

[report and evidence of meeting standards 2, 3, 5]

STANDARD 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

The School of Education has a functional Assessment Plan with ongoing systems and processes that outlines objectives and timetables to gather evidence for the improvement of student learning outcomes and efficient/effective operation of all programs. The Plan is aligned with the College's mission of social justice and access, and the Strategic Plan's vision to cultivate academic engagement through a culture of assessment, mentorships, learning communities, service, and research experiences. It also considers the institutional level assessment and the student learning assessment in order to provide evidence for resource allocation. The School's Assessment Handbook makes public the assessment system to all stakeholders and is accessible on the College's *Sharepoint* portal.

The Assessment Plan addresses the following assessment needs of the School, College, and larger University system (CUNY):

- a comprehensive, sustainable, and systematic process to assess preparation effectiveness, student learning at the course and program levels, and general education learning outcomes;
- the assessment of student learning at each key transition point in a student's educational experience, as framed by the EPP's Assessment Plan;
- the systematic collection and assessment of student learning for program assessment and accreditation (for CAEP/NCATE), CEC, ACEI, NAEYC);
- the assessment of institutional progress toward the goals established in the Institutional Strategic Plan, and CUNY's Performance Management Process and Master Plan;
- the use of assessment results to improve programs and services and to determine resource allocations and future planning needs; and
- the assessment and improvement of the entire assessment process— always with the aim of improving student learning and EPP effectiveness.

The EPP uses several data sources for assessing its operations, among them: The College Snapshot, the Pipeline Analysis Reports from the College's Office of Institutional Research and Assessment, Departmental Annual Reports, Faculty Evaluations, Candidate Course Evaluations and Graduate and Employer Surveys. These reports, as described below, provide information about the School's admissions, retention, and graduation rates, resources, governance, planning, budget, personnel, facilities, and advisement and mentoring programs.

Snapshot

The Medgar Evers College Snapshots is an annual publication of the Office of Institutional Research and Assessment and is available on the College website. It presents an overview of the College for the year. The most commonly requested data of interest to the College community are presented. The

Snapshot provides information that is responsive to the basic quantitative needs, and to address the important questions: “Who are the Medgar Evers College students at different stages of their career preparation?” and “How do the Medgar Evers College students persist, perform and progress?” The Snapshot provides general information on enrollment, admissions, basic skills and proficiency testing, students’ progress and graduation, courses and curricula, faculty and staff, and selected college operations which are retrieved from the following original data sources:

- The fall and spring semesters Show/Performance Files and System Data for student enrollment, performance, graduation and course enrollment data
- CUNY-First Reports and IPEDS Report for faculty and staff data;
- The Student Financial Aid System Report for financial aid data;
- CUNY Central Testing Office and SIMS for testing data;
- The IPEDS Financial Report prepared by the CUNY Central Office of Institutional Research and Assessment for finance data.

The EPP’s main use of data from Snapshots is to verify its program enrollment, grade distributions, instructor profiles, graduation numbers and performance. Analysis of this data informs the EPP about the adequacy, distribution and use of its resources in meeting the needs of the School as a whole. Enrollment data show increases in the number of candidates entering all the BA programs between 2015 and 2017. However, compared to the two dual-certificate degree programs (ECSE and CSE), the enrollment in the Childhood Education Program (Generalist) is significantly lower. The Childhood Special Education and Early Childhood Special Education dual-certificate degree programs continue to increase in numbers in 2018.

Candidate performances as reported, using cumulative GPA, show that the majority of program candidates had GPAs of 3.0 and above across all programs. GPAs between the 3.0 and 4.0 range by program and reflect an increasing trend among Childhood Education candidates: [N=28: 75% in 2015, N= 26: 77% in 2016, and N= 19: 79% in 2017]. Among Childhood Special Education candidates, a fluctuating trend is demonstrated [N =55: 89% in 2015; N= 51: 88% in 2016, and N= 51: 96% in 2017,

with significant increase in 2017]. Early Childhood Special Education program candidates also demonstrated increasing performances over the three year span [N = 62: 84% in 2015; N=70: 93% in 2016, and N = 56: 93% in 2017]. Grade distribution data show that between 2015 and 2017, over 70% [78%; 73%; 77%] of teacher candidates earned A's and B's in credit-bearing courses across the college.

Snapshot data also show an increase in adjunct faculty instruction between 2015 and 2017, indicating less courses being provided by full-time faculty. The challenge here is with full-time faculty receiving reassigned time for research, grants management and other promotion-bearing activities. The EPP is aware of the impact of non-vested instructional faculty on program performance and continues to make every effort to ensure that adjunct/part-time faculty are equally qualified and experienced as full-time faculty. The EPP continues to include its adjunct faculty in its planning and assessment activities and conducts frequent peer mentoring and peer evaluations, as well as candidate evaluations of its adjunct faculty performances. With the establishment of the new School of Education, the College has made an investment in hiring more fulltime faculty. There are currently searches for three fulltime professors for the School.

From 2013, the EPP's graduation numbers continue to increase. With the exception of one year (2017), which saw a decline in program completers, the EPP graduated 16 candidates in 2015, and 23 in 2016. This year, 2018 saw the largest graduating class in the history of the College with its inaugural class of 35 graduates from the new School of Education.

Pipeline Analysis Report – Office of Institutional Research and Assessment

Assessment of the Unit Admissions, Retention and Graduation Policies and Trends

A guiding component of the EPP's operations is the clear alignment of teacher expectations in New York State as well as nationwide. As such, the EPP has developed admissions, retention and graduation policies that outline specific criteria for candidates pursuing our professional programs. This process for recruitment and maintenance is shared with prospective candidates and ensures that the EPP

produces highly qualified and competent teachers with the knowledge, skills and dispositions to meet the value-added demands of educating all young children and elementary aged students, including students with disabilities. **[EPP's Need to Know Policies in Appendices]**.

The EPP receives and uses periodic data from the Institution's assessment offices to review its operations. The Office of Institutional Research and Assessment (OIRA) is responsible for carrying out overall institutional research and assessment, and providing information for institutional improvement, planning and decision-making at the College. The assessment responsibilities for OIRA include the creation and administration of in-house student surveys and the coordination of national and commercial surveys at various points of the student experience. OIRA also assists academic programs in assessing student performance and goals as required for the preparation of departmental reviews. OIRA communicates with the CUNY Institutional Research and Assessment Office to understand the computational aspects of the University's requirements for evaluative measures, as well as to provide the College's feedback. OIRA participates in the College performance management process to study institutional effectiveness in meeting stated purposes, so the College can use the results to improve College programs, services and facilities. The EPP's Assessment Process also provides data to support these College-wide reports. A member of the EPP sits on the Institutional Effectiveness and Assessment Committee and engages in the refinement of the College's assessment practices, and conveys improvement goals and plans to and from the EPP.

The research responsibilities for OIRA include statistical analyses of student enrollment trend data, research on student retention, performance and graduation, evaluation of college effectiveness, preparing student profiles and outcomes for departments and programs, providing outside constituents with statistical data, and the publication of the annual College Snapshot. Data from the OIRA report for the period 2015 -2017 show that two of the Unit's three professional programs (Early Childhood Special Education and Childhood Special Education) increased in enrollment, retention and graduation during the last three years, while the generalist degree program in Childhood Education decreased drastically. This

decline is attributed to the employment market in New York City, where more teaching opportunities are open to graduates with degrees in special education.

There are two reasons for the spikes in the dual-certificate special education programs. Channeled first by the national, regional and local need for more beginning teachers with special education qualifications to adequately serve the needs of diverse students in inclusion classrooms, our dual certificate programs in Early Childhood Special Education and Childhood Special Education are the only undergraduate dual-certificate degree programs offered by our CUNY colleges. Candidates were more interested in earning certifications in two areas that would give them an edge in gaining employment upon graduation. Secondly, several grants received from 2015 to 2017 from the Office of Special Education Programs (OSEP), US Department of Education provided support through stipends of \$6,000, plus additional support resources for each candidate during the year-long clinical practice experiences. Since the stipend supported only candidates pursuing the two special education dual-certificate degree programs, more candidates opted for these two programs over the generalist degree program.

Another indicator of EPP operations was the retention rates of candidates in the professional programs. Data from the OIRA Pipeline Report indicated that the Fall to Spring retention rates were among the highest in teacher education programs than any other degree programs at the institution (92%; 96%; 97%) across the three programs during the 2015-2017 review period. This data reflect the EPP's transition criteria and candidate performance as they move from one phase to the next. Initial admissions to the BA Programs occur in the Fall semester. The attrition rates are as a result of candidate non-fulfillment of agreed upon conditions and self-selected withdrawal or candidates opting to transfer to the CUNY BA degree program because of personal time constraints for completing the EPP's extensive degree requirements.

The EPP is aware of the decline in the Childhood Education degree program and continues to work on making this program more attractive for candidates. With the establishment of the School of

Education, plans are underway to strengthen the mathematics, science and technology components of the program to respond to current market trends and attract more students in these areas, particularly students who are underrepresented in these STEM-based fields. Moreover, emphasis on the Mathematics and Science concentration components as well as the technology preparation in this program guided the EPP to hire faculty with expertise in these areas to revive the program and make our Childhood Education candidates more marketable. Newly hired specialist faculty are also engaged with other partners in developing learning opportunities that will showcase our candidates' abilities in mathematics, science and technology teaching, particularly in the elementary school settings. The EPP continues to explore new age technology and is engaging prospective teachers and partner school students in utilizing these modalities.

In keeping with the national thrust on mathematics and science improvement at the elementary levels, the EPP is also exploring partnership proposals for Science, Technology and Mathematics (STEM) grants to support all of its programs and partnership initiatives. The EPP plans to collaborate with Community School Districts, the School of Science, Health and Technology, and community organizations to prepare and submit proposals to the National Science Foundation. Securing grants that support all the professional programs is the next step for improving EPP operations in this regard.

Departmental Annual Report

Unit Budget

Data from the College's Budget Office indicate that the EPP receives financial resources to support its general operations, including adjunct faculty compensation and equipment and supplies. During this current year (2017), the EPP has been afforded an opportunity to submit a more detailed budget that outlines its expenditures and proposed expenses for additional faculty and resources for its new School and accompanying Centers. Included in the new budget proposal were requests for continued travel support of faculty attendance at professional conferences. During the 2015-2017 period, faculty were supported by the Office of Academic Affairs to the amount of \$1,500 each to attend conferences or

professional development activities. In addition, faculty received up to \$10,000 through grant funded projects for conference attendance and presentations, including CAEPon conferences. This additional support responded to the NCATE Board of Examiners report on Areas for Improvement (AFI) during the last accreditation.

Unit Resources and Facilities

The EPP's evaluation of trend data from admission to retention in 2004-2007 (IRA Report) indicated that there was a decline in candidates' movement from the pre-professional program into the professional programs. In addition, the EPP's 2015 Annual Report data indicated that one candidate who entered one of the Unit's BA programs did not graduate from the program, but transferred to the CUNY BA program because of candidate's inability to sacrifice employment to complete the one-year of Clinical Practice. Candidates are required to practice in partner schools and settings for a minimum of 300 hours, which amounts to at least three full days per week.

The School of Education has been successful in attracting external funding from local, state and federal sources to support its operations. The profile of the MEC teacher candidate is one that requires additional support to persist through rigorous teacher preparation programs. Most candidates are heads of households, single parents, first generation college students, independent students, or from low socioeconomic status who need to have a source of reliable income to sustain them during their studies. This trend prompted faculty in the School to seek out external support for candidates during this period rather than compromise the intensity and quality of the programs. In 2015, the Unit received a \$1.25M award from the US Department of Education, Office of Special Education Programs to prepare 60 teachers in the Early Childhood Special Education and Childhood Special Education degree programs with enhanced preparation in Foreign Languages and the Arts to serve students with low incidence disabilities. This program currently supports 45 candidates, with the first cohort of 26 program completers graduated in 2018, and are currently employed in public elementary schools and early childhood special education settings, serving over 300 exceptional learners in NYC and environs. This

was followed in 2016 by a \$1.65M State grant to prepare 50 minority students through the My Brother's Keeper Teacher Opportunity Corps II program that was initiated by President Obama. This award focused on increasing male participation, as well as unrepresented group such as minority females in STEM-related teacher preparation. The EPP was able to include general education candidates into this support stream, with the intention of increasing the enrollment of general education teachers for the mathematics and science concentrations.

The EPP has also been able to secure small grants from PSC CUNY to support the continuation of E-Portfolios. Led by two of the EPP's faculty, E-Portfolio workshops were conducted campus-wide for faculty and students. EPP candidates now have the option of creating E-Portfolios instead of hard portfolios as part of their professional assessments.

Another resource that was secured based on assessment of EPP operations as it related to retention of candidates through its rigorous programs was support for mentoring and tutoring activities for struggling candidates. This support came in the form of a PBI grant of \$3M, managed by the Office of Academic Affairs. A significant portion of this grant provides one-to-one tutoring and in-class support for candidates at the pre-professional level. One of the major goals of this project is to increase candidate proficiencies in the Liberal Arts and Sciences in readiness for entering the professional programs and passing the state certification examinations. In the Spring 2017 semester, 12 BA candidates enrolled in tutoring. Four of the 12 students subsequently took and passed the Multisubject exams; and other students are continuing to access workshops and tutoring sessions in preparation for future examinations. Continuing impact of these tutoring sessions on candidates meeting the requirements for professional practice by the time of graduation will be evaluated each semester.

The EPP's faculty are housed in a suite of offices where each full-time faculty member has a private office so that mentoring and advisement activities can be efficiently carried out. Faculty have full access to and use smart classrooms, computer laboratories, library, and other campus facilities that were recently upgraded in 2016. During the last year, all faculty have received new desktop computers and individual printers. A challenge for the College as a whole is space. During the last four years, the

institution has experienced a growth in enrollment. The College has outgrown its current facilities, and is currently negotiating with the University for a new building to house the School of Education. In the interim, the University is exploring other options, such as sub-leasing to accommodate its expansion.

Governance and Personnel

With the establishment of the new School that now houses two academic departments, manages the Center for Cognitive Development, and the College's Ella Baker/Charles Romain Child Development Center, the EPP experienced a drain in full-time experienced faculty. Since the previous accreditation visit, two senior faculty members have retired, one tenured faculty was promoted to Dean of the School of Education, leaving the EPP with a skeleton staff and increased dependence on adjunct faculty. With the approval of the new School, the EPP was able to make a strong case for additional full-time hires to support its operations. Two faculty from the department of English (1 tenured Full Professor) have requested transfers to the School of Education, and are now part of the cadre of fulltime faculty. Three searches are in progress. With more full-time faculty, the EPP is in a better position to increase the number of course offerings/sections to include day, evening, and weekend sections for some courses.

Faculty Evaluations

Data from 2015 - 2017 of peer evaluations of faculty indicate that the majority of EPP faculty achieve a mean score of 4.0 (on a scale from 1-5). This data, which includes assessing faculty on the clarity and appropriateness of course objectives, their presentation of subject matter, their ability to communicate clearly and motivate students, their use of instructional media, materials, and relevant assignments, their evaluation techniques, and their overall effectiveness, informs the EPP that faculty are performing their teaching responsibilities at a high level, and that their courses continue to offer candidates appropriate and engaging opportunities to learn. Due to the sensitive nature of these personnel data, onsite review of this evidence is recommended.

Data from 2015-2017 of student evaluations of faculty indicate that EPP faculty were evaluated by candidates on the same set of measures that peers evaluate faculty (the clarity and appropriateness of course objectives, their presentation of subject matter, their ability to communicate clearly and motivate students, their use of instructional media, materials, and relevant assignments) scored on a scale of 1-100, 90 and above. These data confirm peer evaluation data, and assure the EPP that faculty are providing candidates with exemplary teaching and learning. [Onsite verification is available in Personnel Files]

Graduate Surveys

As an external measure of EPP operations, important questions about graduate satisfaction with operational aspects of the EPP, including course scheduling, mentorship/advisement, faculty use of technology, relevance of program content to current work, amount of faculty feedback, quality of faculty feedback, preparation for graduate studies, preparation for job interviews, quality of early field and clinical placement sites, availability of faculty, and course offerings were surveyed. In 2017, 2015-2017 graduates (N=45) rated the twelve aspects of EPP operations as either “Satisfactory” or “Excellent.” EPP’s areas of strength were mentorship/advisement (79%), amount of faculty feedback (72% - Excellent), quality of faculty feedback (65% -Excellent), time spent on preparation for graduate studies (70% - Excellent), and preparation for job interviews (61% - Excellent).

The last two measures increased considerably over the years, and is a direct result of the EPP using survey data to improve its effectiveness. Faculty designed and held simulated career fairs with partner school administrators so that candidates can present their portfolios, answer mock interview questions, and receive on-the-spot feedback on their performances from partner principals and school administrators. Similarly, each candidate is assigned a faculty mentor who provides guidance for graduate study and assists candidates in selection of suitable programs based on their interests. Mentors also provide recommendations for candidates’ pursuit of employment and graduate school.

Employer Surveys

Employer Surveys (N=18) rate graduates' performances in the workplace as evidence of the program quality and EPP effectiveness in producing life-long learners and professionals in the field. Ratings on sixteen dimensions inform the EPP about graduates' strengths and areas for improvement in their professional careers. Employers also rate MEC graduate performances with other beginning teachers at their schools. Employer Survey Data Tables 2015-2017 are included in this self study. The data indicate that the majority of our graduates demonstrate strengths in all areas of the assessment, earning ratings between 1 and 2 (1 = very effective; 2 = effective) from their employers: 75% in 2017; 88% in 2016; and 100% in 2015. The EPP has since established an Annual Alumni Gathering for the sole purpose of designing professional development opportunities and ongoing mentoring for graduates. As a result of feedback from both employers and graduates, the EPP applied for and received State approval to operate as a professional development site from 2017. One area of interest to employers is the EPP's strength in practicing culturally responsive pedagogy. The EPP held two of these professional development sessions for partner school teachers from 2015-2017, one of which was facilitated by the renowned Geneva Gay.

Table 5.1: provides a Summary Table of the EPP's Self Study assessment of its operations and program quality. These assessments are the major sources for data collection and analyses each year that demonstrate the seamless integration of assessments in program quality and overall EPP operations that inform the School.

Table 5.1: Summary of Self-Study of EPP Operations & Program Quality

	EPP Operations	Program Quality	Data Sources	EPP Response
<i>Admissions,</i>	Rates;	Program Enrollment;	Snapshots;	Strengthening of
	Policies	Student Performance (GPAs);	Pipeline Analysis Report (OIRA)	faculty mentoring of candidates; Provision

<p><i>Retention and Graduation</i></p>		<p>Faculty Status Candidate Professional Preparation</p>	<p>Graduate Surveys</p>	<p>of financial support for candidates Inclusion of tutoring in Mathematics and English e-Portfolio Workshops - Use of Professional Portfolio as a job and grad school interview tool. Mock interviews</p>
<p><i>Budget, Resources and Facilities</i></p>	<p>College Allocations and Resources; University Grants; External Grants</p>	<p>Faculty Support; Student Support; Faculty Professional Development; Student Performance</p>	<p>Departmental Annual Report; Student Evaluations; Graduate Surveys</p>	<p>Develop Unit Budget with Finance Department; Provide faculty support for Grants and Professional Development Conferences; Faculty Peer-Mentoring; Retreats; Faculty-Candidate Orientation, Town</p>

				Halls, and Specialty PD Workshops
<i>Governance and Personnel</i>	EPP, College, and University Assignments; Qualifications and Scholarship	Advisement; Mentoring; Teaching and Learning	Chair Evaluations; Faculty-Peer Evaluations; Faculty Self- Appraisals; Student Evaluations; Graduate Surveys; Employer Surveys	Hiring New Faculty Personnel; Annual Mentoring and Advisement; Appointments; reappointment; Promotions; Annual Faculty College Assignments; TEPAC Attendance and Participation
<i>Graduate Outcomes</i>	Partnership Agreements/ Shared Interests; Professional Development	Mentoring; Professional Development; Program Reviews	Employer Surveys Alumni Surveys Focus Groups Testimonials Partner School Report Cards	Improve response rates on both alumni and employer surveys’ Expand participation of employers and alumni in EPP PD activities Develop a more reliable mechanism for data collection,

				analysis, and sharing on alumni impact on students learning and development.
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5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

The EPP’s Assessment System is characterized by five key assessment domains: External, Portfolio, Early Field and Clinical, Program, and Dispositions. Each assessment domain is distinguished by key assessment measures which are used to assess candidate and graduate performance. These key assessments which are administered to all candidates were developed based on the EPP’s Standards and use the competencies delineated in the Standards as performance criteria. The EPP performance Standards and also aligned with Specialty Professional Association (SPA) Standards and the Interstate New Teacher and Assessment Consortium (INTASC) principles. Decisions about candidate performance are made at four transition points: Entrance to the BA Programs, Entry to Clinical Practice I & II, Exit from Clinical Practice, and Graduate. Table 5.2 shows the five domains and the four points of assessment, as well as the instruments used for each assessment to ensure that data are relevant, verifiable, representative, cumulative, and actionable, and provide empirical evidence that data are valid and consistent. This illustration encapsulates the EPP’s Assessment System in its entirety.

The EPP makes public its Assessment Plan through its Assessment Handbook, which is accessible on the college's Sharepoint portal. This Handbook is used by faculty, students, administrators, partners, and the

Table 5.2: MEC School of Education Assessment System (Updated 2014/2015)

Assessment Domains and Related Goals of the Conceptual Framework	Transition Points							Unit Operations
	1 Entrance to BA Program	Mentorship	2 Entry to Clinical Practice I & II	Mentorship	3 Exit from Clinical Practice	Mentorship	4 Graduate	
	<i>Applicant Qualifications</i>							
Assessment Measures Candidate and Graduate Performance							Data Sources	
I. EXTERNAL Knowledge; Effective Communication Analytical Ability; Professionalism	<i>NYSTCE Education for All</i> <i>NYSTCE-CST- MS</i>		<i>NYSTCE CST (Sw/D)</i>		<i>Edtpa</i>		<i>Employer Survey</i> <i>Employer Survey</i>	<i>Employer Survey</i> <i>Field/ Clinical Site Evaluations</i> <i>Graduate Survey</i>
II. PORTFOLIO Knowledge; Effective Communication; Personal and Global Consciousness; Analytical Ability; Creativity, Collaboration, Professionalism, Commitment and Care	<i>Initial Portfolios</i>		<i>Developing Portfolio</i>		<i>Professional Portfolios</i>	N/A		<i>Candidate Questionnaire</i> <i>Peer/ Candidate Evaluations of Faculty</i> <i>Graduating Senior Questionnaire</i> <i>Faculty Annual Course Assessment & Reflection</i>

<p>III. EARLY FIELD AND CLINICAL Knowledge; Effective Communication; Creativity; Professionalism; and Collaboration</p>	<p>Assessment 504: <i>Webquest</i></p>	<p>Assessments 505: <i>Miscue Analysis</i></p> <p>Assessment 506: <i>Guided Reading Lesson</i></p>	<p><i>Clinical Practice Experience Assessment</i></p>		
<p>IV. PROGRAM Knowledge; Personal and Global Consciousness; Analytical Ability; Effective Communication; Collaboration; Professionalism; Commitment and Care</p>	<p>Program Assessments are measures administered in courses and characterized by (1) assessment measures administered to all candidates and (2) specific measures administered to candidates based on their programs of study which provides information on their competencies relative to the standards of their Specialized Professional Associations.</p> <p><u>Assessments administered to all candidates:</u></p> <p>Assessment 152 <i>Disability Awareness Project</i></p> <p>Assessment 312 <i>Textbook Critique</i></p> <p>Assessment 315 <i>Modified Lesson Plan</i></p> <p>Assessment 381 <i>Reading Intervention</i></p> <p>Assessment 457 <i>Interdisciplinary Curriculum Unit (Childhood and Childhood Special Education)</i></p> <p>Assessment 301: <i>Principles of Early Childhood Education</i></p> <p>Assessment 302: <i>Interdisciplinary Curriculum Unit (Early Childhood Special Education)</i></p> <p>Assessment 252: <i>Early Intervention Needs of Infants/Toddlers</i></p> <p>Assessment 253: <i>Assessment, Treatment and Services for Infants, Toddlers and Children with Developmental Disabilities (Early Childhood Special Education)</i></p> <p>Assessment 310: <i>Behavioral Intervention Project (Early Childhood Special Education)</i></p>			<p><i>Graduate Survey</i></p>	
<p>V. DISPOSITIONS Personal and Global Consciousness; Commitment and Care</p>	<p>Dispositions Assessment Form (Self)</p>	<p>Student Teacher Observation Checklist</p>	<p>Student Teacher Observation Checklist</p>		

Analysis of Key Assessments: 2015 -2017

Moreover, the EPP conducts annual evaluations of performances on the Key Assessments in its Assessment Plan to determine the effectiveness of its teacher preparation programs in meeting the desired goals of each program, the School, College, and University system. Data from these assessments are used continuously to inform the institution about the quality of its programs, its faculty, and graduates. The data also aid in budgetary considerations and ongoing strategic planning activities, including program revisions and enhancements. Tables 5.2.1 – 5.2.3 show that the majority of MEC candidates are meeting both internal and external performance measures at the competent to exemplary levels of performance.

Table 5.2.1: Summary Data on Key Assessments: 2017

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	ALL	30	BA Entry Requirements	17%	50%	17%	16%
Program	ALL	67	Pre-Professional Portfolios	43%	52%	5%	0%
Inst/Prog	ALL	24	NYSTCE EAS	12% (531>)	21% (521-530)	63% (500-520)	4% (<500 Fail)
Program	ALL	98	Assessment 152	45%	40%	10%	5%
Program	ECSE	25	Assessment 252	48%	52%	0%	0%
Program	ECSE	24	Assessment 253	33%	54%	13%	0%
Program	ALL	79	Assessment 504	56%	23%	15%	6%
Program	ALL	18	Assessment 505	78%	11%	0%	11%
Program	ALL	19	Assessment 506	38%	62%	0%	0%
Inst/Prog	ALL	17	NYSTCE CST-MS	53% [3 Parts)	6% (2 parts)	35% (1 part)	6% (Fail)
Program	CSE/ECS E	26	Assessment 310	38%	54%	8%	0%
Program	ALL	19	Assessment 312	100%	0%	0%	0%
Program	ALL	18	Assessment 315	50%	28%	11%	11%
Program	ALL	16	Assessment 381	0%	81%	19%	0%
Program	CE/CSE	23	Assessment 457	78%	22%	0%	0%
Program	ECSE	6	Assessment 302	67%	33%	0%	0%
Program	ALL	32	Dispositions Self-Assessment (1)	31%	56%	13%	0%
Program	ALL	12	Clinical Practice I	17%	66%	17%	0%
Program	ALL	12	Clinical Practice II	25%	58%	17%	0%
Program	ALL	12	Cooperating Teacher	58%	42%	0%	0%

			Disposition Assessment				
Program	ALL	12	College Supervisor Disposition Assessment	50%	50%	0%	0%
Inst/Prog	CSE/ECS E	21	NYSTCE SwD	5% (561>)	48% (540-560)	33% (520-539)	14% (< 520)
Inst/Prog	ALL	17	NYSTCE edTPA	18% (Mastery)	76% (Pass)	0%	6% (Fail)
Inst/Prog	ALL	12	Graduate Survey	50% [6] Very Effective	50% [6] Effective	0% Somewhat effective	0% No Answer/ not effective
Inst/Prog	ALL	4	Employer Survey (Mastery of Content)	25% [1] Very Effective	50% [2] Effective	25% [1] Somewhat effective	0% No Answer/ not effective

Table 5.2.2: Summary Data on Key Program Assessments: 2016

Data Use	Programs	N	Assessment	% Exemplary A – to A+	% Competent B- to B+	% Emerging C to C+	% Unsatisfactory D-F
Program	ALL	27	BA Entry Requirements	22%	45%	22%	11%
Program	ALL	31	Pre-Professional Portfolios	42%	48%	10%	0%
Inst/Program	ALL	17	NYSTCE EAS	6% (531>)	35% (521-530)	41% (500-520)	18% (<500 Fail)
Program	ALL	100	Assessment 152	26%	36%	19%	19%
Program	ECSE	26	Assessment 252	58%	0%	38%	4%
Program	ECSE	20	Assessment 253	30%	60%	10%	0%
Program	ALL	25	Assessment 504	64%	8%	12%	16%
Program	ALL	22	Assessment 505	36%	59%	5%	0%
Program	ALL	8	Assessment 506	12.5%	75%	12.5%	0%

Inst/Program	ALL	17	NYSTCE CST-MS	53% (3 parts)	12% (2 parts)	12% (1 part)	23% (Fail)
Program	CSE/ECS E	19	Assessment 310	11%	63%	26%	0%
Program	ALL	12	Assessment 312	50%	50%	0%	0%
Program	ALL	19	Assessment 315	42%	47%	11%	0%
Program	ALL	8	Assessment 381	0%	75%	25%	0%
Program	CE/CSE	7	Assessment 457	43%	57%	0%	0%
Program	ECSE	9	Assessment 302	56%	33%	11%	0%
Program	ALL	25	Dispositions Self-Assessment (1)	20%	60%	20%	0%
Program	ALL	23	Clinical Practice I	13%	56%	22%	9%
Program	ALL	23	Clinical Practice II	30%	61%	9%	0%
Program	ALL	23	Cooperating Teacher Disposition Assessment	17%	83%	0%	0%
Program	ALL	23	College Supervisor Disposition Assessment	13%	87%	0%	0%
Inst/Program	CSE/ECS E	15	NYSTCE SwD	7% (561>)	27% (540-560)	46% (520-539)	20% (< 520)
Inst/Program	ALL	12	NYSTCE edTPA	17% (Mastery)	75% (Pass)		8% (Fail)
Inst/Program	ALL	19	Graduate Survey	69% [13] Very Effective	26% [5] Effective	5% [1] Somewhat effective	0% No Answer/ not effective
Inst/Program	ALL	8	Employer Survey (Mastery of Content)	25% [2] Very Effective	63% [5] Effective	12% [1] Somewhat effective	0% No Answer/ not effective

Table 5.2.3: Summary Data on Key Program Assessments: 2015

Data Use	Programs	N	Assessment	% Exemplary	% Competent	% Emerging	% Unsatisfactory
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				A – to A+	B- to B+	C to C+	D-F
Program	ALL	18	BA Entry Requirements	33%	17%	33%	17%
Program	ALL	37	Pre-Professional Portfolios	41%	46%	13%	0%
Inst/Prog	ALL	17	NYSTCE EAS	23% (531>)	24% (521-530)	47% (500-520)	6% (<500 Fail)
Program	ALL	117	Assessment 152	32%	54%	8%	6%
Program	ECSE	24	Assessment 252	33%	54%	4%	9%
Program	ECSE	10	Assessment 253	25%	50%	25%	0%
Program	ALL	44	Assessment 504	59%	34%	7%	0%
Program	ALL	10	Assessment 505	40%	40%	0%	20%
Program	ALL	14	Assessment 506	71%	29%	0%	0%
Inst/Prog	ALL	16	NYSTCE CST-MS	75% (3 parts)	6% (2 parts)	13% (1 part)	6% (Fail)
Program	CSE/ECS E	17	Assessment 310	35%	47%	6%	12%
Program	ALL	14	Assessment 312	71%	29%	0%	0%
Program	ALL	22	Assessment 315	41%	27%	32%	0%
Program	ALL	14	Assessment 381	93%	7%	0%	0%
Program	CE/CSE	15	Assessment 457	67%	20%	13%	0%
Program	ECSE	4	Assessment 302	75%	25%		
Program	ALL	16	Dispositions Self-Assessment (1)	56%	38%	6%	0%
Program	ALL	16	Clinical Practice I	38%	44%	18%	0%
Program	ALL	16	Clinical Practice II	38%	56%	6%	0%
Program	ALL	16	Cooperating Teacher Disposition Assessment	38%	44%	18%	0%
Program	ALL	16	College Supervisor	38%	44%	18%	0%

			Disposition Assessment				
Inst/Prog	CSE/ECS E	18	NYSTCE SwD	0% (561>)	17% (540-560)	67% (520-539)	16% (< 520)
Inst/Prog	ALL	18	NYSTCE edTPA	39% (Mastery)	44% (Pass)		17% (Fail)
Inst/Prog	ALL	14	Graduate Survey (Mastery of Content)	43% [6] Very Effective	28% [4] Effective	14% [2] Somewhat effective	14% [2] No Answer/ not effective
Inst/Prog	ALL	6	Employer Survey (Mastery of Content)	50% [3]	50% [3]	0%	0%

Continuous Improvement

5.3. *The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.*

The EPP uses its eight performance standards to measure candidate performance in meeting the goals of its teacher preparation programs. These Standards are closely aligned to the specialty professional organization standards (NAEYC, CEC, ACEI), as well as national standards for teacher preparation (INTASC). Our Curriculum Map allows for relevant course level assessments of Standards. Data from these course level assessments are collected and reviewed each semester. Individual faculty data and reflections identify strengths and challenges on each learning experience in each course, and are used systematically to guide areas for revision and refocus. Results from this summary inform departments of candidates’ strengths and challenges and guides faculty in decision-making on areas for enhancement and continuous improvement [Sample of Template used for course-level data collection]. The EPP’s Assessment Committee reviews these data and recommendations and presents them for full

faculty discussion and revisions, when needed. Performance data follow a cycle each year to coincide with other institutional assessment reporting timelines as established by the Institutional Effectiveness and Assessment Committee [See School of Education Assessment Timelines – Internal and External in Appendices]

The EPP also uses transcript data at entry to program to determine candidate performance on critical academic subjects – English, Mathematics and Science to assess candidate’s ability to meet program requirements and completion. Table 5.3 shows the number of candidates from each of the completer cohorts that required one or both developmental education courses prior to entry into the program, and the number who progressed successfully at the EPP’s exit points. For those graduates who have taken licensure exams, data on their certification status are included. The goal of this strategic and intentional progress monitoring at program entry to the EPP is to systematically track its candidates’ progress in order to provide appropriate supports such as tutoring and mentoring in challenging areas. The data on exit GPA reveal that candidates who took developmental education courses succeeded at about the same levels as, or better than candidates who did not need developmental education courses. In two of the three years, candidates taking developmental education courses finished stronger (higher GPAs) than candidates who did not need remediation, and that they were similarly successful in gaining licensure. It was based on the EPP’s observation of this trend annually that the decision to exercise some flexibility on an individual basis to accept candidates into the programs with a less than 3.0 GPA at entry, particularly when candidates who know and understand the EPP’s qualifying criteria, make passionate requests, and demonstrate the commitment to learning and growing in becoming teachers. In these cases, candidates are accepted conditionally, through a written contract, and provided with support to improve their performances.

Table 5.3.1: Progress of Program Completers who Needed Developmental Education

Year	n	# Need Develop. English	# Need Develop. Math	# Need Both English and Math	Range of Cum GPA at Exit	Certification Status	Teacher Employment Status
2015:	9	2	2	5	3.0 – 3.5	7	7
N: 16	7	NA	NA	NA	2.8 – 3.4	5	5
2016	14	0	7	7	2.8 – 3.7	4	4
N=23	9	NA	NA	NA	3.0 – 3.4	4	4
2017	5	0	5	0	2.7 – 3.2	0	0
N=12	7	NA	NA	NA	2.6 – 3.4	5	5

What was revealed was that candidates with developmental education needs demonstrated less confidence in their abilities and level of preparedness for the rigor of test-taking, and took a longer time before attempting the examinations. This observation prompted the EPP to provide additional preparation workshops through its developmental education program that not only focused on content knowledge, but also on test-taking skills and self-efficacy. The improvement in pass rates among test takers during the last three years is evidence of the success of these practices.

EPP’s Improvements to Program

Using the benchmark data on the Assessment Plan, as well as institutional snapshots of admissions, retention, and graduation rates, the EPP made several changes to improve program elements and processes.

1. Change in GPA admissions requirement

The EPP revised its admission to the BA program criteria in 2015 to reflect a change from 2.7 overall GPA to 3.0 and above, in line with the CAEP requirements. However, the EPP has been flexible in evaluating each applicant’s admission package to determine whether some candidates with just below required GPA showed promise and can successfully complete the requirements of the program, including meeting certification requirements with support

(mentoring, tutoring, etc.). For example, candidates who passed one of the State examination before entering the program, and who showed improvement in critical content area coursework such as English and Mathematics, will be supported with tutoring and mentorship, and accepted on condition that they continue to show improvement in one year.

2. Revision of BA Interview Criteria

Candidates transitioning from the EPP's AA degree program, or transferring from other colleges with an approved and articulated AA degree are required to submit a Portfolio, respond to several prompts, and attend an in-person interview with education faculty. These interviews are conducted once a year during the Spring semester, for entry in the Fall semester. Faculty members conducting the interviews utilize an assessment Rubric to assess candidate's performance in the interview process. The EPP found that transfer candidates were not doing well with the Portfolio requirement since they did not participate in the pre-professional workshops and practice. **The EPP agreed that transfer candidates participate in the pre-professional field experiences, a portfolio workshop, and submit a portfolio during the first semester of enrollment in the BA degree program.**

3. Increase NYSTCE test preparation workshop offerings:

In addition to identifying specific courses that are content rich for each examination and adding co-requisite test preparation workshops to these courses on each program sequence, **the EPP also provided summer and winter intercessions test prep workshops.** The EPP now conducts workshops for each test four times a year. Pretest diagnostic assessments were also introduced and conducted in the Education Core Curriculum courses to assess each pre-professional candidate's strengths and areas of difficulty. Based on results, learning pods were created using the Tiered model of Response to Intervention to provide tutoring, particularly in mathematics and academic writing are provided on a one-to-one and small group tiered basis. Workshops provide

intentional interventions in areas of challenges for candidates. Although not mandatory, the goal is to ensure that candidates pass all certification examinations by graduation.

[Program Sequences with identified Workshops is attached]

4. Curriculum Revisions based on new and revised professional standards.

With the implementation of edTPA in 2014, and changes to CEC standards in 2015, the EPP held several working Retreats to address these changes and revise its curriculum to meet the new requirements. Curriculum Mapping was central to this exercise to identify areas for enhancement and new areas to be considered in deepening learning experiences. These exercises engaged faculty and candidates in revision of learning experiences, assessment tools, and data collection. **[Retreat Agendas and Notes from Retreats].**

5. Data Collection and Storage.

Over the years, the EPP has relied on the College's storage systems (Digication, Sharepoint) to share and archive its annual assessment data and reports. Emanating from this process, the EPP recognized a need to acquire a more reliable and technologically sound platform for data collection, analysis and storage. After extensive searches and product reviews, **the EPP, through its grant funding, purchased the *Chalk and Wire* platform in Spring 2018**, and is in the process of initializing this platform for full use in Fall 2018 and onward.

6. Other Significant Changes

(i) Focus on Under-preparedness of Prospective Candidates in General Education Content Developmental Education Program

The lack of college readiness seriously impacts Medgar Evers College, and ultimately the pool of candidates for the EPP's programs. In 2015, 80% of freshmen required developmental education in mathematics, and 60% require developmental education in reading and writing, the basic skill areas needed for degree progression. Since 2012, the developmental education program at Medgar Evers College was operated using a decentralized structure in which developmental reading and writing courses were managed and facilitated by the English Department and developmental mathematics courses were managed and facilitated by the Mathematics Department. While there was some measure of success with those structures, it is the belief of the faculty involved in developmental education that a more targeted effort, including the creation of a centralized unit that brings together content specialists with pedagogical experts and educational psychologists should be adopted to achieve the best results for students, particularly students from feeder high schools. The responsibility for college-wide developmental education is now placed with the School of Education. This centralized shift called for developing new strategies to address the diverse demographics of students, which includes age, gender, ethnicity, nationality and financial need, among other variables that often influence learning outcomes, with the knowledge that "one size does not fit all."

The School of Education aims to improve student success and progression through degree programs, using research-driven collaborative approaches in screening and evaluation, instruction, intervention, and support services. It is not merely about moving people, but about combining skills to maximize the outcomes for all students. Since degree seeking candidates in the EPP's programs are part of the college's population of underprepared students, it is incumbent on us to assume the obligation to prepare the best teachers for our urban schools.

With the knowledge that many children were not meeting the academic benchmarks at the early childhood and elementary school levels, the EPP envisioned a larger role in transforming community schools. President Rudolph Crew, in his first year at Medgar Evers College (2013), re-envisioned the need to improve student readiness by building an educational pipeline from early childhood through college. Clarity of the challenges faced by schools in Brooklyn came through discussions held by President Crew with the major stakeholders (school leaders/principals, parents, teachers, and students). Among the immediate challenges were the instability of schools, the inadequacy of instructional support, insufficiency and ineffectiveness of teaching and learning resources, compounded by meager support programs and services for students and families. The MEC Brooklyn Pipeline Initiative is an operating arm of the School of Education, with a current goal of improving early childhood and elementary student learning outcomes.

About the MEC Pipeline Initiative

The MEC Brooklyn Pipeline Initiative is an intentional, seamless collaboration between two formerly separate systems, with a deliberate focus on a central set of interests that serve institutions on both ends of the educational continuum – P-12 and Higher Education. It provides a program of customized services for schools with the recognition that readiness for college is a target far more consequential than traditional metrics. It posits that collaboration between higher education and P-12 schools will provide opportunities for overall improvement of services to students and families: for better prepared and resourceful teachers, for principals to become more effective and resilient urban school leaders; and for students to catch up to grade level. To date, there are 24 elementary schools enrolled in the MEC Brooklyn Pipeline Initiative. These schools

are located in the Central Brooklyn area that is home to Medgar Evers College, and include among them, many partner K-6 schools classified by New York City Department of Education as “high need” schools. The need for advancing this Pipeline Initiative was evidenced by performances on statewide assessments among the MEC Brooklyn Pipeline schools when compared to other local and city-wide data. Results show that Pipeline schools recorded the lowest national outcome measures when compared to the Borough of Brooklyn and NYC. The following data reveal clear needs among the Pipeline Schools from elementary through middle school and served as the impetus for the College’s intervention.

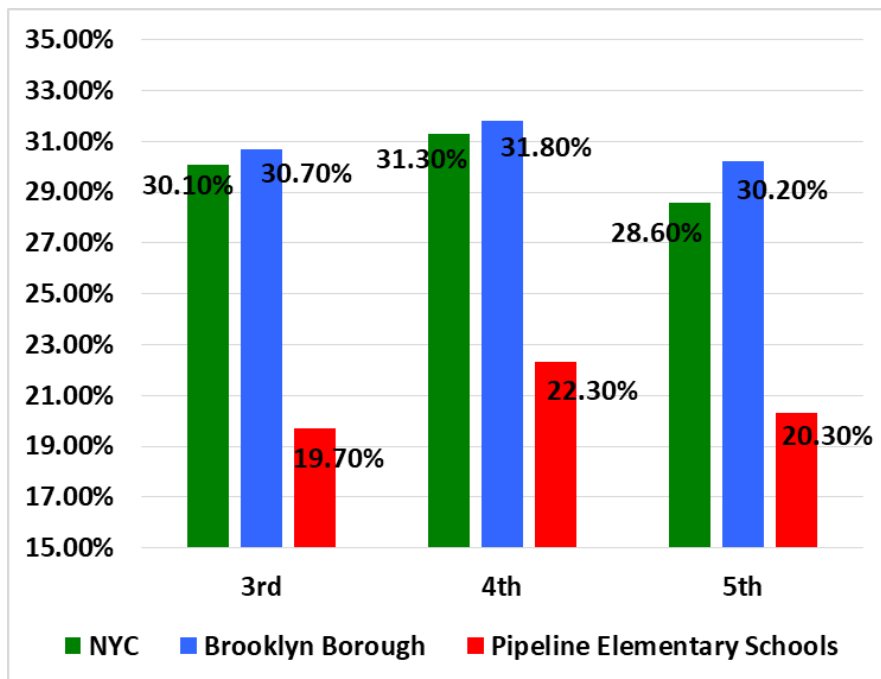


Fig. 5.3.a: 2014 Comparison of Pipeline Elementary Schools English Proficiency

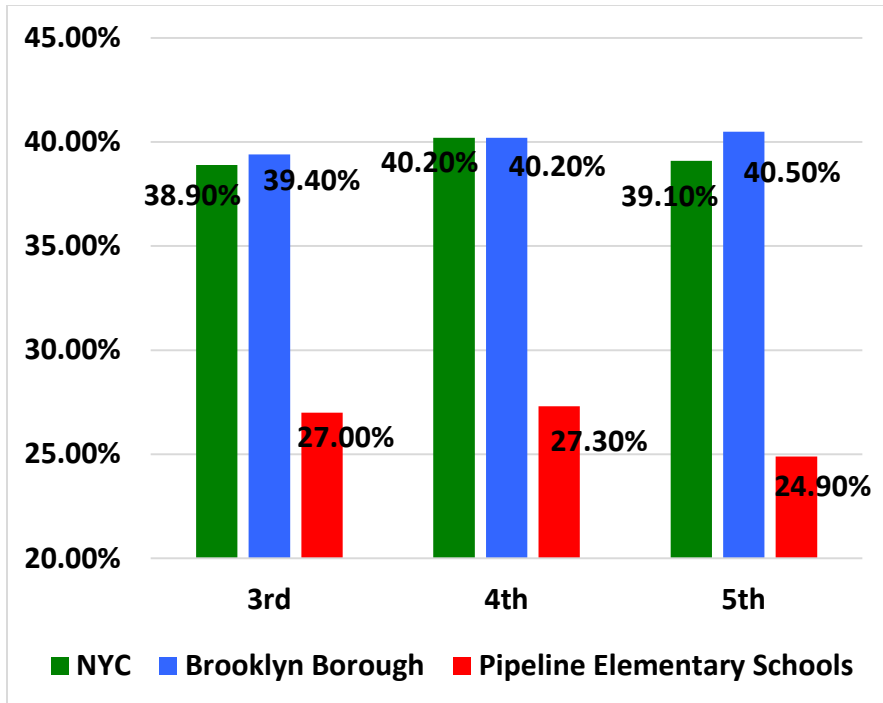


Fig. 5.3.b: 2014 Comparison of Pipeline Elementary Schools Math Proficiency

In 2016, the EPP centered its innovative early field experiences and clinically-rich and intensive student teaching models in the Pipeline partner elementary schools, with the intent purpose of creating more positive outcomes in the early academic years of students. Measures of the impact of the Pipeline Initiative on student learning outcomes will be part of the EPP’s assessment agenda, with the first progress data scheduled for 2018-2019 academic year. Other measures of student progress in ELA, for example, are detailed, for example, in Assessment 381 – Reading Intervention Project, as well as the school-based comparative, value-added data. These data charts are cross referenced and detailed in CAEP Standard 4.

Table 5.3.2: Candidate Impact on Student Learning: Reading Intervention Project

Data Year	# of P-12 Students: Grades	Deficit Area	Strategies Used	Learning Outcomes Areas Mastered (%)
2017	40 Grades K-2	Word Reading Phases	Letter Recognition Foundations Tapping Blending Graphemes Literal Comprehension Great Leaps Assessments Word Wheels PCV Pipe Inferential Comprehension	Upper Case Letter Identification (57%) Lower Case Letter Knowledge (75%) Consonant Sound Knowledge (76%) Vowel Sound Knowledge (67%) Literal Comprehension (65%) Inferential Knowledge (37%)
2016	28 Grades 2 and 3	Word Reading Phases	Letter Recognition Foundations Tapping Blending Graphemes Literal Comprehension Great Leaps Assessments Word Wheels PCV Pipe Inferential Comprehension	Consonant Knowledge (90%) Vowel Knowledge (90%) Multi-letter Knowledge (50%) Early Affix Knowledge (50%)
2015	Not Implemented: NO DATA AVAILABLE			

Analysis of Data: Preliminary data from 2016 – 2017 show that the EPP’s candidates had a positive impact on facilitating reading improvements for between 37% to 75% of 40 K-2 students and between 50% to 90% of 28 2nd and 3rd graders in one pipeline partner site.

Interpretation of Data: These data indicate that the EPP’s candidates are able to use assessment tools to measure student performance and develop and use research-based practices to facilitate reading among struggling young learners.

These results were shared with school personnel who worked collaboratively with EPP faculty and candidates. As a result of the improvement in this school, the practice will continue as a field-based course, with implementation in other pipeline partner schools in 2018. The EPP will also conduct professional development workshops for all practicing graduates and partner schools to establish and strengthen their RtI practices. **It is the plan of the EPP to continue to collect data on its RtI implementation as a continuous assessment of impact on student learning, particularly among its program completers.** These data can then be benchmarked against performance on 3rd to 5th grade national assessments for these schools.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

The EPP’s alumni survey instrument and employer annual evaluation of practicing completers are used to identify completer impact in P-6 settings. Specific elements of the survey that inform the EPP about its completer impact are surveyed and analyzed annually. This information is currently shared with school partners and the college community during the

TEPAC meetings, and is used to improve programs and partnerships between the EPP and P-6 stakeholders.

Table 5:4.1: Summary of 2015-2017 Alumni Survey Responses: N=45

2017 Alumni Survey					
N=45					
Element	Not Effective	Somewhat Effective	Effective	Very Effective	No Answer
(a) Demonstrate mastery of content that I teach		3	15	25	2
(b) Employ a wide variety of teaching strategies			11	34	
(c) Plan and implement lessons based on learners' development			13	32	
(d) Develop increasingly sophisticated professional knowledge,		6	13	24	2
(e) skills, and dispositions through field-based experiences and internship		3	15	24	3
(f) Differentiate instruction for the learners I teach		3	7	35	
(g) Integrate diverse cultural perspectives into my teaching		3	7	35	
(h) Meet the needs of students with disabilities in all aspects of my teaching		1	8	36	
(i) Meet the needs of English Language Learners in all aspects of my teaching		10	13	22	

(j) Meet the needs of gifted students in all aspects of my teaching		5	10	30	
(k) Use valid, developmentally appropriate assessment strategies, both formal and informal, in my teaching.		1	6	37	1
(l) Collaborate with my colleagues in the larger school community to best meet the needs of learners			5	40	
(m) Interact effectively with the significant adults in my students' lives to best meet their learning needs		1	4	40	
(n) Use technology effectively to meet students' instructional needs			6	39	
(o) Undertake leadership responsibilities within the school community		5	10	25	5
(p) Advocate for the rights of all students to learn		0	6	39	0
(q) Engage in careful analysis of all aspects of my teaching		0	10	34	1

Data from alumni and employer surveys for 2015-2017 indicate that the EPP's completers are effective or highly effective as classroom teachers, and that they possess the knowledge, skills and dispositions to meet the needs of learners, with their greatest strength in working with students with disabilities. However, data indicate that 22% of them rated themselves as only "somewhat effective" in meeting the needs of ELL. **The EPP views this as an important area for improvement in its preparation of candidates.**

2015-2016									
PS K396	3-5 Mixed (*Grade 4)	1	SPED Teacher	6	SPED: 6:1:1	27% SwD: 7%	SwD: No Data	No Data	No Data
PS 106Q	5	1	SPED Teacher	22	Inclusion	4% SwD: 0% [0]	8% SwD: 0% [0]	23%	14%
Leadership Prep Carnasie	5	1	SPED Teacher	12	Relay GSE/SPED 12:1:1	18% SwD: 11% [3]	22% SwD: 17% [6]	23%	NA
Imagine Me Leadership Charter	4	1	SPED Teacher	11	SPED 12:1:1	7% SwD: 0% [0]	25% SwD: 11% [1]	26%	NA
PS 279	3	1	Teacher	20	ICT	29%	26%	36%	30%
2016-2017									
PS 38	4	1	SPED Teacher	12	Self-Contained	16% SwD: 10% [2]	19% SwD: 0% [0]	25%	28%

Table 5.4.4: Value-Added Assessment of Employee Impact in Schools: Mathematics

Schools	Grades	# of Candidates	Position	# of Students Served	Setting	Prior Year (2015) on Math Level 3	Current Year (2016) on Math at Level 3	State Performance	District (where applicable)
2015-2016									
PS K396	3-5 Mixed (*Grade 4)	1	SPED Teacher	6	SPED: 6:1:1	30% SwD: 10%	No Data	No Data	No Data
PS 106Q	5	1	SPED Teacher	22	Inclusion	11% SwD: 5% [1]	13% SwD: 8% [1]	24%	19%

Leadership Prep Carnasie	5	1	SPED Teacher	12	Relay GSE/SPED 12:1:1	28% SwD: 16% [3]	31% SwD: 9% [1]	24%	NA
Imagine Me Leadership Charter	4	1	SPED Teacher	11	SPED 12:1:1	28% SwD: 22% [5]	33% SwD: 30% [7]	21%	NA
PS 279	3	1	Teacher	20	ICT	12%	16%	25%	21%
2016-2017									
PS 38	4	1	SPED Teacher	12	Self-Contained	10% SwD: 5% [1]	7% SwD: 0% [0]	22%	23%

Report on completers' performance in the workplace was also provided by Employers through the EPP's Employer Survey, as well as self-disclosed submission of teachers' Annual Evaluations. Employers (N=18) responded to the same questions as in the Alumni Survey on the competencies of 21 program completers (See Table 5.4.5). In some instances, there were more than one MEC graduates employed in the same school/setting. The summary table of employer ratings on 2015-2017 completers provides a snapshot of the specific knowledge, skills and dispositions of our MEC teachers. The data below show that over 80% of MEC graduates are highly effective or effective across 15 of the 17 ability measures. The challenging areas for them are their ability to cater fully to English language learners and gifted students, similar to the concerns identified by the graduates.

Table 5.4.5: Summary of 2015-2017 Employers Survey of Practicing EPP Teachers'

Performances

2017 Employer Survey: N =18	Scale				
	Very Effective	Effective	Somewhat Effective	Not Effective	No Answer
(a) Demonstrates mastery of content they teach	6	10	2		

(b) Employs a wide variety of teaching strategies	8	9	1		
(c) Plans and implements lessons based on learners' development	9	7	2		
(d) Demonstrates increasingly sophisticated professional knowledge	7	9	2		
(e) skills, and dispositions in professional development activities	7	9	2		
(f) Differentiates instruction for the learners they teach	6	10	2		
(g) Integrates diverse cultural perspectives into their teaching	8	8	2		
(h) Meets the needs of students with disabilities in all aspects of their teaching	10	7	1		
(i) Meets the needs of English Language Learners in all aspects of their teaching	4	6	6	2	
(j) Meets the needs of gifted students in all aspects of their teaching	5	6	6	1	
(k) Uses valid, developmentally appropriate assessment strategies, both formal and informal, in their teaching.	6	8	4		
(l) Collaborates with their colleagues in the larger school community to best meet the needs of learners	10	6	2		

(m) Interacts effectively with the significant adults in their students' lives to best meet their learning needs	10	6	2		
(n) Uses technology effectively to meet students' instructional needs	6	11	1		
(o) Undertakes leadership responsibilities within the school community	2	5	11		
(p) Advocates for the rights of all students to learn	8	8	2		
(q) Engages in careful analysis and reflection of all aspects of their teaching	7	8	3		

School leaders also conduct annual evaluations of teacher effectiveness, using a scale provided by the NYC Department of Education. Program completers submit copies of these evaluations at the request of the EPP. However, it is important to note that not all program completers are willing to share their reports, even though we offer full disclosure and confidentiality oaths. For those who share their evaluations, they view the EPP as a source for continued mentorship and guidance. Employer ratings of our 2015-2017 employed MEC graduate/alumni show that our beginning teachers possess the requisite knowledge, demonstrate high quality skills and display positive attributes in the working environment. Based on their annual evaluations, 43% were rated as being highly effective, 52% were rated as effective and only 1 teacher (5%) was rated as developing. It is important to note that none of our teachers were rated as ineffective, compared to NYC data trends for teacher evaluations. A recent survey of NY City program completers' performances in the classroom show that 4% of teachers were

ineffective, 9% were developing, 79% were effective and 9% were highly effective (The Education Trust, NY, 2018). It is difficult to make foregone conclusions about the comparison, since different measures were used to evaluate effectiveness in the instruments.

The recognition that the EPP should disseminate information more widely through cutting-edge research and publications led to the establishment in 2017 of the Center for Cognitive Development under our new School of Education. A primary goal of the newly established Center is to lead the narrative on P-6 student growth in Central Brooklyn. The Center for Cognitive Development is deeply rooted to the four stakeholder strands of the conceptual framework of the School of Education: principals, parents, teachers and students. The Center will operate as an umbrella for collaborative research among faculty, customization and coordination of services and resources, and sharing of the knowledge and experiences of culturally responsive education. The primary purpose of the Center is to systematically and intentionally conduct research and use data to design interventions and match resources to achieve the following goals:

1. Improve learner achievement from early childhood through college
2. Increase the resiliency and effectiveness of school leaders
3. Enhance teacher knowledge and skills through high quality, customized professional development activities
4. Use research and data to provide parent education and resources to improve engagement and advocacy
5. Disseminate accurate information about the learning and development of diverse learners in urban schools in Central Brooklyn and environs

Results from the Center for Cognitive Development, as the dissemination arm of the EPP, is one of the in-progress initiatives geared at improving continuous evaluation of our teacher preparation programs, and the impact of program completers on student learning.

- a. *The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.*

A driving force in the EPP's program success is its collaborative systems approach in all aspects of its operations. Our partner schools, college and community partners through our Teacher Education Preparation Advisory Council (TEPAC) are actively engaged in the program evaluation and improvement process. TEPAC currently has an active membership of 30 persons, representative of education faculty, faculty from the Liberal Arts and Sciences, school partners, community leaders, alumni and candidates. The Council meets twice each semester to discuss a number of agenda items, including program evaluation. Meeting Agendas and Minutes are provided as evidence of this ongoing partnership. It is out of these discussions that the EPP seeks out opportunities to make a greater impact in the education of children in our community schools.

Through federal- and state-funded grant opportunities, the EPP also established Advisory Councils to provide oversight and monitor the progress of these projects. An example of this stakeholder collaboration is with the Teacher Opportunity Corps II grant (an initiative by President Barack Obama). This project, a partnership with five schools in Brooklyn and five schools in Buffalo, provides a clinically rich learning and practical experience for a cadre of 50 candidates from the freshman year through to graduation. Mentoring by master teachers and continuous professional development opportunities through two Teacher Academies (one in

Brooklyn and one in Buffalo) provide enhancements to our Teacher Education Preparation programs. These Teacher Academies focus on knowledge sharing of best practices and models of excellence in culturally response teaching. Meeting Agendas, Minutes, Summary and Highlights of Activities provide evidence of this ongoing stakeholder collaboration.

Other grant-funded program improvements during the review period include the Change Agents in Special Education and its Enhancement Projects (CASE and e-CASE). These projects provided summer and winter intercession workshops on research-based practices in special education, as well as certification test preparation workshops. The goal is to ensure that graduates from the EPPs programs are State certified and have above requisite professional and pedagogical knowledge and skills for the profession. The CASE project prepared 111 new special education teachers, 60% of whom are certified and working in the areas for which they are prepared. Among these graduates, 38% have completed their Master's Degrees. The certified teacher scholars are serving young children in early intervention centers, including the renowned SUNY Downstate Early Intervention Center, Friends of Crown Heights, the Shirley Chisholm Head Start Program, and the Herbert Birch Early Intervention Centers. The elementary special education scholars are serving students with disabilities in high need areas in public and charter schools, with many of them in District 75 special education schools.

The e-CASE project also goes beyond the required BA program preparation to provide extended preparation in Foreign Languages or Sign Language, as well as additional preparation in the Arts (music, art, dance, drama) for 60 candidates over a five year period to 2020. **The emphasis on foreign languages came out of the need to strengthen candidates' ability to more effectively impact the learning of ELLs.** The focus on the Arts helps candidates to become more creative thinkers and doers as they plan innovative lessons for the changing

demographics and interests of students in the diaspora. These efforts are direct results of the EPP's continuous evaluation of its programs, and address the need for early childhood and elementary special education teachers to acquire a wider repertoire of skills to advance meaningful education of diverse students with disabilities, especially children with the growing prevalence of low-incidence disabilities such as autism and deafness.

As the School of Education and its accompanying Center for Cognitive Development become more entrenched in their work, there will be ongoing stakeholder input.

2. Description

Clinical assessment is the culminating field-based learning experience that integrates theory with practice and allows candidates to demonstrate their acquired knowledge, skills and dispositions in the practical classroom setting. Each field experience has a co-requisite course attached. In the courses knowledge is gained; but in the field, skills are contextualized and the pertinent dispositions practiced through the application of theory.

The School of Education adheres to a **progressive model of field-based learning experiences specifically designed and attached to courses that relate theory to practice. The progressive model allows the candidates to contextualize learning experiences, which begin with observations of learning professionals and environments, then immerses candidates into supervised practice with individual students, followed by practice with small groups of learners. Clinical practice provides the candidate their first opportunity to provide instructional activities to the entire classroom. The Unit's Early Field and Clinical Practice Coordinator negotiates and schedules the placements with our partner school faculty, who works collaboratively with the Unit to select and provide appropriate placement options to meet our field requirements. Partner school faculty are actively involved in our field experiences as they lead the orientation and debriefing sessions for all field experiences. Additionally, field experiences are supervised by full-time clinical faculty to ensure adherence to the Unit's Conceptual Framework, program-specific guidelines based on Special Association Standards (i.e. ACEI, NAEYC and /or CEC), and INTASC. The following chart summarizes the type of standards and required hours associated field experiences. Each field experience increases with complexity based on the level (i.e. pre-professional/ professional), and the breadth and depth of the experience itself. The total number of early field hours required in the School of Education is **100 hours, regardless of degree program.** The total number of Clinical practice hours required over a two-semester period is 300 hours regardless of degree program. Field experience is distributed as shown in the table below.**

Table

Level of Experience	Field Experience	Co-Requisite Course	Standard Source	Duration of Experience in Hours	Key Assessment Related to Field Experience
	Pre-professional				
EDUC 501	Shadowing Professionals	EDUC 102: Introduction to the World of the Learner	Unit	6	Field Experience Reflection
EDUC 502	Observation in Education	EDUC 152: Introduction to Special Education	Unit	6	Mock Presentation
EDUC 503	Parents and Communities as School Partners	EDUC 231: Child Development	Unit	6	Field Experience Reflection
EDUC 504	Technology in the Classroom	EDUC 350: Computers in Education	Unit	12	Webquest

Level of Experience	Field Experience	Co-Requisite Course	Standard Source	Duration of Experience in Hours	Key Assessment Related to Field Experience
Total Hours				30	
	Professional				
EDUC 505	Working with individual Learners	EDUC 311: ** EDUC 315:**	Special Professional Association based on degree (i.e. NAEYC and/or CEC, ACEI)	20	Miscue Analysis Math Intervention**
EDUC 506	Working with Small Groups of Learners	EDUC 312:** EDUC 381: Reading Materials and Methods for Learners with Special Needs	Special Professional Association based on degree (i.e. NAEYC and/or CEC, ACEI)	20	Guided Practice Reading Intervention
EDUC 507	Curriculum Research & Design	EDUC 302: Integrated Early Childhood Curriculum/ EDUC 457: Integrated Childhood Curriculum	Special Professional Association based on degree (i.e. NAEYC and/or CEC, ACEI)	18	Program Based Curriculum Unit (i.e. Early Childhood Special Education Childhood Special Education or Childhood Education)
EDUC 508	Assessment in Childhood Education	EDUC 340: Assessment in Childhood Education	Special Professional Association based on degree (i.e. CEC or ACEI)	12	Use an Assessment and write an ?***
EDUC 509	Assessment in Early Childhood	EDUC 253: Assessment of Infants, Toddlers,	Special Professional Association based on	12	?***

Level of Experience	Field Experience	Co-Requisite Course	Standard Source	Duration of Experience in Hours	Key Assessment Related to Field Experience
	Special Education	and Young Children	degree (i.e. NAEYC and CEC)		
Total Hours				70	
	Clinical Experience				
Semester I	EDUC 491: Clinical Practice I	EDUC 481: Clinical Practice Seminar I	Special Professional Association based on degree (i.e. NAEYC and/or CEC, ACEI) and INTASC	150	Three part Clinical practice rubric based on candidate performance in planning, implementation and outcomes
Semester II	EDUC 492: Clinical Practice II	EDUC 482: Clinical Practice Seminar II	Special Professional Association based on degree (i.e. NAEYC and/or CEC, ACEI) and INTASC	150	Three part Clinical practice rubric based on candidate performance in planning, implementation and outcomes
Total Hours of Preparation				400	

Detailed Content of Early Field and Clinical Experiences

Pre-Professional Level (Prior to Methods Courses)

1. EDUC 501- Shadowing Professionals/Co-Requisite EDUC 102 – Introduction to the World of the Learner: This is the first supervised field experience requirement for all of our Teacher Education majors. This experience is linked to the Unit's first credit-bearing course, *EDUC 102 – Introduction to the World of the Learner*, in the Education program sequence. This field experience covers **6 hours** in one of our partner schools, and requires that **candidates participate in structured observations of teachers as they plan and deliver instruction. Students also engage in the school community and pay particular attention to instructional strategies used and interactions with students and.** The demographics of partner schools for this experience include **urban general education and inclusive settings that cater to students from diverse ethnic and socioeconomic backgrounds, representative of the diaspora of Central Brooklyn.** The Partner school faculty and the Unit's clinical faculty collaboratively assume the responsibility of orienting candidates to the experience and guiding small groups of 4-5 candidates at a time through this experience. **Candidates develop a notion of ethical practice as they observe teachers modeling professional attire, appropriate language and ethical behavior. This structure provides candidates with an understanding of the roles and responsibilities of teachers in various learning**

environments within the school community, including emergency procedures, school discipline policies, classroom rules and established routines. A post-observation debriefing session allows each candidate to reflect on and share his/her experience, and provides opportunities for candidates to pose questions to partner school personnel. During these sessions, candidates have the opportunity to execute glimpses of leadership as they critically raise questions about school mission and policy emphases. Each candidate writes a reflective essay which captures the essence of the experience in shadowing professional teachers in the field.

2. EDUC 502- Observation in Education/Co-Requisite EDUC 152-Introduction to Special Education: The second pre-professional level early field experience allows candidates to build on previous field experience to now **observe students in specialized and inclusive P-6 settings**. This field experience provides candidates with an opportunity to **contextualize understanding of how children learn and develop, provides practice in identifying varying patterns of learning and development, observing special education, and the nature and needs of children with exceptional learning needs, as well as the content learned in the co-requisite course *EDUC 152 – Introduction to Special Education***. This supervised **6-hours** of observation is divided into two parts: **3 hours in an inclusive classroom and 3 hours in a specialized special education classroom**, so that candidates can make comparisons of the teaching and learning experiences of diverse students with disabilities in these different placements. Students observed in inclusive settings are mainly **students with mild to moderate disabilities** while students in specialized settings are classified as having **severe to profound and multiple disabilities**. These settings include diverse students with different disabilities, including **intellectual disabilities, learning disabilities, autism, speech/language disorders, emotional/behavioral disorders, physical disabilities, ADHD, traumatic brain injury, hearing impairments, visual impairments, deaf-blindness and multiple disabilities**. This field experience enables **candidates to know that every learner can meet high standards and that all learners should be challenged to meet increasingly more complex goals**. Candidates are required to complete **Observation Guides** that focus on four important elements: Physical Dimension; Instructional Dimension; Personal and Social Dimension, and Management Dimension to understand individual variation across developmental domains. **The culminating assessments for this field experience are: 1) a Mock Conference/Poster Presentation during which small groups of candidates collaborate to orally present information learned about specific disabilities, and 2) reflective group papers on their disability topics and the connections made to their field experiences.**

3. EDUC 503 – Parents & Communities as School Partners/Co-requisite EDUC 231-Child Development: Candidates move on to complete **6 hours** of early field experience to understand the roles that parent/families and the larger community play in children's school lives. This field experience, that begins the immersion phase of learning experiences for our candidates, is linked to *EDUC 231 – Child Development*. Under the supervision of Unit faculty, candidates attend and participate in school-based community events. **They observe and interact informally with parent coordinators, parents, teachers and students at these events and write an essay about their observations, making connections to developmental theories with regard to understanding diverse cultures and communities and students' individual differences, social interactions and collaborative learning environments, among others.**

4. EDUC 504-Technology in the Classroom/Co-requisite EDUC 350 – Computers in Education: The final early field experience at the pre-professional level extends the immersion phase for candidates as they learn to apply and integrate technology, including **assistive technology** in teaching and learning contexts to support student learning. Candidates design and develop a **Webquest** in the co-requisite *EDUC 350 – Computers in Education* course, requiring an understanding of the central concepts of tools of inquiry and learn to connect prior knowledge to new content. **After candidates plan for instruction, they introduce the Webquest to the students.** Candidates spend **12 hours** in the field working with **small groups of learners and teachers in inclusive classrooms** in our partner schools to implement the *Webquest*. The **content area unit faculty** provides field supervision for this experience and guides candidates in using appropriate evaluations to measure the effects of this project on instructional classroom practices.

Professional Level (Methods Courses)

5. EDUC 505-Working with Individual Learners/Co-requisites EDUC 311 –Teaching of Reading Methods I and 315 – Teaching Elementary Mathematics: Candidates at the professional level of field experiences, are required to have **more extensive application of their knowledge and skills, particularly as it impacts critical academic learning outcomes for individuals that encourages positive interactions that are mutually respectful to students and have a low risk of failure.** Additionally, candidates use their understanding of content based tools of inquiry and structure of the discipline to create, learning experiences that make the discipline accessible in that short term goals are set which take into consideration student understanding of pre-requisite knowledge. Based on this, candidates implement an instructional response using one or more instructional strategies to encourage a deeper understanding of literacy or numeracy content for **individual learners.** Candidates work with individual students for a total of **20 hours** and engage in experiences and reflective practice on teaching and assessing learning in content areas in diverse and inclusive P-6 classroom settings. Using the knowledge and skills garnered from the co-requisite methods courses: *EDUC 311 – Teaching of Reading Methods I* and *EDUC 315 – Teaching Elementary Mathematics*, candidates are supervised by **subject area unit faculty** to provide **individualized instructional support in one-to-one situations** with students in P-6 inclusive classrooms, who are identified by their teachers as requiring interventions, particularly designed to meet the needs of individual learners.. Candidates spend **10 hours** executing an **English Language Arts Miscue Analysis**, and **10 hours** executing **mathematics interventions.**

6. EDUC 506-Working with Small Groups of Learners/Co-requisites EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties: To demonstrate extended knowledge and skills acquired during the second semester of Teaching Methods, field work **in the co-requisite courses** (*EDUC 312 – Teaching of Reading Methods II; 314 – Teaching Elementary Social Studies; 317- Teaching Elementary Science; EDUC 381 – Methods & Materials for Learners with Reading Difficulties*) **allows candidates to develop and implement standards-focused lessons and learning activities for small groups of students in diverse P-6 classroom settings with added emphasis on program-specific requirements.** The task of candidates is to continue to create a positive learning and meaningful settings with a low risk of failure. Additionally, candidates continue to use their understanding of content based tools of inquiry and structure of the discipline

to create, learning experiences that make the discipline accessible. Furthermore, candidates continue to use their understanding of content based tools of inquiry and structure of the discipline to create, learning experiences that make the discipline accessible in that short term goals are set for small groups of learners, which take into consideration student understanding of pre-requisite knowledge. Based on this, candidates implement an instructional response using one or more instructional strategies to encourage a deeper understanding of literacy or numeracy content, in order to meet the needs of individual learners in small groups. Candidates develop materials at home to support student learning. The **20 hours** of supervised practice includes **7 hours** focused on **guided reading (ECSE, CSE & CE)**; **7 hours** of **reading interventions for learners with reading difficulties (CSE & CE)** but 13 hours for ECSE and **6 hours** focused on **either science or social studies content (CSE & CE)**.

7. EDUC 507- Curriculum Research & Design/Co-requisite EDUC 457- Curriculum and Instruction in Childhood Education or EDUC 302 Curriculum and instruction in Early Childhood Curriculum: At this point in candidates' preparation, they can now engage in researching and developing their own curriculum units. In this field experience, candidates spend **18 hours** collecting data on student contextual information (e.g. culture, demographics, developmental needs, current curriculum practices, which include yearlong calendar curriculum mapping, gathering State and City curriculum materials and Learning Standards across subject areas as resources to develop their own curriculum units with content-specific representations and distinguish various learning targets as they develop curriculum and create appropriate assessments. These curriculum units are **program-specific** and represent **academic subject areas**. To accomplish this task, candidates meet with Grade Level Curriculum Planning Teams in partner schools to observe and learn how to develop curriculum units in a collaborative setting. This field experience is linked to the co-requisite courses, *EDUC 457- Curriculum and Instruction in Childhood Education or EDUC 302- Curriculum and Instruction in Early Childhood Education*, and is supervised by the Unit's course instructor.

8. EDUC 508: Assessment in Education/Co-requisite EDUC 340 – Assessment in Education: This field experience provides candidates with an understanding of assessment practices in childhood educational settings and opportunities to develop assessment-related skills. Candidates observe teachers' use of assessment, and ascertain the purpose of assessment. Candidates spend **12 hours** in the field, supervised by the Unit faculty teaching the co-requisite course: *EDUC 340 – Assessment in Education*, familiarizing themselves with the various forms of assessments used in elementary general and special education settings. Furthermore, they engage in critiquing, developing and using assessment instruments for a variety of diagnostic and progress monitoring purposes, particularly as it relates to students with exceptional learning needs.

EDUC 509: Assessing Young Children with Special Needs

This field experience provides candidates with an understanding of assessment practices in specialized and inclusive settings and opportunities to develop assessment-related skills for with young children with special needs (Birth- 8). Candidates observe teachers and identify the uses of assessment. Candidates spend **12 hours** in the field, supervised by the Unit faculty teaching the co-requisite course: *EDUC 253 –Assessment, Treatment, and Services for Infants, Toddlers, & Children with Developmental Disabilities* familiarizing themselves with the

various forms of assessments used for young children at risk for developmental delays and young children with disabilities. Furthermore, they engage in observing to learn about selection of appropriate assessment tools and the procedures used in administering them, completing observation checklists and anecdotal notes. They also learn to conduct interviews with teachers, learning how IFSP goals are implemented, how progress is monitored in these early childhood settings, and writing a reflective paper about these experiences.

These practical and specific learning experiences are arranged to allow clear identification and sequence content to effectively prepare candidates for their clinical experience.

Clinical Experience Overview

As candidates progress from early field to clinical practice, they begin to embrace and articulate the standards of their professional areas so that they can enact the Unit's motto, "Educate to Liberate." The Clinical Practice experience is extensive and intensive. This ensures that candidates have a range of diverse experiences which allows them to demonstrate the requisite knowledge, skills and dispositions for the specialty field. Candidates **complete a minimum of 300 hours of clinical practice over one year (two semesters). Clinical practice is a period of supervised teaching. However, candidates assume greater responsibility for student outcomes over a period of consecutive weeks. The clinical faculty and school faculty work together to scaffold candidates' skills. The clinical faculty are the Coordinator of Field and Clinical Experiences, Early Field Experience Coordinator, and college supervisors. The school-based faculty are the cooperating teachers, Assistant Principals and Principal. They support candidates to further develop professional pedagogical practices, evidenced in knowledge, skill, and appropriate dispositions.** These professional skills would have been acquired during their early field experiences and participation in Medgar Evers College (MEC) courses.

Clinical practice ensures that **candidates have opportunities to practice skills interacting with diverse and experienced teachers and administrators, to have practical experiences in diverse school settings, particularly in high need schools, and to work with students from culturally and linguistically diverse backgrounds, students of diverse socio-economic levels, and students with exceptionalities.** The breadth of the clinical practice experiences enables candidates to *educate to liberate* diverse populations of students and adults in multiple and varied settings. At the end of the clinical practice, all candidates are expected to demonstrate professional readiness in the following abilities:

- Plan and implement challenging learning experiences
- Plan and implement differentiated instruction
- Create and organize a learning environment for a class that has effective routines and transitions, over an extended amount of time
- Plan meaningful learning experiences, competently integrating content knowledge sufficiently to result in content-based competencies.
- Develop and implement appropriate assessments to inform the instruction of all learners.
- Use instructional strategies to challenge all children to meet developmentally appropriate learning
- Develop resumes and portfolios to support career preparation

Candidates spend the first two weeks getting to know their schools, administrators, cooperating teachers, students and families. To reflect their understanding of their learning communities,

candidates develop and submit a school and classroom portrait that provides a snapshot of the learning environments - community, school profile and their respective classroom settings to their college supervisors. The school portrait is a reflection of the candidate's view and understanding of the school community. The classroom portrait reflects the diversity of their particular practicum setting, including the characteristics and needs of the students they will be teaching, as well as the teachers and other support personnel with whom they will collaborate during this experience. Candidates also complete a technology inventory that informs the Unit of the range of technological aids available for instruction and individualized support for students with exceptional learning needs. The School and Classroom Portraits provide background information that serve as the bases for discussion between the candidate and college supervisor regarding lesson planning and implementation.

Prior to teaching an observed lesson, candidates meet with both their cooperating teachers and college supervisors to discuss their ideas for each lesson based on their classroom portraits, learning goals and curricula content to be covered by students in their respective settings. Candidates then develop a conceptualizing essay and lesson plan that are evaluated by each candidate's College Clinical Supervisor using the rubric identified for PART I: PLANNING. Candidates collaborate with cooperating teachers and college clinical supervisors to schedule observation dates for demonstration of their lessons.

Lesson plans are submitted to cooperating teachers and college supervisors for review prior to lesson implementation. Candidates develop lessons that incorporate a variety of instructional approaches and multicultural content to meet the diverse needs of students, rather than simply trying to duplicate the cooperating teacher's style. They conduct self-reflections that include self-evaluations, paying particular attention to their emerging strengths and finding ways to develop them. Candidates maintain a journal that includes brief descriptions of weekly significant events that occur, and enhance their BA Program Professional Portfolio with artifacts from clinical practice and co-requisite coursework in order to reflect on the nuances of the experience, especially in the candidate's first year of teaching. Candidates must complete all course requirements outlined in the EDUC 491 Student Teaching I and EDUC 492 Student Teaching II syllabi and complete all EDUC 481 Student Teaching Seminar I and EDUC 482 Student Teaching Seminar II syllabi. Clinical practice does not duplicate all the experiences that first-year teachers have on the job. Instead, it is a transitional experience aimed at guiding candidates' development of appropriate pedagogical knowledge, content knowledge, assessment knowledge and dispositions.

Clinical Practice Evaluations

Childhood Education												
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Three types of statistical analyses were conducted; one for each degree program. As part of our transition to the School of Education, we have agreed to adopt Chalk and Wire. As a prelude to this adoption, varied forms of analyses are being piloted per program. Early Childhood Special Education Program analyzed inter-rater reliability and piloted a new and different form of Clinical Practice Rubric to be able to disaggregate the indices of planning implementation and outcomes into basic intermediate and advanced abilities. Following faculty and /TEPAC review, the Clinical Practice Form will be used as a model for the development of all Clinical Practice Rubrics. Childhood Special Education analyses primarily focused on disaggregating the clinical practice impact of student learning. Childhood Education disaggregated content knowledge to begin to understand the undergirding associations between categorical student characteristic variables and content knowledge ability. It is not to state that other analyses will not be conducted; however concentrating on deepening analyses in three areas will contribute in time to faculty incrementally gaining facility with the dynamics of interrater reliability, impact of candidate on student learning outcomes, and a deepening of candidate understanding facility and application of content knowledge. This disaggregation is necessary because the majority of candidates across all programs had competent performance.

The leading assessment question is what separates the competent from the exemplary candidate? To address this question it is important to ensure that assessments are calibrated so that the assessor's evaluations are comparable, or to establish a consistent degree of comparability between assessors to establish statistical comparability. Early Childhood Special Education and Childhood Special Education Rubrics were calibrated by Clinical faculty April 2017, calibrated by TEPAC members April 2017, November 2017 and June 2018 indicated by department administrative evidence (e.g. TEPAC meeting minutes). Secondly, to answer the assessment question it is important that candidates are appropriately learning how to apply content knowledge to support student learning and assess the impact of candidate teaching on the improvement of content knowledge in order to determine/ profile the differences between competent and exemplary candidate performances. This methodical approach to a deeper understanding of the relationships between variables to formulate a candidate profile will, hopefully, result in determining the variables most associated with differing aspects of clinical practice through discerning correlative relationships. The value of this process ultimately, is to be able to make valid predictions between rubric items and overall clinical evaluations. to support excellence in candidate performance across planning, and implementation, and inform the candidate's impact on student learning.

Clinical Practice: 1 Year (2 semesters) by Department

Early Childhood Special Education

Clinical practice for BA dual certification i Early Childhood Special Education requires three settings in order to include the three early childhood development periods (i.e. Infants = birth-3; toddler= 3-5 ; and the young child-1st or 2nd grade). To accommodate the unique sub-development periods of early childhood, candidates have clinical experiences in three settings (two of these settings are either an inclusive or special education classroom; the remaining setting is a general education classroom). Therefore, during one semester candidates have two different placements.

Each semester candidates are required to attend clinical practice for 150 hours, because it is important that teacher candidates develop teaching proficiencies and experience professional growth during clinical practice. It is expected that candidates will: 1) become familiar with the basic texts and other teaching materials used in the classroom in which they are assigned, 2) review relevant assessment data, including students' IEPs, 3) assume supervisory responsibilities, such as movement of students in school hallways, observe the cooperating teacher's instructional and classroom management strategies and make a list of questions or observations to discuss with the cooperating teacher, 4) assist in the preparation of teacher-made materials, such as instructional games, bulletin boards, and learning centers, 5) assume teaching responsibilities gradually, under the cooperating teacher's direction, by working with individual students, then small groups, and finally the entire class, 6) submit written lesson plans whenever requested by the cooperating teacher, and for each formal observation conducted jointly with the college supervisor and cooperating teacher.

Alignment to Special Professional Standards

Clinical Practice provides teachers with opportunities to participate in a range of pedagogical activities which include:

Long and Short Range Planning: The candidate is expected to engage in both long and short range planning, demonstrating competence in:

- 1) developing and carrying out lesson plans and activity plans,
- 2) planning for individual as well as group needs,
- 3) planning and arranging exhibits for students' work and projects as well as instructional bulletin boards,
- 4) planning and setting up learning centers,
- 5) assessing and critiquing curriculum guides, resource units, teacher manuals, library and audiovisual materials, and other materials in the school, which are pertinent to the teaching experience, and
- 6) planning content and integrated curriculum units.

To successfully accomplish the task of planning long and short term goals, teacher candidates must have an understanding of Liberal Arts and Sciences and foundation concepts, including playfulness (Clinical Practice Assessment Form: Rubric Item Planning 1-NAEYC 1), and use their understanding of young children's characteristics and needs, and their family and community to create environments that are beneficial for all (Clinical Practice Rubric Item Planning -NAEYC 1, 2).

As they plan, teacher candidates must consider development and characteristics of the learner and create a positive learning environment that builds on family and community relationships (Clinical Practice Rubric Item Planning -CEC1, CEC 2; NAEYC 2) in order to differentiate instructional activities to account for individual learner differences using knowledge of curricula content (Clinical Practice Rubric Item Planning - CEC3; NAEYC 4 to provide developmentally appropriate strategies.

Its included in the repertoire of evidence-based instructional strategies (Clinical Practice Rubric Item Planning -CEC 3, 5; NAEYC 4) understand the importance of content knowledge (NAEYC 5) and ensure that the social interactions in the learning environment are developmentally and functionally appropriate irrespective of culture or exceptional need. (Clinical Practice Rubric Item Planning CEC

5). Technology enhanced instruction must be a part of the planning process (Clinical Practice Rubric Item Planning CEC 5,6).

Delivery of Instruction: The candidate should demonstrate competence and skill in: teaching various sized groups and students with exceptional learning needs, demonstrating a considerable repertoire of teaching models and methodologies (i.e. presentation, direct instruction, discussion, co-operative learning, concept learning, problem-based learning), developing and implementing appropriate interdisciplinary, thematic curriculum units that advance all areas of students' learning and development, including social, emotional, intellectual and physical competence, integrating technology in their instruction.

To appropriately deliver instruction, teacher candidates must have facility with applying their knowledge of development and characteristics of learners (Clinical Practice Rubric Item Implementation - (CEC 1; NAEYC 2), understand children families and communities and academic disciplines to ensure developmentally appropriate teaching and learning (Clinical Practice Rubric Item Implementation – (NAEYC 4; CEC 3), understand individual learning differences (Clinical Practice Rubric Item Implementation – (CEC3; NAEYC 4), and that there are various instructional strategies including play because learning in the early years should be fun evidencing use of foundational knowledge associated with early childhood(Clinical Practice Rubric Item Implementation 4- (CEC4,7;NAEYC 4).

3. Classroom Management: The candidate should demonstrate competence and skill: in supervising transition times, arranging the classroom for specific instructional purposes, managing a class for instruction, maintaining classroom rules and procedures, employing a variety of techniques for developing appropriate student behaviors and strategies to respond to behavioral problems. Teacher candidates must know that instruction cannot be appropriately delivered in a learning environment where the social interaction impedes the teaching and learning interchange resulting in a safe inclusive culturally responsive learning environment (Clinical Practice Rubric Item Implementation –(CEC 2). Candidates must be able to manage classroom resources that facilitate instructional delivery for all children, for instance, assistive and general technology (Clinical Practice Rubric Item Implementation – (CEC3).

4) Evaluation of Student Learning: The candidate should demonstrate competence and skill in: assessing, analyzing, and interpreting student achievement data as a basis for individual and group planning and instructional decision, constructing tests and other assessment measures, administering and supervising standardized test taking, maintaining samples of students' work and/or assessment portfolios, reporting student progress to parents in understandable terms, observing as a basis for decisions, and keeping records of students' progress. As candidates reflect on student work, they must remain mindful of the responsible use of any assessment (Clinical Practice Rubric Item Outcomes - NAEYC 3, CEC 4), assume a self-reflective posture (Clinical Practice Rubric Item Outcomes - NAEYC 5; CEC 6) and know that assessment information adjusts instruction (Clinical Practice Rubric Item Outcomes – CEC 4).

5) Professional Roles and Responsibilities: The candidate should demonstrate competence and skill in: developing strategies to establish and maintain positive and productive relationships with students' families, participate in developing Individualized Education Plans, understanding the roles and responsibilities of teachers, service providers and support personnel and demonstrating professional dispositions, and maintaining positive supportive relationships with school and community leaders and staff. A key ingredient to having a professional stature is having an appropriate disposition with children who come from families who live in the surrounding community and who are not shy about voicing their concern to other members of the community.

Candidates are evaluated on their implicit understanding that professionalism begins in the classroom with having the appropriate disposition (Clinical Practice Assessment Rubric Items Disposition 1-13).

To accomplish these goals and meet Department expectations, candidates are expected to do as much teaching as time, knowledge and skill will permit. The cooperating teacher helps to evaluate candidates' readiness to teach and gradually increases candidates' classroom responsibilities. After the first week of practicum, all candidates are expected to teach a minimum of one lesson per day. Prior to the last two weeks of clinical practice, all candidates are encouraged to assume responsibility for a full-time teaching load for at least one week. During this period, candidates should perform the duties of the classroom teacher for an entire school day. This format provides the Department, through the college supervisor, the opportunity to direct candidates to develop lesson plans with particular emphases and address areas that candidates required further nurturance in order to meet the rigorous Department expectation of competent knowledge, skills and dispositions.

Summary of Data for Two Cycles 2016-2017

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
PLANNING					
Basic Level for Instruction to Develop Knowledge of Pedagogical Constraints and Considerations: Influences in the Learning Environment in Applying content Knowledge					
Standards	Emerging	Competent	Exemplary	Mean	
2	NAEYC	10%	57.5%	32.5%	84
4	NAEYC	11%	58.7%	30%	84
6	NAEYC	9.4%	60%	30.6%	87
	CEC 2	10%	60%	30%	87
	CEC6	19%	51%	30%	80
	CEC 7	9.6%	56%	34%	86
Intermediate Planning for Instruction: Understanding Content Knowledge and its Intersection with Child Development					
1	NAEYC	12.5%	55%	32.5%	84
5	NAEYC	11%	55%	34%	86
6	NAEYC	10%	63%	27%	85
	CEC 1	10%	50%	40%	88
	CEC 3	9%	66%	25%	80
	CEC 5	10%	60%	30%	86

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
CEC 7	11%	59%	30%	82	
Advanced Independent Planning of Instruction: Children's Abilities Assets and Challenges Inform Teaching Accommodating Learning Differences					
4	NAEYC	10%	51%	39%	89
	CEC 1	10%	50%	40%	89
	CEC 3	9%	66%	25%	83
	CEC 4	25%	47.5%	27.5%	84
	CEC 5	10%	51%	39%	
Advanced Planning of Instruction for Content Knowledge Relating Children's Prior Knowledge to Language and Literacy Development to Support an Understanding of the Central Focus					
3	NAEYC	22%	48%	30%	80
4	NAEYC	3%	50%	47%	80
	CEC 4	3%	59%	38%	87
	CEC 5	3%	50%	47%	88
Supporting Children's Development and Learning to Apply Content Knowledge Using Appropriate Instructional Strategies					
1	NAEYC	7.5%	65%	27.5%	86
2	NAEYC	3%	61%	36%	86
4	NAEYC	3%	62.5%	34.5%	86
	CEC 1	3%	59%	38%	84
	CEC 2	7.5%	65%	27.5%	88
	CEC 5	3%	62.5%	34.5%	86
	CEC 6	10%	65%	25%	84
Advanced Planning of Instruction of Content Knowledge: Supporting Children's Language Development					
4	NAEYC	7.5%	65%	27.5%	85
5	NAEYC	7.5%	65%	27.5%	85

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
CEC 5	7.5%	65%	27.5%	85	
Overall Planning for Appropriate Inclusion: More Attention to Learning Differences					
CEC 2	0%	50%	50%	89	
CEC 3	0%	50%	50%	89	
IMPLEMENTATION					
Implementation of Learning Experience through Instructional Strategies: Promoting a Positive Learning Environment					
1	NAEYC	19%	52%	29%	84
2	NAEYC	23%	40%	37%	84
4	NAEYC	20%	52.5%	27.5%	84
	CEC 5	20%	47.5%	32.5%	84
	CEC 6	23%	40%	37%	84
Implementation of Learning Experience: Engaging Children in Differential Learning Using Developmentally Appropriate Practices					
1	NAEYC	20%	57.5%	22.5%	86
2	NAEYC	18%	50%	32%	86
4	NAEYC	20%	55%	25%	84
	CEC 1	38%	43%	19%	82
	CEC 3	22.5%	55%	22.5%	84
	CEC 4	25%	52.5%	22.5%	84
	CEC 5	19%	53%	28%	84
Implementation of Learning Experience through Instructional Strategies: Imparting Content Knowledge					
5	NAEYC	19%	55%	26%	83
	CEC 3	20%	52.5%	27.5%	84
	CEC 5	20%	55%	20%	84
Implementation of Learning Experience: Pedagogical Content Knowledge (applying content knowledge)					

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
CEC 3	20%	47.5%	32.5%	84	
CEC 5	20%	47.5%	32.5%	84	
Self-Reflection: Analyzing Teaching					
1	NAEYC	22.5%	52.5%	25%	83
5	NAEYC	20%	57.5%	22.5%	83
CEC 1					
		21%	59%	20%	86
CEC2					
		20%	65%	15%	87
CEC 4					
		22.5%	52.5%	25%	83
OUTCOMES					
Analyzing Children's Learning					
3	NAEYC	23%	46%	31%	80
4	NAEYC	32.5%	37.5%	30%	80
CEC 1					
		32.5%	37.5%	30%	80
CEC 4					
		32.5%	37.5%	30%	80
CEC 6					
		32.5%	37.5%	30%	80
Outcomes of Student Assessment: Feedback to Guide Further Learning					
4	NAEYC	32.5%	37.5%	30%	80
CEC 6					
		32.5%	37.5%	30%	80
Outcomes of Assessment : Evidence of Language Understanding and Use					
4	NAEYC	12.5%	57.5%	30%	83
CEC 6					
		12.5%	57.5%	30%	83
Outcomes of Assessment: Using Assessment to Inform Instruction					
6	NAEYC	32.5%	47.5%	25%	81
CEC 6					
		32.5%	47.5%	25%	81

N=15 EARLY CHILDHOOD SPECIAL EDUCATION RUBRIC: PLANNING AND IMPLEMENTING INSTRUCTION					
Planning Interrater Reliability-.517 lower range .369 upper range .624					
Implementation Interrater Reliability- .383 lower range -.080 upper-range .626					
Overall Evaluation of Teacher Candidate Assessment of Children's Learning					
1	NAEYC	32.5%	32.5%	35%	80
3	NAEYC	13%	55%	32%	84
4	NAEYC	12.5%	52.5%	35%	86
	CEC 2	32.5%	32.5%	35%	80
	CEC 4	12.5%	55%	32.5%	84

Data Analysis and Interpretation

The overall clinical practice experience demonstrates candidates' proficiency in all areas because the level of competency was reached for that cycle. However, the least proficient performance area was **Outcomes**. Implementation data indicate the greatest difference between college supervisor and cooperating teacher. With the mean performance indicating that cooperating teacher is more lenient when evaluating candidate performance.

Data indicate that there is a clear discrepancy between the rating applied by the college supervisor and the cooperating teacher, with the cooperating teacher evaluating the candidate consistently at a higher rate. There is a need for additional calibration of Clinical Early Childhood Special Education rubrics.

Childhood Special Education

Candidates pursuing initial certification through the **dual-certificate** BA degree program in Childhood Special Education also endure the **year-long** Clinical Practice experience, which is divided between **two semesters**: (1) Fall Semester - **Grade 1, 2, 3 or multi-grade (14 weeks); minimum of 150 hours in a special education self-contained setting** and (2) Spring Semester-**Grade 4, 5, or 6 or multi-grade (14 weeks); minimum of 150 hours in either a full inclusion setting or a cooperative team teaching (CTT) setting**. Students in the self-contained settings include students classified with severe to profound levels of intellectual disabilities, speech/language disorders, autism, traumatic brain injury, cerebral palsy, and other severe and multiple disabilities whereas students in the inclusive and CTT settings include students with and without mild to moderate forms of sensory, intellectual, physical and emotional/behavioral disorders. Students with disabilities in these settings sometimes include students at age-related multi-grade levels, based on the promotion criteria set for schools. The selection of settings ensures that candidates' clinical experiences include **multiple settings** to demonstrate their specialty preparation and meets the requirements for dual-certification. Each candidate is required to **teach at least four lessons, one in each subject area – ELA, Mathematics, Science and Social Studies**. Childhood Special Education candidates are required to incorporate instructional technology in at least one of their observed lessons each semester and are required to use assistive technology and other

supportive technological aids for students with disabilities based on students' individual needs. During implementation of the lesson, the candidate is **observed and evaluated by both the cooperating teacher and the college clinical supervisor**. Observation assessments look at candidate's performance on **specific professional standards, academic content area standards**, and their **dispositions** during interactions with students as developing career special education teachers. The assessment rubric identified as **PART II: IMPLEMENTATION** is used to evaluate candidates' demonstration of teaching students with exceptional learning needs. Candidate performance is assessed on four levels: Exemplary, Competent, Emerging and Unsatisfactory; levels descriptions are provided on the Clinical Practice Evaluation Form included as 5b.

A post-observation conference with the candidate, cooperating teacher and the college clinical supervisor is held immediately after each observed lesson to provide feedback to the candidate regarding professional demonstration of instruction for students with exceptional learning needs. Following this conference, candidate must **submit reflections on student outcomes** based on assessments used during lesson implementation, including **samples of student work** and **data tables**. Candidates must also **write a reflective essay** that summarizes the practical experience and their self-evaluation of their instructional delivery knowledge, skills and dispositions. These post-observation elements are assessed by the cooperating teacher and the college clinical supervisor using the rubric identified as **PART III: POST-OBSERVATION OUTCOMES**.

Alignment to SPA Standards*****

The Clinical Practice Evaluation Forms use the CEC Standards 1 to 7 as the basis for assessing Childhood Special Education candidates' knowledge, skills and dispositions. Furthermore, as dual certificate candidates, each dimension is also aligned with the INTASC standards.

In PART I of the Clinical Practice assessment, candidates are required to articulate their knowledge of special education content across ten important dimensions that align with the seven CEC Standards as shown on the Rubric attached. This knowledge base must be reflected in candidates' conceptualizing essays and lesson plans to show candidates' understanding of central concepts, tools of inquiry and structures that comprise the professional bailiwick of special education (CEC 6: 6.2, 6.3). Knowledge about the development and characteristics of learners and their individual differences (CEC 1: 1.1, 1.2), and the impact of exceptional conditions on academic content learning and motivation are requisite to planning general instruction for students with the full range of disabilities (CEC 3: 3.1, 3.2, 3.3). Childhood special education candidates must know evidenced-based instructional strategies to plan and design innovative learning experiences so that students can access the general education curriculum content areas of ELA, Mathematics, Science and Social Studies (CEC 3). Teacher candidates must demonstrate knowledge of effective classroom management, behavior interventions and management to meet the individual and collective needs of students in safe and appropriate learning environments (CEC 2: 2.1, 2.2). In their conceptualizing essays, candidates' must demonstrate the use of effective communication in articulating their own ideas about teaching and learning and know how to cater to the cultural and linguistic differences found among students in diverse learning environments (CEC 5: 5.3, 5.4). The background knowledge from all the previous standards serves as the foundation on which candidates show their knowledge of instructional planning methods. Candidates create lessons that give evidence of their knowledge of NY State Learning Standards, the NYC scope and sequence and learning goals for elementary education in the relevant content area their lessons address (CEC 3: 3.3), and show how they use special education principles, such as modifications and accommodations to adapt instruction,

including technology enhanced instruction, for their students with disabilities (CEC 3). Candidates must design assessments for each lesson – whether formal or informal, formative or summative – that accurately and fairly assess acquisition of knowledge and skills by diverse students with the full range of disabilities (CEC 4: 4.1, 4.2, 4.3, 4.4). Childhood Special Education candidates must articulate in their conceptualizing essays their knowledge of professional and ethical practice, including their respect for diversity, their stance as reflective practitioners and their willingness to explore the various institutions in the field of special education and grow as a professional (CEC 6: 6.1, 6.2, 6.3). Candidates must also discuss their collaborative responsibilities with their cooperating teachers and other school personnel, families and service providers as well as their ongoing consultation with their college supervisors (CEC 7: 7.1, 7.2, 7.3).

PART II of the clinical practice assessment includes three subsections that focus on demonstration of: (a) teaching skills, (b) application of developmentally appropriate and integrated academic content, and (c) candidate dispositions as they interact with students. The dispositions are aligned mainly with CEC Skill-Based Standards from the CEC Initial Special Education Individualized General and Independence Curriculum Combined. During observation sessions, Childhood Special Education candidates are evaluated by cooperating teachers and college clinical supervisors on the dimensions listed below.

(a) Demonstration of Teaching Skills

Teaching Students with Diverse Needs - Candidates' lessons must reflect their awareness of the diverse characteristics presented by the students they are teaching and show that they are implementing adequate supports for them [CEC 1: 1.1; 1.2].

Using Adaptations for Diverse Learning Differences - Candidates' instructional delivery must show how they use individualization, differentiation, accommodations and modifications to meet the individual learning styles and needs of their students [CEC 3: 3.1, 3.2, 3.3].

Using Effective Strategies to Promote Active Engagement in Learning, including Technology-Enhanced Instruction – Candidates' lessons must highlight the use of evidence-based effective strategies, including the use of technology to teach requisite academic and nonacademic content. They must demonstrate abilities to select, adapt and use these strategies efficiently to promote active student learning [CEC 5: 5.1, 5.2, 5.3].

Practices and Behaviors of Developing Career Special Education Teachers – Candidates' demonstration of teaching students with ELN must reflect their abilities to manage their classrooms effectively using positive behavioral intervention and supports, restating behavior expectations with students, and providing clear instructions for smooth transitions from activity to activity. Candidates must demonstrate positive teacher attitudes towards their students, other teachers and paraprofessionals in the classroom [CEC 2: 2.1, 2.2].

Effective Communication – Candidates must model effective language with their students and use communication strategies and resources that promote student understanding of subject matter as well as enhance student communication skills, including the use of alternative and augmentative communication systems, when and where necessary [CEC 5: 5.1, 5.2, 5.3, 5.4].

Using Effective Instructional Plans – Candidates must show connections to the scope and sequence and identify the learning objectives they are addressing in their lessons based on NY Content Area Curriculum. Their lessons must reflect adaptations of instruction and environment, and incorporation of instructional and assistive technology as needed to meet the individual needs of their students [CEC 3: 3.2, 3.3]

Using Appropriate Assessments for Instruction - Candidates must demonstrate their use of Curriculum-Based Assessments, as well as informal assessments throughout their lessons to monitor students' understanding and mastery of subjects. They must show how they use assessment results, such as anecdotal notes to inform and guide their instruction, and provide feedback to students [CEC 4: 4.1, 4.2, 4.3, 4.4].

(b) Application of Developmentally Appropriate Academic Content

Childhood Special Education candidates must demonstrate proficiencies in teaching general education academic content to students with exceptional learning needs. As such, they must show how they adapt instruction, assessments and environments, including making appropriate modifications and accommodations to meet the individual needs of their students in Grades 1-6. These considerations are aligned mainly with specific elements from the CEC Initial Special Education Individualized General and Independence Curriculum Combined, with particular emphasis on Standards 5 – Instructional Planning and Strategies, and 4 – Assessment. Candidates must demonstrate and are evaluated on their abilities to teach lessons in ELA and mathematics with integration of Social Studies and Science content, including the use of instructional and assistive technology:

English Language Arts (Integrated Curriculum) – Candidates must demonstrate the use of reading methods that are appropriate for students with disabilities (CEC 5: IGC-IIC.5.S4; IGC-IIC.5.K11) and guide students in identifying and organizing critical information (CEC 5: IGC-IIC.5.K7). They must teach students to use important concepts, vocabulary and content across the general curriculum (CEC 5: IGC-IIC.5.S13) and use strategies and techniques to strengthen and compensate for any deficits in perception, comprehension, memory and retrieval (CEC 5: IGC-IIC.5.S11 - 12). When teaching ELA content, candidates must demonstrate the use of systematic instruction to teach accuracy, fluency, and reading comprehension as well as writing (CEC 5: IGC-IIC.5.S16 - 18)m as well as use systematic instruction in teaching reading strategies and monitoring strategies across the integrated curriculum (CEC 5: IGC-IIC.5.S14). CSE candidates must evaluate their teaching of ELA and show how they are monitoring the progress of their students during and after teaching each lesson (CEC4: 4.0-4.4).

Mathematics (Integrated Curriculum) – The main objective of teaching mathematics to students is to increase their accuracy and proficiency in math calculations and applications (CEC 5: IGC-IIC.5.K6 –K7), and as such, CSE candidates must demonstrate the use of appropriate methods to teach mathematics to students with ELN (CEC 5: IGC-IIC.5.S5 – S6). Candidates must use appropriate adaptations and technology (CEC 5: IGC-IIC.5.S7), use responses and errors to guide instructional decisions and provide feedback to students (CEC 5: IGC-IIC.5.S12), and use task analysis approaches (CEC 5: IGC-IIC.5.S11; S23) when teaching mathematics and integrated science and other relevant content to students with ELN. Candidate must demonstrate ways that they are evaluating and modifying instructional practices in response to ongoing assessment data (CEC 4: 4.0; CEC 4: IGC-IIC.4.S3), and show their modified and differentiated individualized assessment strategies (CEC 4: IGC-IIC.4.S6) that they use to

evaluate instruction and monitor progress of their students with exceptional learning needs (CEC 4: 4.0 – 4.4).

(c) Candidate-Student Interactions: Dispositions Assessment

Candidates are also assessed on 13 dispositions to evaluate their competencies in working with diverse students with ELN. The disposition competencies are aligned with CEC Standards 2 and 5, but specifically to skill-based elements in the Initial Special Education Individualized General and Independence Curriculum combined. Elements in Standard 5 that are addressed assess candidates' modeling of self-assessment, problem-solving and critical thinking strategies as they teach students to use these techniques (ISCI 5 S14) and their ability to modify the pace of instruction and provide organizational cues for students (IGC5 S6). Candidates are required to demonstrate the use of student responses and errors to guide their instruction and provide timely feedback to students (IGC5 S12). In reinforcing effective candidate-student interactions during instruction, elements of Standard 2 are assessed. Candidates must ensure safe, equitable, positive and supportive learning environments by giving students equal turns (ISC1 2 S1), encourage active participation (ISCI 2 S4) in individual and group activities by providing individual help, affirming students' correct responses, giving praise and citing the reasons for praise, and teaching students how to give and receive meaningful feedback from others (IGC2 S4; IGC5S12). Candidates must model respect and create a positive learning environment (ISCI 2 S1), establish rapport with all students (ISCI 2 S7), encourage self-advocacy, positive intracultural and intercultural experiences for students by listening to them, accepting their feelings and encourage self-advocacy and independence (ISCI 2 S13, ISCI 2 S9).

PART III

Candidates are encouraged to use assessment data and feedback from observers to reflect on their practices as teachers of students with exceptional learning needs. PART III of the Clinical Practice Assessment focuses on Outcomes of each observed lesson and reflection on student learning.

CEC Standards 4, 6 and 7 are further addressed in candidates' assessment and reflections on student work, and on their self-reflections for all lessons taught. Having collaborated with their cooperating teachers and, sometimes, grade level curriculum teams (CEC Initial Preparation Standard 7 - Collaboration: 7.1, 7.2, 7.3), candidates must discuss how their assessments confirm children's learning, how children varied in their responses to the assessments and why, and provide possible revisions to the assessments given the results and their own thoughtful critiques (CEC Initial Preparation Standard 4 - Assessment: 4.4). In their overall self-reflections, candidates are required to reflect critically on lessons taught to consider how to provide more productive learning opportunities for children and how to shape their own teaching to do so (CEC Initial Preparation Standard 6 – Professional Learning and Ethical Practice: 6.1, 6.2). They must consider in these reflections how the children in their classrooms differ and how that knowledge informs them about using families, colleagues and the larger school community, as well as the larger surrounding community, to support children's learning (CEC Initial Preparation Standard 4 - Assessment: 4.4; CEC Initial Preparation Standard 4 - Assessment: 4.3).

As a key assessment of the program, the Clinical Practice experience for Childhood Special Education candidates embodies the Unit's Conceptual Framework as the CEC Standards are

closely aligned with the Unit's eight Candidate Performance Standards: Knowledge [CEC 3]; Personal and Global Consciousness [CEC 1 & 2]; Analytical Ability [CEC 3, 4 & 5]; Creativity [CEC 4 & 5]; Professionalism [CEC 6]; Effective Communication [CEC 6]; Collaboration [CEC 7]; and Commitment and Care [CEC 1 & 2].

Analyses on the Impact of Student Learning

PART I: Content, Pedagogical and Professional Knowledge (Conceptualization and Lesson Planning)

Data on candidates' knowledge of special education as evaluated on the seven CEC Standards by way of their conceptualizing essays and lesson plans show that 100% of candidates met the sub- Standards that were assessed. Of the 31 CSE candidates prepared during the three-year period, 87% (27) met the seven CEC Standards at the Competent to Exemplary level while 13% (4) of them met the Standards at the Emerging levels. Data indicate that candidates showed strengths on **Standard 6 - Professional Learning and Ethical Practice (81%)** and **Standard 7 – Collaboration (81%)** as they received Exemplary ratings on these Standards. More than half of them were also strong on **Standard 4–Assessment (61%)**. Only one candidate in each cohort performed consistently at the Emerging level.

PART II: Content, Pedagogical and Professional Skills (Implementation of Instruction)

Data show that all candidates (100%) successfully completed this part of the assessment, with 83% of candidates in 2015, 86% in 2016, and 80% in 2017 performing between the Competent to Exemplary levels, indicating mastery of teaching skills and proficiencies on CEC Standards 1, 2, 3, 4, and 5. While 50% of 2015 cohort performed at the Exemplary level across all Skill measures in this area, the strongest performance (58%) was on the Unit dimension of *Using Effective Strategies to Promote Active Engagement in Learning*, aligned to **CEC Standard 5 - Instructional Planning and Strategies**. This area can also be considered a strength among the 2016 cohort since it was the only measure where all candidates (N=14) were rated at the Competent to Exemplary levels. The 2017 cohort demonstrated strongest skills on the dimension - *Practices and Behaviors of Developing Career Special Education Teachers* that is aligned with **CEC Standard 2 – Learning Environments** as reflected in the Competent to Exemplary ratings of all candidates. Here again, no candidate was rated at the Emerging or Unsatisfactory levels.

In analyzing candidate performances on teaching academic content areas, data show that 80% - 85% of candidates had Competent to Exemplary performances across all dimensions measured during their four observed lessons each semester. The 2015 cohort demonstrated stronger content area skills than candidates in 2016 and 2017, in that 50% of them were rated as Exemplary on both ELA and Mathematics Integrated lessons. On the ELA assessment, the 2017 cohort received Exemplary ratings for 40% (fall 2016) and 20% (Spring 2017) of candidates. Similarly, on the mathematics assessment, 40% received exemplary ratings, while the majority of candidates received Competent ratings on teaching both academic content areas. Two candidates in 2016 and 2017 were rated in the Emergent level of performance on the content area assessments, while only one candidate received emerging in 2015. The data indicate that all candidates met the **CEC Standards 4 -Assessment** and **5 – Instructional Planning and Strategies** and the sub-standards that were aligned to the Unit measures for assessment of content area pedagogical and professional skills.

**Department of Multi-cultural Education
Childhood Education**

General educators learn to differentiate instruction for primary and upper level elementary school students in order to address the needs of diverse learners. One semester of clinical practice occurs in grades 1-3 and the other semester of clinical practice occurs in grades 4-6. Clinical placements are in classrooms assuming the general educator role for planning, implementing and assessing whether instruction added value to student learning.

Analysis Comparing Content Area Performance Across Planning, implementation and Student Outcomes

Candidates performance across content areas was disaggregated to establish this analysis as an integral assessment task across all degree programs. This is very important to Clinical Practice because the curriculum candidates are required to implement are integrated curriculum.

In analyzing candidate performances on teaching academic content areas, data show that 80% - 85% of candidates had Competent to Exemplary performances across all dimensions measured during their four observed lessons each semester. The 2015 cohort demonstrated stronger content area skills than candidates in 2016 and 2017, in that 50% of them were rated as Exemplary on both ELA and Mathematics Integrated lessons. On the ELA assessment, the 2017 cohort received Exemplary ratings for 40% (fall 2016) and 20% (Spring 2017) of candidates. Similarly, on the mathematics assessment, 40% received exemplary ratings, while the majority of candidates received Competent ratings on teaching both academic content areas. Two candidates in 2016 and 2017 were rated in the Emergent level of performance on the content area assessments, while only one candidate received emerging in 2015.

During the 2014-2017 academic years candidates consistently demonstrated an ability to assess student learning ACEI Standard 4.0. In fall 2015, 86% of the candidates received competent or exemplary, 66% in fall 2016 and spring 2017.

Analyses will, once Chalk and Wire is fully integrated, to be further contextualized to be able to make comparative analyses as to what are the correlative characteristics of candidates who are exemplary in applying content knowledge appropriately when delivering instruction and conducting student assessments.

Place 2nd-Alignment to Special Professional Association Standards

In **PART I** of the Clinical Practice assessment candidate are required to demonstrate knowledge of childhood development and learning theories and how to use their knowledge to support diverse learners including students with exceptionalities. This knowledge base must be reflected in candidates' conceptualizing essays and lesson plans to show candidates' understanding of central concepts, tools of inquiry and structures that comprise the professional bailiwick of elementary education ACEI 1.0. **PART II** of the clinical practice assessment includes **three subsections** that focus on demonstration of: (a) **teaching skills ACEI 3.1, 3.2, 3.3, 3.4** (b) **application of developmentally appropriate and integrated academic content 2.1, 2.2, 2.3, 2.4,** and (c) **candidate dispositions as they interact with students, ACEI 5.1. PART III Assessment ACEI Standard 4.0.**

Candidates are encouraged to use assessment data and feedback from observers to reflect on their practices as teachers of students with exceptional learning needs. **PART III** of the Clinical Practice Assessment focuses on Outcomes of each observed lesson and reflection on student learning. ACEI standard 4.0 is further addressed in candidates' assessment and reflections on student work, and on their self-reflections for all lessons taught. Having

collaborated with their cooperating teachers and, sometimes, grade level curriculum teams ACEI standards 3.5, 5.1 and 5.2.

c. A brief analysis of the data findings;

Overall, 100% of the candidates successfully completed this assessment during the three data periods 2014/2015-2016/2017. In 2015, a higher percentage (50%) of candidates performed at the Exemplary level than candidates in 2016 (36%) and 2017 (20%), indicating a decrease in the number of candidates who exceeded expectations. While the majority of candidates completed their clinical experiences at the Competent to Exemplary levels, two candidates in each cohort completed this assessment at the Emerging level (2015=17%; 2016 =14%; and 2017=40%).

Recommendation

Candidates in the elementary education program continue to demonstrate proficiencies in planning instruction and teaching adolescent students. With the exception of one or two candidates each year with consistently emerging performances, the data suggest that candidates have the requisite competencies to move from theoretical understandings of content, children’s learning differences, and assessment to implementing and enacting, in practice, this knowledge. Also, candidate performances on their first lessons tend to be the weakest performances, but as they gain more opportunities to teach and gather feedback and reflect, they show marked improvements in the subsequent lessons. The data also informs the Unit that with additional practice, mentoring and reflection, candidates do grow and improve.

With regard to Pedagogical and Professional Skills in Special Education, candidates demonstrate that they have strong skills in instructional delivery that are supported by the unique blend of academic subject area proficiency and special education preparation. They are able to understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation (ACEI 1.0.). They effectively teach diverse student populations (ACEI 3.1, 3.2) and challenge their students to learn and master critical academic subjects in the general curriculum (ACEI 2.1, 2.2, 2.3, 2.4). Candidates demonstrate sound assessment skills as they develop plans that include formal and informal assessments, including rubrics to monitor and evaluate their students’ acquisition of the concepts they are teaching them (ACEI 4.0). The data also informs the Unit that with additional practice, mentoring and reflection, candidates do grow and improve. The program’s strength in ensuring that initial teacher candidates have two semesters of clinical practice in diverse settings augurs well in enhancing the pedagogical and professional skills of candidates so that they can be effective teachers of all children.

The selection process for Partnership Schools is based evidence of best practices, and a great deal of consideration is given towards ensuring that candidates attend schools where they are familiar and not familiar with the specific diverse populations. This is intended to further enrich the Unit’s diverse experiences and supports our efforts to consistently deepen our understanding of diverse populations and culturally responsive practices. The following tables profile demographic and academic achievement information for newer and/or reinstated School Partners:

Gender Percentages by School and School Year

School	2013 / 14		2014 / 15		2015 / 16		2017 / 18	
	M	F	M	F	M	F	M	F
PS375	55	4	56	44	55	45	54	46
PS108	50	5	51	49	49	51	51	49
PS161	52	4	54	46	52	48	51	49
PS256	51	8	50	50	51	49	54	46
PS138	50	5	52	48	49	51	50	50
P.S282	49	0	48	52	50	50	51	49
P.S92	54	1	56	44	54	46	52	48
PS5	48	4	48	52	50	50	50	50
P.S6	50	5	49	51	50	50	49	51

Note: M= Male, F= Female

Race by School and School Year

School	2014 / 15					2015 / 16					2016/17				
	AA	LA	AS	WH	MU	AA	LA	AS	WH	MU	AA	LA	AS	WH	MU
PS375	63	29	3	4	1	62	30	3	5	0	61	30	3	4	0
PS108	16	77	5	1	0	12	79	6	1	0	12	79	6	1	0
PS161	5	17	63	2	1	7	18	61	2	1	7	17	65	2	1
PS256	72	26	2	1	0	68	29	2	1	0	71	24	2	2	0
PS138	86	9	1	2	0	85	9	1	4	0	84	10	1	4	0
P.S282	63	24	3	8	1	61	26	3	7	1	58	27	4	10	1
P.S92	79	15	5	1	0	75	18	6	0	0	73	16	9	1	0
PS5	79	17	0	3	1	79	16	0	3	1	79	15	0	3	1

P.S6	73	24	0	2	0	74	23	0	2	0	72	22	1	3	0
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Note: AA= African American, LA=Latino, AS=Asian, WH=White, MU=Multi-Racial

Percent Free and Reduced Lunch by School and School Year

School	2014/15	2015/16	2016/17
PS249	68	67	68
PS375	94	89	90
PS108	78	73	71
PS161	90	89	89
PS256	97	95	96
PS138	90	84	92
PS26	86	83	77
P.S282	68	67	59
P.S92	91	91	87
PS5	89	87	90
P.S6	79	78	72

Percent with ELL or Special Education Status by School and School Year

School	2014/15		2015/16		2016/17	
PS375	23	30	27	30	29	28
PS108	13	25	13	26	14	27
PS161	12	15	12	15	14	15
PS256	11	18	10	19	9	24
PS138	5	17	7	18	7	16
PS26	6	27	7	31	10	31
P.S92	16	20	17	21	22	18
PS5	8	32	6	35	4	32
P.S6	14	21	14	23	20	23

ELA State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)

	2013 / 14		2014 / 15		2015 / 16		2016 / 17	
	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4
PS249	324	49.69	361	39.34	368	58.42	379	60.42
PS375	207	13.04	199	10.55	187	27.27	212	21.7
PS108	379	31.93	385	34.81	407	44.23	399	47.87
PS161	291	46.74	289	45.67	306	52.61	347	47.84
PS256	150	18.67	140	20	118	38.14	105	35.24
PS138	430	23.72	416	24.04	420	8.33	390	44.87
P.S282	592	32.6	521	44.15	521	44.15	460	47.17
P.S92	208	8.65	184	9.24	206	17.48	202	19.8
PS5	127	8.66	116	9.48	71	57.75	63	25.4
P.S6	324	16.98	334	17.07	329	20.67	349	17.48

Math State Exams for Grades 3 – 5, Percent Scoring Proficient (on Level 3 or 4)

	2013 / 14		2014 / 15		2015 / 16		2016 / 17	
	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4	Total Tested	% Level 3 or 4
PS375	208	21.15	208	24.04	197	29.95	216	20.37
PS108	389	46.27	400	44.25	419	42.72	416	44.47
PS161	294	55.1	293	50.51	314	58.92	350	54.86
PS256	150	27.33	141	25.53	117	118.8	105	37.14
PS138	430	24.42	420	28.1	429	35.9	105	37.14
P.S282	533	34.33	496	34.27	496	34.27	44	39.09
P.S92	208	14.42	188	10.64	206	13.59	212	17.92
PS5	16	37.5	116	8.62	69	66.67	58	39.66
P.S6	326	25.77	339	25.66	340	19.71	362	20.72

As per the tables, partner schools have an equitable distribution of males and females. Some common features are a lower socio-economic status as indicated by fitting the income category to receive free or reduced lunch. One of the schools identified on our list of partner schools, PS 5 is purported to have the highest homeless rate for its school district. The range of ELL and Special Education students represent from 15% to 32% of the school population. With the dynamics of race intersecting with class, it is not surprising that literacy and numeracy proficient levels represent 20-60% of the school population. Across most schools there was greater ability in reading than math.

Partnerships are essential to candidates having experiences that facilitate the development of knowledge, skills and the appropriate disposition to become an effective teacher who positively impacts learning, especially in academically challenging environments. An essential element of a true partnership is its mutual benefit. School of Education provides technological

integration aligned to curriculum through Web quest 504 where candidates wet their appetite for understanding ways in which they can impact student learning. Candidates advance to being part of a Tier 2 Response to Intervention to support literacy development for students at risk for failure; candidates ability to impact student learning in one public school is reported to the district yearly. Candidates develop an Action Research Project to integrate an innovation to address an on going challenge in the learning environment. Candidates' Action Research Projects have have resulted in several articles and professional presentations with students and department colleagues. The articles detail candidate success in integrating multicultural literature, mindfulness, STEM activities in an integral curriculum unit and the use of multi-cultural text to enhance teaching and impact student learning. Articles references are listed below:

Publications

- Lawrence S., Johnson T., Baptiste M., Caleb A., Sieunarine C., and Similien, C. (2017). "Pre-Service Teachers' Use of Multicultural Literature," *Journal of Inquiry and Action in Education*, 9 (1), Article 3.
- Johnson, T., & Crafton, J. (2016). "Putting...celery stalks in the red water": Inquires & insights from a pre-service action project. *International Journal of Humanities Social Sciences and Education*. 3 (1), 95-102.

Presentations

- Johnson, T., Andrews, A. (April, 2018). Power within: Examining a pre-service teacher's use of mindfulness activities in an urban classroom. Presentation at the Annual Meeting of the American Education Research Association (AERA), New York, NY.
- Lawrence, S. A. & Johnson, T. (November, 2016). Pre-service teachers' culturally relevant literacy instruction for linguistically diverse students. Paper to be presented at National Council of Teachers of English Annual Conference, Atlanta, GA.
-
- Lawrence, S. A., Johnson, T., Baptiste, M. (November, 2016). Using Culturally Relevant Texts in Elementary Classrooms. Paper presented at the 2016 Annual Conference, New York State Reading Association, Saratoga Springs, NY
-

Additionally, all candidates across the three year period evidenced a competent rating on all Action Research Projects. Additionally, candidates unanimously impacted student learning at the 100% level for a wide range of topics from phonics integration in a learning center to helping a non-verbal child to say key words or phrases to express needs.

School Partnerships are mutually beneficial to enhancing and contextualizing co-requisite methods courses (q.v. detailed earlier). Additionally, the partnerships provide candidates with sites that allow them to conduct research. Of note, School Partnerships provide mutually beneficial opportunities to engage in academic interventions.

To facilitate appropriate alignment between courses and practice based experiences, the Field/Clinical practice Coordinator meets with professors to clarify practice based needs, then the needs are communicated to principals who in turn discuss their needs and the parameters of the practice based experience. In the case of clinical practice, at a separate meeting Cooperating teachers and principals participate in an orientation about the clinical experience and a handbook is distributed titled Clinical Experience for Cooperating Teachers. Next, there is a clinical practice orientation for faculty in which any changes are discussed and challenges are presented. Finally, there is an orientation meeting with College Supervisors and teacher candidates. (xxxx Appendix). The Clinical Practice Coordinator makes on site visits to each school to ensure that placements are appropriate. Then, each cooperating teacher receives an e-mail to open and maintain other avenues of communication. On site visits are made as needed. Furthermore, coherence across clinical and academic components of preparation is maintained through orientation meetings each semester for college supervisors and candidates and professional development, such as in 2015 all professors met with a Danielson representative to know the Danielson framework that is used to assess teachers. In 2016, Geneva Gay met with candidates to discuss the essential characteristics of a culturally responsive classroom environment. (XXXXAppendix). the meeting in meetings, special professional development (Geneva Gay and Danielson). School of Education technology- based collaborations begin with identifying the technology needs at the school and will, as suggested by TEPAC, extend to writing a small grant for technology- based aide.

The School of Education assumes a shared responsibility model towards candidate preparation articulated through TEPAC (Teacher Education Preparatory Advisory Council) . The main task of TEPAC, as its name suggests is to seek input from P-12 teachers and/or administrators on candidate preparation in order to competently prepare future teachers to grapple with 21st century pedagogical initiatives, develop or refine the criteria for entry/exit into clinical experiences, provide practice based curricula innovations, review criteria for cooperating teacher selection, and candidate entry and exit criteria . TEPAC meetings were held once per semester, but will increase to four times per year to keep abreast of trends in public education policy, in order to support the transition of the Education Department to The School of Education. TEPAC membership is open to any consenting faculty member in the Liberal Arts and Sciences, alumni, principals, teachers and community educators. (XXXXXXAppendixSee logs and minutes of meetings). Last year TEPAC calibrated the Early Childhood Special Education rubric and the Childhood Education Rubric. TEPAC members voted to use a different lesson plan for children under four years old and to retain the present rubric with modifications (such as adding examples. To ensure that the TEPAC partnership is dynamic. Its collaborative processes will be reviewed annually. Below is the list of continuous improvements made by TEPAC:

- Made suggestions for improving the Early Childhood Special Education Rubric, specifically to provide examples of the standards as it is applicable to in the Summary sections.
- Change the lesson plan for toddlers under four years old
- grappled with ways to introduce candidates and students to integrated learning because curriculum developers have not produced the requisite materials
- reviewed the integration of INTASC headings to rubrics
- grant writing for tech

-attending professional development at least one per semester

- Plan to co-construct the graduate survey

TEPAC shares responsibility for continuous improvement of candidates. Some TEPAC members are participant in the My Brother's Keeper Teacher Opportunity Corps (TOC) that recruited candidates and have the charge of improving field and clinical practice. To this end, these TOC based schools have agreed to provide yearly professional development to introduce candidates to innovations and best practices within the field. These innovations require candidates to spend some time during field and clinical practice experiences in Buffalo, New York.

Additionally, in 2017 we initiated deeper field experiences through discussion with TEPAC it was decided that candidates in their experiences would take a more holistic approach to field experience and would, for instance during EDUC 501 not only shadow the teacher as a professional but assistant principals too (xxxxAppendix)

The improvements that are made are translated to the Handbooks for Field and Clinical Practice and the BA and Clinical Practice Need to Know, which is received by each BA candidate at the professional and clinical practice levels. (xxx Appendix***). The handbook is distributed to candidates, college supervisors, cooperating teachers and administrators. Therefore, interrater reliability is used to determine the differences between the evaluations of cooperating teachers and college supervisors. Based on the findings that cooperating teachers score clinical practice rubric items higher in assessing candidates than college supervisors. Rubric calibration is an integral part of TEPAC activities during the 2017-2018 semester.

This demonstrates that the School of Education assumes a shared responsibility model to teacher education preparation through the evaluation and co-construction of instruments, on going decision making, and shared curriculum development.

Furthermore, coherence is maintained across clinical and academic components of preparation through orientation meetings with students, clinical practice contracts, and site evaluations that are annually reviewed (xxxx Appendix).

2.2 Clinical Educators

Partners co-select, prepare, evaluate, support and retain high quality educators, both provider- and school-based, who demonstrate a positive impact on candidates' development.

Co-selection occurs as TEPAC suggests ways to upgrade field experiences and the Field/Clinical Experience Coordinator meets with principals.

Cooperating Teacher Selection

Individual meetings are held with principals to match cooperating teacher strengths to candidate needs. teachers are chosen based on two major selection criteria number of years teaching (i.e. 3-5 years) and teacher must have an effective or highly effective teacher evaluation rating. Also, they must serve as a cooperating teacher under their license; so that candidates interested in special education receive in class guidance from a cooperating teacher of that same license Two teachers included in this year did not meet this criterion. One was on the early childhood level and the other was on the childhood education level. In one case the teacher was observed. In both cases, the candidate experience was not their most praised semester. All teachers worked in accordance with their license. Evaluation of cooperating teachers by candidates will be disaggregated once Chalk and Wire is our Assessment Platform.

College Supervisor Selection

College supervisor responsibilities is based on their license and/or practical experience in teaching and/or administration. All supervisors were appropriately placed. Evaluation of college supervisors by candidates will be disaggregated once Chalk and Wire is our Assessment Platform.

Graduation Surveys and Employer Surveys

Candidates receive a graduate survey as they are graduating from clinical practice and have completed all course work. The graduate survey has identified field and clinical practice as a particular area of strength. Further disaggregation will occur once Chalk and Wire is our assessment platform.

Employer Surveys are given to principals. Their responses allow us to be aware of the practices that we have to refine as we prepare future teacher educators. All employers were duly satisfied with School of Education graduates.

All results are shared in faculty and TEPAC meetings. We need to improve the formal sharing of results beyond the School of Education faculty. The data collected is used to modify selection criteria of candidates, cooperating teachers, sites and college supervisors and the field and clinical experience content. (XXXAppendix).

Supervisory resources are available on line to candidates via Blackboard, college supervisors via Sharepoint and cooperating teachers electronically following the orientation meetings (xxxAppendix). Candidates learn the use of assessment instruments in EDUC 508/509; Assessment in Education and then analyze data in clinical practice.

Through field and clinical experiences, candidates learned to contextualize instruction to address individual needs and strengths through a deeper understanding of the relationship between assessment and instruction, gain facility with assessment instruments and data analyses, and with appropriate pedagogy that impacts student learning.

- 2.3 Sufficient breath, depth and diversity and duration developing effectiveness and positive impact on students.

The field and clinical experiences evidence breath because it begins early and assumes a progressively more complex organization of knowledge, skills and dispositions. The depth is present because candidates initially learn a competency in the pre-professional level and practice it during methods courses in preparation for its activation and execution of knowledge skills and appropriate dispositions during clinical practice. Field and clinical experiences are diverse working with all races, socio-economic levels and students who are linguistically and culturally diverse. The duration of the field and clinical practice is 400 hours, which is 225 hours beyond the required field and clinical practice experiences of many teacher preparation programs.

2.3b Multiple based assessments at key points demonstrating knowledge, skills and dispositions associated with positive impact using technology. Candidates have experiences in early field during EDUC 350: Computer in Education , which provides the opportunity for candidates to initiate a curriculum based technological instructional supplement, the web quest. As candidates advance to clinical practice, smartboards and power points are a common enhancement to instruction. Field and clinical practice have multiple assessments at key points, such as upon entering the BA programs (EDUC 350/504:Computers in Education) , during the Methods courses at the professional level of the BA program (EDUC 505 &506: Working with individuals and small groups of learners co-requisites EDUC 315, 381, 311, &312 methods courses on literacy and math) and finally during clinical practice though the application of all course work to impact student learning.

STANDARD 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

Plan for Recruitment of Diverse Candidates who Meet Employment Needs:

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

The Medgar Evers College School of Education is dedicated to recruiting high quality candidates that represent a broad range of backgrounds and diverse populations. A major component of the recruitment process involves one-on-one academic advisement meetings with candidates enrolled in the associate of arts degree program (AA). Over 80% of all applicants to the BA program come from the AA program. All AA candidates have one-on-one meetings with a departmental designee (academic advisor) and these meeting include a review of each candidate's **Degree Works** – which shows the candidates progress toward AA degree completion as well as overall grade-point-average (GPA) and subject-specific GPA. Records of these meetings and their outcome/s are logged in a **Student AA Advisement Meeting Log**. Students with a GPA of 3.0 (or higher) are strongly encouraged to apply to the Bachelor of Arts degree program (BA). The average GPA of admitted students (2015-2017) is summarized in figure 3.1 (below).

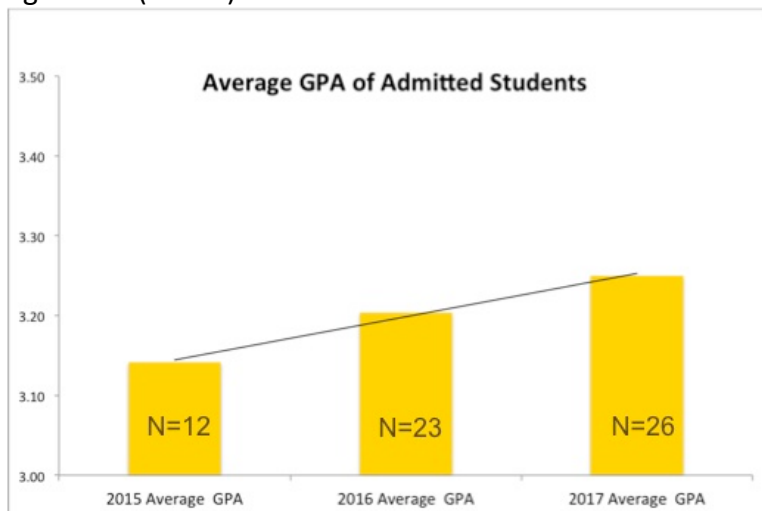


Figure 3.1

These data show that there were steady increases in overall GPA of admitted students over the last three years: 3.14 in 2015, 3.20 in 2016, and 3.25 in 2017. The trend in rising GPA coupled

with the increasing enrollment support the notion that the school has done an adequate job recruiting high quality candidates.

With regards to recruiting candidates from a broad range of backgrounds and diverse populations – the mission of the school is driven by the mission of the college and seeks to serve the educational needs of the diverse Central Brooklyn community in which it is located. The admitted pool of candidates reflects the diversity of America’s P-12 students and more specifically the diversity of Central Brooklyn. Over a million Black residents reside within the boundaries of Brooklyn; it is the third largest concentration of people of African descent in the world, outside of Ghana, Nigeria, and Brazil. The current demographic statistics of Central Brooklyn is 317,000 (80% Black; 11% Hispanic; 5% White; 3% Other; and 1% Asian) and the school’s goal is recruit, accept, and graduate candidates that reflect a similar demographic. Table 3.1 (below) shows admitted candidates ethnicities over the last three years (2015, 2016, and 2017) – the data extracted from candidates’ applications to the BA program. These data show that the accepted candidates reflect a similar demographic breakdown (especially in regards to Black and Hispanic candidates who account for approximately 90% of the population in central Brooklyn). On average the percentage of Black and Hispanic candidates accepted into the BA program is about 93%.

Admitted Candidate Ethnicity	Black	Hispanic	White	Other	Asian
2015 (n=12)	83%	17%	0%	0%	0%
2016 (n=23)	65%	17%	5%	8%	5%
2017 (n=26)	77%	19%	0%	4%	0%

Table 3.1

Additional efforts to recruit high-quality candidates are supported through **articulation agreements** between the MEC School of Education and two local two-year colleges that are also part of the CUNY system (HOSTOS Community College and The Borough of Manhattan Community College). These agreements are structured so that students who complete an approved AA degree in education with satisfactory grades (GPA \geq 3.0) will be admitted to the program and previously completed courses (taken at the ‘sending’ institution) will be applied towards the credits required for the baccalaureate degree at MEC. Table 3.2 (below) outlines the percentage of candidates admitted as a result of the above-mentioned articulation agreements along with the average GPA of those candidates. Partner colleges have been working closely with department chairs to identify candidates from their respective programs that meet our academic criteria.

Year	% of Admitted = Transfers	Average GPA of Transfers
2015 (n=12)	17%	3.11
2016 (n=23)	17%	2.95
2017 (n=26)	12%	3.53

Table 3.2

Support Program Completion

The college has two valuable tools that allows the department to support program completion: ***DegreeWorks*** and ***Early Alert***. All candidates have access to DegreeWorks, a flexible web based

degree audit and academic advising tool for undergraduate programs that allows advisors (departmental mentors) and students to view degree progress 24 hours a day / 7 days a week. The college also has in place an Early Alert system to reach both students and faculty when a student is falling behind or failing their coursework.

An abundance of student support services are also available on an as-needed-basis to help support program completion. These services include (but are not limited to):

Counseling / Psychological Services – designed to help students cope with academic, career, and personal challenges that might interfere with their ability to achieve academic success

Office of Services for the Differently-Abled – provides reasonable accommodations to differently-abled students under the guidelines of the Americans with Disability Act (ADA).

Financial Aid Office – this office ensures that all eligible students enrolled at the college apply for and benefit from Federal and State financial assistance.

Freshman Year Experience (FYE) – FYE focuses on retention, persistence, advocacy, academic advisement, and counseling of first-year students (i.e., those with fewer than 30 credits).

The Writing Center – services students who need writing and research support in college level courses.

The School of Education has also implemented an array of supports designed to ensure program completion. For example, prior to program entry all candidates attend a **BA Workshop**. This workshop is designed to communicate all requirements for entry to the BA program as well as the expectations and requirements to complete to program. Candidates are also given a **Need to Know** form that further elucidates admission criteria, requirements for remaining in good standing, criteria for admission to Clinical Practice, progress requirements, and graduation requirements. During the BA Workshop candidates are also presented with a **Course Sequence** that outlines every required course and identifies the appropriate semester to take each course. These documents have been designed to provide a step-by-step guide that students can follow to successfully complete program requirements with as little confusion as possible. The Need to Know for and Course Sequences are also reviewed at mentor meetings. All candidates are assigned a departmental mentor by department chairs. Candidates meet twice each semester with their mentor – **appointments and meeting outcomes** are recorded by individual faculty mentors.

At the beginning candidates' final year, and prior to entry into the clinical practice portion of the program, candidates attend a **Clinical Practice Workshop** designed inform candidates of the expectations of Clinical Practice (time commitment, deadlines, requirements, etc.). Not only do these workshops share expectations but they also ensure that the candidates understand the professional standards of practice. Clinical practice candidates also meet with their clinical practice faculty supervisor and sign a **Clinical Practice Contract** – this contract is an agreement between the candidate and supervisor that highlights requirements, time commitment, and schedule.

Another important component to support program completion as well as certification and licensure is the **school-wide tutoring system for reading, writing, and mathematics**. This tutoring system has been designed to support candidates as they prepare for advanced level coursework and for certification exams. BA candidates are given departmental assessments in reading, writing, and mathematics upon entry into the program. A response to intervention

model is used for candidates who are identified as needing support. Approximately 60% of all BA candidates were grouped into tier 1, tier 2, or tier 3, and each tier received the appropriate support as shown below (Figure 3.2).

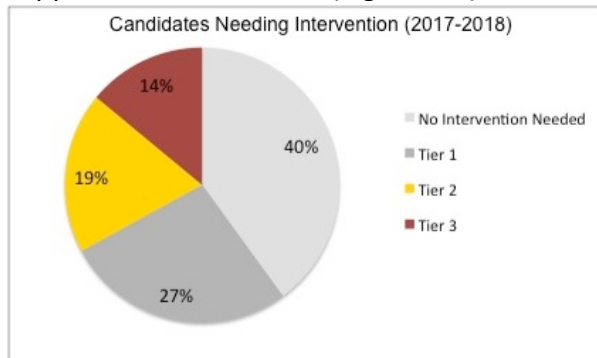


Figure 3.2

The interventions as follows: Tier 1 – individual tutoring and topical workshops on an as needed basis; Tier 2 – more extensive individual tutoring and topical workshops on an as needed basis (3-4 workshops); Tier 3 – mandatory tutoring and mandatory attendance at all topical workshops. This tutoring system was rolled out in the fall of 2017.

Given the school’s population, and the fact that candidates often stop working to complete the required clinical practice hours, a major factor in program completion is financial. To address this concern the School of Education has been able to secure grants specifically designed to support candidates financially:

Change Agents for Special Education Enhancement (e-CASE) Program (Performance Period 06/01/2016 – 05/31/2021) - The grant provides tuition support (\$6,000) for candidates to complete additional coursework leading to extension certification in two areas: The Arts and Foreign Languages. It also provides a \$2,500 stipend to be distributed over the two semesters of clinical practice, as well as enhanced preparation through specialty workshops and other project activities such as mentoring, professional organization engagement and collaborative initiatives.

Effort to know and address community needs

The School of Education has put forth a tremendous effort to address the needs for “hard-to-staff” schools in New York City. According to the USDOE identified shortage areas in New York City include: Special Education (elementary, middle, and secondary); Science; Bilingual Education; the Arts (Dance, Music, Art, Theater); English; Reading/Literacy; Bilingual Education; and Languages other than English. The aforementioned needs served as the impetus for our department’s submission (and subsequent awarding) of multiple grants. In the last three years the school has been supported by three separate grants designed to address the needs of “hard-to-staff” schools in NYC. These grants are summarized below:

1) Change Agents for Special Education (CASE) Program (Performance Period 01/01/2013 - 12/31/2017)

The CASE Project Goals are

Goal 1: To recruit, prepare and graduate up to 100 dual-certified special education teachers with either an Early Childhood Special Education (ECSE: Birth to Grade 2) or a Childhood Special Education (CSE: Grades 1 to 6) Bachelor's degree.

Goal 2: To increase the number of qualified (State-certified) teachers from minority and underrepresented groups with enhanced evidenced-based early intervention and instructional knowledge, skills and dispositions to serve infants and toddlers with disabilities in diverse urban settings.

Goal 3: To increase the number of qualified (State-certified) teachers from minority underrepresented groups with enhanced evidenced-based intervention and instructional knowledge, skills and dispositions to provide high quality instruction across core curriculum areas (language arts, mathematics, science and social studies) for elementary school-aged children with low incidence disabilities to improve their learning and developmental outcomes.

2) Change Agents for Special Education Enhancement (e-CASE) Program (Performance Period 06/01/2016 – 05/31/2021)

The e-CASE Project was developed in response to the need for highly qualified special education teachers for students with low incidence disabilities in the nation's early childhood settings and public schools. It was also developed to prepare more teachers with expertise in foreign languages and arts integration for early learners, as extensions to our BA degree dual-certificate programs in the MEC Education Department. This project was conceived in response to the challenges faced by our high need schools in effectively educating large populations of English language learners. Finally, it was developed to improve candidates' practical skills in serving young children and elementary students with low incidence disabilities. The grant will provide tuition support (\$6,000) for candidates to complete additional coursework leading to extension certification in two areas: The Arts and Foreign Languages. It will also provide a \$2,500 stipend to be distributed over the two semesters of clinical practice, as well as enhanced preparation through specialty workshops and other project activities such as mentoring, professional organization engagement and collaborative initiatives.

3) My Brother's Keeper Teacher Opportunity Corps II (MBK TOC) Scholarship (Contract Period 09/01/2016 – 08/31/2021)

The purpose of the MBK TOC II Scholarship is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. The Teacher Opportunity Corps II program will recruit and prepare 50 teachers in one of the three nationally accredited specialty degree programs to work in focus schools in Brooklyn and Buffalo. It would include instructional strategies designed to meet the learning needs of students placed at risk. Incorporate the use of mentors and other high quality support systems for pre-service and new teachers that are designed to ensure a lasting and positive effect on classroom performance. Reflect current research on teaching and learning; culturally and linguistically relevant teaching; youth development; restorative practices; and STEM concentrations at the elementary, middle & high school levels. Integrate a clinically rich pre-service model with a 10 month internship experience and includes partnerships with high- needs schools to help them address the recurrent teacher shortage areas, and foster retention in teaching of highly qualified individuals who value diversity and equity.

Candidates Demonstrate Academic Achievement

3.2 The provider meets CAEP minimum criteria or the state’s minimum criteria for academic achievement, whichever are higher, and gathers disaggregated data on the enrolled candidates whose preparation begins during an academic year.

Admission Standards

Admissions requirements match CAEP minimum criteria with regards to GPA – both the MEC minimum GPA and CAEP minimum GPA are 3.0. The **BA application** outlines the GPA requirements and the department has kept track of the GPAs of candidates admitted to the BA programs and the average GPA for all students (desegregated by program) can be seen in Figure 3.3 (below). When taking into consideration the degree granting programs: Childhood Education; Childhood Special Education; and Early Childhood Special Education. It should be noted that the enrollment numbers for the Childhood Education program are too small to be considered statistically. Overall the average GPA’s are trending toward a 3.5.

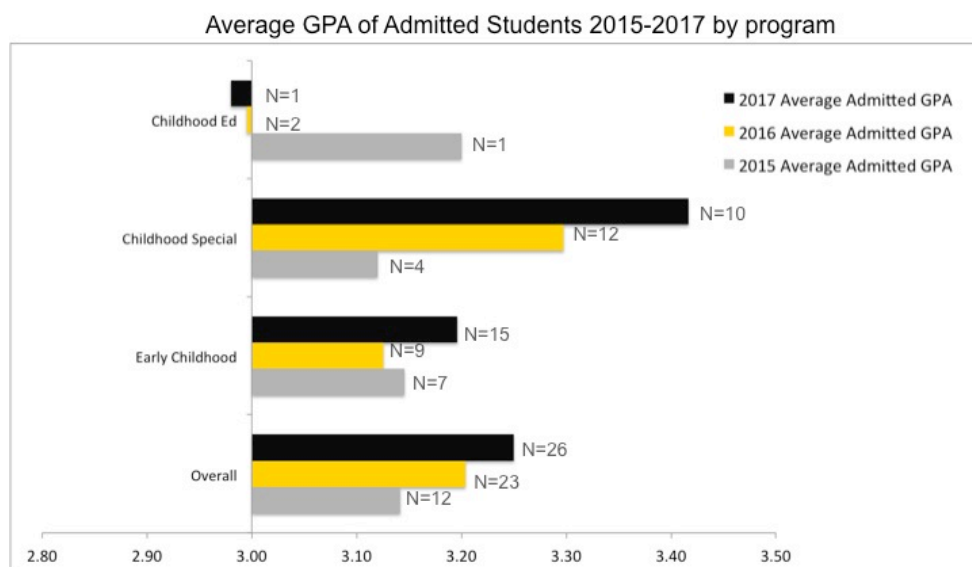


Figure 3.3

The GPAs of students are also reassessed when they apply for clinical practice (**Clinical Practice Application**) and the GPAs of candidates admitted to clinical practice can be seen in the table below. The average GPAs have been consistently above 3.0 and although there isn’t data available for 2015, the average GPA for accepted clinical practice candidates rose by .11. These data are consistent with the idea that on a whole – quality candidates have been entering the program.

Year	Average GPA at Clinical Practice Entry
2015	-
2016 (n=20)	3.11
2017 (n=38)	3.22

Table 3.3

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching

Academic ability alone is not the only factor used in the selection of candidates. Prospective candidates are required to submit a **BA Application**. The BA application takes into account more than just academic performance – it requires a personal statement; a resume; a group interview; and a completed **dispositions self-assessment**.

An important part of the BA application process is the interview. All candidates go through a group interview process where faculty are able to have prospective candidates respond to a variety of thought provoking questions (**BA Interview Questions**) – that cover content specialty, special education, social issues, and the school / department motto. Each candidate’s interview is rated by the admissions committee (departmental faculty), and while interview scores are not used to reject students who have the required GPA, they are used to aid in the admission decision for students whose GPA falls slightly below the minimum cut-off. It appears that interview scores do correlate with program completion. While the average GPAs for students accepted into the program are well above 3.0 – there are instances where the departments will consider students with a GPA below a 3.0 and this interview process plays a major role in helping faculty make decisions on students whose GPAs fall slightly below 3.0.

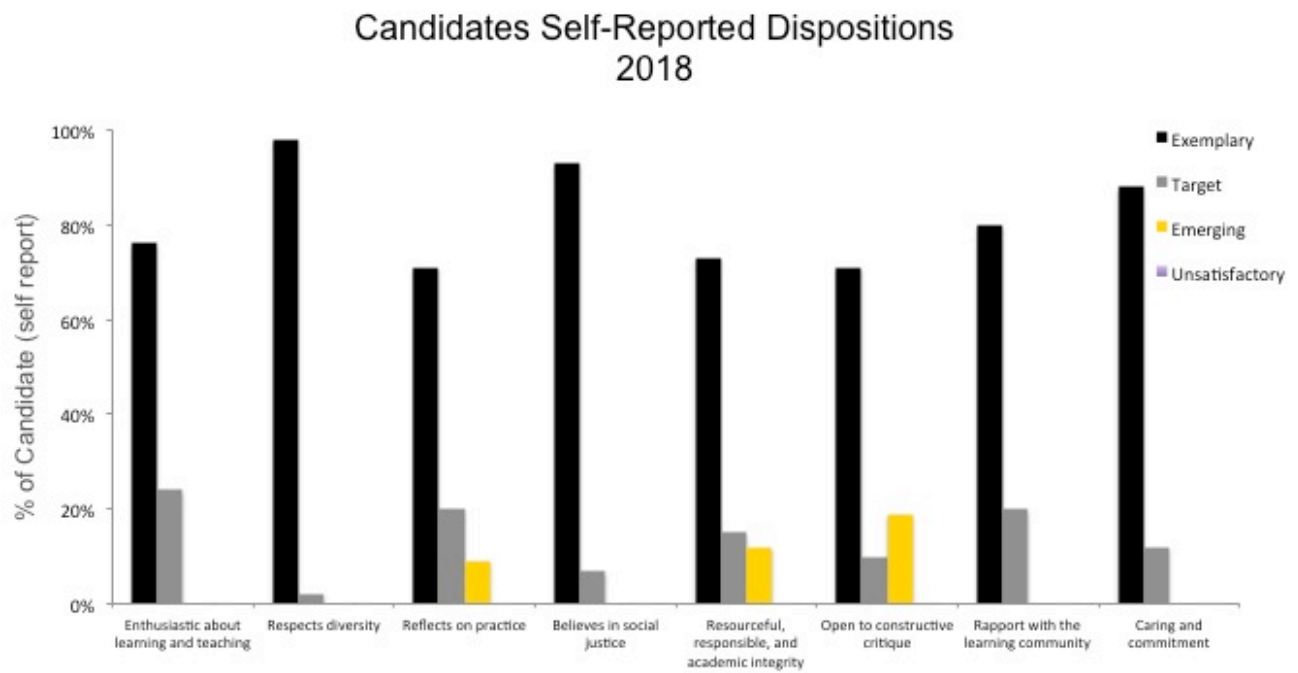


Figure 3.4

From 2015-2017 the department used a disposition assessment that did not show any predictive ability on candidate performance. As a result, the department began the process of revising and updating the disposition assessment and rolled out an updated version in the spring of 2018 (**updated disposition assessment**). The newly incorporated disposition

assessments measure things like – ‘respect for diversity’, ‘enthusiasm for learning and teaching’, ‘reflective practice’, ‘academic integrity’, ‘caring and commitment’, and several other key items. A complete summary of 2018 BA candidates self-reported dispositions can be found in Figure 3.4 (above). These dispositions will not only be examined at entry to the program but they will be monitored and assessed again during clinical practice – candidate dispositions are assessed by clinical practice supervisors, cooperating teachers, and the candidates themselves.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains

As mentioned earlier, the school has a detailed plan for program progression and this plan is introduced to candidates early and often. Candidates are introduced to the plan in the departments **Need to Know** form which outlines everything a candidate needs to know upon entry into the program (e.g., courses, course sequence, early field requirements, GPA requirements etc.). Students can also use *DegreeWorks*, a flexible web based degree audit and academic advising tool for undergraduate programs that allows advisors and students to view degree progress 24 hours a day / 7 days a week. Candidates’ advancement is monitored closed from admissions through completion through meetings with faculty mentors, BA and Clinical Practice Workshops (see section 3.1 above).

In order for candidates to enter clinical practice candidates must submit the **Clinical Practice Application**, which provides another opportunity to examine candidates’ GPA, portfolio, and dispositions.

The School of Education has an abundance of evidence (see Table 3.4 below) to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

	Content Knowledge	Pedagogical Content Knowledge	Pedagogical Skills
Available Evidence	Course Syllabi	Clinical Practice Rubrics	Clinical Practice Rubrics
	Initial Portfolio / Unit Standards	Developing Portfolio Essay / SPA Standards	Dispositions Assessments
	Performance on Key Assessments		

Table 3.4

Moreover, the school conducts annual evaluations of performances on the Key Assessments in its Assessment Plan to monitor advancement through the teacher preparation programs to ensure candidates are meeting the desired goals of each program at multiple time points. These data are presented in the narrative for standard 5.

Selection at Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates' success and revises standards in light of new results.

Several key criteria are examined before candidates are recommended for licensure or certification. Perhaps most importantly – candidates must pass four New York State certification exams (CST-MS, CST-SwD, EAS, edTPA). In addition to passing the state certification exams candidates must also submit a professional portfolio. The professional portfolio is comprised of two components – literacy and math. Candidates are required to choose evidence from literacy and math assessments reflect on how they addressed professional standards. Candidates must also reflect on their own edTPA submission.

With regards to whether a candidate can teach effectively with positive impacts on P-12 student learning and development – each department collects clinical practice rubrics that specifically address the impact of each candidate's lessons on student learning. These rubrics are completed by the candidates clinical practice supervisor (faculty) as well as their cooperating teacher on four occasions during the fall semester and another four during the spring semester for a total of 16 assessments.

Furthermore, candidates must address their impact on P-12 learning in the submission of task 3 (and 4 for Math). These tasks are evaluated and scored by the state.

Finally, the application process for certification/licensure cannot be completed without meeting with a department designee to ensure coursework has been completed, requirements for graduation have been fulfilled, and that all of the appropriate exams have been passed.

Areas for Improvement

1. Plan and goal to recruit and support high quality candidates from a broad range on backgrounds
 - a. Departments do not produce a specific recruitment plan at the end of each academic year that includes goals with regards to numbers of candidates; GPA; and diversity
2. School of education must devise a plan to address the lack of standardized assessment data. Although MEC regulations make it impossible for us to use standardized test scores to make admissions to a BA-level program, it would be a good idea to begin collecting some sort of standardized testing data (e.g., regents exams, SAT, placement test)
3. An important element missing from standard 3 is data showing how non-academic factors (i.e., dispositions assessments, interviews, portfolios etc.) may or may not predict candidate performance.

4. At this time the school does not sufficiently examine candidates ability to progress and from admissions through completion with regards to technology and it's integration into knowledge and pedagogy.
5. In order to ensure candidates have a clear understanding of the expectations of the profession an exit workshop should be put in place.