

STANDARD 3: Candidate Quality, Recruitment, and Selectivity

The EPP is dedicated to recruiting high quality candidates that represent a broad range of backgrounds and diverse populations. The ***EPP Recruitment and Retention Plan (See Evidence)*** includes specific goals for recruitment and retention along with baseline data, rationale, and progress results. The impetus for this plan came from the EPP's Proposal for a School of Education (2014-2015). The EEP's recruitment and retention plan provides baseline data and monitors progress annually (each spring).

3.1

Plan for Recruitment of High Quality Candidates from Diverse Backgrounds

Overall EPP enrollment has been on the rise since 2015. In Spring 2015 – 12 candidates were accepted into the BA program [1 Childhood Education (CE); 4 Childhood Special Education (CSE); 7 Early Childhood Special Education (ECSE)]. In accordance with the college's mission to increase overall enrollment, and in efforts to increase enrollment as the education department expanded from a department to a school – the EPP set an ambitious goal to increase enrollment by 25% per year. The five-year enrollment goal is outlined in [Table 3.1](#) and disaggregated by program – the 5-year goal set forth in 2015 was to increase number of candidates accepted into the BA program from 12 (in 2015) to 38 by 2020. In order to drive enrollment, the EPP placed an emphasis on increasing the number of candidates recruited from the AA degree program. In 2015, 38 candidates completed the requirements for their AA degree, yet only 12 candidates were admitted to one of the BA programs (32%). According to the MEC Snapshot 2014-2015 the mean GPA of the AA degree graduates in 2015 was 3.0 – suggesting there was a large number of qualified candidates who could have matriculated into the BA program. Thus, the EEP increased efforts to recruit the college's qualified AA students.

These increased recruitment efforts have involved one-on-one academic advisement meetings with sophomores enrolled in the AA program (candidates apply to the BA program at the end of their sophomore year). All AA candidates are required to have one-on-one meetings with a departmental designee and these meetings include a review of each candidate's *Degree Works – a flexible web based degree audit and academic advising tool for undergraduate programs that allows advisors and students to view degree progress 24 hours a day / 7 days a week*. As a result, both the candidate and advisor can examine the candidates' progress toward AA degree completion as well as GPA. Records of these meetings and their outcome/s are logged in a Student AA Advisement Meeting Log. Students with a GPA of 3.0 (or higher) are strongly encouraged to apply to the BA program. Students with GPAs between 2.75

and 3.0 who express a deep interest in becoming a teacher are also advised to consider applying to the program with the caveat that they may not be admitted if they are unable to raise their overall GPA to 3.0. The effort to increase enrollment has been effective thus far. [Table 3.2](#) shows the number of candidates admitted to the BA program in 2015, 2016, and 2017 and enrollment has gone up each year: 12, 23, and 27 respectively. This evidence shows the EPP is on track to meeting its 2020 recruitment goals for the BA program.

In addition to increased enrollment, the average GPA of admitted candidates across all programs (2015-2017) has been steadily rising. A five-year goal (and rationale) for increasing the average GPA of admitted candidates from 3.14 (in 2015) to 3.30 (by 2020) is outlined in the ***EPP Recruitment and Retention Plan (See Evidence)***. The actual increases in GPA from 2015-2017 are summarized in [Figure 3.1](#). These data show that there were steady increases in overall GPA of admitted students over the last three years: 3.14 in 2015, 3.20 in 2016, and 3.25 in 2017. When examined by program ([Figure 3.2](#)) the data show that the average GPA for admitted candidates across all programs has also been increasing from 2015-2017 (the n is too small for the CE program to make comparisons). This trend in rising enrollment and GPA support the notion that the EPP has done an adequate job recruiting high quality candidates.

The EPP operates within a college that has open enrollment and a mission to serve students from Central Brooklyn therefore the EPP must consider applicants with GPAs below 3.0. [Table 3.3](#) shows that the majority of candidates admitted into the BA program have GPAs over 3.0 (75% in 2015, 78% in 2016, and 77% in 2017) but just under a quarter of the admitted candidates have fallen below that 3.0 threshold each year. These candidates were given individualized conditions that they had to meet in order to be admitted (e.g., retake a course over the summer, improve math GPA etc.) and these candidates are monitored closely upon admission – this ‘monitoring’ consists of additional meetings with program mentor and concentration mentor. Although the EPP has done a good job recruiting high quality candidates, more could be done to ensure more candidates have GPA’s over 3.0. As a result, the EPP has developed a ***GPA Improvement Plan (See Evidence)*** which outlines plans to identify likely program applicants with GPAs below 3.0 at the end of their freshmen year and developing an individualize action plan to improve their GPA.

With regards to recruiting candidates from a broad range of backgrounds and diverse populations – the admitted pool of candidates does an excellent job reflecting the diversity of America’s P-6 students and more specifically the diversity of Central Brooklyn. Over a million Black residents reside in Brooklyn; the current demographic statistics of Central Brooklyn is 317,000 (80% Black; 11% Latinx; 5% White; 3% Other; and 1% Asian) and the school’s goal (as outlined in ***EPP Recruitment and Retention Plan***) is to recruit, accept, and graduate candidates that reflect a similar demographic. [Table 3.4](#) shows admitted candidate ethnicities over the last three years (2015-2017). These data show that the accepted candidates reflect a similar demographic breakdown (especially in regards to Black and Latinx candidates who account for approximately 90% of the population in central Brooklyn). On average the percentage of Black and Latinx candidates accepted into the BA program is about 93%. Additional efforts to recruit high-quality candidates have been supported through ***Articulation Agreements (See Evidence)*** between the EPP and local two-year colleges that are also a part of the CUNY system (Kingsborough Community College and The Borough of Manhattan Community College). These agreements are structured so that students who complete an approved AA degree in education with satisfactory grades (GPA \geq 3.0) will be admitted to the program and previously completed courses will be applied towards the credits required for the BA degree at MEC. [Table 3.5](#) outlines the percentage of candidates admitted as a result of the above-mentioned articulation agreements along with the average GPA of those candidates. Each of the last three years anywhere from 12%-17% of the admitted candidates came from these Articulation Agreements and their average GPA was 3.24. In addition, 55% of the EPP’s candidates of Latinx candidates have enrolled through the abovementioned articulation agreements (50% in 2015, 50% in 2016, 60% in 2017). These data show that the EPP has done an adequate job ensuring the admitted pool of candidates reflects the country’s P-6 diversity and more specifically the diversity of Central Brooklyn.

Efforts to Know and Address Needs for Hard-to-Staff Schools and Shortage fields

The EPP has put forth a tremendous effort to address the needs for “hard-to-staff” schools in New York City. According to the USDOE identified shortage areas in New York City include: Special Education (early childhood, elementary, middle, and secondary); Special Education (low incidence disabilities); Science; Bilingual Education; the Arts (Dance, Music, Art, Theater); English; Reading/Literacy; Bilingual Education; and Languages other than English. The aforementioned needs served as the impetus for the EPP’s submission and subsequent awarding of multiple grants. In the last three years the school has been

supported by three separate grants designed to address the needs of “hard-to-staff” schools in NYC.

These grants are summarized below:

- 1) Change Agents for Special Education (CASE) Program (Performance Period 01/01/2013 - 12/31/2017): One of the major goals of the CASE grant was to increase the number of State-certified teachers from minority underrepresented groups with enhanced evidenced-based intervention and instructional knowledge, skills and dispositions to provide high quality instruction across core curriculum areas (language arts, mathematics, science and social studies) for elementary school-aged children with low incidence disabilities to improve their learning and developmental outcomes. The outcomes of this CASE grant is summarized the **CASE Grant Report (See Evidence)**. The CASE Project produced 47 licensed teachers (13 ECSE and 34 CSE). All of the licensed scholars are employed in various capacities for which they are prepared in special education settings. CASE completers are serving students with disabilities in high need areas in public, charter, and private schools - with many of them in District 75 special education schools.
- 2) Change Agents for Special Education Enhancement (e-CASE) Program (Performance Period 06/01/2016 – 05/31/2021): The e-CASE Grant was an extension of the original CASE grant and was developed to prepare more teachers with expertise in foreign languages and arts integration for early learners, as extensions to our BA degree dual-certificate programs in the MEC Education Department. This project was conceived in response to the challenges faced by our high need schools in effectively educating large populations of English language learners. **(eCASE Final Report – See Evidence)**. Halfway through year two – a total of 24 scholars have been enrolled and are moving toward graduation. The project will prepare, retain and graduate at least 60 candidates during the five-year life of the grant to help close the gap in minority, underrepresented professionals for dual-language learners with autism, severe intellectual disabilities and traumatic brain injury in early childhood and elementary school settings in high need areas in NYC and environs.
- 3) My Brother’s Keeper Teacher Opportunity Corps II (MBK TOC) Scholarship (Contract Period 09/01/2016 – 08/31/2021): The purpose of the MBK TOC II Scholarship is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. The Teacher Opportunity Corps II program will recruit and prepare 50 teachers in one of the three nationally accredited specialty degree programs to work in focus schools in Brooklyn and Buffalo. It is designed to ensure a lasting and positive

effect on classroom performance with regards to STEM concentrations at the elementary, middle & high school levels. It will integrate a clinically rich pre-service model with a 10-month internship experience and includes partnerships with high- needs schools to help them address the recurrent teacher shortage areas (mentioned above), and foster retention in teaching of highly qualified individuals who value diversity and equity.

These three grants highlight the EPP’s constant effort to know and address needs for hard-to-staff schools and shortage fields.

Support Program Completion

The college has two valuable tools that allow the department to support program completion:

DegreeWorks and *Early Alert*. As mentioned above, all candidates have access to DegreeWorks, which allows advisors and students to view degree progress 24 hours a day / 7 days a week. The college also has in place an Early Alert system to reach both students and faculty when a student is falling behind or failing their coursework. The Early Alert program requests that college faculty identify students who show signs they will need assistance to succeed in their class as early as possible so that preventive action can take place, before the students withdraw or get too far behind in coursework. At-risk behaviors are electronically reported (e.g., excessive absences, poor academic progress, missing assignments, etc.) and a report is generated and sent to candidates via email, with the subject line, “we are concerned about your progress in class.” The email advises students to seek support so that they can succeed in that class. Additionally, the advising staff will immediately follow up with the student, and in consultation with the faculty member and the student implement a corrective action plan. The college offers further support for candidates is available on an as-needed-basis to help support program completion. These services include (but are not limited to):

Counseling / Psychological Services – designed to help students cope with academic, career, and personal challenges that might interfere with their ability to achieve academic success

Office of Services for the Differently-Abled – provides reasonable accommodations to differently-abled students under the guidelines of the Americans with Disability Act (ADA).

The Writing Center – services students who need writing and research support in college level courses.

The EPP has also implemented an array of supports designed to ensure program completion. For example, prior to program entry all candidates attend a ***BA Workshop (See Evidence)***. This workshop is

designed to communicate all requirements for entry to the BA program as well as the expectations and requirements to complete to program. Candidates are also given a ***Need to Know Form (See Evidence)*** that further elucidates admission criteria, requirements for remaining in good standing, criteria for admission to Clinical Practice, progress requirements, and graduation requirements. During the BA Workshop candidates are also presented with a ***Course Sequence (CSE, ECSE, CE)*** that outlines every required course and identifies the appropriate semester to take each course. These documents have been designed to provide a step-by-step guide that students can follow to successfully complete program requirements with as little confusion as possible. The *Need to Know* form and Course Sequences are also reviewed at mentor and advisement meetings. All candidates are assigned a departmental mentor by department chairs. Candidates meet twice each semester with their mentor – *appointments and meeting outcomes* are recorded by individual faculty mentors.

At the beginning candidates' final year, and prior to entry into the clinical practice portion of the program, candidates attend a ***Clinical Practice Workshop*** designed inform candidates of the expectations of Clinical Practice (time commitment, deadlines, requirements, etc.). Not only do these workshops share expectations but they also ensure that the candidates understand the professional standards of practice. Clinical practice candidates also meet with their clinical practice faculty supervisor and sign a ***Clinical Practice Contract*** – this contract is an agreement between the candidate and supervisor that highlights requirements, time commitment, and schedule.

Another important component to support program completion as well as certification and licensure is the *school-wide tutoring system for reading, writing, and mathematics* that has specifically been put in place for supporting candidates as they prepare for advanced level coursework and for certification exams. BA candidates are given departmental assessments in reading, writing, and mathematics upon entry into the program. A response to intervention model is used for candidates who are identified as needing support. Candidates who enter the BA program with a GPA below are automatically assigned to the tutoring program. Approximately 60% of all BA candidates were grouped into tier 1, tier 2, or tier 3, and each tier received the appropriate support as shown in [Figure 3.3](#): Tier 1 – individual tutoring and topical workshops on an as needed basis; Tier 2 – more extensive individual tutoring and topical workshops on an as needed basis (3-4 workshops); and Tier 3 – mandatory tutoring and mandatory attendance at all topical workshops.

This tutoring system was rolled out in the fall of 2017 as the EPP made efforts to support students at risk of falling behind.

3.2

Candidates Demonstrate Academic Achievement

Admissions requirements match CAEP minimum criteria with regards to GPA – both are 3.0. The **BA application (see Evidence)** outlines the GPA requirements and the department has kept track of the GPAs of candidates admitted to the BA programs and the average GPA for all students (desegregated by program) is shown in [Figure 3.2](#). When taking into consideration the EPP’s degree granting programs, it should be noted that the enrollment numbers for the Childhood Education (CE) program are too small to be considered statistically. Overall the average GPA’s are trending toward the 3.3 goal set forth in the **EPP Recruitment and Retention Plan (Figure 3.1)**. In order to ensure that student GPAs remain high throughout the program, the GPAs of students are reassessed when they apply for clinical practice (**Clinical Practice Application – See Evidence**) and the GPAs of candidates admitted to clinical practice can be seen in [Table 3.6](#). The average GPAs have been consistently above 3.0 at clinical practice entry (2015 – 3.06; 2016 – 3.11; 2017 – 3.22) and have risen each year. These data are consistent with the idea that on a whole – quality candidates have been entering the program.

Additional Selectivity Factors

Academic ability alone is not the only factor used in the selection of candidates. Prospective candidates are required to submit a **BA Application**. The BA application takes into account more than just academic performance – it requires a personal statement; a resume; an *interview*; and a completed *dispositions self-assessment*, and the interview and dispositions self-assessment are both used to help make admissions decisions.

All candidates go through a group interview where faculty are able to have prospective candidates respond to a variety of thought provoking questions (**BA Interview Questions- See Evidence**) – that cover content specialty, special education, social issues, and the school / department motto. Each candidate’s interview is rated by the admissions committee (departmental faculty), and while interview scores are not used to reject students who have the required GPA, they are used to aid in the admission decision for students whose GPA falls slightly below the minimum cut-off. While the average GPAs for

students accepted into the program are well above 3.0 – there are instances where the EPP will consider students with a GPA below a 3.0 and this interview process plays a major role in helping faculty make decisions on students whose GPAs fall below 3.0.

In addition to the interview, all BA applicants submit a dispositions-self assessment which is part of the BA Application process. A complete summary of candidates' self-reported dispositions can be found in [Figure 3.4](#). Candidates self-reported dispositions as exemplary (score of 3), competent (score of 2), emerging (score of 1), or unsatisfactory (score of 0). In general candidate averages for each of the eight dispositions were between 2.5 and 3.0 – indicating exemplary (or near exemplary levels). Candidates' highest self-reported scores were in response to the prompt pertaining to be caring and committed teachers (overall average across programs from 2015-2017 = 2.98). Candidates' lowest self-reported scores were generally in response to the prompt pertaining to being reflective on practice (overall average across programs from 2015-2017 = 2.57). These dispositions are examined at entry to the program but they will be monitored and assessed again during clinical practice – candidate dispositions are assessed by clinical practice supervisors, cooperating teachers, and the candidates themselves.

3.3 and 3.4

Criteria and Monitoring of Program Progression from Admissions through Completion

As mentioned earlier, the EPP has a detailed plan for program progression and this plan is introduced to candidates early and often. Candidates are introduced to the plan in the department's ***Need to Know*** form which outlines everything a candidate needs to know upon entry into the program (e.g., courses, course sequence, early field requirements, GPA requirements etc.). Although copies of the *Needs to Know* form are available in the Education Suite at all times candidates are officially introduced to the form when they are given (or request) the application for entry to the BA program.

The EPP uses several methods to monitor candidates' advancement ensuring that candidates are developing content knowledge, pedagogical content knowledge, pedagogical skills, and integrating technology:

- 1) *BA Application* - At entry to the BA program candidates submit a *BA Application* which allows the EPP to gather baseline GPA data, Portfolio Data (EPP Unit Standards), Disposition Data, and Demographic Data

- 2) *Concentration Worksheets* – These worksheets present a breakdown of required courses for each of the possible concentrations (English, Math, Science, Social Studies, or Psychology) and collect data on the semester the course is completed by the candidate and the grade earned. Candidates begin completing these at entry to the BA program and they are submitted as a part of the BA Application. The worksheets are then stored in candidate files and updated once each semester during registration with a faculty advisor.
- 3) *Advisement Meetings* – Each semester candidates meet with their faculty advisor to register for courses. During this meeting the advisor and candidate review the candidate's *Degree Works* to check for overall degree progress
- 4) *Clinical Practice Application* – At entry to Clinical Practice candidates submit a Clinical Practice Application which allows the EPP to gather and monitor GPA data, Portfolio Data (Professional Standards), and Disposition Data.
- 5) *Certification Exams* – Candidate performance on the four certification exams provide the EPP an opportunity to monitor progress as well as preparedness for certification.

3.5 and 3.6

Before the EPP recommends any completing candidate for licensure or certification the candidate must reach a high standard for content knowledge in their field and demonstrate the ability to teach effectively with positive impacts on P-6 student learning. Moreover, the school conducts annual evaluations of performances on the Key Assessments in its Assessment Plan to monitor advancement through the teacher preparation programs to ensure candidates are meeting the desired goals of each program at multiple time points. These data are presented in the narrative for standard 5.

Candidates reach a high standard for content knowledge and can teach effectively with positive P-6 outcomes

One way the EPP examines whether a candidate has reached a high standard for content and pedagogical knowledge is by monitoring their performance on state certification exams. The EPP examines candidate performance on the Educating All Students Test (EAS) and the Content Specialty Test-Student with Disabilities (CST-SwD). The EAS measures content knowledge with regards to educating all learners, and the data show that among all test takers – the overall pass rate was 90%. The pass rates in 2016 and 2017 were 83% and 93% respectively. The CST-SwD specifically looks at content and pedagogical knowledge with regards to inclusive learning environments and exceptional learners.

The pass rates in 2015, 2016, and 2017 (among test takers) was 75%, 88% and 92% respectively. A complete breakdown of EAS and CST-SwD test performance is given in Standard 1.

Another way the EPP determines whether candidates are reading a high standard for content and pedagogical knowledge is by examining their Professional Portfolios. The Professional Portfolio is a program-specific assessment that reflects candidates' knowledge of content and pedagogical knowledge in the areas of planning, and instruction. Content knowledge reflected in the Portfolio includes the Mathematics Modification Lesson, Reading Assessment and Instructional Plan, and the Guided Reading Lesson Implementation Video and Reflection. At least three program faculty members evaluate the e-portfolio to determine a final rating on this assessment. The EPP's Rating Scale is used:

3 = Exemplary (eloquently and accurately addresses more than 90% of the elements of the standards)

2= Competent (clearly addresses 80% of the elements of the standards)

1= Emerging (adequately addresses 70% of the elements of the standards; requires some additional work or revisions)

0=Unsatisfactory (does not meet expectations or no work submitted)

Candidates are required to construct an active student-centered **Mathematics Modification Lesson** that would guide students to higher order thinking skills. They then have to modify the lesson for a student with exceptional learning needs by identifying each area of the lesson they will modify or adapt and indicate their reasons for making the recommended modifications. Candidates engage in this experience during their mathematics methods course in the professional program preparation sequence. The assignment has a supervised field intervention component in which candidates not only conceptualize and plan the lesson, but also implement the lesson and evaluate the outcomes of the lesson in an inclusive setting in one of our partner elementary schools. Each candidate has the opportunity to work with a student with a disability, and is assessed based on the Council for Exceptional Children Standards.

The purpose of **Reading Assessment and Instructional Plan** (EDUC 311/EDUC 505) is to build the candidate's skills in assessment for and of learning, data analysis, synthesizing, and comparing and contrasting information obtained from multiple sources. For this assignment, candidates are instructed to work with a struggling reader in a P-6 class. Candidates use formal and informal assessment instruments to learn about each student as a reader, identify reading difficulties, and develop an

intervention/ instructional plan to support the students' literacy development in those deficit areas (ACEI Standards 1.1, 1.2, 2.3, 4.1, 4.2, 5.1). The rubric used to evaluate candidates' ability to apply their content pedagogical knowledge while working with the P-6 student is aligned to SPA standards. Evidence from candidates' field-based experience tutoring the student one-on-one is used to measure their application of knowledge acquired in the concentration and methods courses.

A major challenge in many partner schools is to ensure students are on or above grade level in reading. Another assignment in the portfolio is the Guided Reading Lesson Implementation Video and Reflection. This early field experience requires that students work with small groups of students identified by teachers as having reading comprehension difficulties. Candidates spend at least **7 hours** working with a small group of students at an assigned site. To apply and demonstrate what they have learned from EDUC 312 – Teaching of Reading II, they complete a **Guided Reading Lesson Implementation Video and Reflection**, which includes (a) a conceptualizing essay, (b) two lesson plans, (c) a video recording of their implementation of the lessons they teach, and (d) their post-teaching reflections which include their self-assessments of their performance, as well as detailed analyses of the students' outcomes in relation to their teaching. Candidates are instructed to write a reflection assessing their implementation of the lesson plans, which must include assessment data that illustrates students' growth in response to the guided reading lessons. They must complete a pre and post assessment to measure the impact on students and report the results and the impact on P-6. They are further required to interpret the results and reflect on how the data can be used to inform their future practice, while sharing the results of the project with their supervisors and classroom teachers.

Candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

The clinical practice experience (fully described in Standard 2) requires candidates to demonstrate the ability to apply their knowledge in practice situations. Data on CSE candidates shows that of the 31 candidates prepared from 2015-2017 87% (27) met all seven CEC standards at the exemplary or competent level. More specifically, two areas of strength for candidates were CEC Standard 6 (Professional Learning and Ethical Practice) and CEC Standard 7 (Collaboration), where 81% of candidates performed at the exemplary level for each of these standards.

Finally, the application process for certification/licensure cannot be completed without meeting with a department designee to ensure coursework has been completed, requirements for graduation have been fulfilled, and that all of the appropriate exams have been passed.