

## Diversity Cross-Cutting Themes

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**Table 6.1: Summary of EPP’s Diversity Activities: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2014 to Spring 2015**

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies (EPP Performance Objectives)	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals <i>N=133</i>	Reflective Essays	Observing school-based professionals in diverse and inclusive settings (Objective 1.9, 1.10; 2. 2; 5.6)	<b>114 (86%)</b>	<b>0</b>	<b>0</b>	<b>19 (14%)</b>
EDUC 502: Observation in Education <i>N=118</i>	Observation Guides and Reflections	Understanding of Students with Special Needs; Understanding of Inclusive Environments (Objectives 1.9, 1.10, 2.1, 2.2; 5.6; 8.3)	<b>110 (93%)</b>	<b>0</b>	<b>0</b>	<b>8 (7%)</b>
EDUC 505: Working with Individual Learners <i>N=29</i>	Case study/ Miscue Analysis	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.3, 5.4, 5.6, 8.2, 8.3, 8.4)	<b>27 (93%)</b>	<b>0</b>	<b>0</b>	<b>2 (7%)</b>
EDUC 506: Working with Small Groups of Learners <i>N=27</i>	Case study/ Guided Reading Lesson	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.1, 2.2, 5.4, 5.6; 8.2, 8.3, 8.4)	<b>27 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 507: Curriculum Research and Design <i>N=22</i>	Field Logs	Working with school-based curriculum teams to explore and select appropriate requirements to meet the needs of diverse learners (Objectives 1.9, 1.10; 5.4, 5.6, 8.2)	<b>22 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 491/492 Clinical Practice <i>N=42</i>	School and Classroom Portraits; Lesson Planning Packets	Planning, Implementing and Assessing Instruction in Diverse and Inclusive Classrooms (Objectives 1.9, 1. 10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>14 (33%)</b>	<b>19 (45%)</b>	<b>7 (17%)</b>	<b>2 (5%)</b>

**Table 6.2: Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2015 to Spring 2016**

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals <i>N=126</i>	Reflective Essays	Observing school-based professionals in diverse and inclusive settings (Objective 1.9, 1.10; 2. 2; 5.6)	<b>96 (76%)</b>	<b>0</b>	<b>0</b>	<b>30 (24%)</b>
EDUC 502: Observation in Education <i>N=117</i>	Observation Guides and Reflections	Understanding of Students with Special Needs; Understanding of Inclusive Environments (Objectives 1.9, 1.10, 2.1, 2.2; 5.6; 8.3)	<b>112 (96%)</b>	<b>0</b>	<b>0</b>	<b>5 (4%)</b>
EDUC 505: Working with Individual Learners <i>N=22</i>	Case study/ Miscue Analysis	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.3, 5.4, 5.6, 8.2, 8.3, 8.4)	<b>20 (91%)</b>	<b>0</b>	<b>0</b>	<b>2 (9%)</b>
EDUC 506: Working with Small Groups of Learners <i>N=19</i>	Case study/ Guided Reading Lesson	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.1, 2.2, 5.4, 5.6; 8.2, 8.3, 8.4)	<b>19 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 507: Curriculum Research and Design <i>N=41</i>	Field Logs	Working with school-based curriculum teams to explore and select appropriate requirements to meet the needs of diverse learners (Objectives 1.9, 1.10; 5.4, 5.6, 8.2)	<b>36 (88%)</b>	<b>0</b>	<b>0</b>	<b>5 (12%)</b>
EDUC 491/492 Clinical Practice <i>N=47</i>	School and Classroom Portraits; Lesson Planning Packets	Planning, Implementing and Assessing Instruction in Diverse and Inclusive Classrooms (Objectives 1.9, 1. 10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>18 (38%)</b>	<b>18 (38%)</b>	<b>9 (19%)</b>	<b>2 (5%)</b>

Table 6.3: *Candidate Performances on Selected Diversity-Related Early Field and Clinical Activities: Fall 2016 to Spring 2017*

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 501: Shadowing Professionals <i>N=121</i>	Reflective Essays	Observing school-based professionals in diverse and inclusive settings (Objective 1.9, 1.10; 2. 2; 5.6)	<b>90 (74%)</b>	<b>0</b>	<b>0</b>	<b>31 (26%)</b>
EDUC 502: Observation in Education <i>N=101</i>	Observation Guides and Reflections	Understanding of Students with Special Needs; Understanding of Inclusive Environments (Objectives 1.9, 1.10, 2.1, 2.2; 5.6; 8.3)	<b>87 (86%)</b>	<b>0</b>	<b>0</b>	<b>14 (14%)</b>
EDUC 505: Working with Individual Learners <i>N=35</i>	Case study/ Miscue Analysis	Working in Inclusive Settings (Objectives 1.9, 1.10, 2.3, 5.4, 5.6, 8.2, 8.3, 8.4)	<b>35 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 506: Working with Small Groups of Learners <i>N=34</i>	Case study/ Guided Reading Lesson	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.1, 2.2, 5.4, 5.6; 8.2, 8.3, 8.4)	<b>34 (100%)</b>	<b>0</b>	<b>0</b>	<b>0</b>
EDUC 507: Curriculum Research and Design <i>N=14</i>	Field Logs	Working with school-based curriculum teams to explore and select appropriate requirements to meet the needs of diverse learners (Objectives 1.9, 1.10; 5.4, 5.6, 8.2)	<b>11 (79%)</b>	<b>0</b>	<b>0</b>	<b>3 (21%)</b>
EDUC 481/482 Clinical Practice Seminar <i>N=32</i>	Action Research Projects	Observing, documenting, researching, developing and implementing actions to improve teaching and learning in diverse, specialized and inclusive learning environments (Objectives 1.9, 1. 10; 2.1, 2.2, 2.3,	<b>5 (16%)</b>	<b>20 (63%)</b>	<b>3 (9%)</b>	<b>4 (12%)</b>

		2.4; 5.4, 5.6; 8.2, 8.3, 8.4)				
EDUC 491/492 Clinical Practice N=32	School and Classroom Portraits; Lesson Planning Packets	Planning, Implementing and Assessing Instruction in Diverse and Inclusive Classrooms (Objectives 1.9, 1.10; 2.1, 2.2, 2.3, 2.4; 5.4, 5.6; 8.2, 8.3, 8.4)	<b>10 (32%)</b>	<b>18 (56%)</b>	<b>2 (6%)</b>	<b>2 (6%)</b>

Table 6.4: Candidate Performances on Selected Diversity-Related Course Activities: Fall 2014 to Spring 2015

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learner N=142	Reflective Essay	Personal Reflections on Diversity (Objectives 2.1, 2.2, 2.3)	<b>37 (26%)</b>	<b>42 (30%)</b>	<b>17 (12%)</b>	<b>46 (32%)</b>
EDUC 152: Introduction to Special Education N=128	Literature Review	Knowledge of Exceptionalities (Objectives 1.9, 1.10, 2.1)	<b>47 (37%)</b>	<b>41 (32%)</b>	<b>25 (19%)</b>	<b>15 (12%)</b>
EDUC 203: Introduction to Developmental Disabilities N= 8	Case Study Presentation	Observing, documenting, researching, collaborating with key constituents and sharing information about specific disabilities (Objectives 1.10; 2.1, 2.2, 2.3, 2.4; 5.6; 8.3)	<b>2 (25%)</b>	<b>4 (50%)</b>	<b>2 (25%)</b>	<b>0</b>

EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities N=20	Point of View Presentation	Knowledge of Exceptionalities (Objectives 1.9, 1.10; 2.1, 2.2, 2.3; 2.4; 5.4, 5.6, 8.3)	2 (10%)	11 (55%)	4 (20%)	3 (15%)
EDUC 307: Educational Psychology N=48	Learning Styles Discussion Forum	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.2, 5.4, 5.6; 8.3)	6 (13%)	24 (49%)	11 (23%)	7 (15%)
EDUC 314: Teaching Elementary Social Studies N= 5	Differentiated Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6; 8.2, 8.3, 8.4)	2 (40%)	3 (60%)	0	0
EDUC 315: Teaching of Mathematics N= 36	Math Modification Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6, 8.2, 8.3, 8.4)	11 (31%)	16 (44%)	0	9 (25%)
EDUC 381: Reading Methods and Materials for Exceptional Learners N= 28	Reading Intervention Project	Assessing, documenting, developing and implementing intervention plan (Objectives 1,10; 5.3, 5.6; 8.1, 8.2, 8.3, 8.4)	22 (79%)	6 (21%)	0	0

Table 6.5 : Candidate Performances on Selected Diversity-Related Course Activities: Fall 2015 to Spring 2016

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learner N= 136	Reflective Essay	Personal Reflections on Diversity (Objectives 2.1, 2.2, 2.3)	29 (21%)	33 (24%)	19 (14%)	55 (41%)

EDUC 152: Introduction to Special Education <i>N= 120</i>	Literature Review	Knowledge of Exceptionalities (Objectives 1.9, 1.10, 2.1)	<b>41 (34%)</b>	<b>37 (31%)</b>	<b>26 (22%)</b>	<b>16 (13%)</b>
EDUC 203: Introduction to Developmental Disabilities <i>N= 17</i>	Case Study Presentatio n	Observing, documenting, researching, collaborating with key constituents and sharing information about specific disabilities (Objectives 1.10; 2.1, 2.2, 2.3, 2.4; 5.6; 8.3)	<b>0</b>	<b>13 (76%)</b>	<b>2 (12%)</b>	<b>2 (12%)</b>
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities <i>N= 26</i>	Point of View Presentatio n	Knowledge of Exceptionalities (Objectives 1.9, 1.10; 2.1, 2.2, 2.3; 2.4; 5.4, 5.6, 8.3)	<b>2 (7%)</b>	<b>14 (54%)</b>	<b>7 (27%)</b>	<b>3 (12%)</b>
EDUC 307: Educational Psychology <i>N=46</i>	Learning Styles Discussion Forum	Working in Inclusive Settings (Objectives (1.9, 1.10, 2.2, 5.4, 5.6; 8.3)	<b>8 (17%)</b>	<b>32 (69 %)</b>	<b>3 (7%)</b>	<b>3 (7%)</b>
EDUC 314: Teaching Elementary Social Studies <i>N= 0</i>	Differentiat ed Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6; 8.2, 8.3, 8.4)				
EDUC 315: Teaching of Mathematics <i>N= 24</i>	Math Modificatio n Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1. 10; 5.4, 5.6, 8.2, 8.3, 8.4)	<b>9 (38%)</b>	<b>11 (46%)</b>	<b>2 (8%)</b>	<b>2 (8%)</b>
EDUC 381: Reading Methods and Materials for Exceptional Learners <i>N= 20</i>	Reading Interventio n Project	Assessing, documenting, developing and implementing intervention plan (Objectives 1,10; 5.3, 5.6; 8.1, 8.2, 8.3, 8.4)	<b>0</b>	<b>15 (75%)</b>	<b>4 (20%)</b>	<b>1 (5%)</b>

Table 6.6 : Candidate Performances on Selected Diversity-Related Course Activities: Fall 2016 – Spring 2017

Early Field/Clinical Practice	Learning Experience	Diversity Related Proficiencies	Exemplary	Competent	Emerging	Unsatisfactory
EDUC 102: Introduction to the World of the Learner N= 143	Reflective Essay	Personal Reflections on Diversity (Objectives 2.1, 2.2, 2.3)	30 (21%)	50 (35%)	8 (6%)	55 (38%)
EDUC 152: Introduction to Special Education N= 103	Literature Review	Knowledge of Exceptionalities (Objectives 1.9, 1.10, 2.1)	25 (24%)	36 (35%)	25 (24%)	17 (17%)
EDUC 203: Introduction to Developmental Disabilities N= 17	Case Study Presentation	Observing, documenting, researching, collaborating with key constituents and sharing information about specific disabilities (Objectives 1.10; 2.1, 2.2, 2.3, 2.4; 5.6; 8.3)	2 (11%)	11 (65%)	4 (24%)	0
EDUC 252: Principles of Early Intervention: Needs of Infants, Toddlers and Young Children with Developmental Disabilities N=26	Point of View Presentation	Knowledge of Exceptionalities (Objectives 1.9, 1.10; 2.1, 2.2, 2.3; 2.4; 5.4, 5.6, 8.3)	9 (35%)	14 (54%)	2 (8%)	1 (3%)
EDUC 307: Educational Psychology N= 44	Learning Styles Discussion Forum	Working in Inclusive Settings (Objectives Objectives (1.9, 1.10, 2.2, 5.4, 5.6; 8.3)	11 (25%)	27 (61%)	3 (7%)	3 (7%)
EDUC 314: Teaching Elementary Social Studies	Differentiated Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1.10; 5.4, 5.6; 8.2, 8.3, 8.4)	9 (69%)	4 (31%)	0	0



<i>N= 13</i>						
EDUC 315: Teaching of Mathematics <i>N= 36</i>	Math Modificatio n Lesson Plan	Lesson Planning and Modification (Objectives 1.9, 1. 10; 5.4, 5.6, 8.2, 8.3, 8.4)	<b>19 (53%)</b>	<b>12 (33%)</b>	<b>4 (11%)</b>	<b>1 (3%)</b>
EDUC 381: Reading Methods and Materials for Exceptional Learners <i>N= 33</i>	Reading Interventio n Project	Assessing, documenting, developing and implementing intervention plan (Objectives 1,10; 5.3, 5.6; 8.1, 8.2, 8.3, 8.4)	<b>1 (3%)</b>	<b>29 (88%)</b>	<b>3 (9%)</b>	<b>0</b>

**Table 6.7 Total Enrollment by School, District, and School Year**

<b>School</b>	<b>District</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
<b>PS249</b>	17	878	860	866
<b>PS375</b>	17	457	424	408
<b>PS108</b>	19	825	881	875
<b>PS161</b>	17	658	674	684
<b>PS256</b>	13	310	284	245
<b>PS138</b>	17	629	654	561
<b>PS26</b>	16	232	193	201
<b>PS282</b>	13	859	839	758
<b>PS92</b>	17	429	428	422
<b>PS5</b>	16	248	217	189
<b>PS6</b>	17	736	716	734
<b>PS44</b>	13	238	193	178
<b>PS46</b>	13	348	317	278
<b>PS81</b>	16	303	291	272
<b>PS321</b>	15	1471	1464	1453

*Source:* New York State Department of Education

**Table 6.8: Value-Added Assessment of Employee Impact in Schools: ELA**

Schools	Grades	# of Candidates	Position	# of Students Served	Setting	Prior Year (2015) on ELA Level 13	Current Year (2016) on ELA at Level 3	State Performance	District (where applicable)
<b>2015-2016</b>									
PS K396	3-5 Mixed (*Grade 4)	1	SPED Teacher	6	SPED: 6:1:1	27% SwD : 7%	SwD: No Data	No Data	No Data
PS 106Q	5	1	SPED Teacher	22	Inclusion	4% SwD : 0% [0]	8% SwD: 0% [0]	23%	14%
Leadership Prep Carnasie	5	1	SPED Teacher	12	Relay GSE/SPED 12:1:1	18% SwD : 11% [3]	22% SwD: 17% [6]	23%	NA
Imagine Me Leadership Charter	4	1	SPED Teacher	11	SPED 12:1:1	7% SwD : 0% [0]	25% SwD: 11% [1]	26%	NA
PS 279	3	1	Teacher	20	ICT	29%	26%	36%	30%
<b>2016-2017</b>									
PS 38	4	1	SPED Teacher	12	Self-Contained	16% SwD : 10% [2]	19% SwD: 0% [0]	25%	28%

**Table 6.9: Value-Added Assessment of Employee Impact in Schools: Mathematics**

Schools	Grades	# of Candidates	Position	# of Students Served	Setting	Prior Year (2015) on Math Level 3	Current Year (2016) on Math Level 3	State Performance	District (where applicable)
<b>2015-2016</b>									
PS K396	3-5 Mixed (*Grade 4)	1	SPED Teacher	6	SPED: 6:1:1	30% SwD : 10%	No Data	No Data	No Data
PS 106Q	5	1	SPED Teacher	22	Inclusion	11% SwD : 5% [1]	13% SwD: 8% [1]	24%	19%
Leadership Prep Carnasie	5	1	SPED Teacher	12	Relay GSE/SPED 12:1:1	28% SwD : 16% [3]	31% SwD: 9% [1]	24%	NA
Imagine Me Leadership Charter	4	1	SPED Teacher	11	SPED 12:1:1	28% SwD : 22% [5]	33% SwD: 30% [7]	21%	NA
PS 279	3	1	Teacher	20	ICT	12%	16%	25%	21%
<b>2016-2017</b>									
PS 38	4	1	SPED Teacher	12	Self-Contained	10% SwD : 5% [1]	7% SwD: 0% [0]	22%	23%

**Table 6.10 ELA State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)**

	2013 / 14		2014 / 15		2015 / 16		2016 / 17	
	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4
PS249	324	49.69	361	39.34	368	58.42	379	60.42
PS375	207	13.04	199	10.55	187	27.27	212	21.7
PS108	379	31.93	385	34.81	407	44.23	399	47.87
PS161	291	46.74	289	45.67	306	52.61	347	47.84
PS256	150	18.67	140	20	118	38.14	105	35.24
PS138	430	23.72	416	24.04	420	8.33	390	44.87
PS26	94	3.19	88	28.41	79	41.77	90	43.33
P.S282	592	32.6	521	44.15	521	44.15	460	47.17
P.S92	208	8.65	184	9.24	206	17.48	202	19.8
PS5	127	8.66	116	9.48	71	57.75	63	25.4
P.S6	324	16.98	334	17.07	329	20.67	349	17.48

Table 6.11 Math State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)

	2013 / 14		2014 / 15		2015 / 16		2016 / 17	
	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4
PS249	324	61.73	362	64.09	372	72.58	380	71.05
PS375	208	21.15	208	24.04	197	29.95	216	20.37
PS108	389	46.27	400	44.25	419	42.72	416	44.47
PS161	294	55.1	293	50.51	314	58.92	350	54.86
PS256	150	27.33	141	25.53	117	118.8	105	37.14
PS138	430	24.42	420	28.1	429	35.9	105	37.14
PS26	94	25.53	88	27.27	80	35	89	46.07
P.S28 2	533	34.33	496	34.27	496	34.27	44	309.0 9
P.S92	208	14.42	188	10.64	206	13.59	212	17.92
PS5	16	37.5	116	8.62	69	66.67	58	39.66
P.S6	326	25.77	339	25.66	340	19.71	362	20.72