EPP ACTIONS AND PLAN FOR STANDARD #5

1. 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 examinations 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 succeeding years.

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 EPP faculty and partner school personnel who assisted in developing the instrument and prompts for the interview. 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 provides summer and winter intercessions test prep workshops.** The EPP now conducts workshops for each test four times a year. Results from the EAS (2015-2017) show special education candidates are perceptive about the learning abilities of their students with disabilities, and are comfortable in going beyond their safety zones to create more opportunities that will teach students with disabilities to use self-assessment, problem-solving and cognitive strategies to improve their learning. However, the EPP took note of those candidates whose performances were limited or lacking in this area in 2015, and made adjustments to the instructions that were relevant in

building their knowledge and skills. One action the EPP took after reviews of performances in each Competency area on the EAS test was to include additional workshops, including purchasing of practice tests to improve candidate knowledge and skills and ultimately, performance. These changes yielded better results in 2016 and 2017. Data show that the majority of EPP candidates are meeting this competency at satisfactory and strong levels of performance (Levels 3 and 4). The overall data also show that performances on the EAS among ECSE candidates appear to be stronger, when compared to CSE candidates. Special education candidates did much better on this competency, but due to the small number of CE candidates (1), it is difficult to draw any strong comparison. What is notable is that with each year, candidate performances on this competency improved significantly, with the best performance outcomes in 2017. The data show that, for the most part, candidates demonstrate adequate knowledge and skills in building meaningful relationships with parents, teachers, and other stakeholders and working collaboratively with them to improve student learning (INTACSC 10). Increase in performance each year also show that the EPP is making satisfactory progress in meeting its goals in preparing candidates with the knowledge and skills to be effective beginning teachers. The EPP will continue to provide more opportunities to enhance candidate knowledge and skills as professional collaborators. The program continuously utilizes these data to enhance instruction and learning experiences for candidates and these adjustments are reflected in the improved performances across competencies from 2015 to 2017 (CAEP 1.1).

4. Revision of the Test Prep and NYSTCE Test Taking Sequence: MultiSubject
Candidates are required to complete English courses with a minimum overall GPA of 3.0; Mathematics and Science courses with a minimum cumulative GPA of 2.7. Data on candidate performances in these general education key assessments are gathered each semester from student transcripts by the EPP's program advisor who analyzes these data by levels of performance to provide candidates with guidance regarding meeting the criteria for professional entry. The EPP's program advisor shares the data with Dean and Chairs, and presents the analysis for review during discussion at the subsequent assessment review faculty session/meeting. Decisions emanating from these reviews would indicate which candidates are meeting the general education criteria for entry and can then be registered into the next sequence of courses, which candidates would need to repeat a course and provided with tutoring before taking the next sequenced course in that area. As evidence of the EPP's assessment measure on Entry Level Coursework – Transition Point 1, reference is made to CAEP Standard 1: Table 1.1m: Candidate Performance in Content Areas – Disaggregated GPAs by Program. **An area of concern for the EPP is mathematics performance which prompted the EPP**

to add intensive math tutoring early in the preparation. Data from the state licensure tests are used to measure the effectiveness of the sequencing of prescribed test taking, content area knowledge acquisition, and test preparation workshops. By looking at each candidate score sheet from the tests, the EPP is informed about strengths and deficits in the specific competencies assessed. This information guides the EPP in reshaping and/or restructuring the area on which candidates demonstrate areas for improvement. For example, in 2016, candidates struggled to pass the Multisubject examinations, particularly in mathematics. By reviewing the program sequences, the EPP suggested a movement of the Multi-subject test to the end of the program, to give candidates more time for intensive tutoring. This change was piloted in 2017, which produced higher pass rates among test takers. The EPP devised a plan that included intentional intervention for candidates in this area. To facilitate the time frame for implementing the plan and evaluating the results, the EPP faculty decided to restructure the prescribed sequence for test taking. The Multisubject examination was moved to the end of program preparation instead of Transition Point 2.

5. Based on the knowledge that the institution's open admissions policy attracts and serves a large population of students with developmental education needs, the EPP instituted Diagnostic Assessments in all of the Education Core Curriculum courses to assess each pre-professional candidate's strengths and areas of difficulty as they attempt these introductory courses. Based on results, learning pods were created using the research-based Tiered model of **Response to Intervention (RtI)** to provide tutoring and mentoring supports, particularly in mathematics and academic writing, which 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 acquire strong command of the content to make satisfactory progress and transition with the required competencies to master the professional core and pass all certification examinations by graduation. Results are discussed in Standard 1. Data from these diagnostic assessments and interventions are included in Standard 1: *Table* 1.1n and 1.1ni. Similar revisions to Key Assessments helped improve candidates' ability to use research and evidence (CAEP 1.4). In 2015, candidates completing the Ethnography Project during Transition Point 1, received explicit instruction on moving the data analysis component of their research to clearly written findings. We do acknowledge that 22% (N=8) students scored an unsatisfactory on the domain research knowledge, which prompted faculty to take some additional steps to support candidates. Given that candidates completing the Action Research Study during Transition Point 3 did not achieve above a 50% on this standard in 2016, candidates were provided with more scaffolding to further and ensure that more candidates are able conduct research and demonstrate content knowledge. While candidates had to share their research

findings and work with cooperating teachers to complete this assignment, they did not always articulate this action on their assignment. The following year this was addressed and candidates show an improvement as over 50% scored a competent on ACEI 5.1 and 5.2. During the 2017 academic 60% of candidates scored at the exemplary or competent level on ACEI standard 1.0. We acknowledged that 80% of candidates scored at the emerging level, thus needed tremendous support on ACEI 2.1, competency in use of English language arts. That year to support candidates, we provided one-on-one tutors, referred students to the writing center and conducted workshops. Similarly in 2016 we saw a decrease and took measures to ensure that we spent explicit time on technology (CAEP 1.5). In order to provide rich technology experiences and enable candidates to develop and demonstrate their capabilities to design and facilitate digital learning, learn about technology tools for P-12 students' learning, MEC and EPP has invested in technology tools. See *Tables 7.1:Technology Performance Across the Program on EPP Objectives* for details. Candidates' results suggests that during the time faculty increased focus on using technology in their teacher preparation courses, candidates also increased their use of technology. Efforts were also made to improve two measures used to evaluate candidates' application of content knowledge (CAEP 1.1). To provide better evidence of the candidates' performance and impact in P-6 contexts, the Guided Reading Implementation Video and Reflection was revised in spring 2018 for more systematic reporting on candidates' decision-making and application of research-based strategies, including use of formative and summative assessments for decision-making. These adjustments will help to enhance the assignment and provide the EPP with more insight on candidates' ability to work with and support the academic development of culturally and linguistically diverse students. As a key assessment that influences individual student learning outcomes, the EPP has enhanced the **Mathematics Modification Lesson** to not only evaluate candidate performance, but also to include added measures of student learning outcomes over longer periods of time to assess students' ability to generalize concepts learned.

6. Curriculum Revisions based on new and revised Professional Standards: CEC

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, candidates and partners in revision of learning experiences, assessment tools, and enhancement of data collection procedures. Close analysis of candidates' performance during Clinical Practice show that 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 EPP that with additional practice, mentoring and reflection, candidates do grow and improve **(CAEP Standard 1.1: Application of Knowledge of Learners and Learning in Instructional Situations)**.

7. **Data Collection and Storage**

Over the years, the EPP has relied on the College's storage systems (*Digication* and *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.

STANDARD/ ELEMENT	FINDINGS	RECOMMENDATIONS RATIONALE	RESOURCES NEEDED	MEASURES/ INSTRUMENTS	PROGRESS AND/OR TIMELINE FOR IMPLEMENTATION
CAEP 5 5.3.1	60%- 80% of MEC students are entering college needing developmental education in Mathematics and English	**Conduct diagnostic tests and use more targeted interventions in the pre-professional courses** **Response to Intervention Tiered Model to facilitate candidates skill building in Mathematics and ELA** **Include self-efficacy workshops**	Funding for: 1. Diagnostic Instruments 2. Tutors for Academic Writing and Mathematics	Performance on diagnostic tests Tutoring Logs Semester by Semester course performance measures Progress monitoring Outcomes	Piloted in Summer 2016 Results show that candidates in developmental education courses perform at or better than their non-developmental education peers and completed programs successfully. Enhancements to plan include: Learning Pods to continuously improve and maintain skills Plan is continuing.

CAEP 5 **5.3.**1	Mean GPAs in Entry Level English, Math and Science courses in some programs are below the EPP's criteria Mean GPA in Concentration courses in English Math and Science for some candidates is below the EPP's criteria	**Improve candidate mastery of academic content areas** Open enrollment at MEC attracts high percentages of students who need developmental education in English and Mathematics. Earlier intervention and support will improve overall academic performance	Funding for: 1. Diagnostic Instruments 2. Tutors for Academic Writing, Mathematics, and Science	Performance on diagnostic tests Tutoring Logs Semester by Semester course performance measures Progress monitoring Outcomes	Plan piloted in Fall 2016. Results show improvements among students who participated in tutoring and writing workshops. Implemented in Spring 2017 and ongoing. Participation rates are low in comparison to need. **EPP and partners are working toward a plan to increase participation rates in tutoring and workshops sessions.** **Discussion held in Spring and summer 2018. Agenda item for completion of a Comprehensive Plan in Fall 2018.**
CAEP 5 **Element:** **5.3.**2 Ref. Tables **Standard 1:** 1.1ni- 1.1niii	60% of candidates were struggling with the Mathematics section and 30% had difficulty in the ELA section of the NYSTCE Multi-subject Exam'	**Restructure the Test Taking Prescribed Sequence on the Assessment Plan and Workshop Course Sequence from Transition Point 2 to Transition Point 3** Candidates needed more time and more intensive tutoring in these subject	Funding for: Tutors Online Practice Modules	RtI assessments on content mastery # and frequency of tutoring # taking and passing examination Duration of tutoring # of test attempts	Decision made in Spring 2017. Piloted in Summer 2017: Pass rate on 1st trial: Performance levels in each dimension: Implemented in Spring. 2018

					areas.
					Plan is Ongoing
CAEP 5 Element: 5.3.2 Ref. Tables **Standard 1:** 1.1ni- 1.1niii	Candidates are not accessing workshops in a timely manner to take the NYSTCE examinations: Test taking rates in 2016 dropped by 50%.	**Provide more available options for test preparation workshops** **Increase NYSTCE test preparation workshop offerings, including Online and Summer and Winter intersession workshops**	Funding Sources: e-CASE Grant OAA PBI Grant	Participation Rates Test Taking Rates Pass Rates	Implemented Summer 2018 EPP offering workshops at least 4 times per semester. Plan is in the monitoring phase. **Outcome measures from end of Fall 2018 and ongoing**
CAEP 5 Element: 5.3.2	ECSE not nationally recognized by NAEYC/CEC Decision: Aug 2018	**Review Report with Partners and make changes based on recommendations**	Office of Accreditation and Quality Assurance	Performance Based Assessment Rubrics	**Comprehensive Plan to be developed at Fall 2018 TEPAC Meeting in collaboration with CAEP Accreditation personnel.**
CAEP 5 5.4.1 Reference Tables **Standard 4**: Table 4.2bi Table 4.2bii	Lack of sufficient evidence on MOTP and MOSL Teacher Annual Evaluations The EPP has not been able to access details on specific student learning outcomes for its program completers	Develop a strategic plan for accessing the data for more expansive use by the EPP while ensuring completer anonymity	Candidate/ Completer/ School Personnel Agreements Formal Agreements to be developed	Danielson Assessment Criteria	Preliminary informal discussions held with partners and completers. **Agenda item for TEPAC Meeting in Fall 2018** **Draft Agreements to be done by end of Fall 2018 for review and feedback from stakeholders** **Proposed Implementation of Plan Spring 2019**
CAEP 5 5.4.3	Lack of sufficient classroom data for	Develop a strategic plan for accessing the data for	Candidate/ Completer/	School Report Cards	Preliminary informal discussions held with

| Reference Tables **Standard 4**: Tables 4.1bi and 4.1bii | completers on their impact on student learning in their schools to make direct comparisons with State assessments of student learning | more expansive use by the EPP while ensuring completer anonymity | School Personnel Agreements

Formal Agreements to be developed | Value Added Research-Center for Cognitive Development | partners and completers.

Agenda item for TEPAC Meeting in Fall 2018

Draft Agreements to be done by end of Fall 2018 for review and feedback from stakeholders

Proposed Implementation of Plan Spring 2019 |