

SECTION 4.2 – TO BE ADDRESSED

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Over the past three years the EPP has continued to prepare change agents who educate to liberate and encompass all of the elements of the conceptual framework. Candidates have been engaged in deeper understandings of themselves, others, the field, and their students. The EPP's courses and early field experiences in the undergraduate degree programs have continued to provide opportunities for candidates to learn about their own cognition and learning, create learning environments, and reflect and assess their teaching and impact on learners (CAEP 1.1, 1.2, 1.3, 4.1). Candidates have continuously engaged in scholarly inquiry characterized by interdisciplinary and action research projects and case studies that provide them with a context for creating effective learning experiences for their students, and data that will foster change in their own practice and help inform the teacher preparation curriculum (CAEP 1.1, 1.2, 1.3, 4.1, 5.1, 5.2).

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

When examining the data for emerging, long-term, expected, or unexpected trends a few things stood out. Firstly, given the changes to New York State testing / certification policies, the EPP candidates did not take NYSTCE at the rate prior to the pandemic. There were mixed results in the few candidates that did choose to take the exams. Since the State provided the option of receiving the one-year COVID 19 Emergency Certification, completers choose that route. It should be noted that the pass rates for the ATSW remained exceptionally high (100% for all candidates who took the exam). The changes to NYSTCE testing procedures and certification requirements prevented us from getting an accurate number of 2020/21 test takers and this is something that must be monitored going forward.

The EPP Clinical Practice experience continues to demonstrate candidates' ability to plan, implement, and assess quality lessons. Interestingly, of the three areas on the rubrics, teacher candidates scored the highest implementation. Due to pandemic-related changes – candidates were forced to teach virtually and the EPP gave special attention to the preparation of the candidates to teach online. It is likely that this extensive preparation of candidates to teach online is the reason why implementation scores are higher than planning and outcomes. Our programs will continue to further target instruction on assessment, data analysis, and student feedback in our methods courses and clinical seminar. In the EPP's next curriculum mapping workshop, the methods courses will be examined to identify specific ways in which candidates can receive more of these opportunities prior to Clinical Practice.

The Covid-related hiring challenges in New York City due to the budget crisis caused by the pandemic significantly limited 2020 graduates from gaining employment. However, 82% of program completers were able to get teaching position after they graduated in 2021. Some

program completers chose not to take full-time teaching positions because of safety concerns or they needed to fulfill obligations at home due to remote schooling and caring for elderly loved ones during the pandemic. The hiring freeze in NYC has been lifted and the EPP will continue to monitor these numbers closely.

The EPP has made great strides improving measures of reliability and validity. The EPP has continued to use Chalk and Wire to examine Interrater reliability (IRR). These data indicated that the Cooperating Teachers generally rated the candidates higher than the College Supervisor (non-significant difference). It is generally accepted that IRR values 0.61- 0.80 indicate raters are in “substantial” agreement. Our data show that all assessments resulted in substantial agreement when examined across all programs and when examined by program. These data can be taken to provide strong evidence that that our Clinical Practice assessments are reliable. Given these initial data we have a program goal to get IRR values above 0.80 (values above 0.80 indicate the highest level of reliability). In order to achieve this goal, we will collaborate with all assessors (clinical supervisors and cooperating teachers) for an extensive training to ensure everyone understands the assessment measures to the same extent.

Are benchmarks available for comparison?

The EPP uses external assessments as benchmarks to compare candidate performances in the culminating practical experience – student teaching. For example, the EPP’s comparison of candidate performance on content and pedagogical knowledge in Clinical Practice was compared to candidate performance on the CST-Multisubject. Similarly, 2021 candidate performance in comparative measures in Clinical Practice assessments were compared to the NYSTCEs: edTPA (Case Study), ATSW, and Students with Disabilities. Another major benchmark normally used by this EPP is the Danielson Evaluations of career completers after one year of teaching. This evaluation complements the EPP’s Employer Surveys. There were no evaluations done for 2021 completers due to the pandemic disruptions in New York City, but the EPP promises to follow up on this important measure as soon as the NYCDOE is fully operational again.

Are measures widely shared? How? With whom?

All data measures are shared widely within departments and School, around the college with collaborating units (general education and concentration mentors), and to the public. All documents are frequently updated and publicly shared on the School of Education website under its Annual Reports page. Moreover, reports are shared with the College-wide Office of Accreditation and Quality Assurance, and the University (CUNY) Performance Management Progress Reports. Sharing of these reports allows the School to access resources and support from administrative channels to continue its work of preparing change agents for classrooms, schools and communities, who Educate to Liberate.