

SECTION 5: Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

CAEP: Areas for Improvement (ITP)

1 Content and Pedagogical Knowledge

The EPP provided limited evidence that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards. (component 1.3)

Content and Pedagogical Knowledge

Content and Pedagogical Knowledge

All teacher education candidates must take and successfully complete (minimum cumulative GPA of 3.0), between 6 to 12 credits of critical subject area content in English, Mathematics, Social Studies, and Science, as part of their general education and teacher education core curricula. These foundational criteria are used as entry level qualifying criteria for the EPP's professional BA degree programs. Knowing what to teach and how to teach this material to a group of diverse learners form the bases of Content and Pedagogical Knowledge of the EPP's degree programs. As such, the EPP provides ample opportunities for teacher candidates to acquire, demonstrate, and practice these knowledge and skills with diverse groups of learners through their supervised early field experiences. The EPP is committed to provide content and pedagogical knowledge in Literacy, Mathematics, Science, and Social Studies through its method courses and their co-requisite field experiences, prior to the immersed supervised clinical practice experience. The EPP, through a new grant-funded opportunity established partnerships with content area faculty in the Liberal Arts and Sciences Departments to bolster candidate content area knowledge and skills. Partner content area faculty (English, Mathematics, Social Studies, and Science) provide supplemental workshops and tutoring for EPP candidates. The EPP also continues its own assessments of candidates in these critical academic subject areas, including their concentration subject areas. To further ensure adequate content knowledge, each candidate is required to take a 30 credit concentration in a subject area of their choice, namely English, Mathematics, Social Sciences, and Science; or Psychology for ECSE candidates only to enhance their content knowledge mastery for elementary and early childhood learners.

The EPP revised its Methods Courses and Candidate Learning Outcomes (CLO) assessments to align more closely with the CAEP K-6 Elementary Teacher Preparation Standards. The first implementation of these revised CAEP K-6 assessments were used with the 2021 cohort.

CAEP Standard 1) Understanding and Addressing Each Child's Developmental and Learning Needs (CLO #1; InTASC 1; 2)

CAEP Standard 2) Understanding and Applying Content and Curricular Knowledge for Teaching (CLO #2; InTASC 4, 5)

CAEP Standard 3) Assessing, Planning, and Designing Contexts for Learning (CLO #3; InTASC 6, 7, 8)

CAEP Standard 4) Supporting Each Child's Learning (CLO #4; InTASC 3, 10)

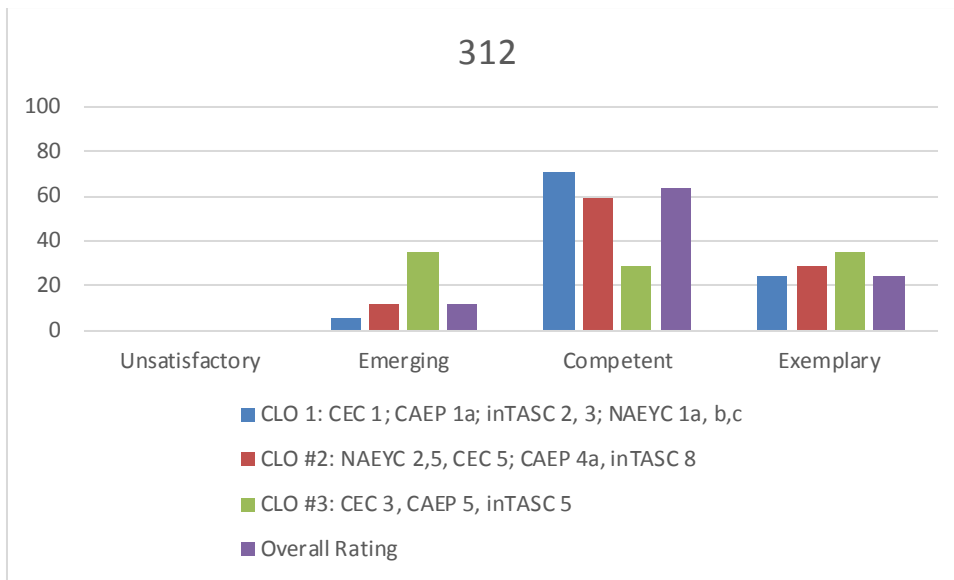
CAEP Standard 5) Developing as a Professional, using Effective Instruction (CLO #5; InTASC 8, 9)

The EPP also aligned its assessment of Methods Courses with INTASC Principles. The following data charts provide evidence of candidates' ability to meet the expected learning outcomes in the Content Area Methods Assessments:

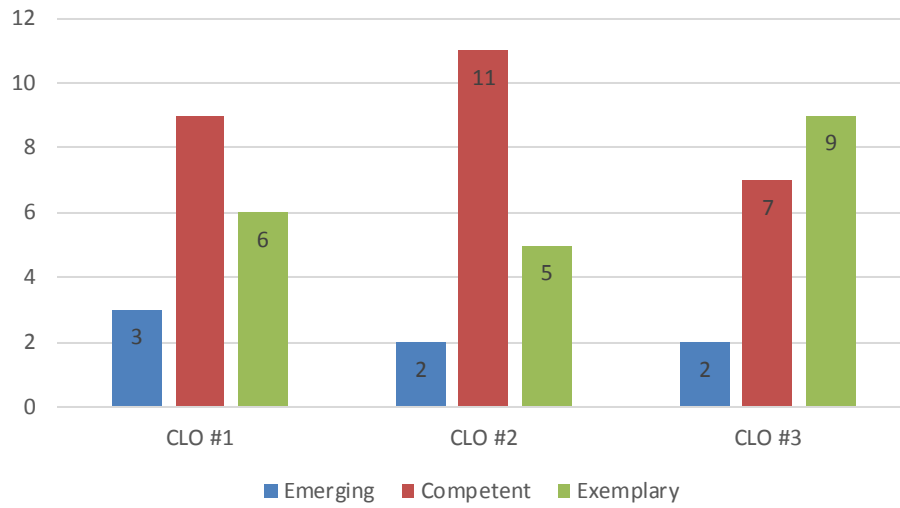
EDUC 312

Candidates Total N=17

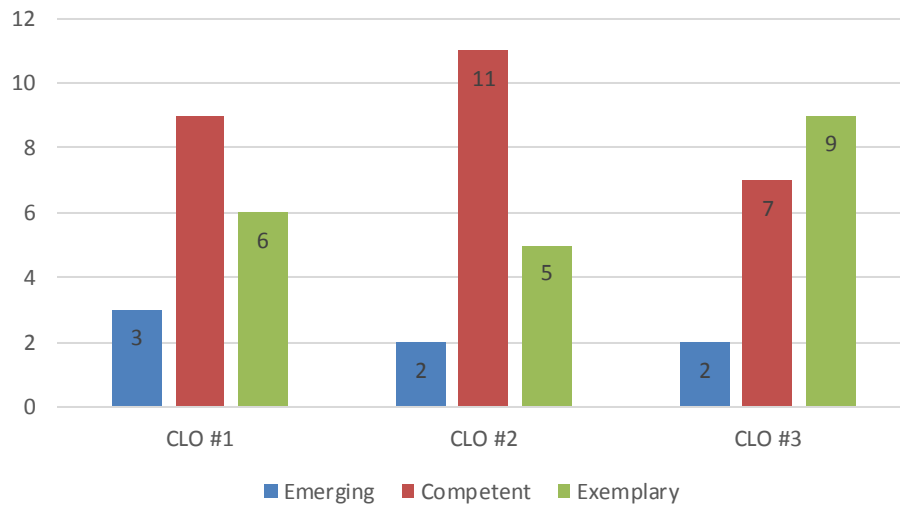
Performance Level	CLO 1: CEC 1; CAEP 1a; inTASC 2, 3; NAEYC 1a, b,c	CLO #2: NAEYC 2,5, CEC 5; CAEP 4a, inTASC 8	CLO #3: CEC 3, CAEP 5, inTASC 5	Overall Rating
Unsatisfactory	0	0	0	0
Emerging	N=1; 5	N=2; 12	N=6; 35	N=2; 12
Competent	N=12; 71	N=10; 59	N=5; 29	N=11; 64
Exemplary	N=4; 24	N=5; 29	N=6; 35	N=4; 24



EDUC 314 - Spring 2021 Student Proficiency by CLO

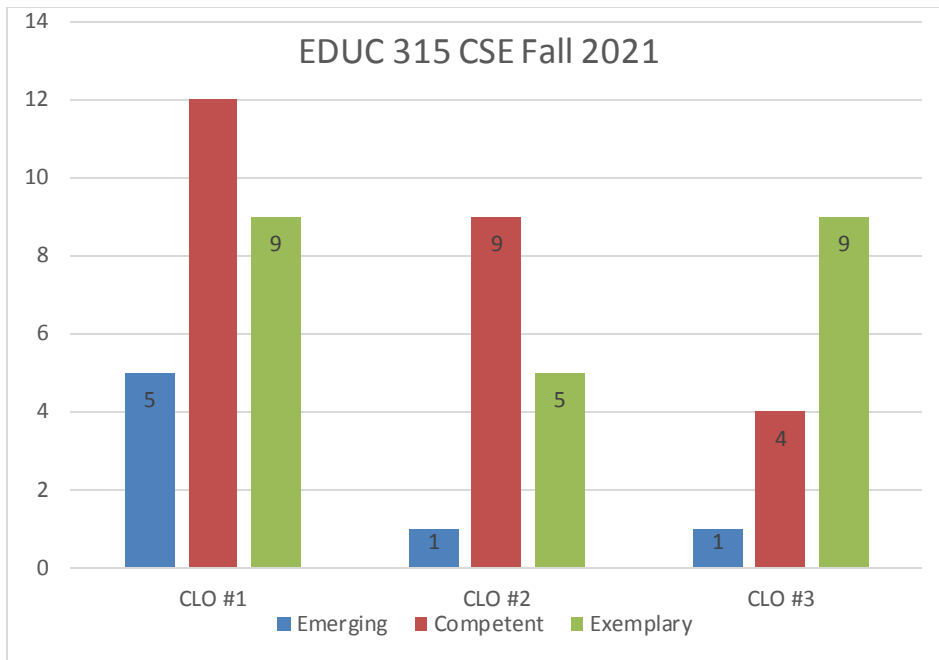


EDUC 315 ECSE - Fall 2021 Student Proficiency by CLO



EDUC 315

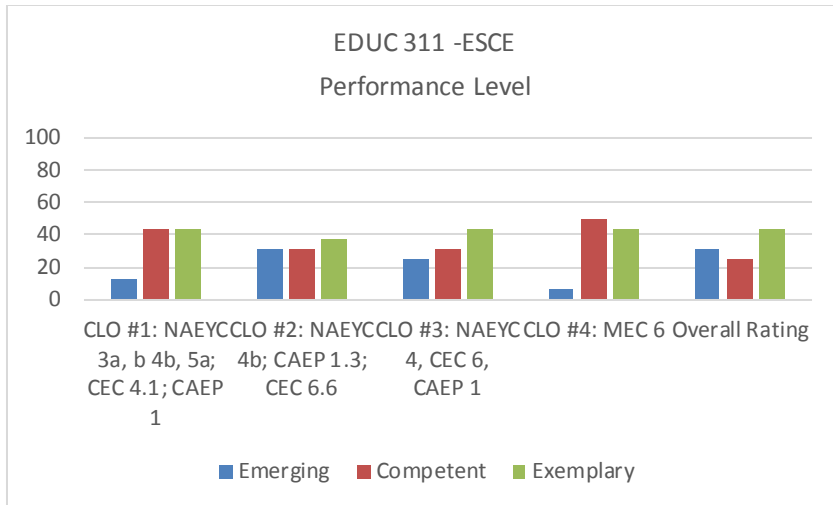
Candidates Total N=26



EDUC 311—ECSE

Total Candidates N=16

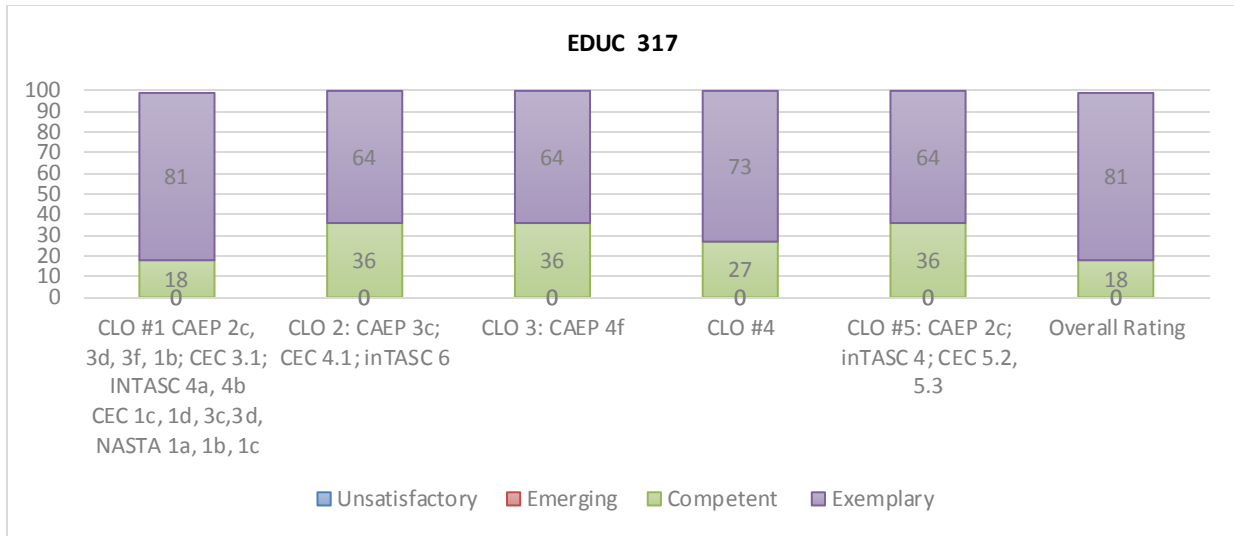
Performance Level	CLO #1: NAEYC 3a, b 4b, 5a; CEC 4.1; CAEP 1	CLO #2: NAEYC 4b; CAEP 1.3; CEC 6.6	CLO #3: NAEYC 4, CEC 6, CAEP 1	CLO #4: MEC 6	Overall Rating
Unsatisfactory	0	0	0	0	0
Emerging	N=2; 12.5	N=5; 31.25	N=4; 25	N=1; 6	N=5; 31.25
Competent	N=7; 43.75	N=5; 31.25	N=5; 31.25	N=8; 50	N=4; 25
Exemplary	N=7; 43.75	N=6; 37.5	N=7; 43.75	N=7; 43.75	N=7; 43.75



EDUC 317

Candidates Total N=11

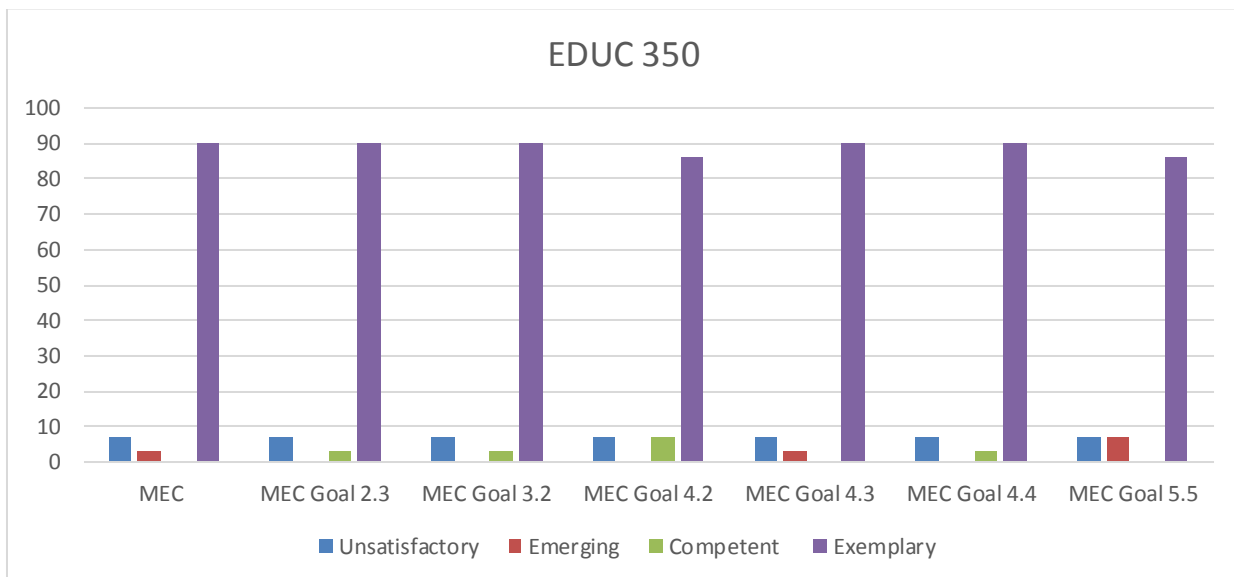
Performance Level	CLO #1 CAEP 2c, 3d, 3f, 1b; CEC 3.1; INTASC 4a, 4b CEC 1c, 1d, 3c,3d, NASTA 1a, 1b, 1c	CLO 2: CAEP 3c; CEC 4.1; inTASC 6	CLO 3: CAEP 4f	CLO #4	CLO #5: CAEP 2c; inTASC 4; CEC 5.2, 5.3	Overall Rating
Unsatisfactory	0	0	0	0	0	0
Emerging	0	0	0	0	0	0
Competent	N=2; 18	N=4; 36	N=4; 36	N=3; 27	N=4; 36	N=2; 18
Exemplary	N=9; 81	N=7; 64	N=7; 64	N=8; 73	N=7; 64	N=9; 81

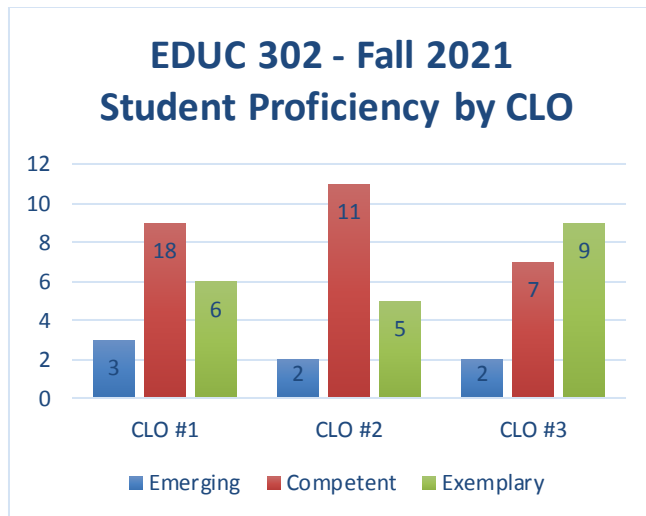
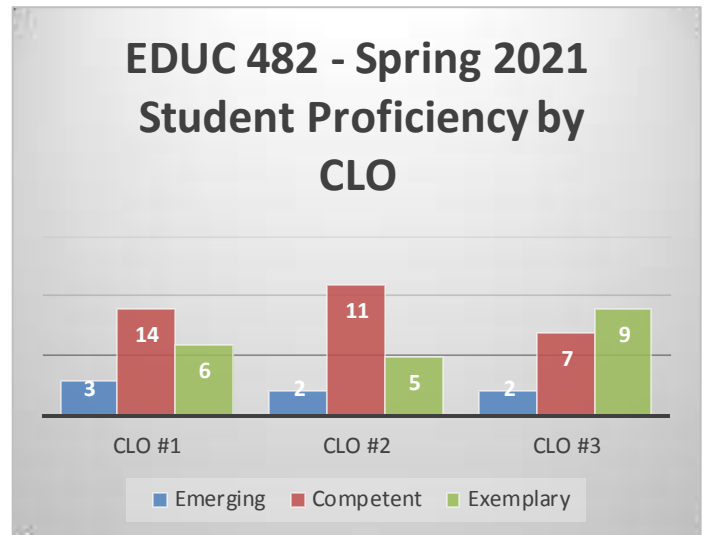
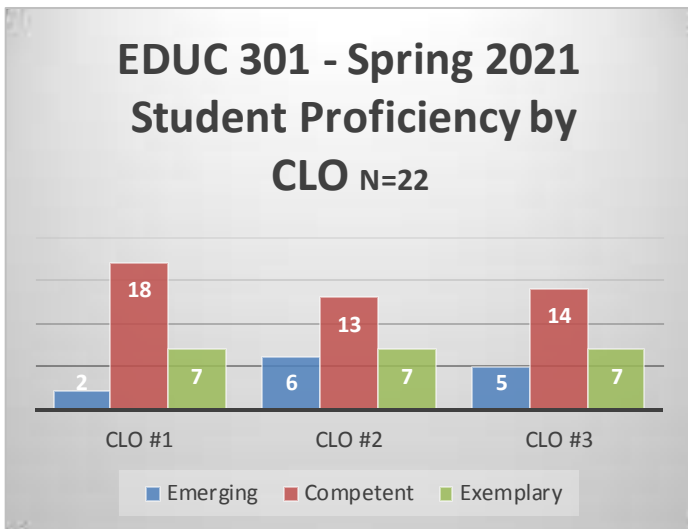


EDUC 350

Candidates N=31

Performance Level	MEC	MEC Goal 2.3	MEC Goal 3.2	MEC Goal 4.2	MEC Goal 4.3	MEC Goal 4.4	MEC Goal 5.5
	Goal 1.3						
Unsatisfactory	N=2; 7	N=2; 7	N=2; 7	N=2; 7	N=2; 7	N=2; 7	N=2; 7
Emerging	N=1; 3	0	0	0	N=1; 3	0	N=2; 7
Competent	0	N=1; 3	N=1; 3	N=2; 7	0	N=1; 3	0





Data show that the majority of candidates were competent in required content and pedagogical areas. Considering the challenges of Covid-19 Pandemic, candidates performed very well on CAEP standards. The EPP's ultimate goal is to prepare individuals with the **content** knowledge, **pedagogical** skills and professional dispositions to be effective teachers and other school professionals.

The EPP continuously conducts diagnostic assessments in critical content areas required for subject area and interdisciplinary teaching at the P-6 grade levels, and provides customized workshops in Critical Reading and Writing, and Mathematics, as well as Test Preparation across all of the three NYSTCE tests (EAS, CST, edTPA).

During the last year, the EPP conducted two separate Retreats focused on Rubrics Revisions and Curriculum Mapping for its three programs, followed by calibration exercises to ensure that our programs can regain their full national recognition status. The EPP has implemented these new measures and has begun the process of its continuous assessments of the implementation and outcomes from these new measures. We will continue to liaise with our program officers with regard to the submission timeline for our program reviews.

CAEP: Areas for Improvement (ITP)

5 Provider Quality Assurance and Continuous Improvement

The EPP has not consistently demonstrated that all assessments and surveys have established validity and reliability (component 5.2).

RESPONSE

The EPP has continued to use Chalk and Wire Anthology Portfolio (an e-portfolio management and assessment system that allows students to demonstrate knowledge and competencies) to examine outcomes and construct validity. Similarly to 2020, in order to ensure construct validity, key assessments were reviewed by faculty across the SOE to confirm that proper assumptions were made about the candidates, what candidates should know, and whether each assessment adequately measures what it says it measures. Once construct validity was determined, the SOE set forward to ensure content validity. Over the course of several school meetings, SOE faculty worked collaboratively to ensure that the actual content within each key assessment adequately addresses the objectives/standards we set forth to assess – this was implemented in 2020 and done annually.

The EPP also taken necessary steps to make sure all key assessments are reliable. The SOE has continued to implement several *best practices* for determining assessment reliability. For assessments that use observations, best practices implemented for determining reliability include: interpreting the observed behavior with the most likely and reasonable explanation; and using a systematic procedure to observe students. Other best practices implemented outside of having multiple raters include: using enough questions to assess competence; ensuring candidates are familiar with the assessment user interface; and training raters well. Raters included, faculty

(full- and part-time) and in some cases cooperating teachers. All raters were train to use the 0-3 (Unsatisfactory - Exemplary) rating system we use across all assessments.

Our continued use of Chalk and Wire to track candidate performance longitudinally and across courses has ensured we are able to continuously maintain high levels of validity and reliability. Chalk and Wire will also provide us with the ability to use multiple raters for assessments to gain even stronger reliability. To establish the validity of the data, we examined the inter-rater reliability of the CE, ECSE and CSE Clinical Practice instruments. Inter-rater reliability of randomly selected Clinical Practice evaluation shows that over four observations there is increased reliability between supervisor and cooperating teacher ratings of candidates.

To explore reliability, a random sampling of rubrics for Early Childhood Special Education, Childhood Special Education, and Childhood Education programs were selected and an analysis of inter-rater reliability was completed for the Clinical Practice.

Table 5.2 (a): Interrater Reliability for All Students and by Degree Program for Completers Graduating in 2021				
Assessment Question: Do evaluations represent a true score?				
PLANNING				
Candidate Grouping	N	Interrater Reliability	Lower Range	Upper Range
All Candidates	38	.755	.553	.910
CSE	19	.812	.701	.910
ECSE	18	.772	.598	.833
CE	1	.693	.553	.894
IMPLEMENTATION				
Candidate Grouping	N	Interrater Reliability	Lower Range	Upper Range
All	38	.784	.595	.907

Candidates				
CSE	19	.790	.623	.888
ECSE	18	.708	.598	.907
CE	1	.700	.595	.903
ASSESSMENT				
Candidate Grouping	N	Interrater Reliability	Lower Range	Upper Range
All Candidates	38	.723	.407	.963
CSE	19	.692	.449	.963
ECSE	18	.714	.407	.892
CE	1	.728	.586	.900

An examination of the Interrater reliability (IRR) 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.

Table 5.2 (b): Statistical Analyses on Clinical Practice Assessment

Question: Do evaluations represent a true score?
Summary of Data for Two Cycles 2020-2021
N=10
EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION
Planning Interrater Reliability: -.448 lower range .409 upper range .631
Implementation Interrater Reliability: -.399 lower range -.122 upper-range .601
Assessment Interrater Reliability: -.403 lower range -.101 upper-ranger .493

