

SECTION 6: Continuous Improvement

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
 - What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
 - How did the provider use data/evidence for continuous improvement?
 - How did the provider test innovations?
 - What specific examples show that changes and program modifications can be linked back to evidence/data?
 - How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
 - How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?
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- ***Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.***

In summer 2019, the EPP held a retreat to again review its assessment plan and instruments. This activity was conducted during 12-15 August, 2019 in a working retreat with faculty and partners (TEPAC). During the retreat, the EPP focused on the challenges identified in the SPA reports, noting issues with rubrics, data gathering, and data presentation, as well as the resulting AFIs noted by CAEP assessors. Key assignments were reviewed and revised to indicate content and pedagogical knowledge.

Using Bloom's Taxonomy as its framework for rubric revisions, the EPP took yet another step to ensure that its assessments are solid, and that its instruments were more performance-based than product-based. All rubrics were revised and developed with clearer and performance-based criteria to demonstrate a developmental progression across the rubric levels to provide candidates with actionable feedback. Rubric performance indicators are designed to be performance based, qualitative in nature, with the aim to provide actionable feedback to

candidates. An external review of the revised rubrics was conducted by a Consultant, prior to their implementation in the Fall 2019. Implementation of these revised assessments occurred in the Fall 2019. Raw data from these revised rubrics are currently being uploaded to the new assessment platform, Chalk and Wire to ensure continued evaluation of reliability and validity measures.

The next step was to involve TEPAC in reviewing the raw data against the Chalk and Wire reports and assign sub-committees to specific tasks, based on the reviews. Similarly, the recent evaluation report received for the Early Childhood Special Education program that moved it from the Not Recognized Status to Nationally Recognized with Conditions is also another area of reflection and revision that was on the TEPAC agenda. The planned TEPAC meeting to review data reports from Fall 2019 was scheduled for March 2020, but due to the Coronavirus impact on NYC and the subsequent rush by the EPP and its partner public schools in NYC to prepare for distance learning, the TEPAC review meeting was postponed.

- ***What innovations or changes did the EPP implement as a result of that review?***

Emanating from the Summer 2019 Retreat, ongoing workshops are conducted for professional development for all faculty (fulltime and adjunct) to become proficient in the Chalk & Wire electronic data management system. Based on the reported data the EPP continues to collect, organize, analyze and review assessment data with Chalk & Wire platform to revise its teacher preparation curriculum to meet the standards. With the implementation of the EPP's Chalk and Wire assessment platform and the demonstration of use of this platform during the CAEP site visit, the EPP has already taken the required steps toward establishing a more sophisticated system for reporting its data. The School of Education has already moved to include not only qualitative perspectives from calibration, but also the quantitative analyses directed at establishing reliability and validity coefficients. The School of Education with the implementation of Chalk and Wire and our identification of the statistical analyses that have already begun to be initiated, we are well poised to go beyond content validity to predictive validity. The EPP's plan in meeting these criteria is to continuously refine all assessment rubrics and upload in **Chalk and Wire to fully addresses the AFI cited for Standard 5 – in particular, 5.2: Quality, Continuous Improvement and Capacity.**

- ***How are progress and results tracked? How will the EPP know the degree to which changes are improvements?***

Progress and results are continuously measured across the domains at each transition point in the EPP's Assessment plan. These data sources include both external and EPP-created key assessments. Triangulation across outcomes on these external and internal measures provide information on change-related improvements, identifying correlations and predictive validity. For example, the use of the Danielson's Framework as a reliable and valid external measure

provides another anchor for the EPP's employer and graduate survey instruments. Dispositions instruments evaluated by self, the candidate, and faculty were improved in the last two years in order to better determine along points in time candidates' fitness for teaching. The correlations between candidate performance in clinical practice with ratings on employer surveys, as well as completer performance on their edTPA State Test and their Annual Evaluations on the Danielson Framework shows that the EPP went above the rudimentary level of providing quality data that can be compared with externally validated sources. The EPP External assessments are standardized and have reliability and validity measures conducted through triangulation, which demonstrates that the quality of data received is monitorable and measurable. The consistent monitoring of data quality is also ensured through State sponsored external teacher certification assessments that offer objective standardized evaluation of the assessments' reliability and validity. Triangulation is also determined through comparing evaluation of candidates' clinical practicum performance by cooperating teacher and college supervisor using a rubric wherein the interrater reliability of the two evaluators is compared in an effort to determine an evaluation of the true score regarding evaluation of candidates' clinical practicum performance. Then, the EPP inquires whether the true score during clinical practicum is associated with performance on the Danielson Framework and on the Principal (employer survey) Evaluation. The EPP knows there is an association between variables, and through our assessment platform, Chalk and Wire, we can determine the predictive validity statistical analyses that are most applicable to the EPP's unique context. The process of surveying data quality is a process without end, but it leads to public assurance that processes are embedded to continue to test the quality of the assessment plan and the data it generates.

The EPP also provides opportunities for teacher candidates from diverse backgrounds and with diverse learning needs. The ultimate goal is to prepare individuals with the knowledge, skills and professional dispositions to be effective teachers and other school professionals. To ensure inclusion of candidates with disabilities and other learning needs, English Language Learners, the EPP continues to implemented several measures to address challenges that come with having exceptional learners. These measures include customized workshops in Critical Reading and Writing, as well as Test Preparation across all of the three NYSTCE tests (EAS, CST, edTPA). Different cohorts require different interventions, therefore, the EPP conducts its own assessments of candidates in the critical academic subject areas they will teach. Therefore, utilizing individualized or small group prescriptive interventions (learning pods) is now a common practice for each cohort that will provide data on change-related outcomes.

Again, data from these measures are in process and will be publicly shared at a later date when the COVID 19 pandemic and its subsequent pause in NYC runs its course.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.1 Understanding of InTASC Standards
- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 1.4 All P-12 students afforded access to college- and career-ready standards.
- 1.5 Model and apply technology standards

- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 2.3 Partners design high-quality clinical experiences
- 3.1 Recruits and supports high-quality and diverse candidate pool
- 3.2 Sets selective admission requirements
- 3.4 Creates and monitors candidate progress
- 3.5 Candidate positive impacts on P-12 students
- 3.6 Candidates understand the expectation of the profession
- 4.1 Completer impact on student growth and learning
- 4.2 Completer effectiveness via observations and/or student surveys
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.1.2 Professional Responsibilities
- A.2.1 Partnerships for Clinical Preparation
- A.2.2 Clinical Experiences
- A.3.1 Admission of Diverse Candidates who Meet Employment Needs
- A.3.2 Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully
- A.3.3 Selectivity during Preparation
- A.3.4 Selection at Completion
- A.4.1 Satisfaction of Employers
- A.4.2 Satisfaction of Completers
- A.5.1 Quality and Strategic Evaluation
- A.5.2 Quality and Strategic Evaluation
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement
- x.1 Diversity
- x.2 Technology
- x.4 Previous AFI / Weaknesses
- x.5 State Standards (if applicable)

Upload data results or documentation of data-driven changes.

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service activities during a CAEP Conference or in other CAEP Communications?

Yes **No**

6.3 Optional Comments (1000)

In the middle of the EPPs periodically scheduled reviews and compilation of data to update its public Annual Report on the School's Website, NYC was confronted with the Coronavirus pandemic. This Annual Report is also the source for completion of the CAEP Annual Report. All personnel were reassigned to preparation for campus-wide Distance Learning, including training on web-enhanced instruction, securing and providing laptops to students and faculty, and ensuring complete readiness in two weeks for *Shelter in Place* mandates that began on March 13. What was supposed to initially last two weeks has now extended to the end of the semester in June. While the SOE was able to save and transfer some of its data to submit this report, several other files and interim reports were not readily accessible for transfer to off-site platforms without jeopardizing candidates' personal information and violating our confidentiality protocols. We request that this report serves as an **Interim Report**.