

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.

The EPP continues to measure progress and results across domains at each transition point in the EPP's Assessment plan. The unique design of the EPP allows these measurements to be taken after candidates' sophomore year (entrance into the BA program), after candidates' junior year (entrance into clinical practice), and after program completion (at graduation). These data allow for 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 completion 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 supports the needs of an extremely diverse candidate group and provides opportunities for teacher candidates from diverse backgrounds and with diverse learning needs. The EPP's ultimate goal is to prepare candidates with the knowledge, skills and professional dispositions to be effective teachers and other school professionals. The EPP takes special considerations for candidates with disabilities and other learning needs, English Language Learners, and the EPP

continues to implement several measures to address challenges that come with having exceptional learners. These measures include free and customized workshops in Reading and Writing, as well as Test Preparation across all of the NYSTCE tests (EAS, CSTs, edTPA). The EPP recognizes that 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.

While sample data from these measures were provided, the EPP continues to access information as it becomes available, and will continuously update, and publicly share at a later date as the covid-19 pandemic continues to subside.

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

The transition to distance learning - and then subsequent return to in-person and hybrid learning during this ongoing pandemic created many opportunities for enhanced practice and improvements in program delivery. Continuous use of performance data during each semester to identify areas of strength and areas of challenges among faculty and candidates, informs about faculty performance and each particular cohort's abilities, and guides the EPP in implementing appropriate supports and interventions at critical points in program preparation. For example, faculty are supported in their efforts to provide thorough and timely virtual feedback and expand their availability for student support online. Faculty are continuously encouraged to utilize the college's electronic Early Alert system to address concerns related to candidate engagement and performance. The EPP also provided professional development opportunities for instructional and supervising faculty that were complemented by College- and University-driven faculty development workshops, particularly during the pandemic period. Further support was given to faculty that guided them in helping their candidates transition from fully learning experiences to learning experiences that required many candidates to enter public schools for the first time in over a year. Among these opportunities were Technology improvements in fully online instruction environment:

- Advanced techniques in Echo360
- Updated Websites for clinical experiences
- Faculty and teacher candidates completed ongoing Google Classroom training
- EAB Advisement Training for faculty

In the Covid-19 challenging climate, the EPP also provided additional resources and continuous support for teacher candidates from diverse backgrounds and with diverse learning and social emotional needs. The ultimate goal was to prepare individuals with the knowledge, skills and professional dispositions to be effective teachers and other school professionals in this fully online environment. In the year of 2020 the EPP organized many contact opportunities with candidates, and these opportunities were again offered in 2021. All sessions were online (and most recorded). These online opportunities included:

- Need to Know "New Student Orientation" for incoming students
- AA Orientations
- BA Orientations
- Clinical Practice Orientations

- Financial Aid and Tuition Support
- Technology devices and e-library services
- Information sessions and registration support for certification exams
- Graduate school “Need to Know” sessions, which were open to all teacher candidates and alumni.
- “Nuts and Bolts of Academic Writing Session”
- Classroom Management Series which were facilitated by adjunct NYCDOE partners
- Addition of the Leap to Teacher Program provides funding and support for candidates to complete their degrees at MEC. LEAP to Teacher (LTT) is a specialized set of support services designed to empower UFT members to become more effective in their schools and more impactful in their communities. The LTT program will assist candidates with pursuing their undergraduate or graduate degree in any field of study, from the pre-admission stage through graduation. MEC will be the newest and seventh CUNY campus offering LTT.
- Addition of the NYC Men Teach professional engagement opportunities
- Addition of partnership with Pathways Fellowship to provide funding and support for Black males to complete their teaching degree at MEC. The Pathways Fellowship is a 10-month program designed to provide young men and women of color, who are currently enrolled in or recently graduated college, with an enriching experience that offers: professional development workshops, an after-school practicum, early career support, mentorship, and networking opportunities. The program offers Fellows three different tracks--General Education, STEM, or Computer Science-- to receive training.
 - General Education: Fellows are placed in an after-school practicum to provide academic and enrichment activities, curricula support, and small group tutoring to youth. This track targets predominantly young males of color to prepare them for successful entry into New York’s City teaching workforce. Participants who opt into this track can potentially benefit from further support through NYC Men Teach after completing the program.
 - STEM: Fellows are placed in an after-school practicum to provide academic and enrichment activities using STEM curriculum. In the STEM track, students discover the techniques and tools to feel confident delivering high-quality STEM lessons. This track targets young women and men of color who have an interest in becoming a STEM teacher in New York City public schools.
 - Computer Science: Similar to the STEM track, fellows are placed in an after-school practicum to provide academic and enrichment activities using a computer science curriculum. This track targets young women and men of color who have an interest in becoming computer science teachers in New York City public schools.

Program Benefits

Early Career Training and Support

As a program participant, students have the opportunity to receive training in instructional and classroom management techniques which leads to applying those skills in after-school practicum. Apart from the after-school practicum, candidates receive career advisement to

support their successful placement in a New York City public school classroom via a traditional certification program, alternative certification program or teaching residency.

Mentorship

All fellows are partnered with a trained mentor teacher based on a reflective matching protocol that considers the needs and aspirations of each fellow. Mentors support in the development of new teacher effectiveness, build teacher leadership, increase student learning, support equitable outcomes for every learner and support the fellows as they develop their teacher identity.

Paid After-School Practicum

Through partnerships with community-based organizations, program participants will be placed at after-school programs in one of the following boroughs: Brooklyn, Bronx, Manhattan, or Queens. In addition, participants can earn \$17 to \$20 / per hour while they complete the after-school practicum at their respective field placements sites and professional development trainings.

Networking Opportunities

Pathways Fellows will have the opportunity to network with educators, school leaders, and other education-related professionals to get an in-depth understanding of the teaching profession.

Past Alumni Success

Pathways Fellowship: Since its inception in 2016, the Pathways Fellowship has seen graduates join Teach for America, New York City Teaching Fellows, New York City Teaching Collaborative, and East Harlem Tutorial Program Teaching Residency.

- Addition of partnership with The Community of Volunteer Educators to provide distance/online field experiences for teacher candidates. The Community of Volunteer Educators (COVE) is a volunteer-run public service organization dedicated to providing tutoring services and educational enrichment experiences to communities in need across NYC. Our vision is to support communities by developing innovative academic programming to reduce educational inequities exacerbated by the COVID-19 pandemic.
- For the 2020-2021 school year, teacher candidates, clinical professors, and cooperating teachers were provided with a website each semester to help facilitate clear communication of the requirements and needs specific to the changes based on the pandemic. Due to COVID protocols, the New York City Department of Education would not allow fall teachers candidates to begin until October 1, 2020 which impacted how much time they had to complete their field assignments. A separate [fall 2020 website](#) and [spring 2021 website](#) were created (hyperlinked), as the restrictions and requirements changed each semester. These sites have links to the orientations for each group as well as the guidance for MEC, CUNY, NYS, and NYC DOE.

- A list of alternative clinical experiences was provided by New York State. Teacher candidates completed their experience in a multitude of ways based on their access to students. For assessment purposes, the teacher candidates completed structured video analysis of teaching. The professors and teacher candidates were given access to high quality databases across ages and subject areas, including ATLAS, which uses videos of Board Certified Teachers. Some of these alternative practices will continue to be included in courses to enrich instruction and provided differentiation when needed for students with special circumstances
- Due to COVID restrictions, clinical experiences provided by the Medgar Evers College School of Education had to be online. For student teaching (Clinical Practice I and II) most students were placed in fully online classrooms, while other were placed in hybrid classrooms. In the hybrid settings, typically, the teacher candidates worked with the students who were online or worked as a “distance teacher” via a computer center in the classroom.

The Community of Volunteer Educators (COVE): For EDUC 311 Teaching of Reading I, teacher candidates had the option to sign up with the community-based organization, The Community of Volunteer Educators (COVE). COVE requires an onboarding training, professional development sessions, and meetings with an Instructional Support Liaison throughout the term. Teacher candidates were able to be matched with a student based upon their availability, which was extremely helpful during the pandemic with many of our teacher candidate balancing school, work, and child care.

For EDUC 312 – Teaching of Reading II, teacher candidates were again connected through a partnership with COVE. Teacher candidates participated in online guided reading training with their professors at PS 316K and were placed either at PS 316K, PS 12K, or PS/IS 30K, MEC partner schools. The teacher candidates had before school, during school, and after school experiences, which helped their needs and other obligations. There was a gradual release of responsibility from the cooperating teacher to the teacher candidate. The teacher candidates recorded sessions they led for their assignments and their own reflection. [This link](#) is the website created for this experience.

For EDUC 506 (fieldwork for EDUC 317-Science Methods), the teacher candidates conducted the Family Science Night that was coordinated by COVE to be an online event. Families of MEC school partners were invited, as well as those families who participate in COVE programming.

Other courses used ATLAS (Accomplished Teaching and Learning at Schools) database and other online video libraries to conduct video analysis of teaching for alternative clinical experiences.