

Addendum Tables and Figures

CAEP STANDARD 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

Table 1.2a: EPP’s Key Assessments Used to Evaluate All Candidates by Progression

PRE-PROFESSIONAL DEGREE:AA – TEACHER EDUCATION			
Sequence	Course & Assessment	Administration Point	Relation to Degree Programs
#1	EDUC 102 – Initial Portfolio	First Core Course Assessment	Core Curriculum - ALL
#2	EDUC 152 – Disability Awareness Project	Second Core Course Assessment – Group Project	Core Curriculum - ALL
#3	Assessment 504 – Webquest (Technology)	Capstone Core Course Assessment	Core Curriculum - ALL
PROFESSIONAL DEGREE:BA DEGREE PROGRAMS: CE, CSE, ECSE			
Sequence	Course & Assessment	Administration Point	Relation to Degree Programs
# 1	Assessment 505 – Reading Assessment and Instructional Plan for Struggling Reader	Transition Point 2 – Individual Assignment	Professional Programs - ALL
#2	Assessment 506 – Guided Reading Lesson, Implementation Video and Reflection	Transition Point 2 – Individual Assignment	Professional Program - ALL
#3	Assessment 312 – Textbook Critique	Transition Point 2 Individual Assessment	Program–Specific Focus: CE/CSE ECSE
#4	Assessment 315 – Mathematics Modified Lesson Plan	Transition Point 2 Individual Assessment	Program–Specific Focus: CE/CSE ECSE

#5	Assessment 381 – Reading Intervention	Transition Point 2 Individual Assessment	Professional Programs - ALL
#6	Assessment 252 – Early Intervention Needs of Infants & Toddlers	Transition Point 2 Individual Assessment	Program–Specific Focus: ECSE
#7	Assessment 301 – Principles of Early Childhood Education	Transition Point 2 Individual Assessment	Program–Specific Focus: ECSE
#8	Assessment 253 – Assessment, Treatment & Services for Infants, Toddlers, and Children with Developmental Disabilities	Transition Point 2 Individual Assessment	Program–Specific Focus: ECSE
	Assessment 340 - Assessment in Education	Transition Point 2 Individual Assessment	Program–Specific Focus: CE CSE
#9	Assessment 310 – Behavior Intervention Project	Transition Point 2 Individual Assessment	Specialty Area Focus: ECSE CSE
#10	Assessment 302 – Interdisciplinary Curriculum Unit	Transition Point 2 Individual Assessment	Program–Specific Focus: ECSE
	Assessment 457 – Interdisciplinary Curriculum Unit	Transition Point 2 Individual Assessment	Program–Specific Focus: CE CSE
#11	Clinical Practice Experience Assessment	Transition Point 3 Individual Assessment	Program–Specific Focus: CE CSE ECSE

#12	Clinical Practice Value-Added Assessment	Transition Point 3 Individual Assessment	Program-Specific Focus: CE CSE ECSE
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Table 1.2b: Assessment Plan and Alignment Chart for MEC School of Education and InTASC, CAEP, and EPP Standards

Assessment Category	Key Assessment Number, Name, and Rubric Elements Addressed	Point in program at which assessment is administered (course)	Transition point where applied (program specific gates)	Initial programs InTASC	CAEP	EPP Candidate Performance Standards
Content knowledge in field of specialization	Assessment # 1	EDUC 312	Transition Point #2: Entry to Clinical Practice	1	1.1	1&8
	Descriptive Title of Assessment: NYSTCE CST-MS Rubric Elements/ Measures: Score			2	1.2	1&8
				3	1.3	1&2&8
				4	1.4	1&8
				6	3.2	3&4&8
				8	3.5	4&5&8
Content knowledge in field of specialization	Assessment # 2	EDUC 310	Transition Point #2: Entry to Clinical Practice	1	1.1	1&8
	Descriptive Title of Assessment: NYSTCE CST Sw/D Rubric Elements/ Measures: Score			2	1.2	1&8
				3	1.3	1&2&8
				4	1.4	1&8
				6	3.2	3&4&8
				8	3.5	4&5&8

	Assessment # 3	EDUC 481	Transition Point #3:	1	1.1	1&8			
	Descriptive Title of Assessment: NYSTCE EAS Rubric Elements/ Measures: Score		Exit from Clinical Practice	2	1.2	1&8			
				3	1.3	1&2&8			
				4	1.4	1&8			
				6	3.2	3&4&8			
				8	3.5	4&5&8			
				Assessment # 4	EDUC 482	Transition Point #3:	1	1.1	1&8
				Descriptive Title of Assessment # 5: NYSTCE edTPA Rubric Elements/ Measures: Score		Exit from Clinical Practice	2	1.2	1&8
							3	1.3	1&2&8
4	1.4	1&8							
5	1.5	2&4&6&8							
6	3.2	3&4&8							
7	3.5	4&5							
8		4&5&8							
Assessment #6	1-2 years after completion	Transition Point #4: Graduate	1				1.1	1&8	
			2	1.2	1&8				
			3	1.3	1&2&8				

<p>Descriptive Title of Assessment:</p> <p>Employer Survey</p> <p>Rubric Elements/ Measures: Ratings</p>			4	1.4	1&8
			5	1.5	2&4&6&8
			6	4.2	3&4&8
			7	4.3	4&5
			8	4.4	4&5&8
			9		2&5&7&8
			10		2&5&6&7&8
<p>Assessment #7</p> <p>Descriptive Title of Assessment:</p> <p>Portfolios</p> <p>Rubric Elements/ Measures: Ratings</p>	EDUC 102: Initial Portfolio	Pre-Professional Preparation Point	1	1.1	1&8
	EDUC 311/312 Developing Portfolio	Transition Point #2: Entry to Clinical Practice	2	1.2	1&8
			3	1.3	1&2&8
			4	1.4	1&8
			5	1.5	2&4&6&8
			6	3.5	3&4&8
			7		4&5
			8		4&5&8
			9		2&5&7&8
			10		2&5&6&7&8
<p>Assessment #8</p>	EDUC 102	Pre-Professional Preparation Point	1	1.1	1&8
			2	1.2	1&8

Pedagogical knowledge including knowledge of learners, planning, and assessment	Descriptive Title of Assessment: Educational Autobiography			3 4 9 10	1.3 1.4 3.1 3.6	1&2&8 1&8 2&5&7&8 2&5&6&7&8
	Rubric Elements/ Measures: Score/Ratings					
	Assessment #9	EDUC 152	Pre-Professional Preparation Point	1 2 3 4 5 6 7 8	1.1 1.2 1.3 1.4 1.5 3.5	1&8 1&8 1&2&8 1&8 2&4&6&8 3&4&8 4&5 4&5&8
	Descriptive Title of Assessment: Disability Awareness Project					
	Rubric Elements/ Measures: Score/Ratings					
	Assessment #10	EDUC 310 CSE/ECSE	Transition Point #2: Transition to Clinical Practice	1 2 3 4	1.1 1.2 1.3 1.4	1&8 1&8 1&2&8 1&8
	Descriptive Title of Assessment:					

	Behavioral Intervention Plan			5	3.5	2&4&6&8
	Rubric Elements/ Measures: Score/Ratings			6	4.1	3&4&8
				7		4&5
				8		4&5&8
Assessment #11	EDUC 312	Transition Point #2: Transition to Clinical Practice	1	1.1	1&8	
Descriptive Title of Assessment:			2	1.2	1&8	
Text Analysis			4	1.3	1&8	
Rubric Elements/ Measures: Score/Ratings			5	1.4	2&4&6&8	
			6	3.5	3&4&8	
			7		4&5	
			8		4&5&8	
Assessment #12	EDUC 315	Transition Point #2: Transition to Clinical Practice	1	1.1	1&8	
Descriptive Title of Assessment:			2	1.2	1&8	
Mathematics Modified Lesson			4	1.3	1&8	
			5	1.4	2&4&6&8	
			6	3.5	3&4&8	
			7	4.1	4&5	

	Rubric Elements/ Measures: Score/Ratings			8		4&5&8
	Assessment #13 Descriptive Title of Assessment: Reading Intervention Rubric Elements/ Measures: Score/Ratings	EDUC 381	Transition Point #2: Transition to Clinical Practice	1 2 4 5 6 7 8	1.1 1.2 1.3 1.4 3.5 4.1	1&8 1&8 1&8 2&4&6&8 3&4&8 4&5 4&5&8
	Assessment #13 Descriptive Title of Assessment: Interdisciplinary Curriculum Unit Rubric Elements/ Measures: Score/Ratings	EDUC 457 (CSE/ CE) EDUC 302 (ECSE)	Transition Point #2: Transition to Clinical Practice	1 2 4 5 6 7 8 10	1.1 1.2 1.3 1.4 1.5 3.5	1&8 1&8 1&8 2&4&6&8 3&4&8 4&5 4&5&8 2&5&6&7&8

	Assessment #14	EDUC 340 (CSE/ CE)	Transition Point #2: Transition to Clinical Practice	1	1.1	1&8
	Descriptive Title of Assessment: Assessment in Education	EDUC 253 (ECSE)		2	1.2	1&8
	Rubric Elements/ Measures: Score/Ratings			4	1.3	1&8
				5	1.4	2&4&6&8
				6	3.5	3&4&8
				7		4&5
				8		4&5&8
	Assessment #15	EDUC 301	Transition Point #2: Transition to Clinical Practice	1	1.1	1&8
	Descriptive Title of Assessment: Parent Interview	ECSE		2	1.2	1&8
	Rubric Elements/ Measures: Score/Ratings			3	1.3	1&2&8
				7	1.4	4&5
				8	3.5	4&5&8
				10		2&5&6&7&8
Dispositions and Leadership	Assessment # 16	EDUC 102	Pre-Professional Preparation Point	1	3.1	1&8
	Descriptive Title of Assessment:			2	3.3	1&8
				3	3.4	1&2&8
				4	3.6	1&8

	Dispositions Assessments (Self)	EDUC 481	Transition Point #3: Exit from Clinical Practice	5		2&4&6&8
	Rubric Elements/ Measures: Ratings			6		3&4&8
				7		4&5
				8		4&5&8
			Transition Point #3: Exit from Clinical Practice	9		2&5&7&8
		EDUC 482		10		2&5&6&7&8
Field experiences and/or clinical practice	Assessment # 17	EDUC 504	Transition Point #1: Entry to BA Program	1	3.5	1&8
	Descriptive Title of Assessment: Webquest Rubric Elements/ Measures: Score/Ratings			2	4.1	1&8
				3		1&2&8
				4		1&8
				5		2&4&6&8
				6		3&4&8
				7		4&5
				8		4&5&8
		Assessment # 18	EDUC 505	Transition Point #2: Entry to Clinical Practice	1	3.5
	Descriptive Title of Assessment:			2	4.1	1&8
				3		1&2&8
				4		1&8
				5		2&4&6&8

	Reading Assessment & Instruction for Struggling Reader Rubric Elements/ Measures: Score/Ratings			6 7 8		3&4&8 4&5 4&5&8
	Assessment # 19 Descriptive Title of Assessment: Guided Reading Lesson Rubric Elements/ Measures: Score/Ratings	EDUC 506	Transition Point #2: Entry to Clinical Practice	1 2 3 4 5 6 7 8	3.5 4.1	1&8 1&8 1&2&8 1&8 2&4&6&8 3&4&8 4&5 4&5&8
	Assessment # 20 Descriptive Title of Assessment: Clinical Practice Experience Assessment / Action Research Proposal	EDUC 481	Transition Point #3: Exit from Clinical Practice	1 2 3 4 5 6	3.5 4.1	1&8 1&8 1&2&8 1&8 2&4&6&8 3&4&8

	Rubric Elements/ Measures: Score/Ratings			7		4&5
				8		4&5&8
				9		2&5&7&8
				10		2&5&6&7&8
	Assessment # 21	EDUC 482	Transition Point #3: Exit from Clinical Practice	1	3.5	1&8
	Descriptive Title of Assessment:			2	4.1	1&8
	Action Research Project			3		1&2&8
	Rubric Elements/ Measures: Score/Ratings			4		1&8
				5		2&4&6&8
				6		3&4&8
				7		4&5
				8		4&5&8
				9		2&5&7&8
				10		2&5&6&7&8
	Assessment # 22	EDUC 481/ EDUC 482	Transition Point #3: Exit from Clinical Practice	1	3.5	1&8
	Descriptive Title of Assessment:			2	3.6	1&8
	Field/ Clinical Site Evaluations			3	4.1	1&2&8
				4	4.2	1&8
				5		2&4&6&8

	Rubric Elements/ Measures: Ratings			6		3&4&8
				7		4&5
				8		4&5&8
				9		2&5&7&8
				10		2&5&6&7&8
Other	Assessment #23		Transition Point #4		4.1	
	Descriptive Title of Assessment: Alumni Survey		Graduate		4.3	
Rubric Elements/ Measures: Ratings					4.4	
Assessment #24		Transition Point #4		4.4		
	Descriptive Title of Assessment: Graduating Senior Questionnaire/ Exit Survey		Graduate			

	Rubric Elements/ Measures: Ratings						
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Table 1.3a: SCHOOL OF EDUCATION ASSESSMENT SYSTEM – UNIT STANDARDS MAPPING

KEY ASSESSMENTS	KNOWLEDGE	PERSONAL AND GLOBAL CONSCIOUSNESS	ANALYTICAL ABILITY	CREATIVITY	PROFESSIONALISM	EFFECTIVE COMMUNICATION	COLLABORATION	COMMITMENT AND CARE
EXTERNAL	X		X		X	X		
EAS ²	X	X	X		X	X		
CST-MULTISUBJECT ²	X		X		X	X		
CST-DISABILITIES ³	X	X	X	X	X	X	X	X
edTPA	X	X	X	X	X	X	X	X
EMPLOYER SURVEY ⁴	X	X	X	X	X	X	X	X
GRADUATE SURVEYS ⁴	X	X	X	X	X	X	X	X
PORTFOLIO								
Pre-professional ¹	X	X	X	X	X	X	X	X
Professional –BA Entry ²	X	X	X			X		
Professional –Clinical Practice Exit ³	X	X	X	X	X	X	X	X
EARLY FIELD AND CLINICAL								
ASSESSMENT 504 – Web Quest ¹	X		X	X	X			

ASSESSMENT 505 – Reading Assessment & Instruction for Struggling Reader ²	X		X			X		
ASSESSMENT 506 – Guided Reading ²	X	X	X		X	X	X	
CLINICAL PRACTICE EXPERIENCE ³	X	X	X	X	X	X	X	X
PROGRAM								
152 – Disability Awareness Project ¹	X	X		X	X	X	X	
312 – Textbook Critique ²	X		X			X		
315 – Modified Lesson Plan ²	X	X	X			X		X
381 – Reading Intervention ²	X	X	X	X	X	X	X	X
457 – Interdisciplinary Curriculum Unit (CE and CSE) ³	X		X			X		
302 – Interdisciplinary Curriculum Unit (ECSE) ³	X			X	X	X		
DISPOSITIONS	X	X	X	X	X	X	X	X
Self Assessment ¹	X	X	X	X	X	X	X	X
Observation Checklist ²	X	X	X	X	X	X	X	X

Student Teacher Observation Checklist ³	X	X	X	X	X	X	X	X
CANDIDATE PERFORMANCE STANDARDS REFERENCES								
							<p>Commitment and Care: Candidates practice social justice, with others, believe that all children can learn, hold high expectations themselves, and carry out sustained commitment to teaching and learning</p>	
							<p>Collaboration: Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships</p>	
						<p>Effective Communication: Candidates speak and write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy</p>		
						<p>Professionalism: Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity and critique</p>		
<p>Creativity: Candidates conceptualize, design, and develop imaginative and innovative work</p>								

			Analytical Ability: Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives toward various ideas and issue
			Personal & Global Consciousness: Candidates examine, deconstruct, and reconstruct their own and others' beliefs, values and perspectives to understand their own cultures and to develop empathy and acceptance towards others' cultures
			Knowledge: Candidates possess a comprehensive understanding of the Liberal Arts and Science and Education foundations content, concepts and modes of inquiry and make connections among disciplines.

Transition Points in Assessment System: Key

- ¹Entrance to BA Program
- ²Entrance to Clinical Practice
- ³Exit from Clinical Practice
- ⁴Graduate

Table1.3b: Comparison of College/University Grading Scale with EPP Performance Scale

Symbol	Range	MEC/CUNY Definitions	SCHOOL OF EDUCATION Performance Criteria
A+	97 – 100	Exceptional	Exemplary
A	93.0 – 96.9	Excellent	
A-	90 – 92.9	Outstanding	
B+	87.1 – 89.9	Very Good	Competent
B	83 - 87	Good	
B-	80 – 82.9	Good	
C+	77 – 79.9	Satisfactory	Emerging
C	70 – 76.9	Satisfactory	
D+	67.1 – 69.9	Passing	Unacceptable
D	63.0 – 67.0	Passing	
D-	60.0 – 62.9	Passing	
F	0 – 59.9	Failure/ Unsuccessful completion of course	

Table 1.4: Demographics of EPP Partner Schools – Demographics and Alumni Identification

PARTNERSHIP SCHOOLS AND TYPE OF FIELD EXPERIENCE	% OF STUDENTS AT PROFICIENT LEVEL IN MATH AND READING		DEMOGRAPHICS (2017)										
	Math	Reading	Gender		Race					Socio-economic	Demographic Trends	ELL	SPED
Note 1)- Indicates MEC Alumni Note 2) PARTNER SINCE 2005			M	F	AA	LA	AS	WH	MU	% Rec. Red School Lunch			
PS 5 Dr. Ronald McNair School Principal L. Gates 820 Hancock St. Brooklyn, N.Y. 11233 (718) 574-2333	39.6	25.4	50	50	79	15	0	3	1	90	Largest homeless population in district Lab School	4	32
Field: EDUC 503: Parents & Community Partners Clinical Practice													
PS 6 Norma Adams Clemons Academy Principal S. Porter 43 Snyder Ave Brooklyn, NY 11226	20.7	17.4	49	51	72	22	1	3	0	72	-----	20	23

(718) 856-6560													
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Field: EDUC 502: Observing Students in Clinical and Inclusive Settings
Clinical Practice

PS 26 Jesse Owens School Principal Dr. C. Celestine 1014 Lafayette Ave Brooklyn, NY 11221 (718) 919-5707	46	43.3	56	44	66	29	2	2	0	77	Gifted Program & Autistim Program	10	31
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Field: EDUC 502: EDUC 502: Observing Students in Clinical and Inclusive Settings
Clinical Practice

PS 44 Marcus Garvey School Principal R. James 432 Monroe St. Brooklyn, NY 11221 (718) 834-6939 PARTNER SINCE 2005	24.3	24.3	49	51	80	13	3	2	1	97	Increase in students from Southeast Asia & Middle East	8	24
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Field: EDUC 506
(Assessment 381 ECSE, CSE& CE;)
Clinical Practice

PS 46 Edward C. Blum School Principal K. Nicholson 100 Clermont Avenue Brooklyn, NY 11205 (718) 834-7694	22.7	20.9	49	51	54	41	1	2	1	92	Increase in students from Middle East	15	32
Field: EDUC 501 Clinical Practice													
PS 81 Thaddeus Stevens School Principal C. Ault-Baker 990 Dekalb Avenue Brooklyn, N.Y. 11221 (718) 574-2365 PARTNER SINCE 2005	10	17.9	45	55	56	36	3	0	1	94	_____	21	34
EDUC 504 Clinical Practice													
PS 92 Adrian Hegeman School Principal Dr. Samerson	17.9	19.8	52	48	73	16	9	1	0	87	_____	22	18

601 Parkside Ave Brooklyn, New York 11226 (718)462-2088														
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TOC EDUC Field Experience													
Clinical Practice													

PS 108 Sal Abbracciamento School Principal C Hahn Assistant Principal Espinal 200 Linwood St. Brooklyn, N.Y. 11208 (718) 277-7010	44.7	47.8	50	50	12	79	6	1	0	71	-----	14	27
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Clinical Practice													
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PS 161 Crown School Principal Mr. M. Johnson 330 Crown Street Brooklyn, New York 11225 (718) 756-3100	28.2	34.3	56	44	81	11	4	2	1	95	_____	3	19
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EDUC 501													
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PS 181 John Steptoe School	53	47	51	49	83	11	1	2	17	62	_____	13	19
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Principal Mr. V. Esannason 1023 New York Ave Brooklyn, N.Y. 11203 (718) 462-5298 PARTNER SINCE 2005													
TOC Field Experience													
PS 249 The Caton School Principal E. Brown 18 Marlborough Rd. Brooklyn, N.Y. 11226 (718)282-8828 PARTNER SINCE 2005	71	60.4	51	49	42	48	6	4	0	68	_____	24	20
EDUC 501 & 502													
PS 256 Benjamin Banneker School Principal Ms. S. Hemphill 114 Kosciuszko St Brooklyn, N.Y. 11216	37.1	35.2	54	46	71	24	2	2	0	96	_____	9	24

(718) 857-9820														
Clinical Practice														
PS 282 Park Slope School Principal Mr. R Hoke Asst. Principals Sidbury & St Just 180 Sixth Avenue Brooklyn, NY 11217 (718) 622-1626	30	47.1	51	49	58	27	4	10	1	59	Autism Program	5	19	
EDUC 505 (311 & Assessment 315) Clinical Practice														
PS 321 William Penn School Principal L Phillips 180 Seventh Avenue Brooklyn, NY 11215 (718) 499-2412	86.7	84	50	50	4	7	6	77	5	7	_____	3	15	
Clinical Practice														
PS 375 Jackie Robinson School Principal	20.3	21.7	54	46	61	30	3	4	0	90	Increasing Multi-lingual Population from Africa	29	28	

46 McKeever Pl Brooklyn, N.Y. 11225 (718) 693-6655													
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EDUC 501													
EDUC 503													

PS 397 Foster Laurie Principal Ms. M Monteau 490 Fenimore St. Brooklyn, N.Y. 11203 (718) 774-5200	32.3	41	50	50	80	6	3	10	1	84	_____	16	21
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TOC Field Experience													
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DISTRICT 75 Principal Ms. E. Russell PS 77 62 Park Pl. Brooklyn, N. Y.11217 (718) 789-1191	---	----	83	17	44	22	14	20	0	58	_____	24	100Inner
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Clinical Practice													
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Day Care Centers													
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Inner Force Ms. Sween (Birth -2)													
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Ms. Jones (3-5)
1181 E. New York Avenue
Brooklyn, New York 11212
(718) 221-1246

Clinical Practice

Community Parents Head Start
Ms. John
1809 -90 Chauncey Street
Brooklyn, New York 11233
(718) 771-4002

Clinical Practice

Ella Baker Dir. Janet McIntosh 1150 Carroll St. Brooklyn, N.Y. 11225 (718) 270-6018	Lab School		
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Clinical Practice

INTASC 1-10

Table 1.4a CANDIDATE PERFORMANCE ON INTASC STANDARDS ALIGNED WITH EPP KEY ASSESSMENTS

InTASC STANDARDS	EPP KEY ASSESSMENTS	EPP PROG	PASS PERFORMANCE at Competent to Exemplary Levels/ YEAR			
THE LEARNER AND LEARNING						
<p>Standard #1: Learner Development.</p> <p><i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p>	<p>EDUC 102 - Initial Portfolio – Entry</p> <p>Core Curriculum – Program Completers 2015-2017</p> <p>Standard 1: Knowledge – 1.9; 1.10</p> <p>Standard 2: Personal & Global Consciousness:</p> <p>Standard 3: Analytical Ability</p> <p>Standard 4: Creativity</p> <p>Standard 5: Professionalism:</p> <p>Standard 6: Effective Communication</p> <p>Standard 7: Collaboration</p> <p>Standard 8: Commitment and Care:</p>	<p>Total N</p> <p>CE:1 0%</p> <p>CSE:31 94%</p> <p>ECSE:20 85%</p>	<p>2015</p> <p>0%</p> <p>100%</p> <p>100%</p>	<p>2016</p> <p>0% (0/1)</p> <p>86% (12/14)</p> <p>88% (7/8)</p>	<p>2017</p> <p></p> <p>100% (5)</p> <p>75% (6/8)</p>	
	<p>Educating All Students Test – Transition Point 1 – Test Takers</p> <p>Competency 1: Diverse Student Populations</p>	<p>Total N</p> <p>CE:1 100%</p> <p>CSE: 24 42%</p> <p>ECSE:16 56%</p>	<p>2015</p> <p></p> <p>50%</p> <p>100%</p>	<p>2016</p> <p>100%</p> <p>45% (5/11)</p> <p>75% (3/7)</p>	<p>2017</p> <p></p> <p>0% (0/3)</p> <p>43% (2/5)</p>	
	<p>Standard #2: Learning Differences.</p>	<p>Educating All Students Test – Transition Point 1 – Test Takers</p> <p>Competency 2: ELLs</p>	<p>Total N</p> <p>CE: 1 100%</p>	<p>2015</p> <p></p>	<p>2016</p> <p>100% (1)</p>	<p>2017</p> <p></p>

<p><i>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p>		CSE:24 67%	80% (8/10)	55% (6/11)	67% (2/3)
		ECSE:16 38%	75% (3/4)	29% (2/7)	43% (1/5)
	Educating All Students Test	Total N	2015	2016	2017
	Transition Point 1: Test Takers	CE:1		100%	
	Competency 3: SwD/SLNs	100%		(1)	
		CSE:24 50%	40% (4/10)	55% (6/11)	67% (2/3)
		ECSE:16 25%	75% (3/4)	14% (1/7)	0% (0/5)
EDUC 152 – Disability Awareness Project – Pre-Professional Point	Total N	2015	2016	2017	
Core Curriculum – Program Completers 2015-2017	CE: 1 (100%)		100% (1)		
Knowledge	CSE: 31 (100%)	100% (12)	100% (14)	100% (5)	
Personal & Global Consciousness					
Analytical Ability	ECSE:20 (100%)	100% (4)	100% (8)	100% (8)	
CST – Students with Disabilities: Constructed Response: Test-takers	Total N	2015	2016	2017	
CSE/ECSE Only	CSE: 22 64%	60% (6/10)	63% (5/8)	75% (3/4)	
Transition Point 2	ECSE:15 93%	100% (4)	83% (5/6)	100% (5)	

<p>Standard #4:</p> <p>Content Knowledge.</p> <p><i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</i></p>	<p>Transition Point 2</p> <p>Standard 1: Knowledge – 1.1; 1.2; 1.3; 1.4</p>	<p>CE: 3</p> <p>(100%)</p>			100% (3)
		<p>CSE:43</p> <p>91%</p>	86% (12/14)	88% (7/8)	95% (20/21)
	<p>EDUC 302 –Interdisciplinary Curriculum Units (ECSE)</p> <p>Transition Point 2</p> <p>Standard 1: Knowledge – 1.1; 1.2; 1.3; 1.4</p>	<p>Total N</p>	2015	2016	2017
		<p>ECSE:25</p> <p>92%</p>	100% (1)	75% (6/8)	100% (16)
	<p>CST- Multi Subject</p> <p>PART 2: Mathematics</p> <p>Comp. 1</p> <p>Number and Operations</p>	<p>Total N</p>	2015	2016	2017
		<p>CE: 0</p>			
		<p>CSE: 21</p> <p>86%</p>	78% (7/9)	88% (7/8)	100% (4/4)
		<p>ECSE: 8</p> <p>88%</p>	100% (3)	50% (1/2)	100% (3)
<p>CST- Multi Subject</p> <p>Mathematics – Ratios and Proportional Relationships and Number Systems</p>	<p>Total N</p>	2015	2016	2017	
	<p>CE:</p>				
	<p>CSE:</p>	67% (6/9)	50% (4/8)	100% (4)	
	<p>ECSE:</p>	67% (2/3)	100% (2)	34% (1/3)	
<p>CST- Multi Subject</p> <p>Mathematics – Algebra, Measurement, Geometry and Data</p>	<p>Total N</p>	2015	2016	2017	
	<p>CE:0</p>				
	<p>CSE:21</p> <p>81%</p>	78% (7/9)	88% (7/8)	75% (3/4)	

		ECSE:8 75%	33% (1/3)	100% (2)	100% (3)
	CST- Multi Subject PART 3: Arts & Sciences: Social Studies	Total N	2015	2016	2017
		CE:0			
		CSE:21 76%	56% (5/9)	100% (8)	75% (3/4)
		ECSE:8 63%	67% (2/3)	50% (1/2)	67% (2/3)
	CST- Multi Subject PART 1: Knowledge of Literacy & ELA	Total N	2015	2016	2017
		CE:			
		CSE:21 90%	78% (7/9)	100% (8)	100% (4)
		ECSE: 8 63%	67% (2/3)	50% (1/2)	67% (2/3)
<p>Standard #5:</p> <p>Application of Content.</p> <p><i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p>	EDUC 315 – Math Modification Lesson Transition Point 1 Standard 1: Knowledge – 1.3; 1.5; 1.6; 1.7	Total N	2015	2016	2017
		CE:4 100%	100% (1)	100% (2)	100% (1)
		CSE: 59 80%	73% (16/22)	89% (17/19)	78% (14/18)
		ECSE:42 90%	85% (11/13)	92% (12/13)	94% (15/16)
	EDUC 506 – Guided Reading Transition Point 2 Standards	Total N	2015	2016	2017
		CE: 3 100%	100% (1)	NA	100% (2)
		CSE: 34 97%	100% (9)	88% (7/8)	100% (17)

		ECSE:39 87%	87% (13/15)	100% (10)	79% (11/14)
CST- Multi Subject Instruction in Foundational Literacy <u>Transition Point 1</u>	Total N	2015	2016	2017	
	CE:0				
	CSE:21 86%	78% (7/9)	88% (7/8)	100% (4)	
	ECSE:8	67% (2/3)	100% (2)	67% (2/3)	
	75%				
CST- Multi Subject Instruction in ELA <u>Transition Point 1</u>	Total N	2015	2016	2017	
	CE:				
	CSE:21 90%	89% (8/9)	88% (7/8)	100% (4)	
	ECSE:8	100% (3)	50% (1/2)	67% (2/3)	
	75%				
CST- Multi Subject Instruction in Mathematics <u>Transition Point 1</u>	Total N	2015	2016	2017	
	CE:0				
	CSE:21 76%	78% (7/9)	63% (5/8)	100% (4)	
	ECSE:8	100% (3)	50% (1/2)	100% (3)	
	86%				

INSTRUCTIONAL PRACTICE

<p>Standard #6:</p> <p>Assessment.</p> <p><i>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</i></p>	<p><u>Assessment 253 – Assessment, Treatment & Services for Infants & Toddlers: Transition Point 2</u></p> <p>Standard 1: Knowledge – 1.5</p> <p>Standard 3: Analytical Ability – 3.3; 3.4</p> <p>Standard 5: Professionalism – 5.3; 5.4</p>	Total N	2015	2016	2017
		ECSE:54	100% (10)	100% (20)	100% (24)
	<p><u>EDUC 340 - Test Development Project (CE/CSE)</u></p> <p>Standards: CEC 4.1 – 4.4</p>	Total N	2015	2016	2017
		CE: 1		100%	
		100%		(1)	
		CSE: 67	100%	80%	95%
		88%	(10)	(29/36)	(20/21)
	<p><u>Assessment 381 – Reading Intervention Project</u></p> <p><u>Transition Point 2</u></p> <p>Standard 1: Knowledge – 1.5</p> <p>Standard 3: Analytical Ability 3.3; 3.4</p> <p>Standard 4: Creativity</p> <p>Standard 5: Professionalism 5.3; 5.4</p>	Total N	2015	2016	2017
		CE: 2			50%
		2017			(1/2)
		CSE: 20		60%	80%
		75%		(3/5)	(12/15)
		ECSE:19		86%	92%
		89%		(6/7)	(11/12)
	<p><u>Clinical Practice Experience</u></p> <p><u>Transition Point 3</u></p> <p>Assessment of Student Learning</p> <p>EPP Implementation Rubric Element: <i>Candidate uses multiple and varied assessments to support their instructional decisions</i></p>	Total N	2015	2016	2017
		CE: 1			100%
		100%			(1)
		CSE: 31	92%	86%	80%
		87%	(11/12)	(12/14)	(4/5)
		ECSE:20	100%	88%	75%
		89%	(4)	(7/8)	(6/8)

	<p><u>Clinical Practice Experience</u></p> <p><u>Transition Point 3</u></p> <p>Assessment of Student Learning</p> <p>EPP Outcomes Rubric Element: <i>Candidates use formal and informal assessment strategies to evaluate and strengthen instruction that will promote continuous growth and to enhance their knowledge of individual students' learning and progress in learning.</i></p>	Total N	2015	2016	2017
		CE: 1			100%
		100%			(1)
		CSE: 31	83%	86%	66%
	84%	(10/12)	(12/14)	(4/5)	
	ECSE:20	100%	88%	75%	
	89%	(4)	(7/8)	(6/8)	
	<p>Ed-TPA: Handbook: TASK 3</p> <p><u>Transition Point 3</u></p> <p>Assessing Student Learning – Rubric 11:</p> <p>Analysis of Children’s/Student Learning; Analyzing the Focus Learner Performance</p>	Total N	2015	2016	2017
		CE: 10	83%	100%	
		90%	(5/6)	(4)	
		CSE:15	100%	100%	100%
	100%	(4)	(6)	(5)	
ECSE:14	100%	100%	80%		
93%	(4)	(5)	(4/5)		
<p>Ed-TPA Handbook: TASK 3</p> <p><u>Transition Point 3</u></p> <p>Using Assessments to Inform Instruction – Rubric 15</p>	Total N	2015	2016	2017	
	CE:10	83%	100%		
	90%	(5/6)	(4)		
	CSE:15	100%	100%	100%	
100%	(4)	(6)	(5)		
ECSE:14	100%	100%	80%		
93%	(4)	(5)	(4/5)		
<p>Standard #7:</p> <p>Planning for Instruction.</p> <p><i>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,</i></p>	<p><u>Clinical Practice</u></p> <p><u>Conceptualizing Essays</u></p> <p><u>Transition Point 3</u></p> <p>Standard 4: Creativity – 4.2; 4.3; 4.4; 4.5</p>	Total N	2015	2016	2017
		CE:1			100%
		100%			(1)
CSE:31	92%	86%	80%		
87%	(11/12)	(12/14)	(4/5)		

<i>curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>	Standard 1: Knowledge – 1.5; 1.6; 1.10 Rubric Element: Candidate knows, adapts, and creates curriculum materials (ACEI 2.1; CEC 2; IGC-IIC.2.S2; InTASC 4, 7; ILA 2.3	ECSE:19 89%	100% (4)	88% (7/8)	86% (6/7)
	Clinical Practice Subject area Lesson Planning Transition Point 3 Standard 4: Creativity – 4.2; 4.3; 4.4; 4.5 Standard 1: Knowledge – 1.5; 1.6; 1.10 Rubric Element: Candidates demonstrate their knowledge of instruction, they can plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. ACEI 3a; INTASC 7; 5(b) 7(a)	Total N CE:1 100% CSE:31 84% ECSE:19 89%	2015 92% 10/12 100% (4)	2016 86% (12/14) 88% (7/8)	2017 100% (1) 80% (4/5) 86% (6/7)
	Rubric Element: Special education candidate designs developmentally appropriate learning opportunities that apply technology enhanced instruction and makes provisions for the use of assistive technology, alternative and augmentative communication strategies and devices to support the diverse needs of learners with ELN. [CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.3]; [INTASC Standard 7: Planning for Instruction]				
	Ed-TPA Handbook: TASK 1 Transition Point 3 Planning for Instruction and Assessment - Overall Performance on Task 1	Total N CE: 10 90% CSE:15 100% ECSE:14 93%	2015 83% (5/6) 100% (4) 100% (4) 100% (4)	2016 100% (4) 100% (6) 100% (5)	2017 100% (5) 80% (4/5)

<p>Standard #8:</p> <p>Instructional Strategies.</p> <p><i>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Technology Theme)</i></p>	<p>Clinical Practice Implementation</p> <p>Transition Point 3</p> <p>Standard 1: Knowledge -1.5;1.6 ;1.7</p> <p>Standard 4: Creativity - 4.2</p> <p>Standard 8: Commitment and Care -8.2.</p> <p>Rubric Element: Candidate uses various instructional practices to implement curriculum</p> <p>ACEI 3.1; CEC 5; InTASC 8; ILA 2.1, 5.2, 5.3</p> <p>NAEYC 5; CEC 3, 5</p>	Total N	2015	2016	2017
		CE:1			100%
		100%			(1)
		CSE:31	83%	93%	80%
		87%	10/12	13/14	4/5
		ECSE:19	100%	88%	75%
		89%	(4)	(7/8)	(6/8)
<p>Ed-TPA Handbook TASK 2</p> <p>Instructing and Engaging Students in Learning - Rubric 7</p> <p>Transition Point 3</p>		Total N	2015	2016	2017
		CE:10	83%	100%	
		90%	(5/6)	(4)	
		CSE: 15	100%	100%	100%
		100%	(4)	(6)	(5)
		ECSE:14	100%	100%	80%
		93%	(4)	(5)	(4/5)
<p>Assessment 381</p> <p>Reading Intervention Project</p> <p>Transition Point 2</p> <p>Standards</p>		Total N	2015	2016	2017
		CE: 2			50%
		50%			(1/2)
		CSE: 50	100%	100%	100%

			100% (4)	100% (8)	100% (7)
EAS Competency 4 – Teacher Responsibilities <u>Transition Point 1</u>	Total N	2015	2016	2017	
	CE:1 100%		100% (1)		
	CSE:25 100%	100% (10)	100% (11)	100% (4)	
	ECSE:15 87%	100% (4)	100% (4)	71% (5/7)	
EdTPA Handbooks: TASK 2: Rubric 10 Analyzing Teaching Effectiveness	Total N	2015	2016	2017	
	CE:10 90%	84% (5/6)	100% (4)		
	CSE: 15 100%	100% (4)	100% (6)	100% (5)	
	ECSE:14 93%	100% (4)	100% (5)	80% (4/5)	
<u>Professional Portfolio</u> <u>Transition Point 3 – Exit</u> <u>EPP Standards 1-8</u> Professionalism Reflective Essay	Total N	2015	2016	2017	
	CE:1 100%			100% (1)	
	CSE: 31 94%	92% (11/12)	93% (13/14)	100% (5)	
	ECSE:19 89%	100% (4)	88% (7/8)	86% (6/7)	
Standard #10: Leadership and Collaboration. <i>The teacher seeks appropriate leadership roles and</i>	School-Based Experiences	2015	2016	2017	
	Total N				
	CE: 1 0%		0% (1)		

<i>opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</i>	<u>Webquest Project</u> <u>Transition Point 1</u> Standard 7: Collaboration - 7.1; 7.2; 7.3; 7.4; 7.5	CSE:31 84%	83% (10/12)	79% (11/14)	100% (5)
		ECSE:20 80%	100% (4)	88% (7/8)	62.5% (5/8)
	<u>Action Research</u> <u>Transition Point 3</u> Rubric Dimension: Reflections on practice and seeking professional opportunities for growth ACEI: 5.1 CEC: 6.0 NAEYC: 6c	Total N	2015	2016	2017
	CE: 1 0%		0% (0/1)		
	CSE: 36 47%	40% (6/15)	67% (10/15)	17% (1/6)	
	ECSE:20 45%	29% (2/7)	43% (3/7)	67% (4/6)	
	EAS: <u>Transition Point 1</u> Component: School-Home Relationships	Total N	2015	2016	2017
		CE:1 0%		0% (1)	
		CSE:25 92%	100% (10)	82% (9/11)	100% (4)
		ECSE:15 93%	100% (4)	75% (3/4)	100% (7)
	Clinical Practice Experience Rubric Element: Collaboration	Total N	2015	2016	2017
		CE:1 100%			100% (1)
		CSE:31 97%	100% (12)	93% (13/14)	100% (5)
		ECSE:19 89%	100% (4)	88% (7/8)	86% (6/7)

INTASC 4 & 5 - CONTENT

Table 1.4bi: Outcome: Reading Assessment and Instructional Plan (EDUC 311 – Teaching of Reading I)

Overall: Candidates’ outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	22	3 (14%)	2 (9%)	6 (27%)	11 (50%)
2016	35		2 (6%)	7 (20%)	26 (74%)
2017	34	2 (6%)	1 (3%)	8 (24%)	23 (68%)

Program Specific Outcomes: **CE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1	1 (100%)			
2016	5			1 (20%)	4 (80%)
2017	2				2 (100%)

Program Specific Outcomes: **CSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	8	1 (12.5%)	1 (12.5%)	2 (25%)	4 (50%)
2016	17		1 (6%)	3 (18%)	13 (76%)
2017	16	2 (13%)		1 (6%)	13 (81%)

Program Specific Outcomes: **ECSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	13	1 (7.69%)	1 (7.69%)	4 (30.76%)	7 (53.84%)
2016	13		1 (8%)	3 (23%)	9 (69%)
2017	16		1 (6%)	7 (44%)	8 (50%)

Table 1.4bii: Outcome: Guided Reading Lesson & Reflection (EDUC 312 – Teaching of Reading II)

Overall: Candidates’ outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	25		2 (8%)	15 (60%)	8 (32%)

2016	18		1 (6%)	13 (72%)	4 (22%)
2017	33		3 (9%)	11 (33%)	19 (58%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1				1 (100%)
2016	0				
2017	2			1 (50%)	1 (50%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	9			3 (33%)	6 (67%)
2016	8		1 (12.5%)	6 (75%)	1 (12.5%)
2017	17			3 (18%)	14 (82%)

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	15		2 (13%)	12 (80%)	1 (7%)
2016	10			7 (70%)	3 (30%)
2017	14		3 (21%)	7 (50%)	4 (29%)

Table 1.4biii: Outcome: Text Analysis (EDUC 312 – Teaching of Reading II)

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	12			7 (58%)	5 (42%)
2016	18	4 (22%)	1 (6%)	6 (33%)	7 (39%)
2017	34	2 (6%)	2 (6%)	18 (53%)	12 (35%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1				1 (100%)
2016	0				

2017	4			3 (75%)	1 (25%)
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Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	10			6 (60%)	4 (40%)
2016	8	4 (50%)		1 (12.5%)	3 (37.5%)
2017	15			8 (53%)	7 (47%)

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1			1 (100%)	
2016	10		1 (10%)	5 (50%)	4 (40%)
2017	15	2 (13%)	2 (13%)	7 (47%)	4 (27%)

Table 1.4c: Candidate Overall Performance on Teaching of Science by Program: EDUC 317

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	9				9 (100%)
2016	6		1 (17%)		5 (83%)
2017	5		1 (20%)	2 (40%)	2 (40%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	0				
2016	1		1 (100%)		
2017	0				

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	9				9 (100%)
2016	5				5 (100%)
2017	5		1 (20%)	2 (40%)	2 (40%)

Table 1.4d: Candidate Overall Performance on Teaching of Social Studies by Program: EDUC 314

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	3		2 (67%)		1 (33%)
2016	9		1 (11%)	5 (56%)	3 (33%)
2017	0				
2018	12			5 (42%)	7 (58%)

Program Specific Outcomes: **CE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	0				
2016	0				
2017	0				
2018	1			1 (100%)	

Program Specific Outcomes: **CSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	3	0	2 (67%)	0	1 (33%)
2016	9	0	1 (11%)	5 (56%)	3 (33%)
2017	0				
2018	11	0	0	4 (36%)	7 (64%)

Program Specific Outcomes: **ECSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
Not Applicable for this Program					

Table 1.4e: Modified Lesson Planning & Implementation (EDUC 315 – Teaching of Mathematics)

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	36	3 (8.3%)	7 (19.4%)	8 (22.2%)	16 (44.4%)
2016	21	0 (0%)	2 (9.5%)	11 (52.3%)	8 (38.0%)

2017	35	2 (5.7%)	5 (14.2%)	12 (34.2%)	16 (46%)
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Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1	0 (0%)	0 (0%)	0 (0%)	1 (100%)
2016	2	0 (0%)		2 (100%)	0 (0%)
2017	1	0 (0%)	0 (0%)	0 (0%)	1 (100%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	22	0 (0%)	7 (39%)	5 (23%)	9 (41%)
2016	19	0 (0%)	2 (10.5%)	9 (47.3%)	8 (42.1%)
2017	18	2 (11.1%)	2 (11.1%)	5 (28%)	9 (50%)

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	13	2 (15.4%)	2 (15.4%)	3 (23.1%)	6 (46.1%)
2016	24	0 (0%)	2 (8%)	14 (54%)	9 (38%)
2017	16	0 (0%)	3 (19%)	7 (43%)	6 (38%)

Table 1.4f: Reading Intervention (EDUC 381 – Methods & Materials for Teaching Students with Reading Disabilities)

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	12		3 (25%)	8 (67%)	1 (8%)
2017	29		5 (17.2%)	23 (79.3%)	1 (3.4%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	0				
2017	2		1 (50%)		1 (50%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	5		2 (40%)	3 (60%)	
2017	15		3 (20%)	12 (80%)	

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	7		1 (14.3%)	5 (71.4%)	1 (14.3%)
2017	12		1 (8.3%)	11 (91.7%)	

INTASC 6, 7 & 8 – INSTRUCTIONAL PRACTICE

Table 1.4g: Candidate Performance on Clinical Practice by Program INTASC 6, 7, & 8

EPP Rubric Dimensions by Program/Alignment	PROGRAM	Exemplary SCORE 3 Grade Range: A-/A (90-100)	Competent SCORE 2 Grade Range: B- /B/B+ (80-89)	Emerging SCORE 1 Grade Range: C/C+ (70-79)	Unsatisfactory Score 0 Grade Range: D/F (0-69)
<p>Using Effective Strategies to Promote Active Engagement in Learning: Special education candidate understands individual and group motivation and behavior, and selects, adapts, and uses instructional strategies and materials, including research-supported methods for academic and nonacademic instruction. Candidate further identifies and teaches basic structures and relationships within and across curricula.</p> <p>Technology Enhanced Instruction: Special education candidate implements curriculum content using developmentally appropriate adaptations and technology for all individuals with exceptional learning needs [CEC Initial Preparation Standard 5- Instructional Planning and Strategies: 5.1, 5.2, 5.3]</p> <p>[INTASC Standard 8 – Instructional Strategies: 8(a)]</p>	CSE: 31	<p>2015: N=12</p> <p>50% (6)</p>	<p>42% (5)</p>	<p>8% (1)</p>	<p>0</p>
		<p>2016: N=14</p> <p>36% (5)</p>	<p>64% (9)</p>	<p>0</p>	<p>0</p>
		<p>2017: N=5</p> <p>40% (2)</p>	<p>(40%) 2</p>	<p>10% (1)</p>	<p>0</p>
<p>Using Effective Instructional Plans: Special education candidate identifies and prioritizes areas of the general curriculum, makes accommodations for individuals with exceptional learning needs, selects and uses specialized instructional strategies appropriate to the abilities and needs of the students and incorporates and implements instructional and assistive technology into the lesson.</p>		<p>2015: N=12</p> <p>50% (6)</p>	<p>33% (4)</p>	<p>17% (2)</p>	<p>0</p>

<p>Candidate prepares and organizes materials to implement daily lesson plans, uses instructional time effectively, implements individualized reinforcement systems and environmental modifications at levels equal to the intensity of students' behaviors.</p> <p>Candidate makes responsive adjustments to instruction based on continual observations, and evaluates and modifies instructional practices in response to ongoing assessment data.</p> <p>[CEC Initial Preparation Standard 3 - Curricular Content Knowledge: 3.2, 3.3]</p> <p>[INTASC Standard 4 – Content Knowledge: 4(f)]</p> <p>[INTASC Standard 7: Planning for Instruction: 7(a)]</p>		2016: N= 14			
		43% (6)	43% (6)	14% (2)	0
		2017: N=5			
		60% (3)	20% (1)	20% (1)	0
<p>Using Appropriate Assessments for Instruction: Special education candidate uses a variety of nonbiased formal and informal assessments to evaluate and strengthen instruction for learners with diverse abilities. Candidate selects, adapts and modifies assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs, and makes adjustments to instruction based on ongoing learning progress. [CEC Initial Preparation Standard 4- Assessment: 4.1-4.4]</p> <p>[INTASC Standard 6: Planning for Instruction]</p>		2015: N=12			0
		50% (6)	42% (5)	8% (1)	
		2016: N= 14			
		43% (6)	43% (6)	14% (2)	0
		2017: N=5			0
		60% (3)	20% (1)	20% (1)	
<p>Candidate uses various instructional practices to implement curriculum</p> <p>ACEI 3.1; InTASC 8; ILA 2.1, 5.2, 5.3</p>	CE: 1	2015: N =0			
		2016: N= 1			
		100% (1)			
		2017: N=0			0

<p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving; ACEI 3.3</p> <p>INTASC 7a,7b,7c,8a;</p> <p>CEC 3c,3d,5a;</p> <p>NCTM1, 2,3, 7,8</p>		2015: N=0			0	
		2016: N= 1			0	
		100%				
		2017: N=0			0	
<p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. ACEI 4.0</p> <p>INTASC 6a, 6b;</p> <p>CEC 4d, 4c;</p> <p>NCTM 7.5, 8.3</p>		2015: N=0			0	
		2016: N= 1	100% (1)		0	
		2017: N=0			0	
<p>Candidate effectively collaborates applying team processes in early childhood supervisor/ cooperating teacher to understand Instructional Strategies:</p> <p>Candidate knows and understands the use of varied General Instructional Strategies (Teacher Directed- e.g. Discovery Learning; Teacher-Directed Elaboration-In Kind Activities; or Student Directed Elaboration-cooperative learning) rationalizing the use of particular strategies and creating culturally responsive environment for all children, including individuals with exceptional conditions.</p>	ECSE: 20	2015: N=4	25%	75%	0	0
			(1)	(3)		

NAEYC 6a; CEC ECSE 7.0, 7.1 , 7.3; ECSE 7S1; INTASC 8					
<p>Demonstrates an Understanding of Curriculum: Candidate’s planning reflects an independent review of curriculum to understand the essential content knowledge and resources in academic disciplines, specifically its central concepts, structures of the discipline, and tools of inquiry to be taught, in order to develop meaningful learning progressions for children with and without exceptionalities.</p> <p>NAEYC 5a, 5b; CEC ECSE 3.1; InTASC 7</p>		<p><u>2016: N= 8</u></p> <p>63%</p> <p>5</p>	<p>37%</p> <p>(3)</p>	<p>0</p>	<p>0</p>
<p>Candidate’s language and literacy lesson planning discusses the following: 1) prior lesson or observations to determine the declarative knowledge(facts and concepts) known and procedural knowledge (steps and strategies) , 2) multiple assessments during the lesson to ensure that learning declarative information is monitored and/or procedures are understood and 3) assessment related activities at the end of the lesson to determine whether the lesson’s objectives are met especially whether children understand the relationship between new and prior knowledge evidencing an understanding of the goals, benefits and uses of multiple methods of assessment and data sources in making educational decisions for children with and without exceptionalities to allow all children the opportunity to demonstrate learning the central focus NAEYC 3A;CEC ECSE 4.0; INTASC 6</p>		<p><u>2017: N=8</u></p> <p>(37%)</p> <p>(3)</p>	<p>50%</p> <p>(4)</p>	<p>13%</p> <p>(1)</p>	

Table 1.4h: Interdisciplinary Curriculum Unit Plan (EDUC 457 - CE/CSE) / EDUC 302 - ECSE)

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	15		2 (13%)	3 (20%)	10 (67%)
2016	16	2 (13%)	1 (6%)	3 (19%)	10 (63%)
2017	40	1 (2.5%)		16 (40%)	23 (57.5%)

Program Specific Outcomes: **CE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	0				
2016	0				
2017	3			2 (67%)	1 (33%)

Program Specific Outcomes: **CSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	14		2 (14.3%)	2 (14.3%)	10 (71.4%)
2016	8	1 (12.5%)		2 (25%)	5 (62.5%)
2017	21	1 (4.8%)		6 (28.6%)	14 (66.8%)

Program Specific Outcomes: **ECSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1			1 (100%)	
2016	8	1 (12.5%)	1 (12.5%)	1 (12.5%)	5 (62.5%)
2017	16			8 (50%)	8 (50%)

INTASC 9 & 10 – PERSONAL RESPONSIBILITY

Table 1.5: Candidate Performance on Action Research Fall 2015-Spring 2017

Fall 2015					
Program	Standard/ Element	Unsatisfactory	Emerging	Competent	Exemplary
		[D – F]	[C - C+]	[B- - B+]	[A- - A+]

CSE N=15	ACEI 1.0	N=1 6%	N=7 46.6%	N=5 33.33%	N=2 13.3%
	CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4				
	ACEI 5.1 & 5.2	N=2 8%	N=7 46.6%	N=3 20%	N=3 20%
	CEC 6 ISCI 6 S13 INTASC 5,9,10				
	ACEI 2.1	N=1 6%	N=5 33.33%	N=8 53.33%	
	INTASC 2,3,6				
ESCE N=7	NAEYC 1		N=5	N=1	N=1
	INTASC 1,7,9,10		71.4%	14.28%	14.28%
	NAEYC 2a		N=2	N=4	N=1
	INTASC 4,7		28.5%	57.1%	14.2%
CE N=0					
Candidates' overall performance across all programs		N=3 13%	N=3 13%	N=12 52%	N= 4 17.3%

N=23*				
*1 None Submit				

Spring 2016

Program	Standard/ Element	Unsatisfactory [D – F]	Emerging [C - C+]	Competent [B- - B+]	Exemplary [A- - A+]
CSE N=15	ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4		N=4 26.6%	N=7 46.6%	N=4 26.6%
	ACEI 5.1 & 5.2 CEC 6 ISCI 6 S13 INTASC 5,9,10	N=1 6.6%	N=4 26.66%	N=8 53.33%	N=2 13.3%
ESCE N=7	NAEYC 1 INTASC 1,7,9,10		N=4 57.1%	N=2 28.5%	N=1 14.2%
	NAEYC 6		N=5 71.4%	N=2 28.5%	

	INTASC 9,10				
CE N=1	ACEI 1.0 INTASC 4			N=1: 100%	
	ACEI 5.1 & 5.2 INTASC 5,9,10		N=1: 100%		
Candidates' overall performance across all programs N=24*		N=2 8.3%	N=3 12.5%	N=12 50%	N=6 25%
*1 None Submit					

Spring 2017

Program	Standard/ Element	Unsatisfactory [D - F]	Emerging [C - C+]	Competent [B- - B+]	Exemplary [A- - A+]
CSE N=6	ACEI 1.0 CEC 3: ISCI 3 K1 ICC 7 K1 ICC 7 K1 INTASC 4		N=3 50%	N=2 33.3%	N=1 16.6%
	ACEI 5.1 & 5.2 CEC 6 ISCI 6 S13 INTASC 5,9,10		N=5 83.3%		N=1 16.6%
ESCE N=6	NAEYC 1 INTASC 1,7,9,10		N=2 33.3%	N=2 33.3%	N=2 33.3%
	NAEYC 6 INTASC 9,10		N=4 66.6%	N=2 33.3%	

CE N=0				
Candidates' overall performance across all programs N=12		N=3 25%	N=6 50%	N=3 25%

CAEP 1: Task 6: Other Examples of Content and Pedagogical Knowledge:

Table 1.6a: Candidates' outcomes across all programs on Reading Assessment and Instructional Plan for Struggling Reader

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	22	3 (14%)	2 (9%)	6 (27%)	11 (50%)
2016	35		2 (6%)	7 (20%)	26 (74%)
2017	34	2 (6%)	1 (3%)	8 (24%)	23 (68%)

Program Specific Outcomes: **CE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1	1 (100%)			
2016	5			1 (20%)	4 (80%)
2017	2				2 (100%)

Program Specific Outcomes: **CSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	8	1 (12.5%)	1 (12.5%)	2 (25%)	4 (50%)
2016	17		1 (6%)	3 (18%)	13 (76%)
2017	16	2 (13%)		1 (6%)	13 (81%)

Program Specific Outcomes: **ECSE**

Year	N	Unsatisfactory	Emerging	Competent	Exemplary

2015	13	1 (7.69%)	1 (7.69%)	4 (30.76%)	7 (53.84%)
2016	13		1 (8%)	3 (23%)	9 (69%)
2017	16		1 (6%)	7 (44%)	8 (50%)

Table 1.6b: Candidates’ outcomes across all programs on Guided Reading Lesson and Reflection
Overall: Candidates’ outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	25		2 (8%)	15 (60%)	8 (32%)
2016	18		1 (6%)	13 (72%)	4 (22%)
2017	33		3 (9%)	11 (33%)	19 (58%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1				1 (100%)
2016	0				
2017	2			1 (50%)	1 (50%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	9			3 (33%)	6 (67%)
2016	8		1 (12.5%)	6 (75%)	1 (12.5%)
2017	17			3 (18%)	14 (82%)

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	15		2 (13%)	12 (80%)	1 (7%)
2016	10			7 (70%)	3 (30%)
2017	14		3 (21%)	7 (50%)	4 (29%)

Table 1.6c: Candidates' outcomes across all programs on Mathematics Modified Lesson and Implementation

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	36	3 (8.3%)	7 (19.4%)	8 (22.2%)	16 (44.4%)
2016	21	0 (0%)	2 (9.5%)	11 (52.3%)	8 (38.0%)
2017	35	2 (5.7%)	5 (14.2%)	12 (34.2%)	16 (46%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1	0 (0%)	0 (0%)	0 (0%)	1 (100%)
2016	2	0 (0%)		2 (100%)	0 (0%)
2017	1	0 (0%)	0 (0%)	0 (0%)	1 (100%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	22	0 (0%)	7 (39%)	5 (23%)	9 (41%)
2016	19	0 (0%)	2 (10.5%)	9 (47.3%)	8 (42.1%)
2017	18	2 (11.1%)	2 (11.1%)	5 (28%)	9 (50%)

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	13	2 (15.4%)	2 (15.4%)	3 (23.1%)	6 (46.1%)
2016	No data available				
2017	16	0 (0%)	3 (19%)	7 (43%)	6 (38%)

Table 1.6d: Candidates' outcomes across all programs on Reading Intervention Project

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	12		3 (25%)	8 (67%)	1 (8%)
2017	29		5 (17.2%)	23 (79.3%)	1 (3.4%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	0				
2017	2		1 (50%)		1 (50%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					

2016	5		2 (40%)	3 (60%)	
2017	15		3 (20%)	12 (80%)	

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015					
2016	7		1 (14.3%)	5 (71.4%)	1 (14.3%)
2017	12		1 (8.3%)	11 (91.7%)	

Table 1.6e: Candidates' outcomes across all programs on Text Analysis

Overall: Candidates' outcomes across all programs

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	12			7 (58%)	5 (42%)
2016	18	4 (22%)	1 (6%)	6 (33%)	7 (39%)
2017	34	2 (6%)	2 (6%)	18 (53%)	12 (35%)

Program Specific Outcomes: CE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1				1 (100%)
2016	0				
2017	4			3 (75%)	1 (25%)

Program Specific Outcomes: CSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	10			6 (60%)	4 (40%)
2016	8	4 (50%)		1 (12.5%)	3 (37.5%)
2017	15			8 (53%)	7 (47%)

Program Specific Outcomes: ECSE

Year	N	Unsatisfactory	Emerging	Competent	Exemplary
2015	1			1 (100%)	
2016	10		1 (10%)	5 (50%)	4 (40%)

2017	15	2 (13%)	2 (13%)	7 (47%)	4 (27%)
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AFIs

Table 1.7.1: Candidates' model and apply technology standards (CAEP 1.5)

Assessment Title, Brief Description & Rubric Measure	Point in Program	Degree Program	Candidate Performance on Assessment Goal		
			2015	2016	2017
<p>Webquest – A computer-mediated web-based unit of lessons that capitalizes on the unique characteristics of technology for teaching and learning, and engages children in computer-enhanced learning opportunities.</p> <p>Assessment Rubric Dimension: EPP Objective 1.3 Use technology proficiently and understand its potential as a tool for teaching and learning. CAEP 1.5, 3.4</p>	Transition Point 1	CE: 1		0% (0/1)	
		CSE: 31 84%	83% (10/12)	79% (11/14)	100% (5)
		ECSE: 20 80%	100% (4)	88% (7/8)	62.5% (5/8)
<p>Clinical Practice Assessment – the supervised student teaching experience that spans over two semesters</p> <p>Assessment Rubric Dimensions: EPP Objective: 4.4 View technology as a path to new and effective ways of teaching and learning. CAEP 1.5, 2.1,2.3,3.4</p>	Transition Point 2	CE: 1 100%			100% (1)
		CSE: 31 84%	83% (10/12)	86% (12/14)	66% (4/5)
		ECSE: 20 85%	100% (4)	88% (7/8)	75% (6/8)
<p>Clinical Practice Value-Added Assessment – the research and data driven findings that lead to interventions and measured outcomes of EPP teacher practice on student learning and progress</p> <p>Assessment Rubric Dimensions: EPP Objectives: 5.3 Use technology and other media to enhance learning; 5.5 Use technology as a tool for teaching and learning. CAEP 1.5, 2.1,2.3, 3.4</p>	Transition Point 3	CE: 1 100%			100% (1)
		CSE: 31 87%	83% 10/12	93% 13/14	80% 4/5
		ECSE: 20 85%	100% (4)	88% (7/8)	75% (6/8)

STANDARD 2: CLINICAL PRACTICE: No Additional Tables

STANDARD 3:

Table 3.1a: CASE Graduates Working in Hard-to-Staff Schools and with Student with Disabilities

Graduation Year	Program	N	% Respondants working in Hard to Staff Schools	% Respondants working with students with disabilities
2016	Childhood Special Ed	15	89%	67%
2016	Early Childhood Special Ed	9	100%	33%
2017	Childhood Special Ed	7	100%	100%
2017	Early Childhood Special Ed	8	100%	25%
2018	Childhood Special Ed	8	100%	50%
2018	Early Childhood Special Ed	9	100%	40%

Table 3.1b: Demographics of TOC Partner Schools in New York City and Buffalo

NYC Schools	% ELLs	% Students w Disabilities
PS 181	13.9%	19.7%
PS 397	12.3%	15.9%
PS 77	26.4%	99.6%
PS 92	21.5%	18.9%

Buffalo NY Schools	% ELLs	% Students w Disabilities
Badillo	64.0%	25.0%
Pantoja	40.0%	24.0%
PS 61	4.0%	37.0%
PS 74	7.0%	23.0%
PS 82	4.0%	37.0%

Brooklyn NY	12.9%	19.0%
New York City	13.5%	19.7%
New York State	9.0%	18.0%
United States	10.0%	13.0%

Table 3.1c: Summary of Partner School Demographic Data in NYC District 17 and Buffalo School District

District	% Poverty	Economic Need Index	% ELLs	% Students w Disabilities	% Black	% Hispanic	% White	% Asian	% Other
NYC Dist 17	80.8%	76.4%	10.9%	17.7%	74.9%	15.6%	4.1%	3.0%	2.4%
Buffalo	82%	NA	18%	23.00%	47.20%	19.10%	20.20%	9.00%	4.40%

Table 3.1d: Summary of Hard-to-Staff Partner Schools located in NYC District 17

		Met State	Met State
School	Attendance	English Stand	Math Stand
PS 181	92%	32%	20%
PS 397	92%	48%	46%
PS 77	NA	NA	NA
PS 92	90%	28%	27%
PS 12	89%	30%	29%

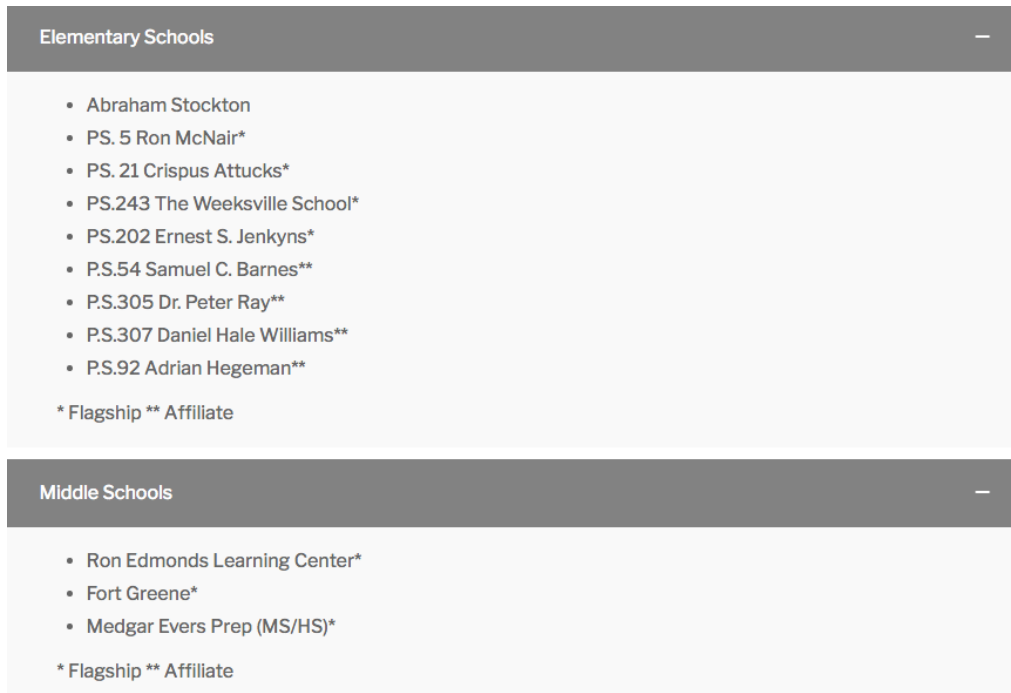


Fig. 3.1: Current MEC Pipeline Elementary and Middle Partner Schools

						Level 3			
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%	19%	25%	28%

						SwD: 10% [2]	SwD: 0% [0]		
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Table 3.5bii: 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]	24%	No Data
Imagine Me Leadership Charter	4	1 CSE	SPED Teacher	11	SPED 12:1:1	28% SwD: 22% [5]	33% SwD: 30% [7]	21%	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%

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Table 3.5c: Program Completers' Performance on State Validated Instruments

<i>Year: Program Completers</i>	<i>Test Takers EAS</i>	<i>Pass Rate EAS</i>	<i>Test Takers CST- MS</i>	<i>Pass Rate CST- MultiSubject</i>	<i>Test Takers CST SwD</i>	<i>Pass Rate CST- SwD</i>	<i>Test Takers edTPA</i>	<i>Pass Rate edTPA</i>
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 SSR: Standard 4:

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	
1. Using a variety of student data to assess student abilities	2.0
2. Using student data to individualize instruction	2.0
3. Maintaining student records to monitor student progress	1.5
4. Using school-based and other assessment data to improve instruction	2.0
AVERAGE RATING:	1.9
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	1.5
AVERAGE RATING:	1.3
CONTINUOUS IMPROVEMENT	

KNOWLEDGE OF SUBJECT AREA	
1. Demonstrating an in-depth understanding of the subject being taught	1.5
2. Using relevant materials and technologies to promote student learning	1.5
3. Demonstrating knowledge of New York State Standards in the subject area	1.5
4. Demonstrating how knowledge can be applied to real-world settings	2.0
AVERAGE RATING:	1.6
LEARNING ENVIRONMENT	
1. Using an effective system of classroom management	2.0
2. Providing students with opportunities to have input into the learning process	2.0
3. Using appropriate measures to proactively address student behavior problems	2.0
4. Using learning time effectively	2.0
AVERAGE RATING:	2.0
PLANNING AND INSTRUCTION	

1. Implementing professional development in classroom instruction	1.5
2. Participating in professional development to support school improvement efforts	2.0
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
5. Communicating effectively with colleagues and administrators	1.5
AVERAGE RATING:	1.6
CRITICAL THINKING	
1. Providing opportunities for students to expand their problem-solving and critical thinking skills	2.0
2. Posing problems, dilemmas and questions in lessons	2.0
3. Modeling the use of critical thinking and problem solving	2.0
4. Incorporating creative thinking opportunities for students	2.0
AVERAGE RATING:	2.0
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	1.5
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

1. Planning lessons with explicitly stated student learning outcomes	1.5
2. Planning instructions that is aligned with New York State Standards	1.5
3. Connecting learning activities, resources, and evaluation criteria to stated goals and objectives	2.0
4. Planning lessons that reflect a variety of methods to engage students	2.0
5. Conducting lessons that show students the relationship between various subject areas	2.0
AVERAGE RATING:	1.8
PROFESSIONAL ROLE	
1. Serving as an advocate for the student	2.0
2. Involving community members to enhance student learning	2.0
3. Understanding the protocol for identifying and reporting signs of child abuse and substance abuse	2.0
4. Communicating effectively with parents	2.0
AVERAGE RATING:	2.0
TECHNOLOGY	
1. Using technology tools to assist with management of student learning	1.5
2. Teaches students to use available computers and other forms of technology to enhance learning	1.5
3. Integrating different technologies to support diverse learning processes	1.5
4. Teaching students to use a variety of electronic media to communicate ideas and information	1.5
AVERAGE RATING:	1.5
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 3.5d: 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 Fundations 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 Fundations 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
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STANDARD 4: PROGRAM IMPACT: No Additional Tables

Addendum Tables and Figures

**Figures 5.1a and 5.1b for EPP's Internal and
External Assessment Timelines**



ANNUAL INTERNAL ASSESSMENTS TIMELINE

January

COURSE EVIDENCE SUBMISSION
FACULTY/Assessment Cmte.
DEPT. EVIDENCE FILE

February

ASSESSMENT REVISIONS
PROCESS
**DATA ANALYSES AND
REPORT COMPILATION**
Assessment Committee

March

**FACULTY MEETING/
RETREAT**
ASSESSMENT REVIEWS
SOE/TEPAC

SCHOOL OF EDUCATION

1650 Bedford Avenue
Brooklyn, NY 11225

April

Assessment Report
Dissemination
OAA, OIRA, *Sharepoint*,
Candidates, Partners

May

**COURSE
EVALUATIONS**
**ASSESSMENT OF
CANDIDATE LEARNING
OUTCOMES**
AI

June

COURSE EVIDENCE SUBMISSION
FACULTY/Assessment Cmte
DEPT. EVIDENCE FILE

July

**CURRICULUM
MAPPING/ASSESSMENT
COMMITTEE REVIEW**
SOE/Assessment Committee
TEPAC

August

COURSE/PROGRAM
REVISIONS AND
IMPLEMENTATION
ANNUAL

September

SOE RETREAT
ASSESSMENT REVIEWS/
IMPLEMENTATION
SOE/TEPAC

October

Assessment Report
Dissemination
OAA; OIRA; *Sharepoint*,
Candidates, Partners

November

ASSESSMENT
REVISIONS FOR
SUBSEQUENT
SEMESTER
IMPLEMENTATION

December

COURSE EVALUATIONS
**ASSESSMENT OF
CANDIDATE LEARNING
OUTCOMES**

*Motto: Preparing Change Agents for
Classrooms, Schools and Communities,
who
Educate to Liberate!*

Preparing Change Agents for Classrooms, Schools, and Communities, who Educate to Liberate!



School of Education

1650 Bedford Avenue, Suite B1007
Brooklyn, NY 11225

Tel: 718.270.4910

Annual External Assessments TIMELINE

January

**NYSTCE
PREPARATORY
WORKSHOPS**

February

**NYSTCE
TEST DATE
PARTNER REVIEWS
AND REVISIONS**

March

**MAILING OF:
GRADUATE
SURVEYS
EMPLOYER
SURVEYS**

April

**NYSTCE PERFORMANCE
DATA REVIEW AND
ANALYSES
LESSONS LEARNED**

May

**PROGRAM REVIEWS
AND REVISIONS
EXTERNAL SURVEY
REMINDERS AND
COLLECTION**

June

**NYSTCE
PREPARATORY
WORKSHOPS**

July

**NYSTCE PERFORMANCE
DATA REVIEWS AND
ANALYSES
EXTERNAL SURVEYS
DATA ENTRY AND
ANALYSES**

August

**NYSTCE
TEST DATE
ALUMNI ANNUAL
EVALUATIONS**

September

**TEPAC REVIEW OF
EXTERNAL SURVEYS
DATA AND ANALYSES**

October

**NYSTCE
TEST DATE**

November

**SOE PROGRAM
REVIEWS AND
REVISIONS IN
RELATION TO INTERNAL
and EXTERNAL
ASSESSMENTS
FACULTY, PARTNERS**

December

**NYSTCE PERFORMANCE
DATA ANALYSES**

Table 5.1c: Candidate Performance on CST-MultiSubject Examination: 2015-2017

Data Years PROGRAM: ECSE	Program Completers	Test Takers/ Passed	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015 n=4	4	3	520			520-580	75%
2015-2016 n=8	8	2				520-562	25%
2016-2017 n=7	7	3				520-572	43%
Multi-Subject Sub-Areas	Performance Levels for Test Takers						
	++++	+++	++	+			
Part 1: Literacy & ELA Competency 0001: <i>Knowledge of Literacy & Language Arts</i>							
2014-2015 n=3	0	2	1	0			67%
2015-2016 n=2	1	0	1	0			50%
2016-2017 n=3	0	2	1	0			67%
Competency 0002: <i>Instruction in Foundational Literacy Skills</i>							
2014-2015 n=3	0	2	1	0			67%
2015-2016 n=2	1	1	0	0			100%
2016-2017 n=3	1	1	1	0			67%
Competency 0003:							

<i>Instruction in English Language Arts</i>							
2014-2015 n=3	0	3	0	0			100%
2015-2016 n=2	0	1	0	1			50%
2016-2017 n=3	1	1	1	0			67%
Constructed Response: <i>Analysis, Synthesis and Application</i>							
2014-2015 n=3	1	2	0	0			100%
2015-2016 n=2	0	1	1	0			50%
2016-2017 n=3	0	3	0	0			100%
<i>Part 2: Mathematics</i> Competency 0001: <i>Number and Operations</i>							
2014-2015 n=3	2	1	0	0			100%
2015-2016 n=2	0	1	1	0			50%
2016-2017 n=3	0	3	0	0			100%
Competency 0002: <i>Ratios and Proportional Relationships and Number Systems</i>							
2014-2015 n=3	1	1	1	0			67%

2015-2016 n=2	0	2	0	0			100%
2016-2017 n=3	0	1	2	0			34%
Competency 0003: <i>Algebra, Measurement, Geometry and Data</i>							
2014-2015 n=3	1	0	2	0			33%
2015-2016 n=2	1	1	0	0			100%
2016-2017 n=3	0	3	0	0			100%
Competency 0004: <i>Instruction in Mathematics</i>							
2014-2015 n=3	3	0	0	0			100%
2015-2016 n=2	0	1	0	1			50%
2016-2017 n=3	1	2	0	0			100%
Constructed Response: Analysis, Synthesis and Application							
2014-2015 n=3	1	2	0	0			100%
2015-2016 n=2	0	2	0	0			100%
2016-2017 n=3	1	2	0	0			100%
Part 3: Arts & Sciences							

Competency 0001: <i>Science and Technology</i>							
2014-2015 n=3	3	0	0	0			100%
2015-2016 n=2	0	1	1	0			50%
2016-2017 n=3	0	2	1	0			67%
Competency 0002: <i>Social Studies</i>							
2014-2015 n=3	1	1	1	0			67%
2015-2016 n=2	0	1	1	0			50%
2016-2017 n=3	1	1	1	0			67%
Competency 0003: <i>Fine Arts, Health and Fitness, FACS and Career Development</i>							
2014-2015 n=3	2	1	0	0			100%
2015-2016 n=2	0	2	0	0			100%
2016-2017 n=3	0	3	0	0			100%

Data Years PROGRAM: CSE	Program Completers	Test Takers/ Passed	Qualifying Score	Mean	National Median	EPP Range	% Pass Rate
2014-2015 n==12	12	9	520			520-581	75%
2015-2016 n=14	14	8				520-558	57%
2016-2017 n=6	6	4				520-572	67%

Constructed Response: <i>Analysis, Synthesis and Application</i>							
2014-2015 n=9	2	7	0	0			100%
2015-2016 n=8	2	4	1	1			75%
2016-2017 n=4	0	3	1	0			75%
Part 2: Mathematics Competency 0001: <i>Number and Operations</i>							
2014-2015 n=9	2	5	0	2			78%
2015-2016 n=8	3	4	0	1			88%
2016-2017 n=4	1	3	0	0			100%
Competency 0002: <i>Ratios and Proportional Relationships and Number Systems</i>							
2014-2015 n=9	1	5	3	0			67%
2015-2016 n=8	1	3	3	1			50%
2016-2017 n=4	1	3	0	0			100%
Competency 0003: <i>Algebra, Measurement, Geometry and Data</i>							

Table 5.2.1: EPP Performance Standards and Goals



**SCHOOL OF EDUCATION
CANDIDATE PERFORMANCE STANDARDS**

Standard 1: Knowledge

Candidates possess a comprehensive understanding of the Liberal Arts and Science and Education foundations content, concepts and modes of inquiry and make connections among disciplines.

- 1.1 Understands liberal arts and sciences content (the what of various disciplines), concepts (the generalizations about content), and the modes and methods of inquiry (the how of various disciplines).
- 1.2 Demonstrates in-depth understanding of the relevant and significant ideas across disciplines.
- 1.3 Connects content across disciplines.
- 1.4 Makes connections between disciplinary content and the New York State Standards for Learning.
- 1.5 Demonstrates understanding of how best to teach what they know about disciplinary content, curriculum, practices and strategies for learning, and how to apply appropriate assessment devices.
- 1.6 Creates and selects teaching methods, activities and materials that are aligned with the New York Standards for Learning.
- 1.7 Uses technology proficiently and understands its potential as a tool for teaching and learning
- 1.8 Designs and implements research by raising their own questions and using appropriate resources and methodologies to answer those questions.
- 1.9 Understands child development, characteristics, and needs.
- 1.10 Understands exceptionalities and the impact these conditions have on the development and performance of children.

Standard 2: Personal and Global Consciousness

Candidates examine, deconstruct, and reconstruct their own and others' beliefs, values and perspectives to understand their own cultures and to develop empathy and acceptance towards others' cultures.

- 2.1 Examines own beliefs, values, and perspectives and contextualizes these within a larger cultural context.
- 2.2 Recognizes their personal, cultural and social impact on others and how others influence them and actively reexamines or adjusts beliefs and values accordingly.
- 2.3 Validates, embraces, and addresses the multiple and diverse beliefs, values and perspectives of their students and students' families.
- 2.4 Uses technology to gain knowledge of the beliefs, values and perspectives of their local communities and communities worldwide.

Standard 3: Analytical Ability

Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives toward various ideas and issue.

- 3.1 Effectively and comprehensively deconstructs texts (visual, auditory, and/or written) to uncover hidden meanings; to discern points of view that shape texts, and to make connections between the texts, their personal experiences, and other related texts.
- 3.2 Constructs and articulates new ways of looking at and responding to accepted ideas and paradigms.
- 3.3 Participates in a continuous and recursive cycle of learning that begins in immersion continues with retrospection, revision and modification.
- 3.4 Uses technology as a problem-solving tool to gather, organize and analyze information.

Standard 4: Creativity

Candidates conceptualize, design, and develop imaginative and innovative work.

- 4.1 Demonstrates imagination and innovation in their college assignments and requirements.
- 4.2 Conceptualizes and implements innovative curriculum and strategies of teaching and learning
- 4.3 Develops lessons and learning materials that utilize their imaginative capacities.
- 4.4 Creates innovations in teaching and learning.
- 4.5 Views technology as a path to creative and effective ways teaching and learning

Standard 5: Professionalism

Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity and critique.

- 5.1 Approaches learning through a reflective stance, one that includes raising questions, applying critical criteria, and re-imagining what has been accomplished.
- 5.2 Demonstrates openness to learning and growing as a teacher.
- 5.3 Utilizes inquiry and critique to assess and revision teaching and learning.
- 5.4 Modifies instruction through action research inquiry to meet needs of learners.
- 5.5 Uses technology and other media to enhance learning.
- 5.6 Applies and implements a reflective practitioner stance in working with parents, administrators, and members of the larger community by actively listening and constructing relationships that are equitable and reciprocal.
- 5.7 Demonstrates openness to learning and growing as a professional.
- 5.8 Understands the ethical, legal, social, and human issues that comprise their professional bailiwick.
- 5.9 Involved in life-long learning activities and opportunities across various contexts and settings.
- 5.10 Recognizes technology as a source of continuous education.

Standard 6: Effective Communication

Candidates speak and write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy.

- 6.1 Uses and applies Standard Written English where appropriate.
- 6.2 Uses “dominant” oral language where appropriate.
- 6.3 Applies code switching from standardized or dominant forms to other forms of English when appropriate.
- 6.4 Reads and write a variety of texts in various disciplines and in a variety of registers for multiple purposes.
- 6.5 Uses technology as an efficient and innovative means of communication.
- 6.6 Applies basic mathematical concepts to everyday situations.

Standard 7: Collaboration

Candidates work effectively with other constituencies by seeking out others’ ideas, valuing multiple points of view, and building cooperative relationships.

- 7.1 Engages in collaboration when learning across disciplines.
- 7.2 Initiates cooperative learning activities and acts as an active facilitator.
- 7.3 Seeks out others for assistance and for building projects together.
- 7.4 Values others’ ideas and other points of view and recognizes that there is power in combining ideas.
- 7.5 Works effectively with parents, cooperating teachers, peers, administrators, and members of the larger community by collaborating and cooperating in equitable relationships with others.

Standard 8: Commitment and Care

Candidates practice social justice, with others, believe that all children can learn, hold high expectations themselves, and carry out sustained commitment to teaching and learning.

- 8.1 Practices equity and care with peers.
- 8.2 Maintains high expectations and applies rigorous standards for self and for all students.
- 8.3 Interacts in a just and fair manner, respecting and valuing the diversity of students and their families, including validating their particular talents and abilities.
- 8.4 Inspires and challenges students to excel.

Table 5.2.2: Relevance of EPP’s Quality Assurance System

EPP Performance Standard 1: KNOWLEDGE		
Goal: Candidates have a comprehensive understanding of the Liberal Arts and Sciences and Education Foundation’ content, concepts, and modes of inquiry and make connections among disciplines (INTASC 4, 5, 6, 7, 8)		
Education Core Curriculum	Candidates complete 15 credits of education foundation courses with a grade of C or better	ADDENDUM STANDARD 1; Table 1.4a
General Education Curriculum	Candidates complete 60 credits of Liberal Arts and Science courses Program Entry requires a minimum GPA of 3.0 in English courses and 2.7 in Science courses	SSR STANDARD 1; Table 1.1d: Entry Level Academic Content Knowledge Coursework

Early Field Experiences	Candidates complete a minimum of 100 hours of supervised and progressively sequenced early field experiences in partner school settings. They shadow professionals, conduct inclusive and specialized classroom observations, interview parents, develop and implement technology-based instruction with students, teachers and parents, work with individual learners to provide interventions in reading and math, and work with small groups of learners to improve reading and math performances.	ADDENDUM STANDARD 1; Table 1.4a Early Field Experiences
Clinical Practice	Candidates complete two semesters (1 year) of supervised student teaching in at least two different settings/grade levels. They demonstrate knowledge of NYC Learning Standards and State Academic Learning Standards and knowledge of education content to plan lessons and lesson units for diverse learners.	ADDENDUM STANDARD 1; Table 1.4a Clinical Practice
EPP Operations /Program Quality	EPP faculty serve as liaisons to Liberal Arts and Science departments that represent concentration content areas; Liberal Arts and Science faculty serve as Concentration Mentors for candidates; All faculty serve as members of TEPAC to review and refine EPP assessments	STANDARD 5, Table 5.2.8 Mentor List
EPP Performance Standard 2: PERSONAL AND GLOBAL CONSCIOUSNESS		
Goal: Candidates examine, deconstruct, and reconstruct their own and others’ beliefs, values and perspectives to understand their own cultures and to develop empathy and acceptance towards others’ cultures. (INTASC 2)		
Coursework/Field Experiences/Clinical Practice	Candidates have multiple structured and progressive opportunities to demonstrate understandings and proficiencies delineated in this standard through Educational Biographies (Pre-professional); Educational Philosophies (Entry to BA program); School Portraits/Lesson Plans – Context	ADDENDUM Standard 1; Evidence #4 Sample Lesson Plans

	for Learning (Clinical Practice); Reflective Essays (Clinical Practice Outcomes)	
EPP Operations/ Program Quality	<p>Every candidate has an EPP faculty mentor who meets with them regularly to discuss their development and performance.</p> <p>The EPP’s Disposition Assessment structure provide candidates with the opportunity to assess their dispositions and discuss their professional development with faculty as these dispositions directly reflect attitudes and beliefs about inclusiveness and diversity.</p>	<p>STANDARD 5; Table 5.2.8</p> <p>Mentor List</p> <p>ADDENDUM</p> <p>STANDARD 1; Table 1.4a</p> <p>Dispositions Assessment</p>
<p>EPP Performance Standard 3: ANALYTICAL ABILITY</p> <p>Goal: Candidates effectively and comprehensively deconstruct texts to uncover hidden meanings, to make connections, to draw inferences and to develop multiple perspectives toward various ideas and issue.</p>		
Coursework/ Field Experiences/ Clinical Practice	Learning experiences and assignments in courses require candidates to demonstrate their ability to make connections, dispute points of view, respond to textual information, solve mathematical problems, write and think critically about what they are learning.	<p>ADDENDUM</p> <p>STANDARD 5; Table 5.1c – Multi-Subject Constructed Response</p>

EPP Operations/ Program Quality	Faculty regularly engage in critical reflection on various aspects of EPP operations and program quality, such as course offerings, scheduling, teaching and learning, and field work.	ADDENDUM STANDARD 5: Evidence #1 Town Hall Meetings
EPP Performance Standard 4: CREATIVITY		
Goal: Candidates conceptualize, design, and develop imaginative and innovative work.		
Coursework/ Field Experiences/ Clinical Practice	Throughout their course of study, candidates are engaged in developing materials that display creativeness. From early lesson planning and Webquests to full blown curriculum design and lesson conceptualization, candidates are required to take innovative and unique approaches that reflect their creativity and imagination.	ADDENDUM STANDARD 1; Evidence #6
EPP Operations/ Program Quality	The faculty provide response and feedback to candidates and their work during mentorship activities that promote innovation in candidates' thinking and implementation (Evidence – faculty mentoring logs)	Mentoring logs: Onsite Review
EPP Performance Standard 5: PROFESSIONALISM		
Goal: Candidates adopt a reflective practitioner stance toward teaching, learning, and collaboration with parents, colleagues and students that embraces inquiry, reciprocity and critique.		

<p>Coursework/ Field Experiences/ Clinical Practice</p>	<p>From the beginning of their course of study, candidates engage in reflective practice that requires them to take a critical stance toward learning. In Clinical Practice, candidates are required to conduct a classroom action research project that begins with inquiry – a question about their classroom and students – and concludes with a critical reflection on the process, what was learned and what might be next steps.</p>	<p>ADDENDUM STANDARD 1; Evidence #7 Reflective Essays</p>
<p>EPP Operations/ Program Quality</p>	<p>EPP faculty are required to write reflective summaries about their work and candidates’ performance in each course. These narratives serve as a form of self -assessment as faculty use these reflections to inform future practice. Each semester, faculty who are untenured, are formally observed by senior faculty members. The evaluation is framed by a post evaluation conference, at which faculty discuss the observed faculty’s performance and provide feedback on strengths and areas for improvement, if needed.</p>	<p>Peer Evaluations (On Site Review)</p>
<p>EPP Performance Standard 6: EFFECTIVE COMMUNICATION</p> <p>Goal: Candidates speak and write in appropriate registers depending on audiences and purposes and demonstrate comprehensive fluency in numeracy</p>		
<p>Coursework/ Field Experiences/ Clinical Practice</p>	<p>Candidates are required to take two college courses in mathematics and three courses in English, and complete a concentration of 27-30 credits in an academic subject area. They are required to maintain a minimum grade point average of 3.0 in English and 2.7 in mathematics. Editing and proofreading are required for all finished pieces of work throughout the program of study. Matters of audience and function and how these connect to</p>	<p>STANDARD 5; Evidence #2: Program Plans</p>

	correctness are discussed and considered and used to guide proofreading and editing.	
EPP Operations/ Program Quality	EPP offers and conduct Critical Reading and Writing workshop each semester to bolster candidates' written communication skills	STANDARD 5; Evidence #3; Sample Workshop Schedule
<p>EPP Performance Standard 7: COLLABORATION</p> <p>Goal: Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.</p>		
Coursework/ Field Experiences/ Clinical Practice	Candidates are provided with multiple opportunities in courses to work collaboratively with peers, and in field experiences to work with cooperating partner teachers. They work in teams and on group projects. In their Clinical Practice Seminar, they develop action research in collaboration and cooperation with EPP faculty, school partner personnel, and families, and provide and receive critical feedback during video reviews of clinical practice.	ADDENDUM STANDARD 1; Evidence #3
EPP Operations/ Program Quality	EPP faculty also work collaboratively with school partner personnel in early field experiences and clinical practice. Special education faculty work with colleagues and methods faculty on developing learning experiences for candidates that require them to create inclusive environments, and modified lesson plans for their students. Technology faculty work with other faculty to develop criteria and rubrics for candidates'	ADDENDUM STANDARD 4; Evidence #3

	<p>technology initiatives in courses and field experiences.</p> <p>Faculty also host and work with school partners on professional development activities during each school year.</p>	<p>PD Agendas/ Sign-In Sheets</p>
<p>EPP Performance Standard 8: COMMITMENT AND CARE</p> <p>Goal: Candidates practice social justice, with others, believe that all children can learn, hold high expectations themselves, and carry out sustained commitment to teaching and learning.</p>		
<p>Coursework/ Field Experiences/ Clinical Practice</p>	<p>From the moment candidates write their Educational Autobiographies in EDUC 102, they begin to consider how care of and the commitment to teachers, parents, and other guiding adults affect teaching and learning. In EDUC 355, candidates examine historical and political documents that speak to the state of social justice in schooling. Candidates are guided to develop lessons and curriculum from their earliest coursework to their clinical practice that reflect care and commitment especially with regard to treating all children equally, to providing equal access to quality learning opportunities for all children, and to developing assessments that validate and build on what children know and can do.</p>	<p>ADDENDUM STANDARD 5; Evidence #4: Ethnography Paper</p>
<p>EPP Operations/ Program Quality</p>	<p>In addition to having counselors and advisors from the Student Support Services Unit of the college, candidates have an academic advisor, and program and concentration mentors to support their development.</p>	<p>STANDARD 5 Evidence #5 Student Support Services List</p>

Table 5.2.3: Outcomes of Candidates accessing Mathematics Tutoring

Attended Tutoring 2016	EAS	CST MST	CST-S w Dis	edTPA
Asfa Caleb	530	PT 1-562 Pt 2-522 Pt 3-558	557	47
Camille Sieunarine	535	PT 1-545 Pt 2-522 Pt 3-558	549	51
Maria Carmona	525	PT 1-521 Pt 2-515 Pt 3-540	537	45
Mirna Baptiste	526	PT 1-538 Pt 2-529 Pt 3-529	540	67

Addendum Tables and Figures

**Table 5.2.4: Danielson Framework Correlation with
the InTASC Standards – © Danielson Group**



Correlation between the Danielson Framework for Teaching and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards

InTASC Standard	Framework for Teaching Component(s)
<p>#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction</p> <p>Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students</p>
<p>#3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Domain 2: Classroom Environment 2a: Creating an environment of respect and rapport</p> <p>Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Domain 1: Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1e: Designing coherent instruction</p> <p>Domain 3: Instruction 3c: Engaging students in learning</p>
<p>#5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Domain 3: Instruction 3a. Communicating with Students 3c. Engaging Students in Learning 3f. Demonstrating Flexibility and Responsiveness</p>
<p>#6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Domain 1: Planning and Preparation 1f: Designing student assessments</p> <p>Domain 3: Instruction 3d: Using assessment in instruction</p>



Correlation between the Danielson Framework for Teaching and the Interstate Teacher Assessment and Support Consortium (InTASC) Standards

InTASC Standard	Framework for Teaching Component(s)
<p>#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Domain 1: Planning and Preparation 1b: Demonstrating knowledge of students 1e: Designing coherent instruction</p>
<p>#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Domain 3: Instruction 3b. Using Questioning and Discussion Techniques 3c. Engaging students in learning</p>
<p>#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Domain 4: Professional Responsibilities 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p>#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Domain 4: Professional Responsibilities 4c. Communicating with Families 4d. Participating in a Professional Community 4f. Showing professionalism</p>

Table 5.2.5: Bivariate Correlations on BA Interview, N=60

	(1)	(2)	(3)	(4)	(5)
(1) Judge 1	---				
(2) Judge 2	.341**	---			
(3) Judge 3	.466**	.489**	---		
(4) Judge 4	.301*	.621**	.186	---	
(5) Judge 5	.563**	.526**	.524**	.305*	--

Note. * $p < .05$, ** $p < .01$

Table 5.2.6: Candidate Content Area Knowledge – Course Assessments and Multi-Subject Performance

2015 Completers Subject Area	Program	Candidate # N=4	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Math	ECSE	#1 MJ	B	++
Eng			A-	++
Science			B	++
Arts			A	+++
Social Studies			B	+++
Math		#2 SD	A	++++
Eng			B	+++
Science			B	++++
Arts			A	+++
Social Studies			A+	+++
Math		#3 ST	B-	++++
Eng			A-	+++

Science			B	++++
Arts			B+	++++
Social Studies			B	++++
Math		#4 SC	A	++
Eng			A	+++
Science			A	++++
Arts			A+	++++
Social Studies			A+	++
<u>2015</u> <u>Completers</u> Subject Area	Program	Candidate # N=12	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Math	CSE	#1 AS	A	+++
Eng			B+	+++
Science			A	+++
Arts			B	+++
Social Studies			A	+++
Math		#2 TK	A+	+++
Eng			A	+++
Science			B-	+++
Arts			A	+++
Social Studies			B	++

Math		#3 S J-B	B	+
Eng			C	+++
Science			C	++++
Arts			B+	+++
Social Studies			A-	++++
Math		#4 JD	C+	Did Not Pass
Eng			A-	+++
Science			A-	++
Arts			B	++
Social Studies			A-	++
Math		#5 L M-C	B+	+++
Eng			B-	+++
Science			B	+++
Arts			A	++++
Social Studies			A+	+++
Math		#6 NF	B	++++
Eng			B-	+++
Science			B+	++
Arts			A-	+++

Social Studies			B	+++
Math		#7 RB	A+	+++
Eng			B+	+++
Science			A+	++++
Arts			A+	+++
Social Studies			A	++
Math		#8 SC	A-	+++
Eng			A+	+++
Science			B	++
Arts			A	++++
Social Studies			A-	++
Math		#9 VC	A	++++
Eng			B+	++
Science			A	++
Arts			B+	+++
Social Studies			A+	++++
Math		#10 SM	C	Not Taken
Eng			C	Not Taken
Science			B	Not Taken

Arts			B	Not Taken
Social Studies			A+	Not Taken
Math		#11 ZE	A	+++
Eng			B+	+++
Science			A-	++++
Arts			A	++
Social Studies			B	++++
Math		#12 RP	A-	Not Taken
Eng			B-	Not Taken
Science			C	Not Taken
Arts			A	Not Taken
Social Studies			B	Not Taken
<u>2015</u>	Program	Candidate #	Content Area Grade	Multi-Subject Content
<u>Completers</u>		N=0		Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Subject Area				
Math	CE	0		
Eng				
Science				
Arts				
Social Studies				

2016 Completers	Program	Candidate # N=8	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Subject Area				
Math	ECSE	#1 AG	C	Not Taken
Eng			B-	Not Taken
Science			B	Not Taken
Arts			A-	Not Taken
Social Studies			B-	Not Taken
Math		#2 CR	B-	+
Eng			B+	+
Science			B+	+++
Arts			A	+++
Social Studies			A	++
Math		#3 CS	B	++
Eng			B+	++
Science			C+	++
Arts			B	+++
Social Studies			B+	+++
Math		#4 SH	B-	+
Eng			C	Not Taken

Science			B+	Not Taken
Arts			B	Not Taken
Social Studies			A-	Not Taken
Math		#4 KR	B	+++
Eng			A-	+++
Science			B+	+++
Arts			A	+++
Social Studies			A	+++
Math		#5 NW	B+	+++
Eng			B-	++++
Science			B	+++
Arts			A	+++
Social Studies			C	++
Math		#6 RJ	B	Not Taken
Eng			B	Not Taken
Science			B-	Not Taken
Arts			A	Not Taken
Social Studies			B	Not Taken
Math		#7 SS	A	Not Taken

Eng			B-	+
Science			C+	+++
Arts			B-	+++
Social Studies			C+	++
<u>2016</u> <u>Completers</u> Subject Area	Program	Candidate # N=14	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Math	CSE	#1 AA	A+	Not Taken
Eng			B+	Not Taken
Science			A-	Not Taken
Arts			B-	Not Taken
Social Studies			B+	Not Taken
Math		#2 AC	A	+++
Eng			A-	++++
Science			B	++++
Arts			B+	+++
Social Studies			A-	+++
Math		#3 CS	A	+++
Eng			B+	+++
Science			A-	++++
Arts			A	++++

Social Studies			A-	+++
Math		#4 MC	A	+++
Eng			A-	+++
Science			A-	+++
Arts			A	+++
Social Studies			A	++++
Math		#5 MS	C+	Did not Pass
Eng			B+	Not Taken
Science			B	Not Taken
Arts			B	Not Taken
Social Studies			B	Not Taken
Math		#6 MB	B+	+
Eng			B-	++++
Science			B+	++
Arts			B	+++
Social Studies			C	+++
Math		#7 RB-L	B+	Did Not Pass
Eng			B-	Did Not Pass
Science			A+	+++

Arts			A	+++
Social Studies			C	++
Math		#8 TJ	C+	Not Taken
Eng			B+	Not Taken
Science			B	Not Taken
Arts			A	Not Taken
Social Studies			A-	Not Taken
Math		#9 TW-F	C	Not Taken
Eng			B	Not Taken
Science			C+	Not Taken
Arts			C+	Not Taken
Social Studies			B	Not Taken
Math		#10 TE	B+	++++
Eng			B	+++
Science			A	+++
Arts			A	+
Social Studies			A-	+++
Math		#11 VW	C+	++
Eng			C+	+++

Science			B	+++
Arts			B	++
Social Studies			A+	+++
Math		#12 VG	A-	+++
Eng			A	+++
Science			B	+++
Arts			A+	+++
Social Studies			A-	+++
Math		#13 VP	B	Not Taken
Eng			C+	Not Taken
Science			B-	Not Taken
Arts			B	Not Taken
Social Studies			B	Not Taken
Math		#14 LP-W	A-	+++
Eng			B+	+++
Science			A+	+++
Arts			A	++++
Social Studies			A-	++
<u>2016</u> <u>Completers</u>	Program	Candidate #	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1;

Subject Area		N =1		Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Math	CE	#1 JT	B	Did not Pass
Eng			B-	Did not Pass
Science			A-	Did not Pass
Arts			B	Did not Pass
Social Studies			A-	Did not Pass

<u>2017</u> Completers	Program	Candidate #	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Subject Area		N=7		
Math	ECSE	#1 CJ	B-	+++
Eng			C	+++
Science			B+	++
Arts			A-	+++
Social Studies			C	++++
Math		#2 JC	B-	+++
Eng			B	+++
Science			B+	++
Arts			A	+++
Social Studies			A+	+++

Math		#3 PL	A-	Not Taken
Eng			B	Not Taken
Science			B	Not Taken
Arts			A	Not Taken
Social Studies			A	Not Taken
Math		#4 SD	A-	+++
Eng			A-	+++
Science			A	+++
Arts			A	+++
Social Studies			C+	++
Math		#4 NM	C	Did Not Pass
Eng			C+	+++
Science			A	Did Not Pass
Arts			B	Did Not Pass
Social Studies			B	Did Not Pass
Math		#5 FJ	B	Did Not Pass
Eng			C+	+++
Science			C	++
Arts			C	+++
Social Studies			B+	+++

Math		#6 DL	C+	Did Not Pass
Eng			C+	+++
Science			B	++
Arts			A	+++
Social Studies			A	+++
<u>2017</u> <u>Completers</u> Subject Area	Program	Candidate # N=6	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Math	CSE	#1 AD	B	Did Not Pass
Eng			B+	+++
Science			C+	Did Not Pass
Arts			B	Did Not Pass
Social Studies			A+	Did Not Pass
Math		#2 AW	B	+++
Eng			A-	+++
Science			C	+++
Arts			B+	+++
Social Studies			A-	+++
Math		#3 TW	A	+++

Eng			B+	+++
Science			B+	+++
Arts			B	++++
Social Studies			A-	++++
Math		#4 RR	B+	++++
Eng			B+	++++
Science			A	+++
Arts			A-	+++
Social Studies			A	++++
Math		#5 KJ	C+	+++
Eng			B+	+++
Science			A+	+++
Arts			A-	+++
Social Studies			B	++
Math		#6 AU	A	Did Not Pass
Eng			A	+++
Science			B-	Not Taken
Arts			B	Not Taken
Social Studies			C+	Not Taken

2017 Completers Subject Area	Program	Candidate # N=0	Content Area Grade	Multi-Subject Content Area Ratings: Eng. – Comp 1; Math – Comp 3; Science – Comp 1; Fine Arts – Comp 3; Soc. Stud - Comp
Math	CE	0		
Eng				
Science				
Arts				
Social Studies				

Table 5.2.7: Comparison of Employer Ratings with Clinical Practice Ratings and edTPA Scores

Evaluated Completers <i>N=13 - CSE</i>	Domain 1		Domain 2		Domain 3			Domain 4	MOTP SCORE/ RATING	edTPA Score
	1a	1e	2a	2d	3b	3c	3d	4e	Overall Average	
Teacher 1 1 yr	2.50	2.25	3.00	2.75	2.00	2.25	2.25	2.75	2.46	D
EPP Clinical Practice Rating	Competent	Emerging	Competent	Competent	Emerging	Emerging	Competent	Competent	Competent	65 SPED Mastery
Teacher 2 2 yrs	3.00	3.00	3.00	3.00	3.00	3.00	3.00	2.00	2.87	E
EPP Clinical Practice Rating	Competent	Competent	Competent	Competent	Competent	Competent	Competent	Competent	Exemplary	50 ELEM

Teacher 3 1 yr	2.00	2.50	2.50	2.50	2.50	2.50	2.50	2.00	2.38 D	
EPP Clinical Practice Rating	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Emerging	Competent	46 SPED
Teacher 4 2yrs	4.00	3.88	4.00	3.75	3.75	3.75	3.75	3.75	3.81 HE	
EPP Clinical Practice Rating	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	53 Mastery SPED
Teacher 5 2yrs.	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.88 HE	
EPP Clinical Practice Rating	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	55 Mastery SPED
Teacher 6 1 yr	4.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	3.87 HE	

EPP Clinical Practice Rating	Competent	Competent	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	60 Mastery ELEM
Teacher 7 2yrs	3.00	3.00	3.00	3.00	2.00	3.00	3.00	3.00	3.12 E		
EPP Clinical Practice Rating	Competent	Competent	Competent	Competent	Competent	Competent	Competent	Competent	Exemplary	67 Mastery SPED	
Teacher 8 2 yrs	3.00	3.00	3.00	3.00	2.00	2.00	2.00	3.00	2.88 E		
EPP Clinical Practice Rating	Competent	Competent	Competent	Competent	Competent	Competent	Competent	Competent	Competent	41 SPED	Competent
Teacher 9 2 yrs	3.00	3.00	2.00	3.00	2.00	2.00	3.00	3.00	2.63 E		
EPP Clinical Practice Rating	Competent	Competent	Exemplary	Competent	Competent	Exemplary	Competent	Competent	Exemplary	46	

										SPED
Teacher 10 2 yrs	3.00	3.00	2.00	3.00	2.00	3.00	3.00	3.00	2.75 E	
EPP Clinical Practice Rating	Competent	Competent	Exemplary	Exemplary	Competent	Exemplary	Competent	Exemplary	Exemplary	41 SPED
Teacher 11 2 yrs	2.20	2.20	3.00	2.75	2.00	2.75	2.25	3.00	2.54 E	
EPP Clinical Practice Rating	Competent	Competent	Exemplary	Competent	Competent	Exemplary	Competent	Competent	Exemplary	41 SPED
Teacher 12 2 yrs	3.00	2.60	3.00	2.75	2.00	2.75	2.50	3.00	2.64 E	
EPP Clinical Practice Rating	Competent	Competent	Exemplary	Competent	Competent	Competent	Competent	Exemplary	Exemplary	47 SPED
Teacher 13 2 yrs	3.00	3.00	3.00	3.00	2.50	2.50	3.00	3.00	2.87 E	

EPP Clinical Practice Rating	Competent	Competent	Exemplary	Exemplary	Competent	Competent	Exemplary	Exemplary	Exemplary	51 ELEM
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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

edTPA Handbook Performance Key:

Elementary Handbook: Passing Score – 49; Mastery - 57+

Special Education Handbook: Passing Score – 41; Mastery - 48+

Table 5.2.8 Current Mentor List

Teacher Candidate	Senior Mentor
Yolande McLennon	Dr. Johnson
Alicia Chalmers	Dr. Johnson
Sheren Hodgson	Dr. Lawrence
Keshia James	Dr. Wright
Paulina Tisson-Cox	Dr. Lawrence
Cecilia Guzman-	Dr. Wright
Mary Rodriguez	Dr. Lawrence
Jasmin Gallardo	Dr. Johnson
Nyida Farrell	Dr. Wright
Woody Aaron Duton	Dr. Wright
Joanna Adams	Dr. Lawrence
Oretha Myers	Dr. Wright
Marie Rowley	Dr. Lawrence
Rassidatou Sambare	Dr. Lafontant
Denisha John Prince	Dr. Wright
Thelsa Norales	Dr. Wright
Elizabeth Cruz	Dr. Lafontant
Zoland Charles-Smith	Dr. Wright
Aimee Rodriguez	Dr. Lawrence
Angelor Nelzy	Dr. Hoyte
Keturah Brooks	Dr. Lawrence
Christopher Bryan	Dr. Lawrence

Taren Shenella Giddings	Dr. Wright
Talisha Lubron	Dr. Lafontant
Kimchoy Marin	Dr. Johnson
Kamilah Tesheira	Dr. Lafontant
Janice Fergurson- Jean	Dr. Wright
Ansil Baptiste	Dr. Johnson
Beverly Ann Lewis	Dr. Wright
Corinne Tillery	Dr. Wright