

STANDARD 4: PROGRAM IMPACT

4.1:

1. Completers' Impact in Schools

The EPP used representative sampling data across all three programs to gather data on the impact of completers/in-service teachers on student learning and progression. This approach is also used because the EPP does not have access to individual P-6 students' standardized test results. A sample of 12 in-service teachers (alumni) across the three programs: 2 CE; 6 CSE, and 4 ECSE were tracked using specific dimensions of the alumni survey (2015-2017). Completers worked in a variety of classrooms from PK to Grade 5. One element of the survey inquired about academic progress of P6 students: How many moved or did not move up in grade levels in reading and mathematics. [Table 4.1a](#) shows that survey respondents (n=12) successfully impacted students' learning. Most of the teachers (83%) reportedly worked with students who needed to repeat 1-2 grades. Although the survey data does not provide disaggregated results of P-6 students' performance, alumni reported that they were able to help students in their classes move up 1-2 grades in reading.

2. Value Added Assessment - Impact on Student Learning

Baseline and benchmarks are assessed using comparisons across School, District and State-level performances of students' achievement over time. [Tables 4.1bi and 4.1bii](#) reflect student learning outcomes in settings where student performance on state and national assessments serve as benchmarks for employed graduates' impact in these grades and schools during their professional teaching. School report cards (including schools where graduates) were teaching grades 3-6. The majority of candidates completing the programs (2015-2017) were CSE and ECSE candidates; there was only 1 CE completer. Data therefore, are proportionally representative of the EPP's practicing teachers.

Analysis: MEC 2015 – 2017 in-service teachers (N=6) are impacting the learning of 83 students. Most of the graduates (67%) are working in specialized special education settings, while the remaining 33% are serving in Inclusion settings, giving credence to the dual certification preparation they received from the EPP. In ELA and mathematics, 67% of the schools show growth in student performance from its previous year. While there was year-to-year growth, growth was lower than that of the comparable districts. In particular, the growth in two of the six schools in mathematics was higher than their respective district performances.

Interpretation: Completers made an impact on the learning of their students in both ELA and Mathematics in all except for one or two schools. As new teachers, their ability to change the trajectory

for learners in urban schools provides evidence that completers are adequately equipped to teach diverse learners, and they are able to positively impact *student learning and development, classroom instruction, and schools*. The fact that most completers contribute to the achievements of their schools by increasing student outcomes, including students with exceptionalities in ELA and Mathematics, year-to-year is commendable. To gain more insight on completers' impact on P-6 students' performance, [see Action Plan](#).

3. Alumni Surveys

The EPP administers annual surveys to program completers to measure their career-readiness. Data in [Tables 4.1bi and 4.1bii](#), is triangulated with case studies conducted on six survey respondents whose career data was used in the previous **Value Added Assessment of Completers' Impact on Student Learning**. The instrument (see [Table 4.1c](#)) used a scale of 5 responses, ranging from "not effective," "somewhat effective," "effective," "very effective" and "no answer." The survey elements used to capture teacher practices in classrooms and schools were designed in collaboration with EPP's partners (see [Table 4.1ci selected sample of in-service completers](#)).

Analysis: Results show the overall mean of responses on the fourteen dimensions was 1.2. Mean responses ranged from 1.0 to 1.5. The significant areas of strength, indicated by 1.0 (very effective) were Knowledge of Subject Area, Planning and Instruction, Critical Thinking, Diversity, Technology, and Reading. The more challenging areas were Professional Role, Ethics, Learning Environment and Continuous Improvement with means from 1.3-1.5.

Interpretation: Completers in the selected sample felt that the EPP was effective to very effective in preparing them for their careers. Their strengths are content area knowledge, pedagogical knowledge and skills, fostering of critical thinking skills in students, respect for and ability to work with diverse learners, and using classroom technology-engaging students in appropriate use of technology were rated as very effective in their program preparation. There were no ratings below effective in any of the fourteen dimensions or their elements. These findings suggest that the EPP's program completers were very satisfied *with the relevance and effectiveness of their preparation*.

4.2: Teaching Effectiveness

1. Licensure Examinations

State certification assessments are used as an external measure of program completers' (2015-2017) application of knowledge, skills and dispositions and their readiness for their careers ([Table 4.2a](#)).

Disaggregated performance on these State licensure assessments by program are found in **CAEP**

Standard 1, Component 1.1: *Table 1.1kii –kiv; 1.1lii; 1.1li – 1.1liii, and 1.1wi – 1.1wiii.*

Analysis: Among test-takers (2015-2017), the EPP was above the 80% pass rate on all certification examinations. Fully certified candidates who passed all their exams (n=26) are employed in schools and settings in the areas for which they were prepared. Although, the EPP’s overall pass rates (2015-2017) ranged from 81% -93%, test taking rates declined from 93% in 2015 to 70% in 2016, but increased to 91% in 2017.

Interpretation: Test takers who passed the examinations have the requisite competencies as teachers. Compared to many institutions in CUNY, the EPP’s test taking rate is higher at program completion. What is also noteworthy is that the MEC program completers were among the strongest performers on the edTPA, which evaluates candidates’ teaching skills from video clips and commentaries – an authentic assessment of teaching skills. MEC’s 2015 teacher cohort exceeded its target with an 80% pass rate on edTPA; over 60% of them scoring at Mastery. When compared to other CUNY programs, MEC candidates made this accomplishment at the Bachelor’s level compared to most CUNY candidates at the Master’s level. An example of this performance is reflected in the CUNY-wide Teacher Education Dashboard in Figure 4.2a.

2. Teacher Annual Evaluations – NYC (Danielson Framework)

The Teacher Evaluations consist of two major structured and validated observation and assessment instruments: the Measure of Teacher Practice (MOTP) and the Measure of Student Learning (MOSL). *Advance*, New York City’s teacher evaluation and development system, uses multiple measures–MOTP and two different MOSL–to create a more valid, complete picture of teacher performance. MOTP serves the purpose to highlight teachers practice in the classroom, as well as indicate improvements in teachers’ pedagogy. The Danielson Framework Rubric identifies teachers’ strengths and areas of focus. The rubric examines four domains, each with several competencies. **Domain 1** focuses on teacher *Planning and Preparation*; **Domain 2** - *The Classroom Environment*; **Domain 3** - *Instruction*; and, **Domain 4** - *Professional Responsibilities*. The rubric focuses heavily on Domain 2 and Domain 3. Both domains provide a deeper understanding of teacher practice and are used collectively by administrators to calculate the overall rating for new and in-service teachers. The *Table 4.2bi* provides a summary of the employers’ evaluations of 2015-2017 completers using NYC instruments. Each competency may be rated Ineffective (I), Developing (D), Effective (E), or Highly Effective (HE). The highest score is a 4.0. For a teacher to be considered Ineffective their overall score must be lower than 1.75; Developing = 1.75-2.5; Effective =

2.51-3.5; and Highly Effective = 3.51-4.0. Local schools determine effectiveness of teachers on the measures of the components in Domains 2 and 3, which are then factored into the MOSL, for the overall MOSL score (See *Table 4.2bii*).

Analysis: Case study data on completers (2015–2017) who have been practicing between one year to three years (n=13) show that 23% were rated Highly Effective; 62% were rated Effective; and 15% were rated as developing. Based on the rating scale, no EPP teachers were rated as Ineffective. Disaggregating data by specific components used by the City to determine teacher effectiveness, 85% of EPP teachers were rated as growing and developing professionally; 77% of them were effective; and 15% highly effective in demonstrating their knowledge of content and pedagogy, designing coherent instruction, creating environments of respect and rapport, and managing student behavior. Other areas of strength included Engaging Students in Learning and Using Assessments in Instruction, in that 62% of EPP teachers were rated as effective and 15% highly effective. The challenging area appeared to be *Using Questioning and Discussion Techniques*, where only 31% of them were rated as Effective or Highly Effective. In comparing their ratings with the means on the measures used by local schools to evaluate EPP completers, 77% were Effective, while 13% were Developing on Domain 2 Competencies. In Domain 3 Competencies, 54% were Effective and 46% were Developing.

Interpretation: Case studies show that a majority (85%) of MEC teachers in their 1st and 2nd years of teaching in the public schools are effective and highly effective on the annual measure of teacher performance (MOTP). They demonstrated satisfactory skills across the four domains: **Domain 1: Planning and Preparation;** **Domain 2: The Classroom Environment;** **Domain 3: Instruction;** and, **Domain 4: Professional Responsibilities.** Except for one component in Domain 3 – *Instruction*, where ratings of *using questions and discussion techniques in instruction* was at the developing teacher level. None of the EPP teachers were rated as ineffective. Compared to NYC data trends for teacher evaluations in a recent survey of NY City program completers' performances in the classroom that show that 4% of teachers were ineffective, 9% were developing, 79% were effective, and 9% were highly effective (The Education Trust, NY, 2018), the MEC beginning teacher is on par, and in some cases, above par with many of the programs in other NYC institutions, some of them entering programs with advanced degrees.

3. EPP Employer Survey

Employer survey ratings are done on a 4 point Likert Scale from *Ineffective* to *Very Effective*. This instrument, developed in 2010, is used annually for alumni with 1-2 years of teacher employment. The instrument helps the EPP compare what teachers say they know and can do, against what their supervisors

report they know and can do. The EPP has a high response rate of the employer surveys: 81% (2015); 78% (2016); and 83% (2017). Forty (40) employers responded on the competencies of 42 EPP employees, with frequencies in two instances. Employer ratings on completers (2015-2017) represent completers in their respective schools (certified or uncertified) and the means of employer ratings ([Table 4.2c](#)).

Analysis: The majority of the EPP program completers were rated as effective in serving students in childhood and early childhood special education settings. The range of means across the 14 domains was 1.1 to 2.0 on a scale where 1.0 was highly effective and 2.0 was effective. The highest ratings were on Communication (1.1) and Diversity (1.3). Employers' ratings on the lower spectrum (2.0) were in the domains of Critical Thinking, Learning Environment, and Professional Role.

Interpretation: Completers are effective teachers who demonstrate the knowledge, skills and dispositions to communicate effectively with diverse learners. The fact that the completers represented the two special education dual certificate programs and were employed in settings that served students with disabilities fulfills the goal of the EPP to prepare candidates with the professional and pedagogical knowledge, skills and dispositions to serve students in high need and marginalized schools in our urban communities. The EPP recognized the importance of building on candidates' knowledge and skills in lower performing areas such as their ability to model and engage students in critical thinking and creative work, demonstrating more effective classroom management skills, and assuming their roles as advocates for their students, which are important details garnered from the results of these surveys ([see Action Plan](#)).

4. Employer Survey of Alumni Abilities in the Workplace

To further demonstrate teaching effectiveness, the EPP surveyed application of specific knowledge, skills and dispositions evidenced in the workplace. Eighteen employers responded on the competencies of 21 program completers. Employer ratings on 2015-2017 completers provides a snapshot of the specific knowledge, skills and dispositions of our MEC teachers. [Table 4.2d](#) shows the rating on each element of the survey. An overall rank of the teacher is summarized in [Table 4.2di](#). Overall rankings fall into one of four categories: highly effective, effective, developing, and not effective.

Analysis: Over 80% of MEC graduates are highly effective or effective across 15 of the 17 ability measures. Areas of strength for 76% of the completers include mastery in ability content they teach, planning instruction, differentiating instruction, using technology and using developmentally appropriate

assessments, among others. The challenging areas for them are their ability to cater fully to ELLs and gifted students. Also, 52% were rated as somewhat effective in leadership responsibilities within the school community. Overall ratings of teachers' effectiveness (48%) show EPP teachers were rated highly effective by school supervisors; 48% were rated Effective, and 5% [1] was rated Developing. Among those rated as highly effective, 43% of the public school teachers, mainly special education teachers; 50% of the Charter School teachers; and 80% of the ECSE teachers were rated as highly effective.

Interpretation: Employers' ratings of the EPP's completers in the workplace show that MEC teachers are knowledgeable, skillful and effective as teachers. At a time when teacher effectiveness is heavily correlated with student learning outcomes, the evaluations of school administrators about our practicing teachers are encouraging. This is a significant achievement for beginning teachers with mostly undergraduate degrees.

4.3: Employer Satisfaction

1. Employer Satisfaction Surveys

Employer satisfaction with EPPs' professional preparation is at the core of our continuous evaluation of the outcomes of our programs. The EPP used the MEC Teacher Satisfaction Rating Portion of the Employer Survey instrument – Part 2B to measure how satisfied employers were with our completers and to determine if they met the criteria for retention as professional teachers. There were 8 completers in 2015 (1 ECSE; 7 CSE); 7 in 2016 (1 ECSE; 6 CSE); and 6 in 2017 (2 ECSE; 4 CSE) for a total of 21 certified completers employed in public and charter schools. There were no CE completers in the employment group. Each completer was assigned a different school. The evidence presented is analyzed for responders (2015-2017) certified in-service teachers in public and charter K-6 schools (N=13). The EPP used follow up calls to administrators, many of whom are partner schools to yield high response rates. The response rate among school administrators for this portion of the survey was 100%; however data on this part of the survey was completed for 13 (62%) of the 21 completers. Some responders indicated that teachers were too recently hired to give accurate feedback on their performances. *Table 4.3a: Part 2B* provides data on employer satisfaction with completers' performance.

Analysis: Results show 85% of MEC graduates were rated as among the best beginning teachers when means were calculated across the 12 summary domains rated by employers. Disaggregated data shows three areas that bordered between *On Average* and *One of the Best Beginning Teachers*: Critical Thinking (1.5); Learning Environments (1.7) and Professional Role (1.5), and accounted for the two completers ratings of 2.0 (On Average) in one or more of those areas.

Interpretation: Employer ratings (2015-2017) of employed MEC graduate/alumni show that beginning teachers possess the requisite knowledge, demonstrate high quality skills and display positive attributes in the working environment. Based on the NYC annual evaluations, 43% of this group were rated highly effective, 52% were rated effective and only 1 teacher (5%) was rated developing. This shows the EPP's beginning teachers who are fully certified and working with students in diverse settings met, and in some cases, exceeded the employer satisfaction criteria.

2. Employer Retention Ratings (Employer Survey Part 1 - Demographics)

Among the 13 employers who completed the retention portion of the employer survey – Part 2B, 100% indicated that they will retain teachers (see [Table 4.3a](#)). Although 11% [2] of completers did not receive an overall effective rating, but received *just below average* ratings (see [Table 4.3ai](#)), administrators still indicated their desire to retain them. The EPP also tracks completers' retention in their schools using data from the demographics page of the annual Alumni Survey. Data on [Table 4.3b](#) shows that employed respondents are still serving in their original work sites after 2-3 years.

3. Data on Teacher Promotion

The EPP's completers (2015-2017) are new to the profession and expectations for promotion may be unreasonable. [Table 4.3c](#) shows that two of the EPP's teachers, one entering the profession in 2015 and one in 2016 have assumed leadership roles very early in their careers. This shows that the EPP prepares teachers who are strong in curriculum design and implementation, as well as in ELA instructional planning and delivery, two critical areas for early learners.

4. Comparison Points for Data between Employer and Alumni Surveys

Kappa and reliability coefficients were used to assess interrater reliability between employers (N = 42) and students (N = 45). Kappa values that range from .40 to .59 are considered moderate, .60 to .79 substantial, and 0.80 outstanding (Landis & Koch, 1977). In cases where the Kappa could not be calculated (due to lack of variability and small sample size), an interrater consistency analysis using the Cronbach's alpha statistic was performed to determine consistency among raters. The consistency of ratings across students and employers was highest for the following areas: Assessment, Communication, Critical Thinking, Ethics, Learning Environment, and Curriculum Areas. The rating for Human Development and Learning, Diversity, Knowledge of Subject Area, Planning and Instruction, Professional Role and Reading were less consistent. Results appear in [Table 4.3d](#). The EPP uses these results with TEPAC, to refine and calibrate the instruments even further. In observing trends in the

surveys and evaluations of teachers, *Professional Role* appears to be the recurring theme as an area of challenge and implication for teacher effectiveness and growth (see [Action Plan](#)).

4.4 Completer Satisfaction

From its first accreditation, the EPP has the established practice of collaborating with its school, college and community partners to research, develop, and refine its assessment tools to ensure that they are reliable and valid. The survey instruments used for graduates, alumni and employers are among those tools that provide useful information to guide the EPP in continuous improvement of its programs.

1. Graduate/Alumni Surveys

The EPP administers annual surveys of its completers between nine months to one year after exit from the programs. Each survey request is given a one-month due date for submission. The survey instrument was sent to the fifty-one program completers; 16 in 2016, 23 in 2016, and 12 in 2017. Follow up emails and social media contacts are used to remind completers to respond. In the event that response rates are slow, completers receive follow-up phone calls. The School also hosts alumni social events and use this opportunity to encourage responses. Forty-five graduates responded to the alumni surveys. This accounts for a response rate of 88%. [Table 4.4a](#) shows the alumni ratings on their ability to manage their workplace responsibilities.

Analysis: Responders found that the EPP's initial teacher preparation programs prepared them very well to exceptionally well for the workplace, as well as for graduate studies. Data show that MEC alumni found the preparation they received to be *effective to very effective* in developing and honing their knowledge and skills for the profession. Their strongest affirmations on very effective preparation were in *collaboration with stakeholders* and *use of technology* (87%), *use of assessment strategies* (82%), and *meet the needs of students with disabilities* (80%). In addition, 78% rated their ability to *differentiate instruction* and *integrate diverse cultural perspectives*; 76% rated the EPP as *highly effective* in preparing them as analytical and reflective practitioners, *who employ a wide variety of strategies*, and *plan and implement lessons based on learners' development* (71%). However, it is important to note that a number of them (22%) rated their ability to *meet the needs of English language learners* as *somewhat effective*.

Interpretation: The data indicate that completers rated their preparation as effective and very effective in 13 out of 17 job-related skill sets, with the majority of them (> 70%) rating these skills as highly effective. This evidence shows that program completers are confident in the skills they learned and that the EPP continues to prepare its candidates with in-depth knowledge, skills and dispositions to be

effective teachers. The fact that several of them indicated the need for more preparation in meeting the needs of ELLs was an area for improvement and for consideration by the EPP, and has implications for a geographical area with a large number of English language learners ([Action Plan](#)).

2. Alumni Survey

Similarly, another component of the survey instrument required alumni to rate the effectiveness of the MEC Teacher Preparation by rating specifically the key elements of the preparation programs. This extensive survey covers 14 Domains and is the same survey used for Employers to evaluate completers; skills after they have been employed for more than one year. [Table 4.4b](#) highlights alumni responses on this instrument.

Analysis: Data show that alumni ratings on all 14 domains were in the *effective to very effective* range, with an overall means of 1.2. They rated their *knowledge of subject area, planning and instruction, promoting critical thinking, diversity, and use of technology* as the strongest domains with overall means of 1.0 (very effective). Areas with the lowest means were *Professional Role* (1.5) and *Ethics* (1.4)

Interpretation: Overall, MEC graduates reported their preparation in the EPP's programs as effective to very effective across all domains. They felt well prepared in their content knowledge, pedagogical knowledge and skills, use of technology, and professional dispositions in areas of critical thinking and diversity. However, some completers were insecure about their professional roles in the learning community and on ethical practices, particularly their right to exercise their political and civil rights. Coming out of an institution that promotes social justice, the EPP can understand the conflict for some completers to navigate and question ethical issues in the professional field as a new teacher without the fear of victimization ([Action Plan](#)).

3. Alumni Survey on EPP Curricular Preparation

The EPP solicits alumni feedback on all aspects of its curricular preparation and designed short surveys to capture graduate satisfaction with their overall preparation from beginning to end of their career journey. A short survey of 15 college curricular experiences was developed to determine which areas of the overall program preparation was most beneficial for completers in the professional careers and growth in the field. [Table 4.4c](#) provides responses garnered from 2015-2017 completers. Responses were rated on a 5-point Likert scale ranging from *Not Very Well* to *Exceptionally Well*. The response rate on this instrument was also 88% as it targeted the responders from the annual survey.

Analysis: Data show that 96% of alumni rated all aspects of the survey as having been prepared *well to exceptionally well*. Among the responses, the grant funded professional development workshops and clinical practice supervision were the strongest elements that were rated as exceptionally well (67%); followed by the Education Core Curriculum, Pedagogical Core (Methods), Special Education Professional Curriculum, and Clinical Practice Seminars (62%) in their overall preparation. In one of these areas: Education Pedagogical Core, 22% (2) of completers rated them as not Very Well (1) and Not Well at All (1).

Interpretation: Again, the alumni survey data show that the majority of program completers (96%) indicated satisfaction with their program preparation. From their general education core curriculum to the education core, methods, program specific (special education, general education) to their clinical and grant funded additional curricula professional development experiences, the majority of alumni were satisfied. What is interesting to note is that for those candidates who were in graduate school or completed graduate studies, employed in NYCDOE, and those in other professional teaching careers, all of them indicated satisfaction with their EPP preparation for these professional ventures, rating their EPP preparation as well to Exceptionally Well. This information augurs well for the EPP's undergraduate programs and is evidence that the EPP met its goal of preparing solid beginning teachers.

4. Progress of Program Completers

Moreover, some program completers pursued and successfully completed graduate studies in as few as 9 months, and not more than two years from the time of exit. [Table 4.4d](#) shows the progress of EPP program completers as they pursue graduate studies to become professional tenured teachers.

Analysis and Interpretation of Data: The data show that among the 16 program completers in 2015, 69% (11) have completed graduate studies, while 25% have not yet enrolled. From the 2016 completers, 4 have completed their Master's degrees and 7 are currently enrolled. The progress of the 2017 completers is promising as 50% are already enrolled in graduate school. It is important to note that the socioeconomic profiles of our candidates often require them to take a job immediately upon undergraduate program completion to support their families, many of which are single parent households. Nonetheless, once enrolled in graduate school, they successfully complete their studies in relatively short time periods.

5. Service and Attrition Rates of Program Completers

According to the 2014 report from the New York City Independent Budget Office, "one of the well-documented facts regarding teacher mobility is the higher rate of teacher attrition from schools serving

disadvantaged children,” with new teachers in high-poverty schools leaving at higher rates than their peers in the more affluent schools (Roy, 2014, p9). Compared to low-poverty schools (34%), the rate of new teacher attrition in high-poverty schools within five years on the job was 42% in New York City, and 68% overall compared to 52% nationally. As a commuter institution, MEC attracts students who live, work and raise families in the community. The MEC teachers mirror that profile, and therefore remain in these high need schools in their communities for decades. Alumni data for graduates from 2014 to 2017 reflect service rates in the same schools for 89% of the MEC teachers, with 10% of them relocating to other areas, and less than 1% leaving the profession. While the majority of MEC graduates (68%) are employed in Brooklyn, MEC graduates are also employed in schools across the city and the country (see Fig. 4.4a). Graduates are also employed as professional service providers in special education settings. MEC certified teachers are therefore meeting a critical demand in high need and special education settings, and are fulfilling the mission of the College to transform the lives of students who are generally underserved.

Summary

This selection of evidence provides a clear picture of our undergraduate preparation programs that support CAEP Standard 4. It shows that this EPP is meeting its obligation to provide a sound education to beginning teachers who impact P-6 students. With the majority of its teachers serving students with disabilities, the EPP continues to impact learning outcomes for young children who are largely underserved in our urban communities. As we continue to evaluate and improve our programs, and seek validation of the work we do, we remain committed to filling the gaps in the national special education teacher shortages, as well as the attrition of elementary teachers in our urban high need schools.