA	An implication is the weakness in mathematics, and ultimately science among the larger population of students served at the College.	EPP to institute several measures to improve mathematical abilities earlier in the preparation track for its prospective teachers such as providing developmental support and referring students to the tutoring centers at the College and one-on-one tutoring.	Funding for: Tutors	# and frequency of tutoring  Duration of tutoring  Course assessment and benchmarks	Discussions have begun and math tutors have been hired.
1.1 Reading Intervention Project	Candidates performing at the Emerging level on this assessment were provided with detailed feedback from supervising faculty on ways to improve their intervention skills.	Course instructor will implement more practice experiences during the semester to give candidates additional opportunities to build their skills. Ongoing practice will improve their knowledge and hone their skills as they progress in the program.	Faculty is already in place	Course assessment rubrics	Already implemented.
1.1	Candidate performances on their first lessons tend to be the weakest performances, but as they gain more opportunities to	Refer candidates to the writing and/or tutoring center	Resource already available on campus	Referral sheet RtI	Diagnosis tests started in June 2017

	<p>teach and gather feedback and reflect, they show marked improvements in the subsequent lessons. The data also informs the EPP that with additional practice, mentoring and reflection, candidates do grow and improve.</p>				
1.2 Ethnography Research	<p>We do acknowledge that 22% N=8 students scored an unsatisfactory on the domain research knowledge, which seems illustrated that we needed to take some additional steps to support candidates. Of those 8 students, 6 did not submit a paper, thus only 2 who submitted work received an unsatisfactory score. Some examples of topics discussed that semester include high school stress and its impact on academic success, homework, relevance of play in early childhood education</p>	<p>Course professor will scaffold assignment and provide more detailed support in the area of research as well as work with the librarians to demonstrate research procedures.</p>	<p>Faculty is already in place</p>	<p>Candidate Performance on research related standards</p>	<p>Course rubric will be modified to reflect changes by spring 2019.</p>
1.2 Action Research	<p>Candidates ability to reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; and candidates' knowledge of the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being</p>	<p>Course professor will provide opportunities for candidates to share their research during class while the research is underway, allowing for peer conversations about the work and candidate reflection on their practice. Candidates will also share findings with stakeholders such as school principal and perhaps present at a TEPAC meeting.</p>	<p>Faculty is already in place</p>	<p>Candidates' performance on related rubric domains</p>	<p>At the discussion level during the fall 2018 semester.</p>

	of children were areas for improvement.				
1.3 SPA Report	<p>However, the ECSE's response to previous conditions was Not Nationally Recognized. The BOE Report showed that while NAEYC Standards were met, most of the CEC Standards were Met with Conditions and needed responses from the EPP. Since the EPP had exhausted its time for submission of a response to the CEC conditions, the BOE decided to remove the ECSE program from national recognition, until a new cycle of reports can be generated. The EPP considers this a serious indictment, and will continue to work with the CAEP accreditation personnel to address this setback within the new timeframe given for a new review. In the meantime, the EPP will continue to work with its partners to revise the learning experiences and instruments to reflect more performance-based than product-based assessments</p>	<p>The EPP has bought the assessment system Chalk and Wire (see standard 5 for additional details).</p>			

<p>1.3 Authentic Assessment of 3 - 6 year olds - ECSE</p> <p>&amp;</p> <p>1.3 Math Modification</p>	<p>An area of concern is in candidates' math abilities that have implications on their performances in assessment-related tasks. This is an area for Improvement.</p> <p><i>Assessment</i> implies poor upper level mathematical skills</p>	<p>Infuse mathematically related content in each class session to include such abilities as: reading and constructing tables, calculating chronological age versus adjusted age, calculating percent delay, etc.</p>	<p>Faculty members is already in place.</p>	<p>Teacher-made tests, i.e.: quizzes, midterm, final</p>	<p>Each class session will have a related mathematical task, rubrics will be revised spring 2019.</p>
<p>Standard 1.4</p>	<p>While some candidates were also able to develop and use multiple forms of assessments for various educational purposes and decision-making evidenced by their evaluation of student learning, as well as their own evaluation of the impact of their lessons, the evidence point to this Standard – Assessment as the one area of challenges that requires more practice for all candidates.</p>	<p>The EPP is engaging a curriculum mapping section that will examine ways that we can enhance candidates' use of assessment throughout the program.</p>	<p>Faculty already in place</p>	<p># P-12 students sample work</p> <p>Candidates performance on related assessment domain.</p>	<p>Curriculum mapping section will occur fall 2018.</p>