Response to Formative Feedback and Addendum
CAEP STANDARD 1 – CONTENT AND PEDAGOGICAL KNOWLEDGE

A. Narrative Analysis of Preliminary Findings
B. Evidence that is consistent with meeting the Standard

C. Evidence that is inconsistent with meeting the Standard
1. All evidence provided is consistent with meeting the standard; however, the evidence provided only marginally addresses some components of Standard 1

Tasks
1. Title: Proprietary Assessments
A. Evidence in need of verification or corroboration: N/A
B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) Other than the edTPA and the NYSTCE, what proprietary assessments does the EPP use to evaluate candidates? Identify proprietary assessments and link to CAEP Standards.

EPP Response
The proprietary assessments used directly by the EPP are those listed in CAEP Table 7 below. The additional proprietary assessment is the high school equivalency test. As a public higher education institution, the qualifying criterion for general college admissions to CUNY is the (TASC – Test Assessing Secondary Completion, implemented since 2014, a measure of the College and Career Readiness Standards (CCRS):

> **"New York State selected the Test Assessing Secondary Completion (TASC™) to replace the General Educational Development (GED®) as the primary pathway to a New York State High School Equivalency Diploma effective January 2, 2014. The TASC™ is a secure, reliable and valid instrument that is used to verify that examinees have knowledge in core content areas equivalent to that of graduating high school seniors. There are five tests in the TASC™ test Battery: Reading; Writing; Social Studies; Science; and Mathematics. TASC™ is produced by CTB/McGraw- Hill for national use."** (**www.acces.nysed.gov/hse/**).

Data Recognition Corporation (DRC), is the developer of the High School Equivalency Test - TASC, and worked with adult student educators and many others to provide test results and interpretations that meet all the CCRS standards. All the questions (also called items) are tested on nationally representative samples of graduating high school seniors and adult learners. This research provides the following:

- *A valid and reliable measurement of Career and College Readiness content and standards.*
- *Appropriate and meaningful passing scores for TASC test as well as scores for Career and College Readiness.*

- *The online platform used by TASC test has also been tested and has proven to be a secure platform for this type of important test.*

The English language arts, mathematics education, science and social studies learning standards in New York State is based on the national Common Core Learning Standards (CCLS). The CCLS are considered rigorous and better at preparing students to succeed in their careers and in college. Because of these new, more rigorous learning standards in English language arts, mathematics, science, and social studies, the TASC™ exam is used as the yardstick for determining college-readiness in New York State, and by extension the CUNY and the College's mandated criteria for admissions in undergraduate degree programs. This is the only other administration of a proprietary assessment for entering candidates.

The relationship between CAEP and the TASC exam is that it measures basic content knowledge and therefore is primarily aligned to CAEP Standard 1) Content and Pedagogical knowledge, which is the basis for CAEP Standard 2) nurturing candidates to become effective clinical educators that have the ability to have a positive impact on learning and development from Birth -Grade 6. However, the EPP primarily uses the NYSTCE and edTPA because of its more targeted alignment to CAEP standards. **(See CAEP Table 7)**

Standard 1.1

The following assessments used by the EPP are proprietary and are closely aligned to the CAEP standards as indicated in CAEP Table 7.

CAEP Table 7: Proprietary Assessments

Proprietary Assessment #	Title of Assessment	Validity & Reliability information is available & applicable	Alignment to CAEP Standards
1	**edTPA**	According to Stanford Center for Assessment, Learning, and Equity (2014) more than 125,000 data samples of edTPA portfolios from 2014-2016 were used were used to establish reliability and validity. The EPP has also work with school partners in TEPAC to review the professional portfolios in order to establish reliability ensuring that the rubrics and their assessments yield a 'true' score to establish reliability and validity	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.3 3.1, 3.2, 3.3, 3.5, 3.6 4.1, 4.2 5.1, 5.1, 5.3

2	Content Specialty Test – **Multi Subject**	According to New York State Department of Education (n.d.), establishing the content validity of the test was done through review of standards, along with feedback and input from practicing public school educators and higher education faculty. Each administration of the assessments is used to establish the reliability of the assessment, which currently ranges from .95 to .98	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.3 3.1, 3.2, 3.3, 3.5, 3.6 4.1, 4.2 5.1, 5.1, 5.3
3	Content Specialty Test **Students with Disabilities**	According to New York State Department of Education (n.d.), establishing the content validity of the test was done through review of standards, along with feedback and input from practicing public school educators and higher education faculty. Each administration of the assessments is used to establish the reliability of the assessment, which currently ranges from .95 to .98	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.3 3.1, 3.2, 3.3, 3.5, 3.6 4.1, 4.2 5.1, 5.1, 5.3
4	**Educating All Students**	According to New York State Department of Education (n.d.), establishing the content validity of the test was done through review of standards, along with feedback and input from practicing public school educators and higher education faculty. Each administration of the assessments is used to establish the reliability of the assessment, which currently ranges from .95 to .98	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.3 3.1, 3.2, 3.3, 3.5, 3.6 4.1, 4.2 5.1, 5.1, 5.3

2. Title: Key Assessments
A. Evidence in need of verification or corroboration: N/A
B. Excerpt from SSR to be clarified or confirmed
(1) Which of the listed assessments (p55) of the SSR, within the Standard 1 narrative, and in evidence entitled STD 1 Tables (Evidence 23) and Appendix A of the CAEP Internal Audit (Evidence 2) are the "key assessments" used to evaluate candidates?

EPP Response
All candidates across programs are required to complete the EPP's Key Assessments. The Key Assessments used to evaluate candidates are progressive and begin from entry as an education major.   Freshmen are required to <u>complete</u> the requirements for the pre-professional degree – AA in Teacher Education before declaring interest, meeting the EPP's criteria, and gaining admittance to one of the three professional Bachelor's degree programs (CE, CSE, or ECSE). As such, some of the key assessments (core curriculum) occur at the pre-professional level of program preparation, and therefore are not assigned to a licensure area. Some of the assignments are course-based, while others are field based. The following *Table 1.2a* shows the key course assessments in the EPP's Assessment Plan, the point in which each is administered, and its relation to the overall preparation programs. It also identifies which candidates take each key assessment. Furthermore, the rubrics for all of the EPP's program-wide assessments are linked to CAEP, InTASC, and EPP Candidate Performance Standards *(see Table 1.2b).*

C. Questions for EPP concerning additional evidence, data, and/or interviews: N/A

3. Title: Rubric Development & Validation
A. Evidence in need of verification or corroboration
(1) Provide evidence for the development of the rubrics and training provided to faculty to ensure reliability and validity

EPP Response
The goals and related objectives of the EPP's conceptual framework grow out of eight Candidate Performance Standards (Knowledge, Personal & Global Consciousness, Analytic Ability, Creativity, Collaboration, Effective Communication, Professionalism, and Commitment & Care) and articulate the knowledge, skills, and dispositions that all candidates <u>must have</u> upon completion of their programs of study *(see Table 1.3a: EPP's Assessment System and Standards Mapping.* The EPP further aligned its Standards with the standards of the respective Specialty Professional Associations (NAEYC, CEC, ACEI) which represent the EPP's current programs (Early Childhood Special Education, Childhood Special Education and Childhood Education, respectively) ensuring that candidates meet all of these standards. These alignments further ensure that candidates meet nationally recognized standards (represented by INTASC principles), which will guide them as they enter the teaching profession.

Rubrics used for the EPP's assessments were first developed between 2004 and 2006 through a collective partnership process using the goals outlined in the conceptual framework. The EPP worked with the professional community in multiple ways to develop its rubrics that would reflect its mission and goals for preparing teachers to serve children who were often marginalized in a diverse society. Members of the Liberal Arts and Science faculties, school leaders and teachers, community leaders and students joined EPP faculty at monthly meetings and retreats to develop, test and refine the assessment tools during this two-year period. The working committee, comprised of over 50 members, and led by the then Field and Clinical Coordinator was referred to as the Learning Community Network, out of which came the Teacher Education Preparation Advisory Council (TEPAC).

Over the years, the EPP and TEPAC discussed, identified, and developed instruments that would best serve to inform how candidates performed in relation to competencies outlined in local, Professional, State, National and Institutional Standards. Assessments such as papers, projects, and portfolios were reviewed with performance criteria and rubrics that were characterized by the language of the Standards to achieve validity and reliability. The EPP and its partners developed a numeric rating system which is used to <u>quantify</u> candidate performance on assessment measures and convert letter grades into <u>numerical</u> data to meet the college/university grading system requirements, which made possible comparative assessment of student performance. However, the EPP's bar is set higher than the College's and University's to ensure that candidates perform at the highest standard *(see EPP's scale compared to College Scale on Table 1.3b).*

During retreats and meetings with TEPAC, rubrics were calibrated using samples of candidate work. Calibration involved multiple persons reviewing and scoring student samples, discussing findings, and making revisions to language, performance indicators, and/or evaluation criteria to ensure internal consistency.

With continuous changes in local, national and professional standards, the EPP continues its process of calibration to establish that assessments actually measure what they set out to measure, and that measures are consistent. New accreditation Standards (NCATE to CAEP), new professional standards (CEC), new NYC learning standards (Common Core to Next Generation) guide the continuous revisions of learning experiences, rubrics and other assessment instruments. The EPP follows a semester assessment review timeline. At the end of each semester, candidate performance data generated from the assessments are analyzed and discussed by the EPP and are used to inform the development or revision of policies regarding its programs and practices. Calibration of rubrics by TEPAC is an ongoing process that involves all EPP faculty and its partners each year. Data findings are also shared annually at TEPAC and School meetings.

The EPP's continuous assessment practices and use of detailed and descriptive rubrics to evaluate candidate performance and program effectiveness was modeled college-wide as EPP faculty were asked to guide other Schools, Departments and Units toward developing a college-wide culture of Assessment. EPP faculty conduct annual training for new faculty, as well as

training for faculty, adjuncts and staff college-wide, resulting in commendations on our recent MSCHE institutional visit, and the recent national reaccreditation of our Nursing programs **(Evidence #1: see CLTE Workshop EPP-led Training).**

B. Excerpt from SSR to be clarified or confirmed: N/A
C. Evidence that is inconsistent with meeting the Standard: N/A

4. Title: 10 InTASC Standards
A. Evidence in need of verification or corroboration
(1) Additional evidence is needed to verify that each of the 10 InTASC standards are met, including a linking of the key assessments to the standards, disaggregated by licensure area.

EPP Response:
1.1 *Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.*

All methods and clinical practicum courses are based on Special Association Standards which are aligned to INTASC standards. Candidates begin Methods courses in their junior year, which is appropriate because they will have mastered the EPP standards and are ready to understand the learner and learning at the beginning of Transition Point 1* (EDUC 307: Educational Psychology) on a deeper level going beyond the discussion and analysis of development to the application of developmental theories to create a learning center. As candidates progress through Transition Point 1*, they also continue to apply developmental theory to content knowledge as they move through to Transition Point 2** (EDUC 311: Teaching Reading I) and at the end of Transition Point 2, (EDUC 381: Reading Materials and Methods for Exceptional Learners) culminating to 300 hours of clinical practice (EDUC 491 & EDUC 492). Therefore, it is the EPP's position that its candidates understand child development and can work with a wide range of students with varying abilities across grades and contexts, including ELL's and students with exceptional learning needs (INTASC 1, 2, and 3).

Candidates field experiences span the gamete of the developmental period associated with candidates' degree programs. Therefore, candidates' work in school settings with young learners and older learners. Candidates use various methods to get to know students, including ways to learn about their culture, background, and prior knowledge as they intervene with struggling readers (EDUC 311: Teaching Reading I), intervene with struggling young mathematicians to create modified math lesson plans (EDUC 315: Teaching Mathematics) and use their knowledge of the students to design developmentally appropriate resources (EDUC 381: Reading Materials and Methods for Exceptional Learners) to support individual and collaborative learning experiences for diverse learners (InTASC 3). Our candidates are able to identify, select and use different methods, including multiple and varied assessments at Transition Point*** (EDUC 253: Assessment of Infants and Toddlers and EDUC 340: Assessment

in Elementary Education) culminating in the ability at Transition Point *** to identifying the needs of diverse learners across content areas (InTASC 6).

Candidates know academic subject matter and learn how to identify, select and use curriculum materials and assessment methods (EDUC 302: Early Childhood Interdisciplinary Curriculum & EDUC 457: Elementary Education Curriculum). Candidates practice planning lessons to support each learner in authentic learning environments during clinical practicum (EDUC 491 & EDUC 492), including individualized settings, as well as small group and whole class formats in achieving mastery of grade-appropriate lessons that facilitate critical thinking and problem-solving (InTASC 3, 4, 5, and 7). Candidates have a repertoire of strategies by the time they enter their clinical practicum (EDUC 491 & EDUC 492), and can select and use appropriate instructional strategies to encourage deeper learning and skill building among students (InTASC 8). Through strong partnerships with local schools, candidates work with exceptional learners, including students learning English as a new language, their families, teachers and service providers to meet the varied needs of their learners **(Table 1.4: See Demographics of Partnership Schools)**.

More importantly, candidates use research, data, and feedback to continuously inform their practices as they themselves learn and grow into the professional field conducting Action Research during Transition Point 3 ***(EDUC 481 & EDUC 482: Clinical Practice Seminar I & II). It is important to note that EPP candidates demonstrate these research-driven and intervention skills at the undergraduate level of preparation, and work collaboratively with faculty and partner school personnel, demonstrating positive dispositions as responsible, ethical, and reflective practitioners (INTASC 9 and 10).   In the end, the EPP's program completers feel prepared to work with diverse learners. The demographics of the EPP's partner schools provide a rich canvas for opportunities to work with culturally and linguistically diverse students in shaping their learning towards college and career readiness (INTASC 1-10).

This candidate preparation progression is accentuated by key assessments, which are internal and external. They help the EPP to measure candidate performance against its goals, as well as measure completer outcomes in professional practice. The following evidence, disaggregated by program, on *Table 1.4a* is provided by this EPP to support the four major strands in progressively meeting the 10 INTASC Standards.

Strand 1: Evidence to Support the Learner and Learning: INTASC 1, 2, and 3 - *Learning Environments, Learning Differences, Learner Development*

Pre-Professional Preparation Point – EPP Core Curriculum
To demonstrate contextualization of learner development, learning differences, and learning environments, the EPP's four early field experiences provide evidence that candidates have a deeper understanding of these factors and how they influence and impact teaching and learning in diverse settings. Three of the field experiences support the core curriculum key assessments: *EDUC 102 – Initial Portfolio; Assessment 152 – Disability Awareness Project;* and

EDUC 350 – Webquest. **Table 1.4a** shows EPP candidate performances on these pre-professional key assessments, which lay the foundation for more advanced engagement as the candidates move through their respective programs. These early experiences are required by all education majors who have not yet formally been admitted to the professional programs, but whose performances will influence their acceptance as BA candidates in the respective degree programs. These experiences are closely aligned to the INTASC Standards 1, 2 and 3.

Analysis and Interpretation of Data:
In regards to INTASC standard 2, most candidates consistently demonstrate capacity to use their understanding of individual differences and diverse cultures and communities to foster inclusive learning environments that help all learners meet high standards (Competency 2). As candidates move from Transition Point 1 to Transition Point 2, more than 50% show competency to work with ELLs. Although data is limited for CE candidates, the 1 candidate evaluated in 2016 was able to meet this outcome.

CSE candidates demonstrated the strongest performance outcomes for understanding the individual differences of ELLs. Despite a slight decline from 2015 to 2016 (80% to 55%), the percentage of CSE candidates able to effectively use their knowledge to support ELLs rebounded to 67% in 2017. Overall, 67% of CSE candidates were able to demonstrate proficiency in this area across all three years.

Although there was slight improvement in candidate performance from 2015 to 2017, only 38% of ECSE candidates demonstrated competency in their knowledge to work with ELLs. Similar results were evident in Competency 3, working with students who have learning disabilities or needs.

Overall, 25% of ECSE, 50% of CSE, and 100% of CE candidates demonstrate proficiency in this area. There was a 27% increase in CSE candidates' performance from 2015 to 2017, but ECSE candidates' performance on Competency 3 decreased 75%. Improved results are evident during Transition Point 2. Candidates who completed the CST students with disabilities exam demonstrate their proficiency through the constructed response prompt. From 2015-2017, most CSE candidates (n=22, 64%) and ECSE candidates (n=15, 93%) met this standard. By the end of the program, candidates' strengths in their knowledge and understanding of individual differences is demonstrated in their ability to successfully complete the Disability Awareness Project. Data from program completers show that all candidates across programs are able to demonstrate their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments. These results show that as candidates progress through the program they are able to use their understanding of individual differences and diverse cultures to support each learner, specifically ELLs and students with disabilities.

One external assessment used by the EPP during Transition Point 1 to measure INTASC standard 3 is the EAS: Competency 4: *Teacher Responsibilities and Competency* and Competency 5: *School-Home Relationships*. These assessments show that across programs, most candidates demonstrate ability to work with others to create environments that support individual and

collaborative learning. For Competency 4, all CE candidates (N=1, 2016), 63% of CSE candidates and 81% of ECSE candidates demonstrated competency across all three years. CSE candidates showed a 60% increase from 2015 to 2017. With some fluctuations in the results, ECSE showed an overall increase of 5% from 2015 to 2017. Similar results were evident for Competency 5. CSE candidates (n=24) increased 40% across all three years, while ECSE candidates (n=16) rebounded in 2017 to 100% competency after a 29% decrease from 2015.

Strand 2: Evidence to Support Content Knowledge and Application of Content: InTASC 4 & 5 - *Content*

Professional Level Application of InTASC Standards
Understanding the world of the learner facilitates candidates' interdisciplinary content acquisition in the academic subject areas and concentrations in preparation for supervised practical applications. Candidates progress from the core curriculum to academic content knowledge and pedagogy. EPP candidates are required to demonstrate proficiencies by attaining a minimum overall GPA in specific courses in English (3.0), Mathematics and Science (2.7) for entry in one of the professional BA programs. New York State (NYSED) also mandates a concentration of 27-30 credits in one subject area to earn the BA degree. For the CE and CSE Bachelor's degree programs, the concentrations areas are English, Mathematics, Science, and Social Studies. Candidates in the ECSE program have a fifth Concentration option: Psychology. The EPP also requires that candidates demonstrate a minimum overall GPA of 2.7 in concentration courses. Subject area coursework was identified in **Standard 1 of the SSR**, tagged under **Standard 1 Tables** as *Table 1.1d: Entry Level Academic Content Knowledge Coursework* in the Evidence Room.

After gaining knowledge and mastery of subject area coursework in the general education curriculum, candidates move to the professional programs first transition point - **Transition Point 1** to demonstrate application of content knowledge through the Education Methods courses and their co-requisite field experiences. ***Teaching of Reading I and II*** are designed to develop the student's mastery of variety of approaches to the teaching of reading. Language arts and literature are integrated throughout the program. Field based experiences emphasize assessment of children's reading skills. By the time candidates pursue the second semester of Teaching of Reading (Teaching of Reading II), they demonstrate use of instructional methods and materials designed to meet the needs of children, and gain in depth content and pedagogical knowledge of literacy and literacy acquisition for diverse learners at varying developmental levels (P-6). Performances on these content rich learning experiences are provided in ***Tables 1.4bi and 1.4bii: Candidate Overall Performance on Teaching of Reading I & II by Program.***

Analysis and Interpretation of Data
As shown in Table 1.4bi and 1.4bii, from 2015 to 2017 there was an overall increase of 18% in the number of candidates rated Exemplary on the assignment and 20-27% of candidates earned Competent. Although one CE candidate earned Unsatisfactory in 2015, 80% and 100% of these

CE candidates earned Exemplary in 2016 and 2017, respectively. There was a 31% increase in CSE candidates achieving an Exemplary rating on the Key Assessment. There was some fluctuation in ECSE performance at the Exemplary level. From 2015 to 2016 there was a 15.16% increase in the number of ECSE candidates rated Exemplary, but by 2017 the number declined 19%. Despite these outcomes, most ECSE candidates were rated either Competent or Exemplary. Across all three programs although there were few candidates rated Emerging and no candidates rated Unsatisfactory from 2015-2017, there was variation in candidates' performance at the Competent and Exemplary levels (See Table XX). All CE candidates were rated either Competent or Exemplary on the assignment.   CSE candidates achieving Exemplary decreased 54% from 2015-2016, and the outcomes improved 69.5% in 2017. This significant difference in candidates' performance ratings was due to curriculum changes and reconceptualization of the assignment and refining rubrics.   Rubric and curriculum work done in 2015 was implemented for the first time in 2016. However, ongoing adjustments to the course curriculum content shows that by 2017 there was an increase in candidates' performance in this assignment.   Most ECSE earned Competent or Exemplary on the assignment. There was a 30% decrease in the number of candidates earning Competent from 2015 to 2017. During this time, candidates rated Emerging increased 8%.

EPP candidates' literacy content knowledge acquisition is further strengthened in the Text Analysis assignment which occurs during their second semester of Reading Methods - EDUC 312 (see *Table 1.4biii: Candidate Outcomes on Text Analysis*.

Analysis and Interpretation of Data
As shows in Table 1.4bii, there was an overall 7% decrease in the number of candidates earning Exemplary on the assignment. From 2015-2016 there was a 25% decrease in candidates at Competent, which remained constant for 2017. These results parallel a simultaneous increase in the number of candidates at Unsatisfactory in 2016 (22%) and Emerging (6%). Similar results were evident in 2017, with 6% at Unsatisfactory and 6% at Emerging (6%) thereby impacting the number of candidates rated Exemplary (35%) to decline for 2017. All CE candidates were rated either Competent or Exemplary. With an increase in CE candidates completing the assignment from 2015 (n=1) to 2017 (n=4), 75% of CE candidates in 2017 were Competent while 25% were Exemplary. CSE candidates showed some fluctuations in performance outcomes from 2015-2017. In 2015, most CSE candidates were Competent (60%) or Exemplary (40%). However, in 2016 there were 50% rated Unsatisfactory because the assignment was not submitted, 12.5% rated Competent, and 27.5% rated Exemplary. Improved performance outcomes in 2017 showed that 53% of CSE candidates were Competent and 47% were Exemplary. ECSE candidates' performance on the assignment show similar results in 2017, with 13% rated Unsatisfactory, 13% rated Emerging, 47% Competent, and 27% rated Exemplary. Despite these variations, most candidates across programs are able to successfully complete the assignment at the Competent or Exemplary levels.

Teaching of Science is designed to explore topics in science for children from birth through sixth grade. Candidates study and experience various approaches to teaching science. Methods for establishing science concepts and guiding students in methods of scientific inquiry through experimentation and problem solving are explored. New York State Curriculum Standards and New York City Performance Standards provide the basis for curriculum, lesson planning and assessment. This course includes a supervised field placement where candidates observe science classes in partner schools and participate in tutoring activities to create a forum for examining theory and practice). *(see **Table 1.4c: Candidate Overall Performance on Teaching of Science by Program).***

Teaching of Social Studies allows candidates to examine national and state standards, curriculum development, instructional planning, assessment and multiple research-validated instructional strategies for teaching social studies to elementary school pupils within the full range of abilities. Candidates demonstrate skills in accommodating various learning styles, perspectives and individual differences to enhance the learning of all students. The urban community, including its residents and cultural institutions, are examined as an educational resource for teaching history, geography, economics, government, citizenship, culture and social interaction in a diverse society. The relationships between effective instructional planning, student engagement in learning and classroom management are integrated (see ***Table 1.4d: Candidate Overall Performance on Teaching of Social Studies by Program)***

Teaching of Mathematics is designed to explore topics in mathematics for children from birth through sixth grade. Candidates study and experience a constructivist approach to teaching mathematics. Methods for establishing mathematical concepts and guiding students into mastering the associated skills, algorithms and applications through problem solving and reasoning are established. The course focuses on developing an active student-centered approach to teaching and learning mathematics. Methods of assessing individual teaching practices and student learning for use in curriculum development and instructional planning are emphasized. (see ***Table 1.4e: Candidate Overall Performance on Teaching of Mathematics by Program)***

Understanding the nature and needs of the diverse population of learners we serve, the EPP ensures that all teacher candidates – general and special education – include in their repertoire of content knowledge and skills the *Methods and Materials for Teaching Students with Reading Disabilities*. This course studies a variety of disorders in which there is reading deficit or deficiency. It includes organization of activities and materials, selection of equipment, use of medical and guidance services, counseling of parents and case conferences, field observations, and demonstrations of selected methods, and practices in planning and practicing remedial instructional programs for learners in a variety of settings, namely, classes, hospitals, day care centers, institutions, community agencies and home bound instructional settings. These Methods courses carry co-requisite field experiences that engage candidates in demonstrating intermediate to mastery pedagogical and intervention skills through supervised practice

working with individual learners and small groups of learners **(INTASC 4, 5, 6).** *(see Table 1.4f: Candidate Performance on Teaching Students with Reading Disabilities by Program).*

Analysis and Interpretation of Data

No data is available for the Reading Intervention assignment in 2015. In 2016 and 2017, 67% of candidates and 79.3% of candidates earned Competent on this Key Assessment. There were 25% of the candidates earning Emerging in 2016 and 17.2% in 2017. Only 8% achieved Exemplary in 2016 and 3.4% in 2017. Of the two CE candidates in 2017, 1 was Competent and one was Exemplary. CSE candidates in 2016 (n=5) achieved Emerging (40%) and Competent (60%). In 2017 (n=15) most achieved 80% Competent ratings while 20% were Emerging. In 2015, 71.4% of ECSE candidates were Competent, 14.3% were Emerging and 14.3% were Exemplary. The best performance was evident for ECSE candidates in 2017 (n=12), with 91.7% of the candidates earning Competent and only 8.3% rated at the Emerging level. These data show that most candidates across programs, most candidates are competent in their ability to teach students with reading disabilities. Proficiency with the Reading Intervention suggests that candidates across programs are able to use knowledge acquired of diverse learners to organize intervention for students with reading disabilities. Candidates show they can specifically work with individual and groups of learners (INTASC 4, 5, 6) to differentiate learning goals and design instructional materials for students with learning disabilities.

Overall Analysis and Interpretation of Data: Content and Content Application

Candidates performance on these Key Assessments show that candidates across programs are able to demonstrate proficiency using their knowledge of learners and learner development (INTASC Standards 1, 2) to design and appropriately assess (INTASC 6) students' literacy skills. Using the information obtained about the learner candidates use their content knowledge of reading/literacy (INTASC 4) to support students' literacy development (INTASC 5).

In meeting INTASC standard 4, candidates demonstrated their content knowledge by completing the program-specific unit plans during Transition Point 2. Overall, candidates across programs are able to successfully complete the Interdisciplinary Unit Plan Key Assessment. CSE candidates showed a gradual increase in their performance outcomes on the unit plans from 2015-2017. The small cohort of CE candidates (n=3) in 2017 meet this standard with 100% of the candidates demonstrating their understanding of central concepts, tools of inquiry, and structures of the discipline. Both CE and ECSE candidates averaged above 90% competency in this area across all three years.

Content knowledge is also measured by Content Specialty Exams in Math, Arts and Sciences, and ELA/ Literacy. There is variability in candidates' performance on subject-specific outcomes. From 2015-2017, no CE candidate performance data is available. There has been a gradual increase in CSE candidates' mathematics content knowledge measured on the CST-Multisubject. CSE students showed a 22% increase in their knowledge of Number and Operations, and a 33% increase in ratios and proportional relationships and number systems. There were however some fluctuations in CSE candidates' performance in Algebra, Measurement and Geometry and Data. After a 10% increase from 2015 to 2016, CSE

candidates declined 13% in 2017. ECSE candidates showed inconsistent results across math outcomes. After a 100% pass rate in 2015, there was a 50% decline (2016) with a subsequent 50% increase (2017) in Number and Operations. Similar fluctuations were evident in Ratios and Proportional Relationships and Number Systems. In this area, 67% of the ECSE candidates were proficient in 2015. There was a 33% increase in 2016 followed by a 66% decline in 2017. One area of improvement for ECSE candidates was Algebra, Measurement, Geometry and Data. Candidates showed a 67% increase from 2015 to 2017, with 100% of the candidates in 2016 (n=2) and 2017 (n=3) demonstrating competence in this area. Outcomes for both CE and CSE candidates fluctuated in their content performance for Arts and Sciences/Social Studies. Despite these fluctuations, most of the candidates 76% CSE and 63% ECSE demonstrated competence in their content knowledge of social studies and the central concepts, tools of inquiry, and structures of the disciplines. In ELA/Literacy, CSE candidates showed a 22% improvement in their content knowledge from 2015 to 2016. In both 2016 and 2017, 100% if the CSE candidates, 8 and 4 respectively, demonstrated competency in this area. ECSE candidates ranged from 50-67% in this area, with an overall average of 63% across all three years.

Strand 3: Evidence to Support Instructional Practice: INTASC 6, 7 & 8 – *Instructional Practice*
By the beginning of the senior year, candidates acquire a solid foundation on which to transition (Transition Point 3) to instructional practice, defined by the EPP as *Clinical Practice*. This program-specific practical experience allows them to independently demonstrate their ability to integrate their knowledge of the learner, content knowledge, and pedagogical knowledge and skills to provide instruction to whole classes of P-6 learners. The EPP's model of 1 year (2 semesters) of intensive Clinical Practice sets it apart from many other institutions that focus their student teaching experiences during one semester. Discussion of Clinical Practice was detailed in **CAEP Standard 2** of the Self Study Report and Addendum. The Clinical Practice model used by this EPP established a process since 2012 that includes conceptualization, lesson planning, instructional delivery, assessment of student learning, and reflection on each lesson taught by candidates, and also provides candidates with more than one classroom experience to broaden their exposure to and deepen their understanding of diverse learners at various developmental levels while covering the academic content areas. **(INTASC 6, 7, & 8). (see** *Table 1.4g: Candidate Performance on Clinical Practice by Program*).

Moreover, the EPP engages candidates in designing and using interdisciplinary and integrated curriculum units. For early childhood special education candidates, the focus on multimodal and interdisciplinary curriculum is emphasized in EDUC 302, while for elementary candidates' design and use of integrated curriculum units are taught in EDUC 457. These differentiations allow candidates to focus on their program-specific preparation that *support their students in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as their knowledge of learners and the community* **(INTASC 7)**. *Table 1.4h shows Candidate Performance on Interdisciplinary Curriculum and Instruction by Program.*

Analysis and Interpretation of Data

Overall, across all three years, performance on the assessment shows most candidates were rated Competent or Exemplary. However, there has been a gradual decrease in the number of candidates earning Exemplary. In 2015 67% of the candidates were rated Exemplary, 63% in 2016 and 57.5% in 2017. No data for CE candidates is available for 2015 and 2016. In 2017, most candidates in the CE program earned Competent (67%) or Exemplary (33%). Candidates' performance at the Exemplary level fluctuated from 2015 to 2017. In 2015 CSE candidates were mostly Exemplary (71.4%), decreased to 62.5% in 2016, and increased to 66.8% in 2017. Although none of the ECSE candidates earned Exemplary in 2015, the one candidate earned Competent. In subsequent years the number of ECSE candidates completing the assignment increased which led to 62.5% at the Exemplary level, 12.5% Competent in 2016. In 2017 half were Competent and half were Exemplary.

This data shows candidates across programs were able to design integrated and interdisciplinary lessons into a coherent unit plan that was developmentally appropriate for P6 learners. With most candidates achieving Competent or Exemplary across all three years (2015-2017) these results suggest that candidates were able to demonstrate their content knowledge, ability to use their knowledge of learners, and their knowledge of community to link curriculum and content (INTASC 7). Candidates are able to design differentiated curricular units that integrate content for meaningful learning (INTASC 7). The evidence presented shows that candidates are able to use a wide range of instructional strategies (INTASC 8) including individualized and small group formats to support diverse learners including struggling readers, students with disabilities and students learning English as a new language.

Strand 4: Evidence to Support Personal Responsibility: INTASC 9 & 10 – *Personal Responsibility*

Congruent with the EPP's Performance Standard of Professionalism, candidates are required to demonstrate openness to learning and growing as a professional, and to understand and practice the ethical, legal, social issues that comprise their professional bailiwick. The EPP prepares candidates for eventual professional practice and engagement in the field as lifelong learners. During the Clinical Practice experience, candidates also conduct Action Research projects to inform and transform their teaching and learning environments. These projects are carried out with the cooperation and collaboration of teachers and families, and often include candidate's use of targeted interventions *to ensure learner growth, and to advance the profession* **(INTASC 6, 9, 10).** They are to become reflective practitioners who embrace inquiry, reciprocity and critique **(InTASC 9).** *(see Table 1.5* in the following **Task 5: Candidate Performance on Action Research Project by Program)**. EPP candidates are required to conduct action research projects that require them to demonstrate their leadership and collaboration competencies **(INTASC 10)** for the professional field. These professional learning and practical experiences are also demonstrated in their supervised instruction during Clinical Practice, as they collaborate with and receive feedback from clinical faculty and cooperating teachers. Measures of the professional responsibility component of the experience are the EPP's Dispositions Assessments*.

Analysis and Interpretation of Data

Data on the EPP's internal assessments show that all candidates (100%) across all programs engaged in ongoing professional learning and demonstrated a reflective practitioner stance during the clinical practice experience by self-evaluations and responses to feedback from clinical faculty and cooperating teachers. On the external assessments as measured in the EAS, Competency 4 – Teacher Responsibilities, 100% of CE and CSE, while 87% of ECSE candidates met this requirement. When triangulated with performances on Task 2: Rubric 10 of the edTPA, 90% of CE candidates; 100% of CSE candidates, and 93% of ECSE candidates met this measure. Another performance measure was the Professional Portfolio evaluated at the Exit point in the program. The Portfolio assessment using the Reflective Essay data show that 100% of CE candidates, 94% of CSE candidates and 89% of ECSE candidates were rated as Competent to Exemplary. The above alignments with **InTASC Standard 9** show that the majority of EPP candidates mastered this Standard.

In meeting **InTASC Standard 10**, data show that most candidates collaborated well with school partners and families through the Webquest Project and Clinical Practice. On the Webquest, 84% of CSE and 80% of ECSE candidates earned Competent to Exemplary ratings across the three-year period. CSE candidates' performances on the Webquest ranged from 79% to 100%, with 2016 having the lowest performances and 2017 the highest. On the Clinical Practice dimension of Collaboration, CSE performances ranged from 93% to 100% showing a similar pattern as the performances on the Webquest where 2016 had the lowest outcome (93%) compared to 2015 and 2017, with 100% meeting this Standard at the Competent to Exemplary level. However, on the Action Research project, meeting the highest levels of performance was difficult in that only 47% of CSE candidates attained that level between 2015-2017. Data show that 40% of 2015, 67% of 2016 and 17% of 2017 met the Competent to Exemplary levels on the Action Research. Using a comparable external measure of collaboration - the EAS – Home School Relationships component showed that 100% in 2015; 82% in 2016, and 100% in 2015 of CSE completers met this component at the average and above average levels.

For ECSE candidates, there was a declining trend from 2015 to 2017, with 100% in 2015, 88% in 2016, and 71% in 2017 on the Webquest. Similar outcomes were achieved on the Clinical Practice component that decreased from 100% in 2015 to 88% in 2016 and 86% in 2017. Data for ECSE completers showed an increasing trend on the Action Research project: 29% in 2015, 43% in 2016, and 67% in 2017 who met the Competent to Exemplary levels. Similar to the performances by the CSE completers on the EAS – Home School Relationships, ECSE completers achieved 100% in 2015, 75% in 2016; and 100% in 2017.

There was only 1 CE candidate/completer who did not meet the Competent to Exemplary bar, but whose performances were rated at the Emerging level on both the Webquest and the Action Research Project on the EPP's measures of Collaboration. However, this candidate improved on the Clinical Practice measure of Collaboration. The CE performance on the external measure of the EAS – Home School Relationships was also below average.

While the data on performances on INTASC Standard 10 show that completers are meeting the Standard, deeper analyses indicate that there is room for improvement on the levels of the performances, particularly on the Action Research. Details of the performances on the Action Research project outcomes are further provided in Task 5 below.

5. Title: Candidate Use of Research and Evidence
A. Evidence in need of verification or corroboration

(1) Provide additional detail on the Action Research Study during clinical practice. Include a description of the assignment, rubric linked to standards, example student artifact, and disaggregated data by licensure area.

EPP Response: Action Research Project

The Action Research Study is a capstone project that all candidates complete during the senior year of clinical practice seminar – Transition Point 3. This project begins during the fall, and asks that candidates select a topic, establish research questions, conduct a search of relevant literature, and write a proposal of the study they will conduct the following spring. During the spring semester, candidates conduct their action research project in a partner elementary school. The research explores an area of concern based on students' needs, an intervention is created, and candidates engage in work as teacher researchers and implement instruction based on research based data along with student data. Modifications are made and assessment is ongoing. Candidates share their findings with peers, school administrators, their cooperating teachers, parents, and key stakeholders. This year long project required at minimum 300 hours of field work.

The Action Research Study is evaluated using the ACEI standards 1.0, 2.1, 3.1-3.5, 3.5, 4.0, 5.1, 5.2; and is aligned to InTASC Standards 1 - 10: NAEYC 1, 2, 5 and 6, and CEC 5, 6. ISCI 6 S13; *CEC 6 ISCI 6 S8*, CEC 6 S11 and CEC 7, and all 8 EPP standards. The primary goal of the assignment is to improve teaching and learning by being a teacher researcher. Irrespective of competency level, all candidates gain invaluable skills and knowledge by engaging in this process. They learn to conduct research, and use data to inform their practice, and are required to reflect upon the ways in which they can improve their pedagogy.

Candidates receive specific instructions on the course syllabus; this information is also addressed numerous times over the class (See Action Research Final Paper Guidelines and Rubrics tagged in the Addendum **as Evidence #2: Action Research Project**.

Candidate performances on the Action Research Project are provided in **Table 1.5,** disaggregated by year and program.

Data Analysis and Interpretation – Action Research

The data analysis for **Table 1.5** focuses on the spring semesters since candidates' action research projects are completed then. During the fall semester, candidates complete a research proposal, which they then implement in their spring clinical practice placement. Overall, no candidate scored at the "Unsatisfactory" level on the domain that assessed candidates' knowledge, and understanding of research-based concepts, principles, theories (ACEI 1) and tools of inquiry (INTASC 4) to inform the basis of curriculum development and instructional practice (CEC 3: ISCI 3 K1; ICC 7 K1). Candidates used their action research projects related to children and young adolescents (ACEI 1) to construct learning opportunities that support individual students' (NAEYC 1) development, acquisition of knowledge, and motivation. The assessment highlighted teacher candidates' understanding of how learners grow and develop, by researching and recognizing patterns of learning and development (INTASC 1).

Candidates were able to demonstrate their ability to plan instruction that illustrates that every student is meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum and pedagogy (INTASC 7). Given the scope of the paper, which last over the course of one year, candidates engaged in ongoing professional learning and used evidence continually evaluate their practice, particularly the effects of their choices and actions on their learners and themselves (INTASC 9). Teacher candidates were required to take responsibility for student learning and make the learner central in their own learner, as they collaborated with families, their cooperating teachers, and the learners (INTASC 10). Childhood special education (CSE) performed better than the Early Childhood Special Education (ESCE) candidates as 73.2 % of the CSE candidates scored a component or higher, while only 42.7% of the ESCE candidates scored a competent or higher. There was only one CE candidate and they scored a competent on this assessment domain.

The second standard element that we choose to highlight focuses on candidates' ability to reflect on their practice in light of research on teaching (ACEI 5.1) and seek professional opportunities for growth (INTASC 9, 10). Candidates demonstrated that they know the importance of establishing and maintaining positive collaborative relations with families, school colleagues and the larger learning community (ACEI 5.2). Candidates spent an entire year demonstrating commitment to engage in evidence-based practice (CEC 6; ISCI 6 S13). Candidates illustrated their understanding of 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 (INTASC 5); while engaging in continuous, collaborative learning to inform their practice (NAEYC 6). Approximately sixty-six percent (66.6%) CSE scored a competent or higher, and 28.5% of the ESCE scored a competent or higher. The CE candidate scored at the emerging level on this domain. The EPP used near peer tutoring to better assist candidates in meeting these learning goals.

As a result of the course modifications from the previous years, ESCE candidates' performance improved vastly during the spring 2017 semester. For example, in the domain of Knowledge of

research-based concepts, the compared performance between CSE and ESCE candidates was approximately 50% and 66.6%, respectively.

B. Excerpt from SSR to be clarified or confirmed: N/A
C. Questions for EPP concerning additional evidence, data, and/or interviews: N/A

6. Title: Content and Pedagogical Knowledge
A. Evidence in need of verification or corroboration: N/A
B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(*1) Are there additional evidences that ensure candidates apply content and pedagogical knowledge as reflected in outcome assessments?*

EPP Response:
In addition to the two semesters of Clinical Practice where candidates are immersed fully in instructional planning and implementation in partner schools, the EPP uses other Assessments in programs to measure candidates' content and pedagogical knowledge (CAEP Standard 1; INTASC 4, 5, 6, 7, and 8). Reading Assessment and Instructional Plan for Struggling Reader, Guided Reading Lesson, Mathematics Modified Lesson Plan and Implementation, and Reading Intervention Project.   As shown in **Table 1.6a,** 89% of the candidates earned Competent or Exemplary on the Reading Assessment and Instructional Plan for Struggling Reader. Most of the candidates 66% were rated Exemplary. Similar performance was evident on the Guided Reading Lesson **(Table 1.6b)**; 92% of the candidates earned Competent or Exemplary on the assessment.   On the Mathematics Modified Implementation Lesson, 66% to 90% performed at the Competent to Exemplary levels across the three-year span **(Table 1.6c)**, while on the Reading Intervention Project (**Table 1.6d**), 75% to 82% were at those upper levels of performance.

Another assessment used to measure candidates' content knowledge (CAEP Standard 1) is the Text Analysis - a course-based assessment completed in EDUC 312. Data on **Table 1.6e**: shows that from 2015-2017, 38% of all candidates across programs were Exemplary and 48% were Competent in their performance on the Text Analysis. A small number of candidates were rated Unsatisfactory (9%) or Emerging (5%).

In addition to the examples of content and pedagogical knowledge and skills assessed through the key assessments above, the EPP submits an additional program-specific assessment as in the Case Study Memoir Project done by ECSE candidates in EDUC 252 – *Principles of Early Intervention for Infants, Toddlers and Children with Developmental Disabilities*. This assignment requires candidates to study memoirs of children with disabilities, complete a paper which details characteristics of the disability, impact on the child and family, services accessed and

outcomes of these services, among other special education content. Candidates work in groups and also prepare a Powerpoint presentation highlighting the major content areas from the memoir during an in-class presentation (see description of the project, assessment rubrics, faculty course evaluations and reflections, and sample of a completed group project in the Addendum tagged as **Evidence # 3: EDU 252 – Principles of Early Intervention for Infants, Toddlers & Young Children – Memoir Project.)**

Analysis and Interpretation of Data
Recent data on this assessment show that the majority of candidates performed at the Competent to Exemplary levels on this assessment. While all candidates in the groups met the content and pedagogical knowledge dimension of the assessment, as measured by NAEYC 5c and CEC 3.2, data show that 34% of candidates (2 groups) performed at the Exemplary level, and 43% (2 groups) performed at the Competent level, while 23% (1 group) were at the Emerging level. The course is the first professional preparation course (Transition Point 1) for ECSE candidates to expose them to the content and pedagogy of the field of early childhood special education. Judging from the performances where four out of the five groups of candidates received competent to exemplary ratings for their knowledge of content and pedagogy, it is evident that continued strengthening in this area will result in better outcomes as candidates continue through the program and engage in additional and more in-depth learning experiences. Faculty reflections on this assessment are also included in **Evidence #2.**

7. Title: College and Career Ready Standards
A. Evidence in need of verification or corroboration: N/A
B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) Are there additional evidences to ensure candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards?

EPP Response:
The EPP ensures that candidate lesson planning and implementation during clinical practice demonstrate skills and commitment that will assure P-6 students develop competencies that lead to rigorous college- and career readiness.
> *The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for*

success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century (Common Core State Standards Initiative, 2019. www.corestandards.org/ELA-Literacy/).

The development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards (Common Core State Standards Initiative, 2019, Excerpts: http://www.corestandards.org/Math/).

During lesson planning, candidates focus on the developmentally-appropriate New York Learning Standards (Common Core Learning Standards and Next Generation) in the critical academic areas for their grade levels. Moreover, these Standards are aligned to the subject-area professional standards for P-6 learners. For example, candidates align the grade level CCLS or Next Generation Standards for Mathematics, citing the specific performance goal of the lesson with NCTM corresponding standards (**see Evidence #4: Sample lesson plans by program area**). EPP candidates also plan curriculum units that are interdisciplinary and multimodal (ECSE), or integrated across disciplines (CSE/CE) to promote higher order thinking and problem solving skills among all students, including ELLs and students with disabilities. For example, CE/CSE candidates plan integrated lessons of mathematics and science, or ELA and Social Studies, but also include components of each discipline in the lessons **(see Evidence #5: Sample Curriculum Units by Program Area**). An important element in EPP candidate lesson planning and instruction is reading and writing across the disciplines.

Instructing students in content areas require that candidates use everyday real-world situations to engage students in developing communication skills using academic language. These instructional activities also foster students' use of and skill in technology. Candidates utilize smart boards, computers, and iPads during instruction as well as innovative teacher-made materials and resources for their students. Candidates first demonstrate these skills in engaging learners in technology-enhanced and creative lessons during the early field experience – EDUC 504: Webquests, which is designed and implemented at Transition Point 1 – Entry to the BA program **(see Evidence #6: Samples of Webquest Projects by Program Area)**.

8. Title: Interviews

A. Evidence in need of verification or corroboration: N/A
B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews

Teacher candidates are scheduled to meet with the Team – Program Progression and Key Assessments
Student teachers are scheduled to meet with the Team – Program Progression, Key Assessments, clinical practice
Program Coordinators are scheduled to meet with the Team – Program and Candidate Assessments

3. Preliminary recommendations for new areas for improvement (AFIs) including a rationale for each

AFI: There is no consistent disaggregation of data by licensure area
Rationale: *The EPP fails to consistently disaggregate data by license area including component 1.5 – modeling and applying technology standards*

EPP Response: It is important to note that assessments at the pre-professional level (AA degree) of preparation are courses that make up the EPP's core curriculum. At this first entry point, candidates have not yet declared a professional licensure area, and therefore data reflect all candidates taking the courses, including candidates from departments other than the EPP's who are pursuing one of the minors in Education.   However, the EPP has been able to track its program completers over time, and hereby submit disaggregated data in the core curriculum for its 2015-2017 program completers **(see Table 1.4a: Candidate Performance on InTASC Standards aligned with EPP Key Assessments for 2015-2017 program completers).**

With regard to CAEP component 1.5 - modeling and applying technology standards, evidence in **Tables 1.7 – Technology Strand** provides multiple examples of performance data that shows candidates' engagement with technology and their ability to model and apply technology at each transition point - from the pre-professional level through to the professional level of the EPP's progressive Assessment Plan. (see Tables

AFI: EPP does not ensure candidates use research and evidence
Rationale: *No documentation is provided on candidates' use of data to reflect on teaching effectiveness or to assess student progress.*

EPP Response: Evidence that demonstrate candidates' use of data to reflect on teaching effectiveness and to assess student learning and progress is captured in the clinical practice assessments via the *Reflective Essays* after each observed lesson **(see Evidence #7: Samples of reflective essays with samples of student work).** These essays are accompanied by samples of student work which are the basis for their reflections on each lesson. Another assessment of candidates' use of research and evidence is in the *Reading Assessment and Instructional Plan*

*for Struggling Readers. (see data and analysis in **Task 6/Table 1.6a** of this Addendum Report,*
p18.
(see Evidence #7: Samples of Reading Assessment by Program).

The culminating research-based experience is the Action Research Project (see evidence provided in **Task 5 – Candidate Use of Research and Evidence (p16** of this Addendum Report**).**

AFI: There is only partial evidence that candidates apply content and pedagogical knowledge (component 1.3)
Rationale: *A majority of SPA program reports have not achieved national recognition*

EPP Response: The EPP has three licensure programs, two of which were Nationally Recognized with Conditions (CSE and CE), and one not nationally recognized (ECSE) due to expiration of response time. The SPA reviewers have issued concerns about the EPP's rubrics and their alignment with the various standards.

In developing the rubrics for assessing its candidate performances across the programs, the EPP and its partners were intentional about establishing parameters to specifically measure what its candidates know and can do over time and across programs. As such, the rubrics targeted specific knowledge and skills that were pertinent to preparing teachers to serve marginalized and hard-to-staff population of learners in a very diverse city. As such, the EPP and its partners developed extensive rubrics that utilized the Knowledge and Skills Sets of the Standards, ensuring that its teacher candidates were equipped with the requisite competencies as beginning teachers, rather than the broader generic standards of the SPAs. For beginning teachers, these rubrics using the explicit performance indicators fostered a deeper level of understanding of the required competencies among candidates. On closer review of the rubrics and the feedback from the SPA assessors, it is evident that each accrediting body utilizes different measures in evaluating program assessments, albeit to achieve the same outcomes. Based on the feedback from the SPAs, the EPP's rubrics, which were commended by both NCATE (2013) and MSCHE (2017) are now considered inadequate for CAEP. Therefore, the EPP and its partners will redesign its rubrics to meet the criteria set by CAEP assessors, ensuring that the measures are closely aligned with the CAEP Standards, and that they are more "performance-than product-based."

However, it is important to note that the Standard that assesses the most important and authentic demonstration of teacher knowledge, skills and attributes for the profession– the **Field and Clinical Practice Standard** was met by all programs. To ensure that all programs are in compliance with the new SPA requirements, the EPP and its partners will retreat in the Summer 2019 to conduct extensive redesign of the rubrics.

The current status of each SPA is cited as follows:

1. Childhood Education (CE) – **Nationally Recognized with Conditions to 08/01/2020.**

Feedback Report - PART G:

To be Nationally Recognized, the following conditions must be met by the date noted:

03/15/2020:

1. Assessment 1: Clearly label the data chart. Note the lack of sub-score data from the vendor or provide if it is available.

2. Assessment 2 and 3: Revise the assessments to indicate content knowledge (Assessment 2) and pedagogical knowledge (Assessment 3) with respect to ACEI Standards 2.1, 2.2, 2.3, AND 2.4.

3. Rubrics for Assessments 2, 3, 4, 5, 6, and 7: All data should be collected by rubrics aligned with specific ACEI Standards.

a. Rubrics should clearly indicate a developmental progression of performances across the levels.

b. Rubric performance indicators should be performance based, qualitative in nature, and provide actionable feedback to candidates.

4. Data tables should mirror rubrics. Data displays should reflect the level at which data were collected.

5. Provide one semester of NEWLY COLLECTED AND ANALYZED data for each Assessment.

The EPP has taken the suggestions and recommendations of the ACEI and is currently making the required changes; will pilot in Fall 2019 semester for resubmission by the deadline of 8/1/2020.

2. Childhood Special Education (CSE) – Nationally Recognized with Conditions to 02/01/2021

Feedback Report – Part G

CEC Preparation Standards 3, 4, 5, 6, 7 were found to be either "not met" or "met with conditions." For each CEC Preparation Standard or CEC Field Experience Standard judged either "not met" or "met with conditions," the program resubmission report must provide:

1. The Section II and Section III tables that document the alignment of each program assessment to the major elements of the CEC Preparation Standard as informed by the appropriate specialty set(s);

2. The assessment descriptions, scoring guide/rubric, and data for each of the program assessments that provide the evidence that they are aligned to the major elements of each of CEC Preparation Standard as informed by the specialty area knowledge and skills set(s);

3. Rubrics must focus on candidate performance and consequential attributes of candidate performance and indicator performance levels must clearly describe progression of candidate performance; and

4. Sufficient performance data for reviewers to determine that the preponderance of the performance data for each of the CEC Preparation Standard as informed by the appropriate specialty set(s) demonstrate that the program candidates master the major elements of the CEC Preparation Standards as informed by the appropriate CEC knowledge and skill set(s).

While all the materials described above are required in the resubmission, the scoring rubrics and data charts were particularly problematic, were not clearly aligned with the CEC major elements, more product based than performance, and will require extensive modifications

The CSE program met the Field and Clinical Practice Standard, Standards 1 – *Learner Development and Individual Learning Differences***, and Standard 2 –** *Learning Environments***. It has taken the suggestions and recommendations of CEC and is currently making the required changes to its assessments to pilot in Fall 2019 for resubmission by the deadline – 09/15/2020.**

3. Early Childhood Special Education (ECSE) – **Not Nationally Recognized Decision**
F.2. Concerns for possible follow-up by the CAEP site visitors:
The program has exhausted the time limit to submit a Revised Report, spring 2018 was the program's final opportunity to submit revised report to receive National Recognition. Inability to do so resulted in a "Not Nationally Recognized" decision. The program will submit a new report for Initial Review three years prior to the next accreditation site visit (the one after spring 2019).
The program will submit a new Option A report for Initial Review three years prior to the next accreditation site visit.

PART G
The program has failed to meet SPA requirements for National Recognition, or conditions to national recognition, according to the expectations or time period specified in previous national recognition report(s). The program may submit a new, complete program report and initiate a new program review for the next CAEP accreditation cycle, three years before the site visit. If currently listed, the program will be removed from the list of recognized programs on the CAEP website. Although the program's status will not be posted on the website, the current status of Not Nationally Recognized will be addressed in the Self-Study report and communicated to the appropriate state entity.
Comment on decision:
The program has exhausted the time limit to submit a Revised Report, spring 2018 was the program's final opportunity to submit revised report to receive National Recognition. Inability to do so resulted in a "Not Nationally Recognized" decision. The program will submit a new report for Initial Review three years prior to the next accreditation site visit (the one after spring 2019).
The program will submit a new Option A report for Initial Review three years prior to the next accreditation site visit.
This Blended Program Met 6 of the 7 NAEYC Standards, the other Standard Met with Conditions; Met the CEC Field and Clinical Standard, and Met CEC Standards 1-7 with Conditions.

AFI: There is limited evidence for evaluating college and career readiness (component 1.4)
Rationale: *Only one indicator provided that candidates include the components of college – and career-readiness including having students apply knowledge to solve problems and think critically, use of cross-discipline learning experiences, and design and implementation of learning experiences that require collaboration and communication skills.*

EPP Response: See this Addendum Report Response for **Task 7: College and Career Ready Standards** (p19).

4. Preliminary recommendations for new stipulations including a rationale for each

Stipulation: The EPP-developed assessments are evaluated below the sufficient level on most areas of the CAEP Evaluation Framework for EPP-Created Assessment (component 1.1).

Rationale: *Context and relevancy (administration and purpose) of all assessments is not clearly stated. Data validity and reliability for all EPP-created assessments are not adequately provided. Content is not clearly aligned to InTASC Standards.*

EPP Response:
1.1 Statement of context and relevancy of EPP assessments, including data and evidence to support the EPP's level of assessment against the CAEP Framework **(see EPP Addendum, p6).** Documentation on processes that established data validity and reliability for EPP-created assessments are detailed in **Standard 5, p50.**

Alignment of content to the 10 InTASC Standards, including candidate performance by program areas is included on **Table 1.4a,** and discussed in detail from **p7.**

Response to Formative Feedback and Addendum
CAEP STANDARD 2 – CLINICAL PARTNERSHIPS AND PRACTICE

A. Narrative Analysis of Preliminary Findings
B. Evidence that is consistent with meeting the Standard

C. Evidence that is inconsistent with meeting the Standard
1.   (2.2): Evidence 34 – The EPP did not provide additional evidence that all candidates complete college and cooperating teacher evaluations
2.   (2.1): Evidence 34 – The EPP did not provide samples of the current MOU documents

3.   (2.1): Evidence 5.1e: Grant project is presented in Evidence #38 as Standard 2: Table 5.1f - Grant Projects 2015-2017

4.   (2.2): Evidence of a revised collection process for candidates to complete evaluations of school-based and college-based faculty.

5.   (2.3): The EPP did not provide evidence of how they track all candidates in diverse settings for the clinical experiences

Tasks
Title: Partnerships

A. Evidence in need of verification or corroboration
(1)   *Faculty members from the Liberal Arts and Sciences are members of the TEPAC.*

EPP Response
See Standard 2: Evidence #1: TEPAC Membership and Contact Lists: 2015 -2019 in the Addendum Evidence, which provides details of the Membership composition and representation.

(2)   *Updated MOUs that reflect the current practicum experiences*
EPP Response:
See Standard 2: Evidence #2: **Copies of current MOUs for Clinical Placements** in the Addendum Evidence.

B. Excerpt from SSR to be clarified or confirmed
(1) Standard 2 (p21): "Introduction of bi-monthly professional development integrating culture across all learning centers in Ella Baker Charles Romain Day Care (Campus Day Care) in preparation for its transition to a Lab School."

EPP Response

Ella Baker Charles Romain Day Care Center was placed under the supervision of the School of Education in fall 2017. Prior to this, the Education Department's Early Childhood Special Education Coordinator served as an unpaid consultant to the Center and facilitated its initial accreditation in 2010 and continued NAEYC accreditation in 2015. Between 2015 and 2017, faculty and the Early Childhood Special Education Coordinator served on the Board of Directors. Beginning in September 2017, the Center was designated to develop into a lab school. Cultural literacy and responsiveness, an integral part of the School of Education's philosophy, was proposed for introduction into the Ella Baker Charles Romain Day Care Center. As part of this effort from September 2017 to the present, professional development activities were conducted with the staff, and separately with the Center's director every month to generate an understanding initially of the School of Education's expectations, and thereafter observation and real time feedback on the integration of culture-based learning. The ongoing relationship between the EPP and the Ella Baker Charles Romain Day Care Center has resulted in the Center's Universal Pre-Kindergarten Program being designated as a site for professional development, earning a classification of good to excellent on all New York City Department of Education's school quality factors. **(See Evidence #3: Ella Baker Monthly Log; Lesson Plan; NYC Evaluation Report).**

(2) Standard 2 (p.21): "The TOC school partners have agreed to provide yearly professional development to introduce candidates to innovations and best practices within the field."

EPP Response
From 2016, a My Brother's Keeper Teacher Opportunity Corps II grant from the US Department of Education allowed the EPP to establish two Teacher Academies with its ten partner "focus" schools. One Academy is located in Buffalo and the other in Brooklyn. A primary goal of the Academies is to engage candidates in the process of transforming struggling schools through a clinically rich preparation program, with the hope that these candidates will continue to serve these schools when they graduate. The EPP's collaboration with these ten schools includes identifying and addressing critical areas of need within and among schools. Two major areas were identified by school administrators as factors impeding the learning and progress and success of students: (1) Culturally and Linguistically Responsive Pedagogy and (2) Social Emotional Learning. The EPP hosted and facilitated professional development workshops on these two areas at both Teaching Academies. These PD sessions included participants from all schools as well as EPP faculty and its TOC scholars. **(Evidence #4: TOC Teacher Academies Professional Development Agreements and Activities)**

(3) Standard 2 (p.21): "Information is shared through Sharepoint for the college faculty, orientation and handbooks, Blackboard (for students), and reiterated during school-based orientation meetings."

EPP Response
The EPP has a process for sharing data and information to all its constituents. In addition to its orientation meetings, Town Halls, partner meetings, and scheduled departmental and School

meetings, the EPP ensures that information is accessible through its print and electronic sources for easy reference.

(4) Standard 2 (p.21): "In order to support the transition of the Education Department to the School of Education, meetings will increase to four times per year to keep abreast of trends in public education policy."

EPP Response
The School of Education has assumed a new and important role within the College and the community. Apart from its academic degree program preparation, the EPP is now responsible for the College's Developmental Education (Remedial) program, the Ella Baker Child Development Center, and working closely to align the MEC Brooklyn Pipeline Initiative (P-12) with the School, all aimed at improving learner outcomes   The need for more collaborative planning and implementation of these programs requires more frequent meetings and retreats with all of its stakeholders. Moreover, all of these initiatives are framed by local and national policies, and it is incumbent on the EPP to stay abreast of these developments, not only to ensure compliance, but to add to the research and public dissemination of innovative ideas around P-16 education.

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How are college clinical faculty involved in co-developing and implementation of professional development opportunities for candidates and school partners?

EPP Response
College clinical faculty are involved in co-developing and implementation of professional development opportunities for candidates and school partners through the Teacher Education Preparatory Advisory Council and the MKB TOCII Teaching Academies. The members of TEPAC are college supervisors (clinical faculty), content area faculty, education faculty, school administrators and alumni. The members of the TOC II Management and Leadership Team include two the EPP Dean and Project Director, 2 EPP faculty (Co-directors), 1 PK-12 Chief of Staff, 10 Principals, and 12 P-8 master teachers. Professional development is developed and implemented through three paths. The first path is annual and ongoing meetings on the clinical experience with faculty. Based on collective challenges, modifications are recommended and brought to TEPAC for continued discussion. Additionally, participating TEPAC partners are encouraged to extend their own professional development activities to EPP candidates. In spring 2019, we instituted a survey to collect information on the professional development candidates attend in order to discern critical outcomes of these activities. Moreover, professional development is built in for all candidates because they attend mandatory professional experiences in analyzing student performance in reading and math and planning interventions, thus providing the opportunity to work with children that have dual content area deficiencies.   Additionally, the TOC Teaching Academies (one in Brooklyn and one in Buffalo) engage TOC participating candidates in professional development each semester. Two of the

main PD areas requested by partners and hosted by each TOC Academy were in socio-emotional learning and culturally responsive teaching. (see **Evidence #5: TOC Agendas, Attendance and TEPAC: Agendas, Attendance, Minutes).**

(2) How often do the EPP and school partners formally meet to sign the MOU's and who attends those meetings?

Response: Many of our school partners have longstanding relationships with the EPP, many of whom have been partners since 2006. The emphasis has been on adding school partners based on the College's Brooklyn Pipeline Initiative. Presently, all MOU's have been revised and are being signed to reflect an agreement with the new School of Education and not our former designation as the Education Department. The MOUs are drafted and revised by the Clinical Coordinator with input from EPP faculty, then reviewed and finalized by the College's Counsel. Signatures are obtained during face to face meetings between the Clinical Coordinator and each School Principal. This signing required the Clinical Coordinator to travel to the respective schools (partner sites) to obtain the principals' signatures. The MOUs remain in effect unless there are significant changes initiated by either party, the most recent being the change from Education Department to the new School of Education. Notwithstanding that, the Clinical Coordinator visits with each principal each semester to ensure that partnership interests continue, and use this opportunity to discuss scope of experiences and timelines, review assessments relative to those experiences, and mutually decide on qualified cooperating teachers and appropriate supervision for EPP candidates. To avoid excessive invasion on P-6 school personnel, these one-to-one discussions and decision-making on formal agreements are welcomed by partners.

The EPP and its partners (TEPAC) are exploring more formal ways to strengthen its partnership with community schools that have been long underserved. These discussions have culminated into a draft agreement to be presented to the NYC Department of Education. (see **Evidence #6: MOU proposed by TEPAC for an agreement with the New York City Department of Education).**

(3) *What are the expectations for candidate entry, preparation and exit that are mutually agreed upon between the EPP and school partners?*

EPP Response
The EPP's "Need to Know" document, developed with TEPAC partners clearly outlines the expectations for candidate entry, preparation, and exit, conditions that are mutually agreed upon between the EPP and school partners. TEPAC meetings are based on the expectation of graduating high quality teacher candidates. An area of collaboration that focuses on teacher preparation and readiness for the profession is the school-partner led PD activities on the Danielson Framework, as well as Mock Interviews with student teachers and principals prior to program exit. (see **Evidence # 7: Need to Know; Agenda on Danielson PD; and Documentation on Mock Interviews).**

Title: Clinical Educators

A. Evidence in need of verification or corroboration

(1) Supervisory resources and professional development opportunities are available on-line to ensure access to all clinical educators.

EPP Response

Supervisory resources are available online to provide access to all. The Cooperating and College Supervisor Handbook is hand delivered and sent via e-mail to ensure online access to cooperating teachers. Additionally, college supervisors receive their handbooks via SharePoint, an online college web-based platform for warehousing pertinent Medgar Evers College documents according to College Sector, School, or Department. With the introduction of Chalk and Wire as the EPP's continuous assessment and storage platform, all assessment instruments (rubrics, rating sheets, etc.) will also be available and easily accessible for all, including clinical faculty, cooperating teachers, and candidates.

B. Excerpt from SSR to be clarified or confirmed

(1) Standard 2 (p.21): "School based faculty are selected for clinical practice using a rating of "Highly Effective" or "Effective" on the Danielson Framework of Teaching, which is based on InTASC, ensuring that cooperating teachers have had a positive impact on their students' learning."

EPP Response

The entire Danielson framework is the NYS system for evaluation of teacher effectiveness, and identifies aspects of what teachers should know and be able to do to improve student learning based on the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. In an effort to ensure that candidates work with and learn from the best teachers, TEPAC, including school partners, agreed that The Danielson Framework ratings be a criterion for selection of partner school-based clinical faculty. The Danielson Framework is also correlated to value-added measures of student learning as defined in INTASC. (see **Evidence #8: Correlation between Danielson Framework and INTASC standards).**

C. Questions for EPP concerning additional evidence, data, and/or interviews

   (1) How are college clinical faculty involved in the co-development and implementation of professional development opportunities?

EPP Response

The EPP is a State approved provider of CTLE PD (Cert #2801). Several partner district leaders use the College to conduct their State designated Professional Development activities, and often request the services of college administrators, expert faculty, including EPP faculty to

facilitate topical workshops for teachers, guidance counselors, parent coordinators, and school leaders. Under the leadership of President Rudolph Crew (a former NYC Schools Chancellor) since 2013, many districts were invited to share their concerns and needs during open forums with Dr. Crew. Based on those discussions, Dr. Crew initiated and implemented the *MEC Brooklyn Pipeline Initiative*: an intentional, seamless collaboration between two formerly separate systems, with a deliberate focus on a central set of interests that serve both institutions on both ends of the educational continuum – K-12 and Higher Education. This arm of the College, though not exclusive to, is most closely aligned with the School of Education and therefore works collaboratively in designing and facilitating professional development opportunities for P-12 Pipeline school partners. Administrators of the MEC Brooklyn Pipeline Initiative are included and actively participate in the EPP's monthly School Meetings. EPP faculty and staff serve on Pipeline planning and evaluation committees, and actively participate in Pipeline-led events. EPP students provide literacy programs for Pipeline Summer Enrichment Programs. Moreover, several of the Pipeline P-6 schools host the EPP's early field and clinical practice assignments, have members on TEPAC and TOC committees, and are employers of the EPP candidates and graduates.

It is the expressed wish of the College's President to have the MEC Brooklyn Pipeline fully infused in the School of Education so that all stakeholders (School Leaders, Parents, Teachers, and Students) can benefit from this eco-systems approach to improving outcomes for these Brooklyn schools. To that end, the EPP faculty will become more involved in the professional development of all stakeholders in this Pipeline system through Parent Academy Workshops, Teacher Professional Development, Leadership Enhanced Training, and focused Student Enrichment Activities. (see **Evidence #9: List of Pipeline Schools; Pipeline Activities – Involvement of EPP faculty and Candidates)**

(2) How are the evaluation data of school based clinical faculty and candidate data shared with all school partners?

EPP Response
The clinical faculty and candidate data are shared at faculty meetings through discussions of the Annual Evaluations, School of Education retreats, TEPAC meetings, college supervisor meetings, and school based clinical faculty meetings with principals and cooperating teachers. (see **Evidence #10: Retreat materials, faculty meetings and TEPAC meetings).**

(3) What is the process of removing clinical faculty when expectations are not met?

EPP Response
Before removing a clinical faculty member, the EPP takes great care in providing mentorship and support if and when misunderstandings arise. Clinical faculty are given an opportunity to rectify any issues during the clinical experience, but are removed when expectations and supportive provisions are not met.

The mediation process includes the following process mediated by the Clinical Coordinator and Department Chair:
-ensure that faculty member read their copy of the College Supervisor and Cooperating Teacher Handbook for Clinical Practice and fully understand his/her role as a clinical supervisor
-meet with faculty member to identify the issue through understanding the faculty member's perspective
-If necessary, model appropriate observation or feedback to candidate (this may require the clinical coordinator or another faculty mentor to visit and conduct one clinical supervision session with the faculty
-conduct interim meetings with faculty member to support their developing understanding
-have meetings between candidates and college supervisor to mediate differing understandings

In the event that the mediation process does not rectify the situation fully, and results in a formal written complaint by the candidate, the cooperating teacher, or school principal, the mediators shall refer the matter to the Dean with their recommendation to reassign or remove the faculty from the assignment. The candidate will be reassigned to another faculty member to complete the clinical experience.

Evidence of below standard conduct by any clinical faculty will be formally documented and placed in their personnel records. These records constitute part of the faculty portfolio that is used for reappointment, promotion, and tenure.

This process is included in the EPP's Faculty Handbook **(Onsite Review).**

(4) Who are the members of TEPAC and how are members selected and how long do they serve?

EPP Response
TEPAC membership is open to any school partner, community educator, cooperating teacher, college supervisor, content area faculty, education faculty or alumni. There is no time limit for membership. Membership changes when faculty resign or are reassigned. Meeting invitations are extended to all partners. (see **Evidence #11: Sample letter sent to TEPAC partners).**

(5) Has the EPP converted fully to Chalk and Wire? Evidence of a revised collection process.

EPP Response
The EPP has not fully converted to Chalk and Wire, but is in the process of converting all rubrics to Chalk and Wire. Assessment reports that were archived in Sharepoint are being uploaded. However, the Assessment Committee has conducted all scheduled trainings of fulltime faculty, adjuncts, cooperating teachers and current cohorts of candidates. Ongoing training will be conducted for new faculty, cooperating teachers and new cohorts of candidates each semester. (see **Evidence# 12: Chalk & Wire Updates).**

EPP Response

The EPP places great emphasis on candidate dispositions for the profession and has implemented several stopgaps to ensure that candidates meet the criteria for professional practice. EPP candidates benefit from a wide circle of mentorship (peer mentors, program faculty mentors, school-based mentors, and concentration mentors, and are given various supports (learning pods, tutoring, professional development, and other student support services) to mitigate the pressures of any rigorous program or life stressors. As such, EPP candidates are resilient, reflective, and committed to learning and growing.

In the event that any candidate fails to meet the criteria set by the EPP for teacher preparation, the process involved in removing a candidate from clinical practice involves mentorship, reinforcing clear guidelines for candidate behaviors, and the monitoring of candidate subsequent behaviors based on the established guidelines. Mentorship is provided from the candidates' college supervisor, Senior Mentor, the Clinical Coordinator and /or the Chairperson of the candidate's department or the Dean of the School of Education.
The Clinical Coordinator and Chairpersons establish and reinforce clear guidelines for appropriate candidate behaviors, and candidate's progress is monitored through the dispositions assessments and cooperating teachers' feedback.

Candidate can be asked to postpone clinical practice until the issue that is the source of the candidate's inappropriate action(s) is resolved **or**
Candidate can be transferred to another clinical site **or**
Candidate demonstrating grossly inappropriate behaviors for the profession can be permitted out of the department/School to another degree program in the College. The candidate receives formal advisement through this process of transferring out to reduce the impact of credit loss. This advisement is conducted by the Chair of the candidate's Department, in consultation with the Dean, Clinical Coordinator and Academic Advisor.

In the event that candidate's behaviors violate school policies, are egregious in nature, and cause the school to initiate formal action (NYCDOE and Police Involved Reports), the candidate will be terminated from the Education program.

Title: Clinical Experiences

A. Evidence in need of verification or corroboration
(1) All candidates have active clinical experiences in diverse settings.

EPP Response

At the end of the 400 hours of clinical engagement at 8-10 different sites during their course of preparation, candidates fully understand that students have diverse abilities, diverse special needs, speak diverse languages, and come from families and communities with diverse

cultures. (**see Standard 1; Table 1.4: Demographics of EPP Partner Schools – Demographics and Alumni Identification)**

The clinical experience begins with observations of teachers or students (i.e. EDUC 501 & 502). However, each clinical experience requires the candidate to become more active.   Candidates progress from merely observing to the more active role of interviewing parents (i.e. EDUC 503). Candidates' first opportunity to develop and implement curriculum enrichment begins with the challenge of integrating a web quest into the existing curriculum (i.e. EDUC 504). Candidates continued active orientated field experiences require candidates to participate in professional development analyzing data with school-based faculty then planning and implementing math and reading interventions for children in Grades K-5 who are struggling (i.e. EDUC 505), and children whose gross literacy development resulted in K-2nd graders identification as at risk for reading failure and placement in Response to Intervention at the Tier 2 level with candidates providing targeted intervention through small group instruction.   These experiences account for the first 100 hours of clinically rich preparation referred by the EPP as the required Early Field Experiences.

In addition, the culminating student teaching experience requires candidates to demonstrate an active orientation towards teaching and learning, which college supervisors, cooperating teachers and candidates are informed of during orientations and specified in early field handbook and all clinical practice handbooks. ECSE candidates practice in at least 3 different settings - Birth – Grade 2 early childhood education and early intervention over the course of two semesters of Clinical Practice. CE candidates practice in 2 different settings – general education and inclusive classrooms at different 1-6 grade levels - lower grade and upper grade during their two-semester clinical experiences. CSE candidates practice in two different settings – specialized special education classroom and inclusive classroom at different 1-6 grade levels during two semesters of clinical practice.

Handbooks on College Supervisor and Cooperating Teacher, Early Field Experience, Clinical Practice Handbooks for the Childhood Education, Early Childhood Special Education, and Childhood Special Education degree programs are available for on-site visit.

B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How are data across individual candidate placements tracked to ensure placement in diverse settings

EPP Response
Data across individual candidate placements is tracked in two ways. Data is tracked through the registrar, which records whether the requisite reflective assignment and hours were completed. A grade of P means that the submission or performance criteria were adequate

and the requisite field experience hours were completed. The specific quality of the performance or assignment is specified on the course level assessments of Key Learning Experiences, and tracked through the completion of an Assessment Report stored in SharePoint and available to Department faculty each semester.

Partner schools in Brooklyn are very diverse, and each candidate's placement is documented each semester through placement letters and signed attendance reports from partner school personnel. The Clinical Coordinator ensures that candidates' placements meet the diversity criteria set for each program and maintains spreadsheet records of all candidate placements in the specific settings. Since the programs had small numbers of candidates in its professional programs, this task was easy to maintain. However, the surge in growth during the last two years warranted an improved and more sophisticated data management system to track candidates over time in the various placements. Beginning in spring 2019, candidate data will be tracked using Chalk and Wire as the Assessment Platform. However, assessment reports will continue to be stored in the SharePoint portal for access by the wider College community. **Evidence #13: Early Field Placement Records – Spreadsheets).**

Title: Interviews
(1)   Cooperating Teachers and College Clinical Faculty are available for Interviews by the Team
        TEPAC Council members are available for interviews by the Team

(2)   Student Teachers are available for interviews by the Team

(3)   Field and Clinical Coordinators are available for interviews by the Team

3. Preliminary recommendations for new AFIs
EPP Evidence to Support Preliminary Findings of Area for Improvement
Standard 2, Evidence #2: Component 2.1 - Current signed agreements with P-6 partners
Standard 2, Evidence #14: Component 2.2 – Copies of completed candidate evaluations of cooperating teachers and clinical faculty
See Table 1.4: Component 2.3 – Copies of diverse field and clinical placements of candidates by program (placement records of each candidate – signed placement time logs and clinical letters)
Evidence #15: Revised Rubric Sample based on SPA reports

Response to Formative Feedback and Addendum

CAEP STANDARD 3 – CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

A. Narrative Analysis of Preliminary Findings
B. Evidence that is consistent with meeting the Standard

C. Evidence that is inconsistent with meeting the Standard
1**.** (3.1): The EPP did not verify the committed pool of candidates reflects the diversity of America's P-12 students. Information was not found that demonstrates efforts to know and address community, state, national, regional or local needs for hard- to- staff schools and shortage in English language learning, and students with disabilities

2. (3.2): The EPP did not provide information on group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievements in the top 50% of those assessed.

3. (3.4): The EPP did not provide information how candidates demonstrate the ability to teach to college-and career-ready standards.

4. (3.5): More evidence is needed to verify students can teach at a high standard for content knowledge in their field upon completion

Tasks
Title: Component 3.1

A. Evidence in need of verification of corroboration
(1) Please verify efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage in English-language learning, and students with disabilities.

EPP Response
The EPP makes extensive efforts to know and address national, state, and local needs for hard-to-staff schools and shortage in English-language learning, and students with disabilities. Each semester EPP faculty review shortage areas and shares this information to candidates during orientation. Each year these shortage areas are also discussed amongst EPP faculty and serve as the impetus for the EPP's submission of grants. In the last three years the EPP and teacher candidates have been supported by three separate grants designed specifically to address the needs of "hard-to-staff" schools in various teacher shortage areas. With regards to what we *know* about hard-to-staff schools and shortage areas we have found quite a bit of overlap at the national, state, and local levels:

National and State Needs

According to the USDOE – there are national shortages in the areas of Special Education, English-Language Learning, and STEM. The shortage areas are even greater when you look specifically at New York State. The USDOE has identified 16 shortage areas throughout New York State (Figure 1) and include: Special Education (elementary, middle, and secondary); Special Education (low incidence disabilities); Science; Bilingual Education; the Arts (Dance, Music, Art, Theater); English; Reading/Literacy; Bilingual Education; and Languages other than English.
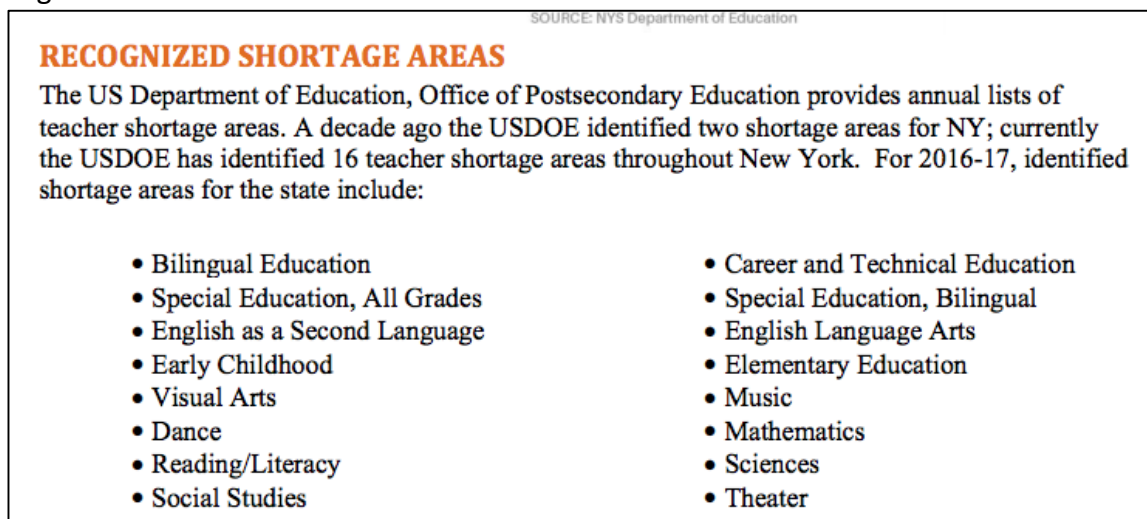

Figure 1: Recognized Teacher Shortage Areas in New York State
(https://www.nysut.org/~/media/files/nysut/resources/2018/2018_10_23_fact_sheet_18_11_teacher_shortage_ny.pdf?la=en)

Local / Community Needs

The NYC DOE has identified four high-need subject areas: 1) Pre-K; 2) Science, Technology, Engineering, and Mathematics (STEM); Bilingual Education and English as a Second Language (ESL); and Special Education (http://teachnyc.net/about-our-schools/high-need-subjects)

In order to address what the EPP has found out with regards to the aforementioned data, we have applied for and been awarded several grants intended to prepare teacher candidates to fill hard-to-staff positions upon program completion. In the last three years the EPP has been supported by the grants outlined below. The CASE grant, funded by the US Department of Education Office of Special Education Programs was designed to support teacher candidates and prepare them to teach children with low incidence and other disabilities in diverse urban settings. The e-CASE grant provided further support to additional cohorts of teacher candidates to ensure preparation to teach children with low-incidence disabilities in urban communities. An additional component to the e-CASE grant was to enhance candidate preparedness to teach English-language learners by providing candidates in the program with foreign language extension courses, whereby they take Levels 1 to 4 in a foreign language instead of the Levels i1 and 2 required for their degree programs. The grant project also provides additional coursework and learning experiences in the Arts so that candidates acquire advanced skills in planning and teaching Arts Integrated lessons for P-6 students. Both extensions were designed

to address national, state, and local needs. The MBK TOC grant is designed to address the shortage areas related to STEM. Each grant project is summarized below:

1) Change Agents for Special Education (CASE) Program (Performance Period 01/01/2013 - 12/31/2017): The CASE Project was designed to increase the number of State-certified teachers from underrepresented groups with enhanced evidenced-based early intervention and instructional knowledge, skills and dispositions to serve infants and toddlers with **disabilities in diverse urban settings**. The CASE grant also set forth to increase the number of State-certified teachers from minority underrepresented groups with enhanced evidenced-based intervention and instructional knowledge, skills and dispositions to provide high quality instruction across core curriculum areas (language arts, mathematics, science and social studies) for elementary school-aged children with **low incidence disabilities to improve their learning and developmental outcomes**. The outcomes of this CASE grant is summarized the **CASE Grant Report (See Evidence #1).**

2) Change Agents for Special Education Enhancement (e-CASE) Program (Performance Period 06/01/2016 – 05/31/2021): The e-CASE Project was developed in **response to the need for highly qualified special education teachers for students with low incidence disabilities in the nation's early childhood settings and public schools**. It was also developed to **prepare more teachers with expertise in foreign languages and arts integration for early learners, as extensions to our BA degree dual-certificate programs in the MEC Education Department**. This project was conceived in response to the challenges faced by our high need schools in effectively educating large populations of English language learners. Finally, it was developed to improve candidates' practical skills in serving young children and elementary students with low incidence disabilities. The grant will provide tuition support ($6,000) for candidates to complete additional coursework leading to extension certification in two areas: The Arts and Foreign Languages. It also provides a $2,500 stipend to be distributed over the two semesters of clinical practice, as well as enhanced preparation through specialty workshops and other project activities such as mentoring, professional organization engagement and collaborative initiatives**.** The outcomes of this e-CASE grant is summarized the **e-CASE Grant Report (See Evidence #2).**

3) My Brother's Keeper Teacher Opportunity Corps II (MBK TOC) Scholarship (Contract Period 09/01/2016 – 08/31/2021): The purpose of the MBK TOC II Scholarship is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers. The Teacher Opportunity Corps II program recruited and is using a clinically-rich model in preparing 50 teachers in one of the three nationally accredited specialty degree programs through its work with ten focus school partners: five schools in Brooklyn and five focus schools in Buffalo. It includes instructional strategies designed to meet the learning needs of students

identified as **"at risk"**. The project incorporates the use of mentors and other high quality support systems for pre-service and new teachers that are designed to ensure a lasting and positive effect on classroom performance; Reflects current research on teaching and learning; culturally and linguistically relevant teaching; youth development; restorative practices; and **STEM** concentrations through the elementary school levels; Integrates a clinically rich pre-service model with extended early field experiences in the focus schools as well as a two semester clinical practice experience: one semester in Buffalo partner schools and one semester in Brooklyn partner sites. TOC candidates will work specifically with these high-needs schools to help them address the recurrent teacher shortage areas, and foster retention in teaching by highly qualified individuals who value diversity and equity. Specific features of the TOC project is the establishment of 2 Teaching Academies (one in Brooklyn and one in Buffalo) where mentoring and professional development activities are hosted each year; access to school administrators and master teachers as mentors; opportunities to consistently engage in routine classroom activities with mentor teachers to improve student learning in these specific settings.

The abovementioned grants have been a driving force behind the EPP's efforts to address national, state, and local needs for hard-to-staff schools and shortage of teachers to teach students with disabilities. Hard-to-staff schools generally include high-poverty inner-city schools or rural schools that, as a consequence of their location in economically depressed or isolated districts – districts tend to lack the amenities with which other districts attract teachers. Hard-to-staff schools differ from their peers in several respects. They tend to have higher percentages of students who are performing below grade level on end-of-grade tests. They have higher percentages of students who are eligible for free lunch and who are ethnic minorities. The data in **Table 3.1a** highlights the EPP's efforts to address teacher shortages in hard-to-staff schools by summarizing current placements of graduates that received funding from the abovementioned CASE grant. The data are disaggregated by program (only students enrolled in the Childhood Special Education or Early Childhood Special Education programs were eligible to receive CASE funding).

Additional efforts are made by the EPP prepare candidates to teach in shortage areas by specifically choosing partner schools that have larger than average (national, state, and local) population of students with regards to English-language learning, and students with disabilities. **Table 3.1b** highlights demographic data of our partner schools. In the "Demographics of TOC Partner Schools in NYC and Buffalo" table, it can be seen that six out of nine of the TOC partner schools have a higher percentage of English Language Learners compared to both New York State and National averages. In addition, all nine of the TOC partner schools have a higher percentage of students with disabilities compared to both New York State and National averages.

B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How does the EPP know and address the needs for hard-to-staff schools and shortage in English-language learning, and student with disabilities in the districts they serve?

EPP Response
The EPP serves the NYC school districts located in Central Brooklyn **(see Standard 1; Table 1.4**: **Demographics of EPP Partner Schools**. In order to know and addresses the needs of these districts (13, 14, 15, 16, 17, 18, 23) we refer to the NYC DOE website (https://www.schools.nyc.gov/about-us/reports/doe-data-at-a-glance) The high-need subject areas in our districts are the same as the high need areas around NYC: 1) Pre-K; 2) Science, Technology, Engineering, and Mathematics (STEM); Bilingual Education and English as a Second Language (ESL); and Special Education. **Table 3.1c** summarizes demographic data for two districts served: NYC District 17 and Buffalo, while **Table 3.d** provides a summary of the performance achievements of the EPP's district partner schools.

The EPP is able to further ensure knowledge and understanding of the needs of schools within our district through monthly meets with **Teacher Education Preparatory Advisory Council** (TEPAC). The main task of TEPAC, as its name suggests is to seek input from EPP partner P-12 teachers and/or administrators on candidate preparation in order to competently prepare future teachers to grapple with 21st century pedagogical initiatives, develop or refine the criteria for entry/exit into clinical experiences, provide practice based curricula innovations, review criteria for cooperating teacher selection, and candidate entry and exit criteria. TEPAC meetings are held four times per year to keep abreast of partner school needs – the EPP can hear first- hand about the needs of schools in the districts we serve. In addition to finding out the needs of schools in our districts – the EPP collaborates with the TEPAC in developing appropriate responses to the needs of schools. Below is the list of continuous improvements made by TEPAC:
Made suggestions for improving the Early Childhood Special Education Rubrics, specifically to provide examples of the standards as it is applicable to in the Summary sections.

- Made suggestions for improving the Early Childhood Special Education Rubrics, specifically to provide examples of the standards as it is applicable to in the Summary sections
- Change the lesson plan outline for toddlers under four years old
- Grappled with ways to introduce candidates and students to integrated learning because curriculum developers have not produced the requisite materials
- Reviewed the integration of INTASC headings to rubrics
- Grant writing for technology
- Attending professional development at least once per semester

The EPP has made additional efforts to know and address the needs for hard-to-staff schools and in shortage areas in the districts of Central Brooklyn by closely collaborating with the MEC Pipeline Initiative, a college-wide initiative prepare students of Central Brooklyn for K-12 academic achievement. **Fig. 3.1** lists the elementary and middle school pipeline schools.

Title: Component 3.2
A. Evidence in need of verification of corroboration
(1) Provide information on group average performance on nationally normed assessments or substantially equivalent state-normed assessments of mathematical, reading and writing achievement in the top 50 percent of those assessed.

EPP Response: The EPP must operate under the guidelines of Medgar Evers College (MEC) and The City University of New York (CUNY) – MEC is an open-enrollment institution and therefore does not require students to take any specific national assessment for admissions. Furthermore, because the EPP enrolls students from the AA program at MEC the EPP is prohibited by CUNY to use any specific exam to determine enrollment to our bachelor-level programs.

B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How does the EPP collect data related to group performance on nationally normed assessments or equivalent state-normed assessment of mathematical, reading and writing achievement?

EPP Response: Not Applicable (see above – 3.2 A)

Title: Component 3.4
A. Evidence in need of verification of corroboration
(1) Provide information how candidates demonstrate the ability to teach to college- and career-ready standards.

EPP Response
The New York State P-12 Common Core Learning Standards for English Language Arts and Literacy (https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy) identify grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness but it should be noted that these are specific reading, writing, listening, and language standards and not college- and career- ready standards. The EPP ensured that candidate lesson planning and implementation during clinical practice demonstrate skills and commitment that will assure P-6 students develop competencies that lead to rigorous college- and career readiness. Data has been collected by the EPP to keep track of several key NYS standards that correspond to the College and Career Readiness (CCR) anchor standards. Candidates' ability to teach to these standards are summarized below.

During lesson planning, candidates focus on the developmentally-appropriate New York Learning Standards (Common Core Learning Standards and Next Generation) in the critical academic areas for their grade levels. Moreover, these Standards are aligned to the subject-area professional standards for P-6 learners. For example, candidates align the grade level CCLS or Next Generation Standards for Mathematics, citing the specific performance goal of the lesson with NCTM corresponding standards. EPP candidates also plan curriculum units that are interdisciplinary and multimodal (ECSE), or integrated across disciplines (CSE/CE) to promote higher order thinking and problem solving skills among all students, including ELLs and students with disabilities. For example, CE/CSE candidates plan integrated lessons of mathematics and science, or ELA and Social Studies, but also include components of each discipline in the lessons **(see Standard 1: Evidence #5: Sample curriculum units by program area)**. An important element in EPP candidate lesson planning and instruction is reading and writing across the disciplines.

Instructing students in content areas require that candidates use everyday real-world situations to engage students in developing communication skills using academic language. These instructional activities also foster students' use of and skill in technology. Candidates utilize smart boards, computers, and iPads during instruction as well as innovative teacher-made materials and resources for their students. Candidates first demonstrate these skills in engaging learners in technology-enhanced and creative lessons during the early field experience – EDUC 504: Webquests, which is designed and implemented at Transition Point 1 – Entry to the BA program **(see Standard 1, Evidence # 6: Samples of Webquest Projects by program area)**.

B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
 (1) How do candidates demonstrate the ability to teach to college- and career-ready standards?

EPP Response
The EPP ensured that candidate lesson planning and implementation during clinical practice demonstrate skills and commitment that will assure P-6 students develop competencies that lead to rigorous college- and career readiness. **Table 3.4a** summarizes the ability of candidates to teach to key NYS standards that correspond to the College and Career Readiness (CCR) anchor standards. It should be noted that 100% of candidates that addressed CCR standards did so at a competent or exemplary level (i.e., their students met the objectives listed in the table below). It can be seen in the table below that the vast majority of candidates have demonstrated an ability to teach to NYS standards that correspond to the College and Career CCR anchor standards.

It should also be noted that 100% Clinical Practice candidates teach lessons that are either interdisciplinary (Childhood Education and Childhood Special Education Programs) or integrated (Early Childhood Special Education Program). This is important considering the fact the CCR

anchor standards specify the importance of integrating various texts and materials (e.g., history, science, math, etc.) for building a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

Title: Component 3.5
A. Evidence in need of verification of corroboration
(1) Verification that students upon completion can teach at a high standard for content knowledge in their field.

EPP Response
The EPP ensures that candidates upon completion can teach at a high standard for content knowledge in their field.

One way in which the EPP examines candidates' ability to teach at a high standard for content knowledge is to see the **impact of graduates** in the classrooms in which they teach.
The EPP also uses **Licensure Examinations** to help verify that students upon completion can teach at a high standard for content knowledge in their field. Another way the EPP verifies candidates' ability to teach at a high standard for content knowledge upon completion is through **employer surveys** – used annually for alumni with 1-2 years of teacher employment. The EPP also recently utilized the Danielson Annual Evaluation completed by their school administrators to assess teacher effectiveness. These instruments help the EPP compare what teachers say they know and can do, against what their supervisors report they know and can do.

B. Excerpt from SSR to be clarified or confirmed: N/A

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How does the EPP verify that students upon completion can teach at a high standard for content knowledge in their field?

EPP Response
One way in which the EPP can examine candidates' ability to teach at a high standard for content knowledge is to see the **impact of graduates** in the classrooms in which they teach. The EPP used representative sampling data across all three programs to gather data on the impact of completers/in-service teachers on student learning and progression. This approach is also used because the EPP does not have access to individual P-6 students' standardized test results. A sample of 12 in-service teachers (alumni) across the three programs: 2 CE; 6 CSE, and 4 ECSE were tracked using specific dimensions of the alumni survey (2015-2017). Completers worked in a variety of classrooms from PK to Grade 5. One element of the survey inquired about academic progress of P6 students: How many moved or did not move up in grade levels in reading and mathematics. **Table 3.5a** shows that survey respondents (n=12) successfully impacted students' learning. Most of the teachers (83%) reportedly worked with students who

needed to repeat 1-2 grades. Although the survey data does not provide disaggregated results of P-6 students' performance, alumni reported that they were able to help students in their classes move up 1-2 grades in reading.

Furthermore, the EPP examines value-added assessment to understand the impact of program completers. Baseline and benchmarks are assessed using comparisons across School, District and State-level performances of students' achievement over time. **Tables 3.5bi and 3.5bii** reflect student learning outcomes in settings where student performance on state and national assessments serve as benchmarks for employed graduates' impact in these grades and schools during their professional teaching. School report cards (including schools where graduates) were teaching grades 3-6. The majority of candidates completing the programs (2015-2017) were CSE and ECSE candidates; there was only 1 CE completer. Data therefore, are proportionally representative of the EPP's practicing teachers. MEC 2015 - 2017 in-service teachers (N=6) are impacting the learning of 83 students. Most of the graduates (67%) are working in specialized special education settings, while the remaining 33% are serving in Inclusion settings, giving credence to the dual certification preparation they received from the EPP. In ELA and mathematics, 67% of the schools show growth in student performance from its previous year. While there was year- to-year growth, growth was lower than that of the comparable districts. In particular, the growth in two of the six schools in mathematics was higher than their respective district performances. Completers made an impact on the learning of their students in both ELA and Mathematics in all except for one or two schools. As new teachers, their ability to change the trajectory for learners in urban schools provides evidence that completers are adequately equipped to teach diverse learners, and they are able to positively impact student learning and development, classroom instruction, and schools. The fact that most completers contribute to the achievements of their schools by increasing student outcomes, including students with exceptionalities in ELA and Mathematics, year-to-year is commendable. To gain more insight on completers' impact on P-6 students' performance, see Action Plan.

The EPP also uses Licensure Examinations to help verify that students upon completion can teach at a high standard for content knowledge in their field. State certification assessments are used as an external measure of program *c*ompleters' (2015-2017) application of knowledge, skills and dispositions and their readiness for their careers (Table 4.2a). Disaggregated performance on these State licensure assessments by program are found in CAEP Standard 1. Among test-takers (2015-2017), the EPP was above the 80% pass rate on all certification examinations. Fully certified candidates who passed all their exams (n=26) are employed in schools and settings in the areas for which they were prepared. Although, the EPP's overall pass rates (2015- 2017) ranged from 81% -93%, test taking rates declined from 93% in 2015 to 70% in 2016, but increased to 91% in 2017. Test takers who passed the examinations have the requisite competencies as teachers. Compared to many institutions in CUNY, the EPP's test taking rate is higher at program completion. What is also noteworthy is that the MEC program completers were among the strongest performers on the edTPA, which evaluates candidates' teaching skills from video clips and commentaries - an authentic assessment of teaching skills. MEC's 2015 teacher cohort exceeded its target with an 80% pass rate on edTPA; over 60% of

them scoring at Mastery. When compared to other CUNY programs, MEC candidates made this accomplishment at the Bachelor's level compared to most CUNY candidates at the Master's level. An example of this performance is reflected in the CUNY-wide Teacher Education Dashboard in **Table 3.5c**.

The EPP also issues **employer surveys** – used annually for alumni with 1-2 years of teacher employment. The instrument helps the EPP compare what teachers say they know and can do, against what their supervisors report they know and can do. The EPP has a high response rate of the employer surveys: 81% (2015); 78% (2016); and 83% (2017). Forty (40) employers responded on the competencies of 42 EPP employees, with frequencies in two instances. Employer ratings on completers (2015-2017) represent completers in their respective schools (certified or uncertified) and the means of employer ratings **(reference SSR – Standard 4: Table 4.2c).**

The majority of the EPP program completers were rated as effective in serving students in childhood and early childhood special education settings. The range of means across the 14 domains was 1.1 to 2.0 on a scale where 1.0 was highly effective and 2.0 was effective. The highest ratings were on Communication (1.1) and Diversity (1.3). Employers' ratings on the lower spectrum (2.0) were in the domains of Critical Thinking, Learning Environment, and Professional Role.

Completers are effective teachers who demonstrate the knowledge, skills and dispositions to communicate effectively with diverse learners. The fact that the completers represented the two special education dual certificate programs and were employed in settings that served students with disabilities fulfills the goal of the EPP to prepare candidates with the professional and pedagogical knowledge, skills and dispositions to serve students in high need and marginalized schools in our urban communities. The EPP recognized the importance of building on candidates' knowledge and skills in lower performing areas such as their ability to model and engage students in critical thinking and creative work, demonstrating more effective classroom management skills, and assuming their roles as advocates for their students, which are important details garnered from the results of these surveys **(reference SSR -Standard 3 - Action Plan)**.

During its annual assessment review in Dec 2017, the EPP realized that the survey instrument used did not request respondents to disaggregate data to detail P-6 student performance and learning outcomes, but focused more on quantifying number of students who were below grade level and the number of those students who improved. Reflection on the results showed that while completers were reporting that they had impacted student learning, there was a need for more detailed evidence of P-6 student learning progression and outcomes in the critical academic subject areas of Reading and Mathematics. The EPP and its partners then revised the instrument and added four additional questions to capture this data. **(See Standard 3, Evidence #3: Revised Alumni Survey – Questions 28-31).** This revised instrument is being administered now, using an online version, with responses due by end of Spring 2019.

Finally, prior to completion candidates have also demonstrated to teach at a high standard of content knowledge in their field. In **Table 3.5d**, preliminary data from 2016 – 2017 show that the EPP's candidates had a positive impact on facilitating reading improvements for between 37% to 75% of 40 K-2 students and between 50% to 90% of 28 2nd and 3rd graders in one pipeline partner site. These data indicate that the EPP's candidates are able to use assessment tools to measure student performance and develop and use research-based practices to facilitate reading among struggling young learners.

3. Preliminary recommendations for new AFIs including a rationale for each
There is no evidence of how the EPP recruits students that will specifically help them address community, state, national, regional, or local education needs for hard-to-staff schools and shortage in English –language learning, and students with disabilities (component 3.1)

EPP Response
The EPP makes extensive efforts to know and address national, state, and local needs for hard-to-staff schools and shortage in English-language learning, and students with disabilities and these efforts have been outlined above in component 3.1.

Response to Formative Feedback and Addendum
CAEP STANDARD 4 – PROGRAM IMPACT

1. Preliminary Analysis of Findings
A. Narrative analysis of preliminary findings
B. Evidence that is consistent with meeting the standard

C. Evidence that is inconsistent with meeting the standard
Table 4.1a: Survey data does not provide disaggregated results of P-6 students' performance

2. Tasks
Title: Rationale for EPP's conclusion that completers are having a positive impact on student Learning

A. Evidence in need of verification or corroboration: N/A

B. Excerpt from SSR to be clarified or confirmed
Standard 4 (page 39) "Although the survey data does not provide disaggregated results of P-6 students' performance, alumni reported that they were able to help students in their classes move up 1-2 grades in reading."

EPP Response

During its annual assessment review in Dec 2017, the EPP realized that the survey instrument used did not request respondents to disaggregate data to detail P-6 student performance and learning outcomes, but focused more on quantifying number of students who were below grade level and the number of those students who improved. Reflection on the results showed that while completers were reporting that they had impacted student learning, there was a need for more detailed evidence of P-6 student learning progression and outcomes in the critical academic subject areas of Reading and Mathematics. The EPP and its partners then revised the instrument and added four additional questions to capture this data. **(See Standard 3, Evidence #3: Revised Alumni Survey – Questions 28-31).** This revised instrument is being administered now, using an online version, with responses due by end of Spring 2019.

Title: Component 4.4
A. Evidence in need of verification or corroboration
(1) Verify how the Employer Satisfaction data and the Completer Satisfaction data are shared and analyzed.

EPP Response
Collected surveys are analyzed by the EPP's Assessment Committee (3) and presented to the

entire faculty during its Departmental Meetings for review and discussion. Emanating from these discussions are ways in which challenging areas can be further addressed in programs, courses, or learning experiences **(see Evidence #1: Minutes from Departmental Meetings)**. An additional checkpoint is sharing these data at TEPAC Meetings for review and feedback, including feedback on EPP faculty proposed recommendations **(see TEPAC Minutes – Standard 2; Evidence #10).**

(2) Verify the EPP Administers the Alumni Surveys to completers between nine months to one year after exit from the program.

EPP Response
Verification that administration of surveys to completers is provided based on the EPP's assessment timelines can be found in the following pieces of evidence:
Evidence #2: (1) Letters to Graduates with Surveys; (2) Alumni Dinner & Attendance

B. Excerpt from SSR to be clarified or confirmed
(1) Page 45 "The EPP uses these results with TEPAC, to refine and calibrate the instruments even further" (p45).

EPP Response
TEPAC provides useful feedback to the EPP on ways to refine its assessment instruments in order to achieve data that are valid and reliable. Calibration of the instruments included piloting of the instruments with random groups of students, completers, employers and school partners to ensure that the academic language used and the operational definitions of criteria are clearly understood, and that dimensions can be accurately measured (rated) by all participants. During those meetings, TEPAC members provide feedback to the EPP that resulted in changes and adoption of the final iterations of the EPP's assessment instruments.

(2) Page 45 "The survey instruments used for graduates, alumni, and employers are among those tools that provide useful information to guide the EPP in continuous improvements of its programs" (p45).

EPP Response
During the EPP's Assessment Review Meetings and Retreats, faculty and TEPAC members look at results presented by the Assessment Committee to discern performance trends among its candidates and programs. In particular, data that show challenging areas of performance are discussed with the end goal of devising strategies to address performance deficits. It is as a result of these ongoing reviews and discussions that the EPP continues to refine, add, and strengthen learning experiences to improve preparation outcomes. An example of using the results of surveys to improve programs was the finding that some graduates, particularly in the Special Education programs (CSE & ECSE) reported having challenges with meeting the needs of ELLs. The EPP was able to secure a federal grant (OSEP) specifically to support students

completing extension courses in Foreign Languages, during the summer and winter intercessions. A group of senior candidates taking the extension courses in French will complete their final course requirements in a summer immersion program in France in the summer 2019. The extension courses and immersion experiences are paid for by the grant.

In addition, the EPP's methods courses across programs were also strengthened to increase the focus on ELLs. Moreover, the recent addition of another faculty member with expertise in linguistics and teaching ELLs will provide candidates with enhanced opportunities to improve their preparation in meeting the needs of ELLs.

With regard to completers' challenges in assuming professional and leadership roles, the EPP's establishment of two Teaching Academies – one in Brooklyn and one in Buffalo provides ongoing professional development opportunities for candidates and graduates. These PD workshops bring together our candidates and alumni with other master teachers, school leaders, and national experts on topics such as Culturally Responsive Pedagogy, Implicit Bias, and Social and Emotional Learning, among others **(see Evidence #3: Agendas of Professional Development Workshops).**

C. Questions for EPP concerning additional evidence, data, and/or interviews

Interviews
A. Evidence in need of verification or corroboration
> The EPP's faculty (fulltime and adjunct) and content area faculty (English, Mathematics, Social Sciences, Science, and Psychology) are scheduled for interviews by the Team

> The EPP's 2015-2017 program completers are scheduled for interviews by the Team

> The EPP's School Partners/ Employers are scheduled for interviews by the Team

3. Preliminary recommendations for new AFIs including a rationale for each: N/A
4. Preliminary recommendations for new stipulations including a rationale for each: N/A

Response to Formative Feedback and Addendum
CAEP STANDARD 5 – PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, AND CAPACITY

1. Preliminary Analysis of Findings
A. Narrative analysis of preliminary findings
B. Evidence that is consistent with meeting the standard

C. Evidence that is inconsistent with meeting the standard
5.1: The EPP did not verify assessment timelines and multi-subject exams data by program have been added to Tables (Evidence File 38)
5.3: The EPP did not produce examples of course-level data collection (Evidence File 28) based on individual assessment and key learning experiences outcomes.
5.2: The EPP did not provide evidence of quality assurance assessment for candidate evaluation

Tasks
Component 5.1
A. Evidence in need of verification or corroboration
(1) Verify that assessment timelines and multi-subject exams data by program have been added to Tables (Evidence File 38)

EPP Response
See **Figures 5.1a and 5.1b** for EPP's Internal and External Assessment Timelines.
Table 5.1c provides the Multi-Subject Exams Data Tables disaggregated by program.

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How does the EPP establish assessment timelines and use multi-subject exams data to improve programs?

EPP Response
Assessment Timelines/Calendars were established based on reporting cycles for both internal and external assessments.   On receiving external examination reports, the Assessment Committee, as well as program advisors, review individual reports to identify any trends that require attention.   These results are shared and discussed during departmental and School meetings to make decisions about improvements in preparation. Decisions generally focus on course- and program-related, as well as enhancement workshop preparation in order to intentionally address any gaps in knowledge and skills among candidates.

Furthermore, the assessment timelines also ensure that the EPP's operational needs are also addressed at the time of College-wide budget calls, so that resources are allocated based on the EPP's data-driven reports. For example, results of candidate performances on the CST – Math Component in 2015 and 2016 indicated a need to strengthen mathematical abilities of candidates, particularly across the sub-content areas. Table 5.1c shows that in 2017, 100% of candidates performed at or above average on Competencies 1, 2, 4 on the Multisubject Math

component compared to performances for 2015 and 2016 completers on those content areas. However, an area of concern among the 2017 passers were the percentage of below average performances on *Competency 4 - Instruction in Mathematics* and the *Constructed Response* essay, indicating the need for continued resources to support academic writing, Math Labs, as well as focused tutoring (one-to-one and small group). Some of these measures are already instituted by the EPP; with additional resources allocated by the Office of Academic Affairs, and the School of Education Dean's Budget. The national, as well as citywide challenge in mathematics proficiency highlighted by the EPP in its School of Education proposal to CUNY, also prompted financial support from the University to strengthen mathematics education at the College.

Continued implementation of these support services and interventions also dictate a longer time period for preparation, hence the movement of the prescribed taking of the Multi-Subject Test by EPP candidates from the junior year to the senior year of candidate preparation.

Component 5.2
A. Evidence in need of verification or corroboration
(1) Provide evidence of quality insurance assessment for candidate evaluation
5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

EPP Response
a. EPP's quality assurance system relies on RELEVANT measures
The School of Education (EPP) assessment system relies on relevant measures. Relevancy is established through content validity.   The EPP at Medgar Evers College aims to prepare all stakeholders with the requisite knowledge, skills and attitudes to positively transform their own lives and the lives of others in communities and societies that have been long underserved and underrepresented in progressive education and sustainable careers.   The EPP's quality assurance system is guided by its mission to prepare change agents for urban schools, and is continually enhanced to support current findings in the field.

Relevancy is the content validity assessments, which was conducted to ensure that measures are representative of the standards that are intended to be measured. (Please see chart below). To date content validity has been established for major key assessments that are applicable across programs.   The EPP notes that although the content validity is acceptable having a range from .74 (moderate validity) to .95 (strong), the EPP, once Chalk and Wire implementation is complete will hold discussions and conduct an item analysis of the rubrics wherein the validity is moderate.

CONTENT VALIDITY	
EDUC 311/505(Struggling Reader)	.76
EDUC 312 (Guided Reading)	.84

EDUC 381 (Reading Intervention)		.74
EDUC 315 (Modified Math Lesson)		.78
DISPOSITIONS		.95

Our quality assurance system addresses the urgent and immediate needs of our stakeholders, therefore, in the EPP's efforts to ensure continued relevancy that course content is representative of the standards, we have determined that content validity has to be periodically determined. Content validity is established through experts in the field, such as but not limited to first faculty, and then TEPAC members who are experts in the related disciplines.

The establishment of relevancy has been an on-going process. The EPP in collaboration with its stakeholders established a set of eight standards and goals to actualize its mission, thus ensuring that there is consistency in how all entities conceptualize candidates' preparation and measure performances. These standards were developed and refined over time during periodic retreats, faculty meetings, and forums with the wider professional community characterized by the Liberal and Science faculty, P-6 teachers and administrators, alumni, and community representatives (TEPAC), all of whom are committed to increasing success for students **(see Table 5.2.1: EPP Performance Standards and Goals).**

The Performance Standards are reflected in coursework, field and clinical experiences and are included in all syllabi. They address the diverse needs of the learning communities we serve. Furthermore, coherence between the EPP's Performance Standards, INTASC, and SPA standards are also evidenced in the relationships between coursework, early field and clinical requirements, the EPP's operations, and program quality to ensure that measures are relevant. **Table 5.2.2** provides exemplars of relevance and coherence within the EPP's Quality Assurance system.

b. EPP's quality assurance system relies on VERIFIABLE measures
In addition to the EPP's Candidate Performance Standards, the EPP intentionally utilizes the professional standards in its assessments from its beginning courses and throughout program preparation. Assessment Rubrics are used to provide progression and levels of candidate performance on the Standards. These alignments are done to ensure that measures of the EPP's teacher preparation can be verified against State standards, as well as specialty professional organization standards. Measures are verifiable because rubrics are calibrated and where discrepancies arise, discussions are facilitated to understand and negotiate varying perspectives. Additionally, Inter-rater and intra rater reliability measures were conducted to ensure that the candidates assessments are 'true' representative measures. The EPP has embarked on establishing inter-rater reliability on its Clinical Practice measures and intra-reliability for the rubrics associated with methods courses and field experiences. This has been done annually; however, with the advent of Chalk and Wire this process will be seamless and allow for more accurate and consistent monitoring to determine candidates' 'true' score.

Although we have successfully calibrated rubrics, there remains an ongoing issue with cooperating teachers consistently scoring candidates higher than college supervisors resulting in low inter-rater reliability. See Table below:

2017 INTERRATER RELIABILITY		
ECSE		
IMPLEMENTATION	Cooperating teachers having a higher evaluation consistently to college supervisor	.383 (low)
CSE		
IMPLEMENTATION	Cooperating teachers having a higher evaluation consistently to college supervisor	.0

This consistent issue in the field when there is not enough time to explain answers following clinical practicum observations may be the confounding factor. It is anticipated that the online scoring that Chalk and Wire facilitates will be less time consuming and may contribute to the nullification of the discrepant scores. However, it is suggested that the EPP gets an outside assessment consultant to lead the EPP in more fully analyzing this matter.

On entry into the Professional Program (BA), candidates are required to participate in an Interview with EPP faculty. During this interview, they are asked to discuss topics that measure their level of content knowledge (concepts, subject matter and theories) and pedagogical knowledge (how they would implement what they know). They also share their personal beliefs about debatable topics and how they would respond to and work with others with differing viewpoints. Measures of candidate performance on the interviews are verified by at least three, and in some cases, five faculty members using rubrics, with at least one representative from each of the EPP's BA degree programs. The challenge of assessing inter-rater reliability using multiple raters was addressed in an exploratory analysis assessing the possible range of interrelationships between pairs of raters using a Pearson correlation statistic. Once Chalk and Wire is fully functioning as the assessment platform, the statistic Fleiss Kappa will be used to establish inter-rater reliability for multiple raters.   The BA interviewee composition was 67% Childhood Special Education and 33% Early Childhood Special Education. The range of the bivariate correlations was between .31 (weak correlation) to 6.2 (strong correlation).

Intra-rater reliability provided the opportunity for faculty to compare a random original evaluation of candidate work to a subsequent evaluation. The EPP began to do this for some key assessments, but paused to concentrate on the refining of rubrics to fit the Chalk and Wire structure. Intra-rater reliability was aimed to be completed first for four key assessments; however, only three were completed.   The intra-rater reliability indicates a range from .6 to .97 suggesting that faculty rating of candidates is consistent.

INTRAATER RELIABILITY		
EDUC 311/505(Struggling Reader)		.6
EDUC 312 (Guided reading)		.8
EDUC 381		.97
EDUC 315		(IN PROCESS)

The culminating experience for teacher candidates is the Clinical Practice experience that covers two semesters. Candidate performances in these experiences are measured using both State standards (INTASC) and SPA Standards which continue to be closely aligned to the EPP Performance Standards. The Clinical Practice assessments are conducted by both EPP Clinical faculty and Cooperating teachers to provide a measure of verification. At this level, the edTPA also provides an authentic triangulating source of verification of candidates' ability to teach.

Department Chairs and the Assessment Committee share reports and engage full faculty in discussion and feedback during its semester assessment review departmental and School meetings. Emanating from these discussions are decisions that continue to guide program improvement. This cycle ensures that the EPP's quality assurance system is verifiable.

c. EPP's quality assurance system relies on REPRESENTATIVE measures
The EPP's uses of detailed and descriptive rubrics of its specific measures ensure that grading and reporting of student work is unbiased. All rubrics were vetted by TEPAC and students for feedback. All students receive rubrics for each assignment on their syllabi on the first day of class. Instructors discuss dimensions and performance criteria with students to ensure their understanding of the requirements, and provide substantive feedback to students based on individual or group performances in meeting the standards. Samples of grading and feedback on course assignments, including students work at the four levels are submitted to Chairs and Assessment Committee each semester for review and analyses. These reviews of student work samples against assessment instruments show that the quality of the tools used clearly represented the criteria for performance at the various levels based on the Standards.

d. EPP's quality assurance system relies on CUMULATIVE measures
The EPP's paradigm for its School of Education is aimed at transforming the culture and practice of urban education, by intentionally addressing the challenges facing education from P-16 and beyond. The cumulative approach is the cornerstone of all the research, services, and practices of the EPP's community of learners. It is based on this premise that the EPP's paradigm for its School of Education is aimed at transforming the culture and practice of urban education, by intentionally addressing the challenges facing education from P-16 and beyond.

Since 2002, the EPP's assessment system requires the completion of course assessments each semester. In the cases of courses that are offered once per academic year, the assessments are

submitted at the end of the semester it is taught. The EPP's data analysis is in the form of the semester ending Assessment Report. The suggested improvements are then integrated into methods courses or in the program.

This consistent collection of data ensures that the EPP's assessment system relies on cumulative measures. For external assessments such as the certification examinations, data are collected and analyzed during each reporting cycle. Cumulative data allow the EPP is look at trends in candidate performance over time, and help the EPP to make decisions regarding any persistent challenging trends from cohort to cohort. For example, candidate performances on mathematics courses provide indicators of performance on the mathematics section of the Multi-Subject examination. The EPP uses these data to prescribe candidate readiness for the examination. Based on the results of the math courses data, and to some extent, the Constructed Response segments of the NYSTCEs, candidates are either encouraged to take the test or delay taking the Multisubject math or ELA components until they have participated in the EPP's mathematics and writing assessments and structured tutoring sessions. Reviews of these data over time show that a large percentage of candidates lacked sufficient competencies in mathematics. Another telling indicator provided by the EPP was the data that showed candidates who participated in developmental (remedial) mathematics sessions performed better on the mathematics assessment on the edTPA than candidates who did not require remediation at the onset of preparation.

Secondly, the EPP recently made the decision to move the Multi-subject preparation workshops and test-taking to the last semester of the program, giving candidates more time to engage in tutoring services and close monitoring by the EPP. The results of these changes on the Mathematics component of the Multi-subject exam are to be determined in subsequent years. A similar process is used for the Literacy portion of the Multi-subject examination, where critical reading and academic writing workshops provide the skills enhancements for candidates. The EPP data is therefore cumulative, in that it is collected every year for the same assessments and analyzed. The analysis is in the form of the semester ending Assessment Reports. The suggested improvements are then integrated into methods courses or in the program.

e. EPP's quality assurance system relies on ACTIONABLE measures
Based on the cumulative data discussed above, the EPP was able to implement several strategic interventions. In 2016, the EPP utilized an assessment of Reading and Mathematics for every candidate in its beginning core courses: EDUC 102 and 152. Results of these assessments were used to determine which candidates required additional support and the level of support needed in Literacy and Mathematics. The RtI model was implemented for both Critical Reading/Writing and Mathematics. It was based on these actions that the mathematics tutoring program and learning pods to facilitate students' mastery of mathematical concepts were utilized. Recommendations to candidates to take the certification examinations are then based on their demonstration of mastery of the requisite skills in these two areas. While the numbers of candidates following this prescription is currently small at any given interval, the success rate among test-takers on this path is encouraging. An example of four candidates who participated

in this process in 2016 have all passed the Multisubject Examinations with above average performances in the previous areas of deficits **(see Table 5.2.3: Outcomes of Candidates accessing Mathematics Tutoring)**

Through the tutoring sessions, the students who regularly attended formed an informal learning pod and began to encourage each other. Based on this and their 2017 results from attending tutoring in 2016, the EPP formed study learning pods in fall 2017, and formalized the study learning pods in fall 2018, fully integrating it into the School of Education. Additionally, it was noted in 2016, of the 29 candidates who graduated across degree programs, increased attendance in tutoring was significantly associated (r=.6) with passing 3 or more teacher certification exams.

A second actionable measure taken by the EPP in recent years was the adoption of a more comprehensive data platform to produce more empirical data on its programs and operations to strengthen its assessment system. The EPP's assessment instruments include sections for faculty feedback to candidates. This feedback includes actions to be taken by candidates in their effort to improve their teacher skills, as well as impact on student learning (see sample feedback on CP). These faculty reflections, which are crafted as actions to be considered and taken to improve candidate preparation and student outcomes are a critical component of the faculty data submission that need to be analyzed and tracked in a more systematic way. **(see Evidence #6: Samples of faculty reflections: Course and Program).**

Over the years, the EPP's assessment system relied on the College's platforms for sharing and accessing periodic data and analyses. Data analyses were conducted manually by EPP faculty and stored on Excel spreadsheets and other templates on the College's *Sharepoint* site. While these platforms worked for small programs like ours, the EPP realized that these mechanisms do not provide the level of data required by the EPP, hence, the reason for the purchase of the *Chalk and Wire* Platform in 2018. The EPP is building out its Chalk and Wire Assessment Platform that will allow it to produce more sophisticated empirical data analyses and further improve its ability to review and report trends over time, as well as pilot, implement, and evaluate innovations with all of its stakeholders.

f. EPP provides empirical evidence that interpretations of data are VALID
Due to the small number of professional candidates in each program each year, the EPP did not conduct perform statistical analyses of its data, but rather relied on practical and consistent observations and calibration to test the soundness of its assessments. Calibration provides some measure of consistency, but the EPP realizes that it is not optimum. With the School of Education's improved status, an increase in candidate enrollment, and the implementation of Chalk and Wire, the EPP is now better positioned and equipped to continue to conduct and expand its reporting on content validity as discussed in 5.2a – relevancy of the items to the body of Standards for each degree program. With the recent recommendations from the SPAs to revise the assessment rubrics, the EPP will ensure that its new rubrics, once approved by SPAs, will be piloted and tested for analysis of content validity.

The EPP's measures used over the last five years resulted in data on the specific performances that it required of its candidates as delineated by professional criteria for knowledge, skills and dispositions of our beginning teachers. More importantly, the tools measured performances that specifically demonstrated content knowledge, pedagogical knowledge, pedagogical skills, as well as professional knowledge and skills. The EPP is in the process of setting up Chalk and Wire to provide a cumulative average on pedagogical knowledge, content knowledge and dispositions at each transition point to determine the association between internal assessments and standardized external assessments, namely the NYSTCE certification examinations, to guide its interpretations of the predictive value of its own performance data eventually moving the School of Education to establish predictive validity between its internal and its external assessments.

Another source to be used by the EPP to validate its program performance data is the EPP's completer performances on the Danielson Framework (https://www.danielsongroup.org/framework/.) The Danielson Framework uses four main domains to evaluate teacher effectiveness. The EPP uses its completer performance data on the Danielson and determines the level of association between candidate's performances on the Clinical Practice rubrics as separately evaluated by the cooperating teacher and then by the college supervisor to determine if candidate performances during student teaching are reflective of their performances as professional teachers. Sample data on completer performances on the Danielson show that the majority of its candidates are effective or highly effective teachers. In reviewing their performances during student teaching, the data show that the strongest candidates during Clinical Practice were rated as highly effective first year teachers by their employers. **(see Table 5.2.4: Danielson Framework Correlation with the InTASC Standards – © Danielson Group).**

An example of interrater reliability was determined for the Interview assessment for candidates entering the professional programs, as described below:

Zero-Order Bivariate Correlations on BA Interviews

Candidates interested in entering any of the EPP's BA programs must undergo a group interview process with four (4) to six (6) of their peers. Their performance is evaluated by a panel of three (3) to four (4) professors, with at least one representative from each of the EPP's BA programs (CE, CSE, ECSE). A standard form of a 5-item rubric is used to take notes and rate candidates' responses, which includes items on the quality of their responses to various scenarios and their overall ability to articulate their thoughts and reflectiveness. The 4-point rubric is leveled as follows: 0=Unsatisfactory, 1=Emerging, 2=Competent, and 3=Exemplary.

Professional program entry interviews conducted during the 2016 year were selected as a sample, in which a total of sixteen (16) students underwent the group interview. All forms were examined for any missing values and those missing any values were excluded from the analysis. The data from fully completed forms by each the five (5) participating professors were entered for a total of twelve (12) applicants; thereby yielding a total of sixty (60) items. Data were entered to match each judge's ratings for each of the 60 items (by candidate and by item)

and then analyzed to show overall concordance between the judges on the whole group of twelve (12) candidates. Results appear in **Table 5.2.5: Bivariate Correlations on BA Interviews.**

As shown in **Table 5.2.5**, out of the total ten (10) correlations possible between the judges, nine ((9) were found to be positive and significant with alpha values of .05 or more stringent. Additionally, the strength of the significant correlations was found to range from moderate to quite strong, with *r* values ranging from .305 to .621.   It is also worth noting that though there was one correlation that was insignificant (between Judges 3 and 4), each of these judges achieved positive and significant correlations on their ratings with each of the judges. Overall, results indicated that interrater reliability across all pairs of judges tended to be quite consistently significant and strong on the evaluation of candidates applying to enter the BA program.

g. EPP provides empirical evidence that interpretations of data are CONSISTENT
To ensure that the interpretations of its data are consistent based on its first-hand evidence, the EPP's compares its candidate performances on its internal assessments with its external assessments, namely the NYSTCE certification examinations and surveys. For example, candidate performances on the major academic subject areas are compared to Multi-subject performances on those areas. **(see Table 5.2.6: Candidate Content Area Knowledge – Course Assessments and Multi-Subject Performance).** Data on this chart show that candidates' performances in college content courses mirror their performances on the subject-specific content on the Multi-subject examination. What this information suggest is that candidates earning As and Bs on subject matter coursework tend to score at or above the passing mark on the same subject matter on the Multisubject. Recognizing this consistency encourages the EPP to continue to provide RtI, tutoring, and other support services for candidates struggling with content knowledge mastery.

For a number of years, the EPP used NYSTCE test taking as a diagnostic tool that informed the EPP of individual areas of strength and areas of deficits in candidate performances on those tests, particularly the former Liberal Arts & Sciences Test (LAST) and the ALST, before they were phased out. The EPP prescribed those tests as an entry point measure - for entry to the professional program (end of AA degree requirements) so that subject-specific general education content skills could be ascertained. Candidate performances on these tests was not used as a selective measure for accepting candidates into the BA programs, but rather as a measure to provide interventions, where necessary early in the program. It was after the elimination of those NYSTCEs that the EPP selected and implemented its own diagnostic tests, which is evidence that the EPP's quality assurance measures continue to be practical in their interpretation of data over time, and that these interpretations result in better outcomes for candidates in its programs.

Another source of consistency is in the EPP's completer performances on the Danielson Framework which show that the majority of its candidates are rated as effective or highly

effective teachers. Candidates who earned exemplary ratings by the clinical supervisors and cooperating teachers were rated by employers as highly effective and effective teachers. Similarly, the **Table 5.2.7** shows that candidates who received exemplary ratings during their clinical practice also scored close to or at the mastery level on the edTPA. While these comparison groups are relatively small, they provide windows from which the EPP can make reasonable interpretations from the data. See **Table 5.2.7: Comparison of Employer Ratings with Clinical Practice Ratings & edTPA Scores.**

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) What is the process for annual or semi-annual data collection and data analysis? What changes are you making according to the data?

The processes for semi-annual and annual data collection are clearly outlined in the EPP's Assessment Handbook. At the fundamental level, it requires that each instructor collects data and submit evidence of student learning outcomes each semester. As an initial program, each cohort of candidates is different in many ways. As a result of this, the EPP is continually using its data to address the needs of its candidates, cohort by cohort. Yet, when there are instances where trends appear across several cohorts, the EPP makes more intentional focus on these areas. Mathematics continues to be a challenging content area for many candidates. The EPP's has implemented a Response to Intervention approach to strengthen candidates' mathematics skills, including confidence building workshops that target the affective domain that cripples many students from pursuing mathematics with a positive attitude. Similarly, for students whose native language is not English, critical reading and writing require additional support. The EPP is also providing additional reading and writing tutoring sessions for candidates. These support mechanisms are EPP-operated and are separate from college-wide support services such as the Writing Center and Math Labs. **Details of changes made and implemented were documented in the Action Plan for Standard 5 – SSR Evidence Room: #22**

Title: Component 5.3
A. Evidence in need of verification or corroboration
(1) Produce copies of level data collection with the names removed

EPP Response
The EPP consistently collects and stores samples of candidate work at each level of performance to support its assessment system. The following samples are provided in the Evidence Room and tagged as follows:

1. **STANDARD 1; Evidence #2:** Action Research Projects – Emerging, Competent, Exemplary,
2. STANDARD 1; Evidence #3: Memoir Group Project – SPED/ECSE
3. STANDARD 1; Evidence #4: Lesson Planning by Program Area – CE, CSE, ECSE

4. STANDARD 1; Evidence #5: Curriculum Units by Program Area
5. STANDARD 1; Evidence #6: Webquests by Program
6. STANDARD 1; Evidence #8: Reading Assessment by Program

C. Questions for EPP concerning additional evidence, data, and/or interviews
(1) How does the EPP use the Level Data collection to demonstrate student continuous improvement based on individual assessment and key learning experience outcomes?

EPP Response
At the course level, the EPP continually monitors candidate performances that fall at the Emerging and Unsatisfactory levels of performance, beginning from the first course assignment. At this point, low performing candidates are given written recommendations to address areas for improvement. For example, if candidate demonstrate challenges in critical reading and written assignments, they are referred to the Writing Center and scheduled to attend EPP-facilitated writing interventions conducted by the Developmental Education arm of the School of Education. Moreover, the School hired two writing tutors to support candidates' critical reading and academic writing skills.

With the knowledge that many of our students enter the college with deficiencies in mathematics, the EPP intentionally reinforces the mathematics proficiencies for its candidates through math labs and math workshops, as well as individual and small group tutoring using its Response to Intervention (RtI) strategies. The College-wide Developmental Education Unit is housed in the School of Education and works closely with teacher candidates to ensure they receive the academic and affective skill building supports to master Literacy and Mathematics.

Another area that demonstrates how the EPP uses the level data collection to demonstrate individual student continuous improvement is the clinical experiences. Data on candidate performances on early field experiences inform the EPP about individual candidate's strengths and challenges (areas for improvement). Based on this data, the EPP provides intercession workshops and additional practice experiences to improve candidate skills in readiness for clinical practice. In some instances, depending on the level of performance, candidates are delayed from entering clinical practice for one year and given the support they need to improve teaching skills. Furthermore, from Clinical Practice I, the EPP reviews candidate performances to determine whether they meet the criteria for continuing in Clinical Practice II. Candidates needing skills development may also be delayed from Clinical Practice II. The EPP uses a Conditional Agreement to formalize decisions to individual candidates based on their performances on key learning assessments. **(Evidence #7: Samples of Conditional Agreements).**

3. Preliminary recommendations for new AFIs including a rationale for each.

AFI: *The EPP has not documented that candidate performance measures are "relevant, verifiable, representative, cumulative, and actionable" – Limited evidence was provided.*

EPP Response: See **Component 5.2,** beginning from **p51** for details on the EPP's performance measures.

III Cross-cutting Themes of Diversity and Technology

DIVERSITY

1. Preliminary analysis of evidence from Self-Study Report (SSR)

A. Holistic evaluation of the completeness, quality, and strength of evidence related to diversity

B. Evidence that adequately demonstrates integration of the cross-cutting themes of diversity: Evidence 19

C. Evidence that inadequately demonstrates integration of the cross-cutting themes of diversity: N/A

2. Questions for EPP concerning additional evidence, data and /or interviews, including follow up on evidence inconsistent with meeting a standard (if applicable).

1. How does the EPP define diversity?

EPP Response: Definition of Diversity

The EPP defines diversity as the awareness and understanding of demographic and gender differences, socioeconomic status, and exceptionalities. Diversity also encompasses the knowledge and efficacy needed to work with racially, ethnically, culturally and linguistically diverse student including students learning English as a new language, and students with disabilities. As candidates progress through the program they are expected to demonstrate their knowledge of and ability to plan, teach, and assess diverse learners. From the onset, our foundational education courses introduce candidates to culturally responsive pedagogy, and pedagogy that empowers diverse student groups and populations, particularly those who have been historically marginalized. Candidates engage in critical reading and writing that calls for them to challenge the status quo and become educators who practice the EPP's motto "educate to liberate." Our courses builds upon the notion of preparing educators who are effectively teach diverse students. For example, our field based assignments move candidates from theory to practice, allowing authentic experiences to work with diverse student groups.

2. Describe the activities listed as diversity-related.

EPP Response: Description of Diversity Related Activities
Through a wide range of intense and rich urban field and clinical experiences, as well as course –related activities, candidates are exposed to and work with diverse learners including students learning English as a new language and students with disabilities (Standard 1; Table 1.4a). Data analysis of school demographics shows the schools range in size; small schools had approximately 200 students and larger schools had more than 900 students at the time of placements. Most students at partner schools (above 60%) receive free and reduced lunch. The elementary students at partners reflect the diversity of MEC and the surrounding Brooklyn

community. The course related activities (Standard 1; **Table 1.4a**) show that the EPP's programs provide candidates with opportunities to get to know culturally and linguistically diverse students, use their knowledge of students, to support students' attainment of college and career ready standards by developing lessons, tutoring students one-on-one, developing and implementing intervention experiences, and teaching standards-based and research-based lessons during clinical practice. Candidates complete early field experiences, practicum, and clinical practice where they are able to demonstrate proficiency working with culturally and linguistically diverse learners including students with exceptionalities (CAEP 2.3, 3.1). Candidates are prepared to plan and implement culturally responsive teaching (CRT), courses from the foundational to senior level have a focus on CRT. Thus, candidates receive instruction on CRT theory and are then required to implement such strategies in urban classrooms, allowing for greater depth and breath.

Evidence of the Diversity Related Activities is captured and assessed on various key assessments completed as candidates progress through the program. As described in Standard 1, the Professional Portfolio is a program-specific assessment that reflects CSE candidates' ability to use knowledge of special education content to design learning experiences for P-6 students. The Professional Portfolio is assessed using a Key Assessment Rubric at Transition Point 3 in the EPP's Assessment Plan at the end of candidates' one-year of clinical practice.   One component of the Portfolio is the **Reading Assessment and Instructional Plan**, which aims to build the candidate's skills in assessment for and of learning, data analysis, synthesizing, and comparing and contrasting information obtained from multiple sources. While working with a struggling reader in a P-6 class, candidates use formal and informal assessment instruments to learn about each student as a reader, identify reading difficulties, and develop an intervention/ instructional plan to support the students' literacy development in those deficit areas. Another assignment in the portfolio is the **Guided Reading Lesson Implementation Video and Reflection**. This early field experience requires that students work with small groups of students of 3-6 students identified by teachers as having reading comprehension difficulties. Candidates spend at least **7 hours** working with a small group of students at an assigned site. To apply and demonstrate what they have learned from EDUC 312 – Teaching of Reading II, candidates are instructed to write a reflection assessing their implementation of the lesson plans, which must include assessment data that illustrates students' growth in response to the guided reading lessons. They must complete a pre and post assessment to measure the impact on students and report the results and the impact on P-6. They are further required to interpret the results and reflect on how the data can be used to inform their future practice, while sharing the results of the project with their supervisors and classroom teachers.

As they progress through the program, CE, CSE, and ECSE candidates use assessments across courses and subject areas (particularly in field-based courses) to impact student outcomes. The **Reading Intervention Project** is designed to assess candidates' skills in assessing reading abilities and providing the necessary intervention for students with reading difficulties in inclusive or special education elementary inclusive settings (e.g., beginning readers with reading delays or students who demonstrate characteristics of dyslexia, phonological or orthographic deficits). On completion of the intervention, candidates complete individual

reports of the outcomes of the experience, part of which includes specific recommendations of ways teachers and classroom personnel can continue to incorporate the strategies to improve students' reading skills.

Summary data of overall performance on the **Professional Portfolio** from 2015-2017, reported in Standard 1 of the SSR, reveal that overall performance on **Professional Portfolio** was mostly at the competent and exemplary levels across the three-year reporting period. The evidence provided show that during the period 2015 to 2017 our teacher candidates were able to impact students, including students with exceptional learning needs, who were identified as reading below grade level. Among all groups, the most challenging standard for the three cohorts of CSE candidates was CEC Standard 1 – Learner Development and Individual Learning Differences. CSE candidates continue to meet all the CEC Standards and are able to use evidence to support students with disabilities. The data from the **Reading Intervention Project** show the student learning outcomes from the candidates' implementation of RtI in 2016 and 2017 (Standard 1: **Table 1.4f)** included significant gains in phonological awareness, phonics, and alphabetic principles.   When examining the impact on P-6 students, results of the Word Reading Phases in 2016 showed that 50% to 90% of students in Grades 2 and 3 improved their reading skills following the interventions. Similarly, 37% to 76% of students in Grades K-2 in 2017 demonstrated improved reading abilities post interventions.

The EPP charts the progress of its graduates in impacting student learning outcomes through selected sections of its alumni surveys. The data show that survey respondents (n=12) were able to successfully support students' in their elementary classrooms. Alumni report working with diverse learners including students learning English as a new language, and students with disabilities. Most of the classroom teachers (83%) reported they worked with students who needed to repeat 1-2 grades. Although the survey data does not provide disaggregated results of P-6 students' performance, alumni report that they were able to help students in their class move up 1-2 grades in reading. Most of the MEC graduates (67%) are working in specialized special education settings, while the remaining 33% are serving in Inclusion settings, giving credence to the dual certification preparation and qualification they received from the EPP. Data from alumni surveys show 85% of program completers are working in public schools with ESL students (31%) or students with disabilities or autism (46%). Program completers report working in ICT, Integrated, or CTT settings (46%) with students who had to repeat at least one grade. Those who reported working in GE classrooms (31%) indicated that most of their students are reading below grade level, have difficulties with comprehension, writing, and vocabulary. Most program completers (54%) reported they were able to help their students move up at least one grade level in reading or math, and/or help their students move to grade level in their reading.

Overall, program completers appear to be prepared to work with diverse learners (CAEP Standard 1.1). They work with diverse student populations including students learning English as a new language and students with disabilities in inclusive settings. Alumni report having an impact on P-6 students' performance in reading and math, with P-6 students showing improvement in grade-level performance outcomes.

While it is difficult to tease out the data from the national assessments to show direct links between candidates' contributions to student achievement during the one year teaching experiences in the classrooms, the school district and state data presents a snapshot of the student learning outcomes at grades 3 to 5 in the specific partner schools where CSE and CE candidates taught for their one year clinical experiences. This Outcomes dimension of the **Clinical Practice Assessment** measures the impact of candidate teaching on elementary student learning during the observation of several lessons in academic subject areas, mainly ELA and mathematics. This assessment measures the achievement of students in mastering content from prior knowledge and new content taught during these lessons as demonstrated in samples of students' independent work, as well as candidates' reflection on the student outcomes. With more than 70% of the candidates rated at the competent to exemplary levels in teaching by both college supervisors and cooperating teachers, suggests that our candidates had an impact on student learning outcomes during their one-year of intensive supervised clinical experiences. **Standard 1; Table 1.4a** shows candidate performances each semester on the Outcomes portion of the Clinical Assessment.

Evidence of candidates' ability to plan for, work with, and support the learning needs of diverse learners comes from the **Action Research Study (**CAEP Standards 1.1, 1.2, 1.5, 2.1, 2.3) completed during their senior year clinical practice seminar. The research explores an area of concern based on students' needs, an intervention is created and candidates engage in work as teacher researchers and implement instruction based on research based data along with student data. The primary goal of the assignment is to improve teaching and learning by being a teacher researcher. They learn to conduct research and use data to inform their practice, and are required to reflect upon the ways in which they can improve their pedagogy.

In addition to the **Reading Intervention Project** described above, candidates are required to construct a **Mathematics Modification Lesson** as an active student-centered mathematics lesson that would guide students to higher order thinking skills. They then have to modify the lesson for a student with exceptional learning needs by identifying each area of the lesson they will modify or adapt and indicate their reasons for making the recommended modifications. This assessment requires all candidates to demonstrate their understandings and skills as educators to improve academic learning opportunities for all students, particularly students with exceptional learning needs by exposing them to key general education academic content areas. Candidates are required to select a student with a specific disability and consider adaptations to the lesson for their particular student, while maintaining the overall objective of the lesson, which is to promote higher order thinking skills. The assignment has a supervised field intervention component in which candidates not only conceptualize and plan the lesson, but also implement the lesson and evaluate the outcomes of the lesson in an inclusive setting in one of our partner elementary schools. Each candidate has the opportunity to work with a student with a disability, and is assessed based on the Council for Exceptional Children Standards.

Similarly, the **Behavior Intervention Project**, is a performance-based assignment, designed to immerse candidates in practicing behavior intervention skills for students that present with challenging classroom behaviors due to exceptional conditions. Candidates are required to

select an inclusive setting that caters for students with emotional and behavioral disorders and collaborate with school personnel to identify an appropriate classroom and focus student. Candidates subsequently work with a student, the teacher, and support staff in implementing two specific intervention strategies that would help the focus student in changing a challenging behavior. Candidates first conduct a thorough Functional Behavioral Assessment (FBA). Subsequently, candidates use the data from the FBA to develop and implement a Behavior Intervention Plan (BIP). Implementation of the BIP includes an examination of student responsiveness, as well as progress monitoring. Once BIP implementation is complete, candidates are required to generate a report on the student's progress in learning and practicing the intervention strategies. Finally, candidates submit an assessment report where they must reflect on the assignment and the outcomes, while taking into consideration similarities and differences between individuals with and without exceptionalities.

Results from these internal measures show that candidates were able to use their foundation knowledge about the learner, learning (InTASC 1) and special education, including philosophies, theories, rights and responsibilities in conceptualizing their lessons (CEC 6). They also demonstrated their knowledge of the development and characteristics of diverse students with exceptional learning needs (CEC 1) and their understanding of students' individual differences and the impact of disabilities on learning and behaviors (CEC 1) to create learning opportunities in mathematics instruction for students with various disabilities (CEC 3). Data also suggest that candidates were competent in their ability to select and use appropriate teaching strategies such as questioning, and specialized materials and resources such as concrete representations, games and technology to plan and modify key components of mathematics lessons for exceptional learners (CEC 5). Data indicate that candidates had sound knowledge and proficiencies in planning mathematics lessons that integrated the scope and sequence of the general and special curricula, addressed State learning goals, used technology for delivering instruction and included modifications and accommodations, including assistive technology to meet the individual needs of exceptional learners (CEC 3). While some candidates were also able to develop and use multiple forms of assessments for various educational purposes and decision-making evidenced by their evaluation of student learning, as well as their own evaluation of the impact of their lessons (CEC 4 - Assessment). As a key assessment that influences individual student learning outcomes, the EPP has enhanced the **Mathematics Modification Lesson** to not only evaluate candidate performance, but also to include added measures of student learning outcomes over longer periods of time to assess students' ability to generalize concepts learned.

Summary

Overall, the evidence shows candidates and program completers know how to, and demonstrate capacity to work with diverse learners including students with disabilities and students learning English as a new language. Candidates know how to support the needs of students in hard to staff schools and shortage fields, specifically demonstrating proficiency working with students with exceptional needs (CAEP 1.1, 2.3, 3.1). At the onset, the EPP

recruits and retains a diverse pool of initial teacher candidates who reflect the classrooms in central Brooklyn. To prepare highly qualified teachers who can work in these schools, the EPP's curriculum includes a wide range of intense and rich urban clinical experiences that give candidates the opportunity to work with diverse learners. Evidence shows the EPP ensures that candidates develop deep understanding of how to **advance the learning of all students toward attainment of college- and career-readiness standards** (CAEP Standard 1). The EPP works collaboratively with school partners to support candidates' development and performance during clinical preparation. The partnerships help ensure high quality clinical experiences that helps develop candidates' knowledge, skills, and professional dispositions necessary to **make a positive impact on the learning and development of culturally and linguistically diverse P-6 students, as well as students with disabilities** (CAEP Standard 2). Additionally, these collaborative partnerships with schools helps to place candidates in settings that are rich in diversity (CAEP Standard 2). At all phases of the programs, the EPP takes responsibility for preparation of highly qualified teacher candidates by making purposeful decisions about **recruitment, selection, and preparation of candidates** who can effectively impact outcomes for P-6 students (CAEP Standard 3). Furthermore, candidates are able to make an impact on the academic performance of culturally and linguistically diverse P-6 students' while enrolled in the program and when they become teachers.

As the United States grows increasingly ethnically, racially, linguistically diverse, New York City, which has historically been diverse continues to see a greater degree of diversity in student population. Candidates demonstrate they can design and implement lessons and unit plans aligned to standards, while differentiating for all learners. CSE candidates can work with a wide range of students across grades and contexts including ELLs and students with exceptional needs. The data show candidates are able to identify, select and use different methods including varied assessments to identify the needs of diverse learners across content areas. Candidates also know how to identify, select and use curriculum materials and assessment methods to support the learner in authentic learning environments including individualized settings, as well as small group and whole class formats. The evidence also suggests candidates can apply their knowledge by using various instructional methods to get to know students including way to learn about their culture, background, and assess their prior knowledge. They are also able to use their knowledge of the students to design developmentally appropriate resources and instruction for diverse learners.

TECHNOLOGY

1. Preliminary analysis of evidence from Self-Study Report (SSR)

A. Holistic evaluation of the completeness, quality, and strength of evidence related to diversity

B. Evidence that adequately demonstrates integration of the cross-cutting themes of diversity: Evidence 20; *however, disaggregation of data by program is needed.*

C. Evidence that inadequately demonstrates integration of the cross-cutting themes of diversity: N/A

2. Questions for EPP concerning additional evidence, data and /or interviews, including follow up on evidence inconsistent with meeting a standard (if applicable).

1. How is the data presented in evidence 20 aligned with EPP standards and program

EPP Response
Candidates were evaluated in relation to EPP technology standards and objectives, and their performance was measured by EPP objectives. The data were collected for academic years 2015-2016, 2016-2017, 2017-2018. Data collection followed a systematic process that included course-level analysis by EPP faculty, program-level evaluation completed by coordinators and department chairs, and school-wide reporting and data analysis used to develop action plans. Course-level data collection occurs quarterly. At the end of each semester, instructors for all courses submit their course assessments. This template requires that instructors provide a breakdown of candidates' performances by standards. These data provide information about how specific candidates enrolled in each program perform in relation to the EPP and SPA standards and alignments **(see Table #7.1a: Technology Standards and Objectives: EPP Alignment with CAEP Technology Standard.**

Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. The EPP further disaggregated candidate performance on meeting technology standards for each of its programs: Childhood Education (CE); Childhood Special Education (CSE) and Early Childhood Special Education (ECSE). **(see Evidence # 7: Technology Standards Disaggregated by Program.**

Table: 7.1a: Technology Standards and Objectives: EPP Alignment with CAEP Technology Standards

EPP Standards	EPP Standards' Technology Objectives

EPP Standard 1: Knowledge **Goal:** Candidates have a comprehensive understanding of the Liberal Arts and Sciences and Education Foundations' content, concepts and modes of inquiry and make connections among disciplines.	Objective: 1.3 Use technology proficiently and understand its potential as a tool for teaching and learning. CAEP 1.5, 3.4
EPP 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.	Objective: 2.3 Use technology to gain knowledge of the beliefs, values, and perspectives of their own community and communities worldwide. CAEP 1.5, 2.3
EPP Standard 3: Analytical Ability **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 issues.	Objective: 3.4 Use technology as a problem-solving tool to gather, organize and analyze information. CAEP 1.5, 2.1,2.3
EPP Standard 4: Creativity **Goal:** Candidates conceptualize, design, and develop imaginative and innovative work.	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
EPP 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.	Objective: 5.3 Use technology and other media to enhance learning. Objective: 5.5 Use technology as a tool for teaching and learning. CAEP 1.5, 2.1,2.3, 3.4
EPP 6: Effective Communication **Goal:** Candidates speak and write in appropriate registers depending on audiences and purposes and as a tool to share, analyze demonstrate comprehensive fluency in numeracy.	Objective: 6.2 Use technology as an efficient and innovative means of communication. CAEP 2.1, 2.3, 3.4

EPP Standard 7: Collaboration **Goal:** Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.	Objective: 7.3 Use technology and synthesize ideas. CAEP 1.5, 2.1,2.3, 3.4
EPP Standard 8: Commitment and Care **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.	Objective: 8.4 Recognize technology as a source of continuous education. CAEP 1.5, 2.1,2.3, 3.4

IV. Preliminary findings related to Area for Improvement (AFI) from previous accreditation decisions.

NCATE Standard 6: The Unit budget limits opportunities for faculty development
The EPP received and provided support for faculty professional development through the President's Faculty Travel Fund, the Office of Academic Affairs, and the EPP Dean's budget, as well as from grant funding. In 2014, President Rudolph F. Crew established an annual fund to encourage and support more faculty travel to conferences and professional development activities. This fund allocates up to $1,500 per person annually, and is managed by the Office of Academic Affairs. To date, several EPP faculty have accessed these funds. The Office of Academic Affairs provides additional travel support for faculty to attend and participate in conferences and other collaborative international initiatives. In addition, the SOE has been able to secure several grants that support faculty and student local travel to conferences and other PD activities. A summary of the travel support received by EPP faculty from 2015-2017 follows:

Faculty & Staff Professional Development – Three Year Summary

Academic Year: 2017-2018				
Faculty Name	**Department/Unit**	**PD Activity**	**Cost/Yr**	**Funding Source**
Johnson	MEC&EE	Conference Presentations	$3,000 $825 $649 $1,500	eCASE - SOE Personal Funds PBI Grant OAA
Lafontant	D&SE	Training, and Conference	$1,500 $3,000*	Scholarship CoS International Self- Funded
Lawrence	MEC&EE	Conferences Presentations	$1,700 $2,700	MEC SOE OAA
Saran	MEC&EE	Conferences Presentations	$3,000 $1,500	RFCUNY OAA
Wright	D&SE		$1,500	OAA
McIntosh	Ella Baker	Conference Attendance & Training	$2,000	CCampis Grant
Paul	Dean	Conference Presentations	$5,000	OSEP Grant

TOTAL			$24,874	

Academic Year: 2016-2017

Faculty Name	Department/Unit	PD Activity	Cost/Yr	Funding Source
Johnson	MEC&EE	Conference Presentations	$2,750 $1,000	OAA Personal Funds
Lafontant	D&SE	Conference Presentations	$6,300*	Self-Funded
Lawrence	MEC&EE	Conference Presentations	$1,500	OAA
Saran	MEC&EE	Conference Presentations	$1,500	RFCUNY
Wright	D&SE	Conference Presentations	$1,500 $2,000	OAA Grant
Paul	Dean	Conference Presentations	$3,000 $3,500	OSEP Grant OAA
TOTAL			$16,750	

Academic Year: 2015-2016

Faculty Name	Department/Unit	PD Activity	Cost/Yr	Funding Source
Johnson	MEC&EE	Conference Presentations	$3,500 $400	OAA Personal Funds
Lafontant	D&SE	Conference Presentations	$2,700*	Self-Funded
Lawrence	MEC&EE	Conference Presentations	$1,500	OAA
Saran	MEC&EE	Conference Presentations	$1,500 $1,500	RFCUNY PCS CUNY
Paul	Dean	Conference Presentations	$3,000 $1,500	OSEP Grant OAA
TOTAL			$12,500	

In spite of the economic challenges faced by our public college, the EPP receives the fullest support from the College's administration who works closely with the EPP to ensure that it remains committed to its mission of transforming the culture of urban education for all of its stakeholders. It is a mission deeply rooted in the institutional mission that reflects the values of its namesake Medgar Wiley Evers: *to develop and maintain high quality, professional, career oriented undergraduate degree programs in the context of liberal education.*