CAEP STANDARD 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools and the satisfaction of its completers with the relevance and effectiveness of their preparation.

4.1: Impact on P-6 Learning and Development

Table 4.1a: Sampling of Student Learning Outcomes by MEC Teachers in the Workplace

	CE			CSE			ECSE		
Impact on Student Learning	2015	2016	2017	2015	2016	2017	2015	2016	2017
Students moved up at learn 1 grade level in Reading			4						24
Students moved up at least 2 grade levels in Reading			ALL						
Students now on grade level in Reading							8		
Students moved up at least 1 grade level in Math			ALL						
Students moved up at least 2 grade levels in Math			ALL						
Students now on grade level in Math			ALL						
Students needed to repeat 1 grade							1		5
Students repeated 2 or more grades									5

Table 4.1bi: Value-Added Assessment of Completers' Impact in Schools: ELA

Schools	Grades	# of Candidates N=6	Position	# of Students Served	Settings	Prior Year (2015) on ELA Level 3	Current Year (2016) on ELA at Level 3	State Performance	District (where applicable)
					2015-2016				
PS K396	3-5 Mixed (*Grade 4)	1 CSE	SPED Teacher	6	SPED: 6:1:1	**27%** SwD: **7%**	**No Data** SwD: No Data	**No Data**	**No Data**
PS 106Q	**5**	1 CSE	SPED Teacher	22	Inclusion	**4%** SwD: **0%** **[0]**	**8%** SwD: 0% **[0]**	**23%**	**14%**
Leadership Prep Carnasie	**5**	1 CSE	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 CSE	SPED Teacher	11	SPED 12:1:1	**7%** SwD: **0%** **[0]**	**25%** SwD: **11%** **[1]**	**26%**	**NA**
PS 279	**3**	1 CE	Teacher	20	ICT	**29%**	**26%**	**36%**	**30%**

2016-2017									
PS 38	**4**	1 CSE	SPED Teacher	12	Self-Contained	**16%** **SwD: 10% [2]**	**19%** **SwD: 0% [0]**	**25%**	**28%**

Table 4.1.bii: Value-Added Assessment of Completers' Impact in Schools: Mathematics

Schools	Grades	# of Candidates N=6	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 CSE	SPED Teacher	6	SPED: 6:1:1	**30%** **SwD: 10%**	**No Data**	**No Data**	**No Data**
PS 106Q	**5**	1 CSE	SPED Teacher	22	Inclusion	**11%** **SwD: 5% [1]**	**13%** **SwD: 8% [1]**	**24%**	**19%**
Leadership Prep Carnasie	**5**	1 CSE	SPED Teacher	12	Relay GSE/SPED 12:1:1	**28%** **SwD: 16% [3]**	**31%** **SwD: 9% [1]**	<mark>**24%**</mark>	**No Data**
Imagine Me Leadership Charter	**4**	1 CSE	SPED Teacher	11	SPED 12:1:1	**28%** **SwD: 22% [5]**	**33%** **SwD: 30% [7]**	<mark>**21%**</mark>	**No Data**
PS 279	**3**	1 CE	Teacher	20	ICT	**12%**	**16%**	**25%**	**21%**

2016-2017									
PS 38	**4**	1 CSE	SPED Teacher	12	Self-Contained	**10%** SwD: 5% [1]	**7%** SwD: 0% [0]	**22%**	**23%**

Table 4.1c: MEC Alumni/Employee Survey of Professional Preparation – Part 2 Instrument

MEC Alumni/Employee Survey of Teacher Professional Preparation: Part 2

1 - Very effective   2 - Effective   3 - Not very effective   4- Ineffective

Please use the rating scale above to indicate your honest opinion on each dimension of your professional preparation from Medgar Evers College Education Programs

**Thank you for helping us
to better serve our students**

ASSESSMENT	
1. Using a variety of student data to assess student abilities	
2. Using student data to individualize instruction	
3. Maintaining student records to monitor student progress	
4. Using school-based and other assessment data to improve instruction	
AVERAGE RATING:	

COMMUNICATION	
1. Modeling good communication skills to students through instruction	
2. Providing timely and appropriate feedback to students	
3. Communicating high learning expectations to each student	
4. Incorporating activities that promote effective group communication skills	
AVERAGE RATING:	

CONTINIOUS IMPROVEMENT	
1. Implementing professional development in classroom instruction	
2. Participating in professional development to support school improvement efforts	
3. Using student data to identify professional development needs	
4. Using experiences to assist in the design of a professional development plan	
5. Communicating effectively with colleagues and administrators	
AVERAGE RATING:	

CRITICAL THINKING	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	

KNOWLEDGE OF SUBJECT AREA	
1. Demonstrating an in-depth understanding of the subject being taught	
2. Using relevant materials and technologies to promote student learning	
3. Demonstrating knowledge of New York State Standards in the subject area	
4. Demonstrating how knowledge can be applied to real-world settings	
AVERAGE RATING:	

LEARNING ENVIRONMENT	
1. Using an effective system of classroom management	
2. Providing students with opportunities to have input into the learning process	
3. Using appropriate measures to proactively address student behavior problems	
4. Using learning time effectively	
AVERAGE RATING:	

PLANNING AND INSTRUCTION	
1. Planning lessons with explicitly stated student learning outcomes	
2. Planning instructions that is aligned with New York State Standards	
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	
4. Planning lessons that reflect a variety of methods to engage students	
5. Conducting lessons that show students the relationship between various subject areas	
AVERAGE RATING:	

PROFESSIONAL ROLE	
1. Serving as an advocate for the student	
2. Involving community members to enhance student learning	

2. Posing problems, dilemmas and questions in lessons	
3. Modeling the use of critical thinking and problem solving	
4. Incorporating creative thinking opportunities for students	
AVERAGE RATING:	

3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	
4. Communicating effectively with parents	
AVERAGE RATING:	

DIVERSITY

1. Treating diverse student equitably	
2. Creating an environment which is supportive of diverse ideas	
3. Fostering acceptance of linguistic diversity among individual students	
4. Providing a range of activities for students with different cultures and experiences	
5. Communicating effectively with families and students from diverse background	
AVERAGE RATING:	

TECHNOLOGY

1. Using technology tools to assist with management of student learning	
2. Teaches students to use available computers and other forms of technology to enhance their learning	
3. Integrating different technologies to support diverse learning processes	
4. Teaching students to use a variety of electronic media to communicate ideas and information	
AVERAGE RATING:	

ETHICS

1. Protecting students from conditions that interfere with their learning	
2. Not intentionally distorting or misrepresenting facts	
3. Supporting colleagues' rights to exercise their political and civil rights	
4. Adhering to ethical standards in the classroom	
AVERAGE RATING:	

READING

1. Incorporating reading strategies in instructional planning in various subject areas	
2. Integrating reading activities in other curricular areas	
3. Using individual reading assessments to improve academic performance	
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	
AVERAGE RATING:	

HUMAN DEVELOPMENT AND LEARNING

1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	
2. Incorporating appropriate instructional strategies to accommodate different learning styles	
3. Using knowledge of human development when planning instruction	
4. Individualizing instruction to meet the developmental levels of students	
AVERAGE RATING:	

CURRICULUM AREAS

1. Preparing students for the language arts portions of the curriculum	
2. Preparing students for the math portion of the curriculum	
3. Preparing students for the science portion of the curriculum	
4. Preparing students for the social studies portion of the curriculum	
5. Providing students with opportunities to improve grade-level performance	
6. Using data to plan and assess instruction	
AVERAGE RATING:	

Table 4.1ci: Means of Selected Teachers' Self-Rating of Professional Preparation

# Indicates Means of Responses on Rating Scale

1 - Very effective   2 - Effective   3 - Not very effective   4- Ineffective

N=6

ASSESSMENT	
1. Using a variety of student data to assess student abilities	1.0
2. Using student data to individualize instruction	1.2

KNOWLEDGE OF SUBJECT AREA	
1. Demonstrating an in-depth understanding of the subject being taught	1.1
2. Using relevant materials and technologies to promote student learning	1.0

3. Maintaining student records to monitor student progress	1.0
4. Using school-based and other assessment data to improve instruction	1.2
AVERAGE RATING:	**1.1**

COMMUNICATION

1. Modeling good communication skills to students through instruction	1.0
2. Providing timely and appropriate feedback to students	1.5
3. Communicating high learning expectations to each student	1.0
4. Incorporating activities that promote effective group communication skills	1.2
AVERAGE RATING:	**1.2**

CONTINIOUS IMPROVEMENT

1. Implementing professional development in classroom instruction	1.1
2. Participating in professional development to support school improvement efforts	1.5
3. Using student data to identify professional development needs	1.5
4. Using experiences to assist in the design of a professional development plan	1.5
5. Communicating effectively with colleagues and administrators	1.1
AVERAGE RATING:	**1.3**

CRITICAL THINKING

1. Providing opportunities for students to expand their problem-solving and critical thinking skills	1.0
2. Posing problems, dilemmas and questions in lessons	1.0
3. Modeling the use of critical thinking and problem solving	1.1
4. Incorporating creative thinking opportunities for students	1.1
AVERAGE RATING:	**1.0**

DIVERSITY

1. Treating diverse student equitably	1.0
2. Creating an environment which is supportive of diverse ideas	1.0
3. Fostering acceptance of linguistic diversity among individual students	1.0
4. Providing a range of activities for students with different cultures and experiences	1.0
5. Communicating effectively with families and students from diverse background	1.1
AVERAGE RATING:	**1.0**

ETHICS

1. Protecting students from conditions that interfere with their learning	1.5
2. Not intentionally distorting or misrepresenting facts	1.0
3. Supporting colleagues' rights to exercise their political and civil rights	2.0
4. Adhering to ethical standards in the classroom	1.0
AVERAGE RATING:	**1.4**

HUMAN DEVELOPMENT AND LEARNING

3. Demonstrating knowledge of New York State Standards in the subject area	1.0
4. Demonstrating how knowledge can be applied to real-world settings	1.0
AVERAGE RATING:	**1.0**

LEARNING ENVIRONMENT

1. Using an effective system of classroom management	1.5
2. Providing students with opportunities to have input into the learning process	1.1
3. Using appropriate measures to proactively address student behavior problems	1.5
4. Using learning time effectively	1.1
AVERAGE RATING:	**1.3**

PLANNING AND INSTRUCTION

1. Planning lessons with explicitly stated student learning outcomes	1.0
2. Planning instructions that is aligned with New York State Standards	1.0
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	1.0
4. Planning lessons that reflect a variety of methods to engage students	1.0
5. Conducting lessons that show students the relationship between various subject areas	1.0
AVERAGE RATING:	**1.0**

PROFESSIONAL ROLE

1. Serving as an advocate for the student	1.5
2. Involving community members to enhance student learning	1.5
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	.2.0
4. Communicating effectively with parents	1.1
AVERAGE RATING:	**1.5**

TECHNOLOGY

1. Using technology tools to assist with management of student learning	1.0
2. Teaches students to use available computers and other forms of technology to enhance learning	1.0
3. Integrating different technologies to support diverse learning processes	1.0
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.0
AVERAGE RATING:	**1.0**

READING

1. Incorporating reading strategies in instructional planning in various subject areas	1.0
2. Integrating reading activities in other curricular areas	1.0
3. Using individual reading assessments to improve academic performance	1.0
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	1.1
AVERAGE RATING:	**1.0**

1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.2
2. Incorporating appropriate instructional strategies to accommodate different learning styles	1.2
3. Using knowledge of human development when planning instruction	1.1
4. Individualizing instruction to meet the developmental levels of students	1.2
AVERAGE RATING:	**1.2**

CURRICULUM AREAS	
1. Preparing students for the language arts portions of the curriculum	1.0
2. Preparing students for the math portion of the curriculum	1.0
3. Preparing students for the science portion of the curriculum	1.5
4. Preparing students for the social studies portion of the curriculum	1.2
5. Providing students with opportunities to improve grade-level performance	1.1
6. Using data to plan and assess instruction	1.2
AVERAGE RATING:	**1.2**

4.2: Indicators of Teaching Effectiveness

Table 4.2a: Program Completers' Performance on State Validated Instruments

Year: Program Completers	Test Takers EAS	Pass Rate EAS	Test Takers CST-MS	Pass Rate CST-MultiSubject	Test Takers CST SwD	Pass Rate CST-SwD	Test Takers edTPA	Pass Rate edTPA
2017: N=12	11	**91%**	10	**90%**	11	**91%**	9	**89%**
2016: N=23	16	**81%**	14	**88%**	12	**83%**	12	**92%**
2015: N=16	15	**93%**	14	**93%**	16	**88%**	16	**88%**

Reference Tables:

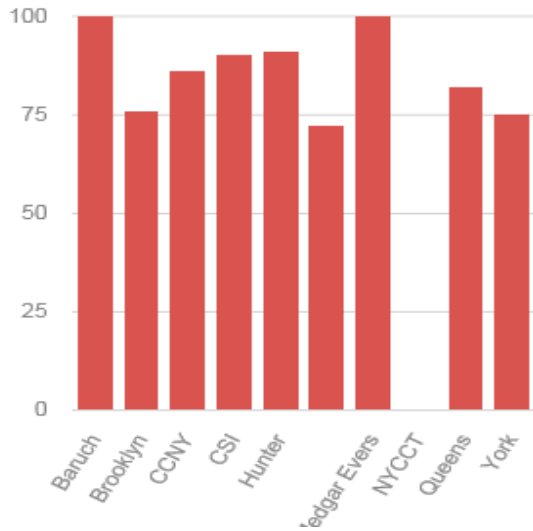**CAEP Standard 1**, **Component 1.1**: *Table 1.1kii –kiv;1.1lii; 1.1ni – 1.1niii, and 1.1wi – 1.1wiii.*

Fig. 4.2a: CUNY Teacher Education Dashboard: edTPA Pass Rate by College (April, 2016)

Table 4.2bi: Overall Teacher Effectiveness: State Measures

Evaluated Completers N=13 - CSE	Domain 1		Domain 2		Domain 3			Domain 4	MOTP SCORE/ RATING
EPP Teacher/ Yrs in service	1a	1e	2a	2d	3b	3c	3d	4e	
Teacher 1 1 yr	2.50	2.25	3.00	2.75	2.00	2.25	2.25	2.75	2.46 D
Teacher 2 2 yrs	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.87 E
Teacher 3 1 yr	2.00	2.50	2.50	2.50	2.50	2.50	2.50	2.00	2.38 D
Teacher 4 2yrs	4.00	3.88	4.00	3.75	3.75	3.75	3.75	3.75	3.81 HE
Teacher 5 2yrs.	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.88 HE
Teacher 6 1 yr	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.87 HE
Teacher 7 2yrs	3.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.12 E
Teacher 8 2 yrs	3.00	3.00	3.00	3.00	2.00	2.00	2.00	3.00	2.88 E

Teacher	1a	1e	2a	2d	3b	3c	3d	4e	Average
Teacher 9 2 yrs	3.00	3.00	2.00	3.00	2.00	2.00	3.00	3.00	2.63 E
Teacher 10 2 yrs	3.00	3.00	2.00	3.00	2.00	3.00	3.0O	3.00	2.75 E
Teacher 11 2 yrs	2.20	2.20	3.00	2.75	2.00	2.75	2.25	3.00	2.54 E
Teacher 12 2 yrs	3.00	2.60	3.00	2.75	2.00	2.75	2.50	3.00	2.64 E
Teacher 13 2 yrs	3.00	3.00	3.00	3.00	2.50	2.50	3.00	3.00	2.87 E

1a=Demonstrating Knowledge of Content and Pedagogy; 1e=Designing Coherent Instruction; 2a = Creating an Environment of Respect and Rapport; 2d = Managing Student Behavior; 3b = Using Questioning and Discussion Techniques; 3c = Engaging Students in Learning; 3d = Using Assessment in Instruction; 4e Growing and Developing Professionally

Table 4.2bii: Instructional Core for Measure of Teacher Practice: Local Measures

Teacher Rating	Domain 2-Competencies			Domain 3-Competencies			
	2a	2d	Average Score/4	3b	3c	3d	Average Score/4
Teacher 1	3.00	2.75	2.875	2.00	2.25	2.25	2.2
Teacher 2	3.00	3.00	3.00	3.00	3.00	3.00	3.0
Teacher 3	2.50	2.50	2.50	2.50	2.50	2.50	2.5
Teacher 4	4.00	3.75	3.875	3.75	3.75	3.75	3.75
Teacher 5	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Teacher 6	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Teacher 7	3.00	3.00	3.00	2.00	3.00	3.00	2.67
Teacher 8	3.00	3.00	3.00	2.00	2.00	2.00	2.00
Teacher 9	2.00	3.00	2.50	2.00	2.00	3.00	2.33
Teacher 10	2.00	3.00	2.50	2.00	3.00	3.0O	2.67
Teacher 11	3.00	2.75	2.875	2.00	2.75	2.25	2.33
Teacher 12	3.00	2.75	2.875	2.00	2.75	2.50	2.42
Teacher 13	3.00	3.00	3.00	2.50	2.50	3.00	2.67

2a = Creating an Environment of Respect and Rapport; 2d = Managing Student Behavior; 3b = Questioning/Discussion Techniques; 3c = Engaging Students in Learning; 3d = Using Assessment in Instruction

Table 4.2c: Means of Employer Survey of Teacher Professional Preparation - Part 2A

1 - Very effective   2 - Effective   3 - Not very effective   4- Ineffective
Respondents: N= 40; Completers: n=42:
2015 = 13: CSE – 8;   ECSE - 5
2016 = 18: CSE – 13; ECSE - 5
2017 = 11: CSE - 5;   ECSE - 6

ASSESSMENT		KNOWLEDGE OF SUBJECT AREA	
1. Using a variety of student data to assess student abilities	2.0	1. Demonstrating an in-depth understanding of the subject being taught	1.5
2. Using student data to individualize instruction	2.0	2. Using relevant materials and technologies to promote student learning	1.5
3. Maintaining student records to monitor student progress	1.5	3. Demonstrating knowledge of New York State Standards in the subject area	1.5
4. Using school-based and other assessment data to improve instruction	2.0	4. Demonstrating how knowledge can be applied to real-world settings	2.0
AVERAGE RATING:	**1.9**	**AVERAGE RATING:**	**1.6**
COMMUNICATION		**LEARNING ENVIRONMENT**	
1. Modeling good communication skills to students through instruction	1.0	1. Using an effective system of classroom management	2.0
2. Providing timely and appropriate feedback to students	1.5	2. Providing students with opportunities to have input into the learning process	2.0
3. Communicating high learning expectations to each student	1.0	3. Using appropriate measures to proactively address student behavior problems	2.0
4. Incorporating activities that promote effective group communication skills	1.5	4. Using learning time effectively	2.0
AVERAGE RATING:	**1.3**	**AVERAGE RATING:**	**2.0**
CONTINIOUS IMPROVEMENT		**PLANNING AND INSTRUCTION**	
1. Implementing professional development in classroom instruction	1.5	1. Planning lessons with explicitly stated student learning outcomes	1.5
2. Participating in professional development to support school improvement efforts	2.0	2. Planning instructions that is aligned with New York State Standards	1.5
3. Using student data to identify professional development needs	1.5	3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	2.0
4. Using experiences to assist in the design of a professional development plan	1.5	4. Planning lessons that reflect a variety of methods to engage students	2.0
5. Communicating effectively with colleagues and administrators	1.5	5. Conducting lessons that show students the relationship between various subject areas	2.0
AVERAGE RATING:	**1.6**	**AVERAGE RATING:**	**1.8**
CRITICAL THINKING		**PROFESSIONAL ROLE**	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	2.0	1. Serving as an advocate for the student	2.0
2. Posing problems, dilemmas and questions in lessons	2.0	2. Involving community members to enhance student learning	2.0
3. Modeling the use of critical thinking and problem solving	2.0	3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	.2.0
4. Incorporating creative thinking opportunities for students	2.0	4. Communicating effectively with parents	2.0
AVERAGE RATING:	**2.0**	**AVERAGE RATING:**	**2.0**
DIVERSITY		**TECHNOLOGY**	
1. Treating diverse student equitably	1.0	1. Using technology tools to assist with management of student learning	1.5
2. Creating an environment which is supportive of diverse ideas	1.0	2. Teaches students to use available computers and other forms of technology to enhance learning	1.5
3. Fostering acceptance of linguistic diversity among individual students	1.0	3. Integrating different technologies to support diverse learning processes	1.5
4. Providing a range of activities for students with different cultures and experiences	1.0	4. Teaching students to use a variety of electronic media to communicate ideas and information	1.5
5. Communicating effectively with families and students from diverse background	1.5	**AVERAGE RATING:**	**1.5**

AVERAGE RATING:	**1.1**

ETHICS

1. Protecting students from conditions that interfere with their learning	1.5
2. Not intentionally distorting or misrepresenting facts	1.5
3. Supporting colleagues' rights to exercise their political and civil rights	2.0
4. Adhering to ethical standards in the classroom	1.0
AVERAGE RATING:	**1.5**

HUMAN DEVELOPMENT AND LEARNING

1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.5
2. Incorporating appropriate instructional strategies to accommodate different learning styles	1.5
3. Using knowledge of human development when planning instruction	1.5
4. Individualizing instruction to meet the developmental levels of students	2.0
AVERAGE RATING:	**1.6**

READING

1. Incorporating reading strategies in instructional planning in various subject areas	1.5
2. Integrating reading activities in other curricular areas	1.5
3. Using individual reading assessments to improve academic performance	2.0
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	2.0
AVERAGE RATING:	**1.8**

CURRICULUM AREAS

1. Preparing students for the language arts portions of the curriculum	1.0
2. Preparing students for the math portion of the curriculum	1.5
3. Preparing students for the science portion of the curriculum	2.0
4. Preparing students for the social studies portion of the curriculum	1.5
5. Providing students with opportunities to improve grade-level performance	2.0
6. Using data to plan and assess instruction	2.0
AVERAGE RATING:	**1.7**

Table 4.2d: Employer Responses to Alumni-Employee Abilities in the Workplace

2017 Employer Survey: N =18	Scale				
Element	**# 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		

Table 4.2di: Summary of Evaluations Rating from Selected Employers: 2015-2017 Completers

Employee/School: N =18	# of MEC Graduates	Highly Effective	Effective	Developing	Not Effective
Public Schools					
PS 38	1	x			
PS 106Q	1		x		
PS 111	1		x		
PS 214	1	x			
PS 268	1		x		
K 396	1	x			
PS 770	1		x		
Charter Schools					
Uncommon Schools	2	x	x		
Leadership Prep	2	x	x		
Excelsior	1		x		
Imagine Me	1		x		
Ascend	2	x		x	
Citizens of the World	1		x		
Early Childhood Centers					
Shirley Chisholm Head Start	1	x			
Brooklyn Kindergarten Society	1	x			
Child Study Center of NY	1	x			
U-Kids campus Children's Center, Albany	1	x			
Lutheran Social Services Early Life Site	1		x		
Total	21	10	10	1	0

4.3: Satisfaction of Employers

Table 4.3a: Part 2 B: Employer Survey Only: N=13

MEC Teacher Satisfaction Rating Survey **Compares Poorly with other teachers >>>>>>>>>>>>>>>One of the best beginning teachers** **4 – Compares Poorly; 3 – Just below average; 2 – On average; 1 – One of the best beginning teachers** Please rate the teacher's performance compared to other beginning teachers at your school	Mean Ratings For Employed Teachers n=13
Assessment	1.2
Communication	1.1
Continuous Improvement	1.2
Critical Thinking	1.5
Diversity	1.0
Ethics	1.2
Human Development and Learning	1.1
Knowledge of Subject Area	1.1
Learning Environments	1.7
Planning and Instruction	1.3
Professional Role	1.5
Technologies	1.2
Overall Mean Rating	**1.3**
Please respond to the following questions by circling one of the options:	
Q: Does this person meet your criteria of "effective"	**Yes 100%** **No 0%**
Q: Does this person meet the City's APPR criteria of "Effective" Cited as *Just Below Average (Equivalent to Developing)*	**Yes 89%** **No 11%**
Q: Does this person meet your criteria for rehiring/retention	**Yes 100%** **No 0%**
Thank you for your time	

Table 4.3ai: Employers' Satisfaction Ratings by Program

Program	# Compares Poorly	# Just below Average	# On Average	# One of the Best
Early Childhood Special Education Teachers (n=2)	**0**	**1**	**0**	**1**
Childhood Special Education Completers (n=11)	**0**	**1**	**3**	**7**
Childhood Education (n=0)	**NA**	**NA**	**NA**	**NA**

Table 4.3b: Retention Summary Data – EPP Database

Data Year	N	% Retained	Positions
2017: 12	4	100%	General Education Teacher (1)
			Special Education Teacher (3)
2016: 23	10	100%	General Education Teacher (2)
			Special Education Teachers (7)
			ELA Curriculum Lead Teacher (1)
2015: 16	12	100%	Lead ELA Teacher (1)
			General Education Teacher (2)
			Special Education Teacher (9)

Table 4.3c: Promotion Summary Data

Data Year	N Employed	% Promoted	Promotion Roles
2017	4	0	
2016	10	1	Curriculum Lead
2015	12	1	Lead ELA Teacher

Table 4.3d: Means and Interrater Reliability of Employer and Student Self-Rating Survey of Teacher Professional Preparation - Part 2A

Area	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
ASSESSMENT				
1. Using a variety of student data to assess student abilities	2.0	1.0		
2. Using student data to individualize instruction	2.0	1.2		
3. Maintaining student records to monitor student progress	1.5	1.0		
4. Using school-based and other assessment data to improve instruction	2.0	1.2		
Mean Rating	**1.9**	**1.1**	**NA**	**.61**
COMMUNICATION				
1. Modeling good communication skills to students through instruction	1.0	1.0		
2. Providing timely and appropriate feedback to students	1.5	1.5		
3. Communicating high learning expectations to each student	1.0	1.0		
4. Incorporating activities that promote effective group communication skills	1.5	1.2		
Mean Rating	**1.3**	**1.2**	**.47**	**.91**
CONTINUOUS IMPROVEMENT				
1. Implementing professional development in classroom instruction	1.5	1.1		
2. Participating in professional development to support school improvement efforts	2.0	1.5		
3. Using student data to identify professional development	1.5	1.5		

Area	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
needs				
4. Using experiences to assist in the design of a professional development plan	1.5	1.5		
5. Communicating effectively with colleagues and administrators	1.5	1.1		
Mean Rating	**1.6**	**1.3**	**.15**	**.58**
CRITICAL THINKING				
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	2.0	1.0		
2. Posing problems, dilemmas and questions in lessons	2.0	1.0		
3. Modeling the use of critical thinking and problem solving	2.0	1.1		
4. Incorporating creative thinking opportunities for students	2.0	1.1		
Mean Rating	**2.0**	**1.0**	**NA**	**.92**
Area	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
DIVERSITY				
1. Treating diverse student equitably	1.0	1.0		
2. Creating an environment which is supportive of diverse ideas	1.0	1.0		
3. Fostering acceptance of linguistic diversity among individual students	1.0	1.0		
4. Providing a range of activities for students with different cultures and experiences	1.0	1.0		
5. Communicating effectively with families and students from diverse background	1.5	1.1		
Mean Rating	**1.1**	**1.0**	**.44**	**.45**
ETHICS				
1. Protecting students from conditions that interfere with their learning	1.5	1.5		
2. Not intentionally distorting or misrepresenting facts	1.5	1.0		
3. Supporting colleagues' rights to exercise their political and civil rights	2.0	2.0		
4. Adhering to ethical standards in the classroom	1.0	1.0		
Mean Rating:	**1.5**	**1.4**	**.47**	**.91**
HUMAN DEVELOPMENT AND LEARNING				
1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.5	1.2		
2. Incorporating appropriate instructional strategies to accommodate different learning styles	1.5	1.2		
3. Using knowledge of human development when planning instruction	1.5	1.1		
4. Individualizing instruction to meet the developmental levels of students	2.0	1.2		
Mean Rating	**1.6**	**1.2**	**NA**	**.21**
KNOWLEDGE OF SUBJECT AREA				
1. Demonstrating an in-depth understanding of the subject being taught	1.5	1.1		
2. Using relevant materials and technologies to promote student learning	1.5	1.0		

	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
3. Demonstrating knowledge of New York State Standards in the subject area	1.5	1.0		
4. Demonstrating how knowledge can be applied to real-world settings	2.0	1.0		
Mean Rating	**1.6**	**1.0**	**NA**	**.21**
LEARNING ENVIRONMENT				
1. Using an effective system of classroom management	2.0	1.5		
2. Providing students with opportunities to have input into the learning process	2.0	1.1		
3. Using appropriate measures to proactively address student behavior problems	2.0	1.5		
4. Using learning time effectively	2.0	1.1		
Mean Rating	**2.0**	**1.3**	**NA**	**.83**
Area	Employer Ratings	Student Self-rating	Kappa	Interrater Consistency
PLANNING AND INSTRUCTION				
1. Planning lessons with explicitly stated student learning outcomes	1.5	1.0		
2. Planning instructions that is aligned with New York State Standards	1.5	1.0		
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	2.0	1.0		
4. Planning lessons that reflect a variety of methods to engage students	2.0	1.0		
5. Conducting lessons that show students the relationship between various subject areas	2.0	1.0		
Mean Rating	**1.8**	**1.0**	**NA**	**.35**
PROFESSIONAL ROLE				
1. Serving as an advocate for the student	2.0	1.5		
2. Involving community members to enhance student learning	2.0	1.5		
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	.2.0	.2.0		
4. Communicating effectively with parents	2.0	1.1		
Mean Rating	**2.0**	**1.5**	**NA**	**.18**
TECHNOLOGY				
1. Using technology tools to assist with management of student learning	1.5	1.0		
2. Teaches students to use available computers and other forms of technology to enhance learning	1.5	1.0		
3. Integrating different technologies to support diverse learning processes	1.5	1.0		
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.5	1.0		
Mean Rating:	**1.5**	**1.0**	**NA**	**NA**
READING				
1. Incorporating reading strategies in instructional planning in various subject areas	1.5	1.0		
2. Integrating reading activities in other curricular areas	1.5	1.0		
3. Using individual reading assessments to improve academic	2.0	1.0		

performance				
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	2.0	1.1		
Mean Rating	**1.8**	**1.0**	**NA**	**.31**
CURRICULUM AREAS				
1. Preparing students for the language arts portions of the curriculum	1.0	1.0		
2. Preparing students for the math portion of the curriculum	1.5	1.0		
3. Preparing students for the science portion of the curriculum	2.0	1.5		
4. Preparing students for the social studies portion of the curriculum	1.5	1.2		
5. Providing students with opportunities to improve grade-level performance	2.0	1.1		
6. Using data to plan and assess instruction	2.0	1.2		
Mean Rating:	**1.7**	**1.2**	**.48**	**.67**

Note. 1 - Very effective; 2 – Effective; 3 - Not very effective;   4 - Ineffective.
Employer Respondents: *N* = 40; Employer Completers: *N* = 42, Completers: *N* = 45.

4.4: Satisfaction of Completers

Table 4.4a: Summary of Graduate/<mark>Alumni</mark> Responses on their Job-Related Abilities

2015-2017 Alumni Survey **N=46** 2015: 15 Responders (94%); 2016: 19 Responders (83%); 2017: 12 Responders (100%)					
Element	**Not Effective**	**Somewhat Effective**	**Effective**	**Very Effective**	**No Answer**
(a) Demonstrate mastery of content that I teach		3	15	25	2
(b) Engage in careful analysis of all aspects of my teaching			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

Table 4.4b: Means of Alumni Self-Rating of Professional Preparation

1 - Very effective   2 - Effective   3 - Not very effective   4- Ineffective

N=45

ASSESSMENT		KNOWLEDGE OF SUBJECT AREA	
1. Using a variety of student data to assess student abilities	1.0	1. Demonstrating an in-depth understanding of the subject being taught	1.1
2. Using student data to individualize instruction	1.2	2. Using relevant materials and technologies to promote student learning	1.0
3. Maintaining student records to monitor student progress	1.0	3. Demonstrating knowledge of New York State Standards in the subject area	1.0
4. Using school-based and other assessment data to improve instruction	1.2	4. Demonstrating how knowledge can be applied to real-world settings	1.0
AVERAGE RATING:	**1.1**	**AVERAGE RATING:**	**1.0**
COMMUNICATION		**LEARNING ENVIRONMENT**	
1. Modeling good communication skills to students through instruction	1.0	1. Using an effective system of classroom management	1.5
2. Providing timely and appropriate feedback to students	1.5	2. Providing students with opportunities to have input into the learning process	1.1
3. Communicating high learning expectations to each student	1.0	3. Using appropriate measures to proactively address student behavior problems	1.5
4. Incorporating activities that promote effective group communication skills	1.2	4. Using learning time effectively	1.1
AVERAGE RATING:	**1.2**	**AVERAGE RATING:**	**1.3**
CONTINIOUS IMPROVEMENT		**PLANNING AND INSTRUCTION**	
1. Implementing professional development in classroom instruction	1.1	1. Planning lessons with explicitly stated student learning outcomes	1.0
2. Participating in professional development to support school improvement efforts	1.5	2. Planning instructions that is aligned with New York State Standards	1.0
		3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	1.0
3. Using student data to identify professional development needs	1.5		
4. Using experiences to assist in the design of a professional development plan	1.5	4. Planning lessons that reflect a variety of methods to engage students	1.0
		5. Conducting lessons that show students the relationship between various subject areas	1.0
5. Communicating effectively with colleagues and administrators	1.1		
AVERAGE RATING:	**1.3**	**AVERAGE RATING:**	**1.0**
CRITICAL THINKING		**PROFESSIONAL ROLE**	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	1.0	1. Serving as an advocate for the student	1.5
		2. Involving community members to enhance student learning	1.5
2. Posing problems, dilemmas and questions in lessons	1.0	3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	.2.0
3. Modeling the use of critical thinking and problem solving	1.1		
4. Incorporating creative thinking opportunities for students	1.1	4. Communicating effectively with parents	1.1
AVERAGE RATING:	**1.0**	**AVERAGE RATING:**	**1.5**
DIVERSITY		**TECHNOLOGY**	
1. Treating diverse student equitably	1.0	1. Using technology tools to assist with management of student learning	1.0
2. Creating an environment which is supportive of diverse ideas	1.0	2. Teaches students to use available computers and other forms of technology to enhance learning	1.0
3. Fostering acceptance of linguistic diversity among individual students	1.0		
4. Providing a range of activities for students with different cultures and experiences	1.0	3. Integrating different technologies to support diverse learning processes	1.0
		4. Teaching students to use a variety of electronic media to communicate ideas and information	1.0
5. Communicating effectively with families and students from diverse background	1.1		
		AVERAGE RATING:	**1.0**
AVERAGE RATING:	**1.0**	**READING**	

ETHICS

1. Protecting students from conditions that interfere with their learning	1.5
2. Not intentionally distorting or misrepresenting facts	1.0
3. Supporting colleagues' rights to exercise their political and civil rights	2.0
4. Adhering to ethical standards in the classroom	1.0
AVERAGE RATING:	**1.4**

HUMAN DEVELOPMENT AND LEARNING

1. Modifying instruction to meet the needs of all students, including students with disabilities and diverse learning needs	1.2
2. Incorporating appropriate instructional strategies to accommodate different learning styles	1.2
3. Using knowledge of human development when planning instruction	1.1
4. Individualizing instruction to meet the developmental levels of students	1.2
AVERAGE RATING:	**1.2**

1. Incorporating reading strategies in instructional planning in various subject areas	1.0
2. Integrating reading activities in other curricular areas	1.0
3. Using individual reading assessments to improve academic performance	1.0
4. Demonstrating knowledge of research-based, developmentally appropriate reading strategies	1.1
AVERAGE RATING:	**1.0**

CURRICULUM AREAS

1. Preparing students for the language arts portions of the curriculum	1.0
2. Preparing students for the math portion of the curriculum	1.0
3. Preparing students for the science portion of the curriculum	1.5
4. Preparing students for the social studies portion of the curriculum	1.2
5. Providing students with opportunities to improve grade-level performance	1.1
6. Using data to plan and assess instruction	1.2
AVERAGE RATING:	**1.2**

Table 4.4c: Summary of Alumni Survey Responses on EPP Curriculum Preparation

2015-2017 Graduates: N =45	Exceptionally Well	Very Well	Well	Not Quite Well	Not Well at All
Survey Element: Overall Preparation					
MEC General Education Core	19	18	8		
MEC Education Department Core Curriculum (EDUC 110, 231, 350, 340, 355)	28	11	6		
MEC Education Department Pedagogical Core (311, 312, 314, 315, 317, 381)	28	5	10	1	1
MEC Education Department Special Education Professional Curriculum (EDUC 152, 203, 252, 253, 310)	28	10	5		
Education Dept. Certification Examination Workshops (EDUC 494, 495, 496, 498)	25	10	9		1

MEC Education Department Clinical Practice Supervision (EDUC 481, 491)	30	10	4		1
MEC Education Department Clinical Practice Seminars (EDUC 482, 492)	28	10	6	1	
Grant-funded Intercession Workshops (NYSTCE Test Prep Sessions; Response to Intervention, Clinical Practice Video Review and Reflection)	30	11	3	1	
For Graduate School Core Curriculum	22	1	1		
For Graduate School Specialty Curriculum	22	1	1		
Graduate School Clinical Experiences/Practica (if applicable)	17	1			
For NYC Department of Education - New Teacher Orientation Sessions	25		2		
NYC Department of Education Professional Development	27	3	1		
For Professional Teaching Careers	25	2	10		

Table 4.4d: Graduate School Summary Data

Data Year	N	% Completed Graduate Study	#Attending Graduate School	#Not Yet Enrolled in Graduate Study
2017: 12	12	0% [0]	50% [6]	50% [6]
2016: 23	23	17% [4]	30% [7]	52% [12]
2015: 16	16	69% [11]	6% [1]	25% [4]

Percentage of Medgar Evers Graduates Teaching in New York and Around the United States

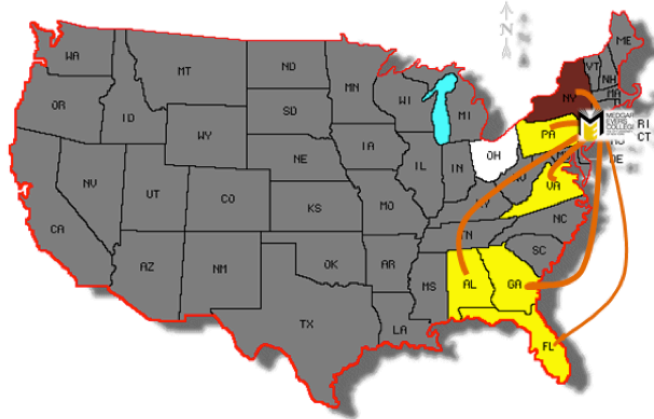| State	%
New York	
Brooklyn	68%
Bronx	8%
Queens	2%
Manhattan	6%
Upstate, NY	3%
Pennsylvania	1%
Georgia	1%
Virginia	1%
Alabama	1%
Florida	1%

Fig. 4.4a: *Location of MEC Teachers Serving in the US: 2016 Data*